

Research on Higher Vocational College Public English Blending Teaching Based on “Internet Plus”

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Abstract: “Internet+ era” not only brings more opportunities for higher vocational public English teaching, but also lets it face with new challenges. The traditional teaching mode has been unable to meet the requirements of English teaching, and it is urgent to promote and apply the blending teaching mode. This paper firstly introduces the connotation and the significance of the blending teaching mode, and then analyzes present situation, the problems and reasons, and finally proposes the strategies to improve the blending teaching of public English in higher vocational colleges.

Keywords: Higher Vocational College Public English; The Blending Teaching; Internet+

1. Introduction

The blending teaching first emerged in the late 1990s at home and abroad, and has experienced more than 20 years of development. A consensus has been formed that the blending teaching is the trend of China’s education in the future. Especially under the background of Internet+, the value and significance of this mode are more obvious. The information technology has also succeeded in pushing it forward. By adopting the blending teaching mode, the teaching efficiency can be effectively increased, a good environment for teaching can be created, the teaching level can be promoted greatly and the quality of higher vocational English teaching can be improved.^[1]

2. The Connotation and Significance of blending Teaching Mode of Public English in Higher Vocational Colleges

In essence, the blending teaching mode refers to the integration of advantages of online teaching and traditional teaching. Through the blending teaching mode, teachers can play an active role in guiding and monitoring, constantly enlightening students and giving them guidance. At the same time, students play an increasingly important role, and their independent learning ability is exercised. Through the use of Internet information technology, students can carry out independent learning activities based on the network platform, break the constraints of the traditional classroom in time and space, and form an effective complement with the traditional English classroom, which greatly improves the teaching level and efficiency. It is not only the requirement of the development of times but also the inevitable demand of deepening the reform of English teaching. The blending teaching mode can enrich the teaching resources, diversify teaching methods and stimulate students’ active learning ability.

3. The Main Problems of blending Teaching of Public English in High Vocational Colleges

3.1 The Insufficient Communications Between Teachers and Students

In the process of blending teaching, both teachers and students are closely connected and the interactive participation in class is indispensable. If either side is not interactive enough, the teaching effect will be directly affected. The author found in the survey that many teachers do not know how to strengthen interaction with students. Students are not enthusiastic about participating in teaching activities. It is found that either the communication between teachers and students or the cooperation between students and students has not reached the expectation.

3.2 The Adequate Use of High-tech Teaching Methods and Means

Many network resources and means have not been fully utilized in English teaching due to the teachers’ inadequate capability. For example, many teachers have not mastered the skills of recording micro-class videos, and the teaching platform resources are mainly texts or PPT. However, students’ favorite way of learning is to watch short videos, which leads to the decrease of interest and enthusiasm to participate in class activities.^[2]

3.3 Imperfect Teaching Facilities

In order to ensure the blending teaching mode, it is necessary for the school to provide the support of basic supporting facilities, including hardware and software facilities. However, the supporting facilities are not perfect in many schools. On the one hand, lack of funding has resulted in limited equipment. On the other hand, the maintenance of the teaching platform is not timely enough.

3.4 The difficulties in Assessing Students' Performance

The traditional way of evaluation is unitary, which includes students' assignments and final exam results. However, in the process of blending teaching it is necessary to evaluate students' performance at each stage of online and offline learning. The comprehensive assessment can be divided into more than ten evaluation contents, increasing the workload of teachers and making students confused.

4. Analysis on the Reasons of Problems in the blending Teaching of Public English in Higher Vocational Colleges Based on Internet+

(1) Schools have not fully understood and paid insufficient attention to the blending teaching of public English, and have not invested enough in teaching equipment. They simply think that it is enough to provide multimedia classrooms and teaching platforms. But they don't give sufficient attention and support to other fields, such as the investment of teaching equipment, the training of teachers' informatization teaching ability, as well as the corresponding encouragement and help in the system and policy.

(2) Teachers' role transformation is not thorough enough. They are unwilling to change the traditional teaching mode, and they are not active enough in learning new knowledge and skills. Some teachers are accustomed to the role of lecturer in the classroom. They simply think that blending teaching is to upload some resources to the platform, instead of designing relevant teaching links from the student-centered perspective. They don't have enough time and energy to actively learn new skills.

(3) Students are not proficient in information technology operation and weak in independent learning ability. Although the network is the main channel for college students to obtain and exchange information, the informatization capability of most students is not very competent. They lack good learning habits and learning initiatives. They can only complete the homework required by teachers. However, the participation rate of self-arranged learning plan and self-preparation before class is very low.

5. The Strategies to Improve the blending Teaching of Public English in Higher Vocational Colleges

(1) First of all, the school should improve the teaching facilities, build an open and reliable campus information platform to provide a good information environment for teaching and research. Secondly, excellent teaching resources are also the key to successful teaching. The concrete implementation can be started from the following aspects: attaching importance to the construction of software resources, introducing advanced teaching software, introducing advanced blending teaching methods, and organizing research subjects.^[3]

(2) Teachers should change their roles and improve their informatization teaching abilities. On the one hand, English teachers should learn new teaching ideas, accumulate experience and master the information teaching methods. On the other hand, they should receive regular training and re-education. In addition, an incentive mechanism should be set up to encourage teachers to actively participate in training and learning activities.

(3) Students should change their learning habits and improve their learning enthusiasm. Firstly, it is essential to change students' prejudice against English and guide them to realize the importance of English. Secondly, students' interests in English learning should be stimulated through various ways. Finally, it is also important to cultivate students' ability of self-management. They need to make a scientific learning plan, properly manage their learning time, and ensure the completion of tasks.

(4) Multiple forms of evaluation should be established to improve the quality of blending English teaching. English teachers should establish a multi-mixed evaluation mechanism, focusing on the evaluation of teaching process, integrating formative evaluation and terminal evaluation, including classroom testing, classroom communication, classroom discussion and group task, etc. The evaluation mechanism can let students know their current learning status, adjust the learning plan in time and keep making progress to get further developments.

6. Conclusion

Under the Internet+ environment, it has become a trend to adopt the blending teaching mode to carry out English teaching. By building a perfect mobile network learning platform, improving teachers' informatization teaching ability and stimulating students' autonomous learning ability, the blending teaching mode of public English in higher vocational colleges will be improved continuously and students' English abilities and levels will be greatly enhanced.^[4]

References:

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