

Original Research Article

Design and practice of blending teaching mode in college English

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Abstract: With the development of English education and the progress of modern educational technology in China, it is the current trend of college English teaching reform and development to explore a blending mode of college English based on network and classroom teaching. The development and implementation of blending teaching mode is the key factor, aim of which is to enable students to develop their ability of active, autonomous and personalized learning.

Keywords: Blending teaching; college English; design

In traditional English classroom teaching, whether it is grammar translation method, direct method, reading method or listening discrimination method, is common with each other in teaching guiding ideology. There are many shortcomings. As the teaching design is teaching-oriented and programmed, the students are passive learners without being paid enough attention to, which is not suitable for the reformed English teaching. With the emergence of mobile Internet, learning software and online courses, network technology has become more and more prominent in education. Online learning has become an important part of the learning mode and even an indispensable part.

1. Design of blending teaching mode in college English

Teaching design is closely related to the teaching objectives of college English courses, which include language knowledge, language skills and humanistic quality. As the main content of college foreign language education, college English is a compulsory public basic course for most non-English majors. It plays an irreplaceable role in personnel training and is of great significance in promoting the coordinated development of college students' knowledge, ability and comprehensive quality.

Teaching design emphasizes the combination with analysis of learning situation and mainly analyzes the students' learning style and teaching measures according to the students' results of previous courses, types of examinees, graduation schools, provinces, gender, personality and internship, *etc.* In college English teaching, in order to implement individualized and cooperative teaching, learners' characteristics are the primary variables to be considered, from which other factors are derived. Based on the characteristics of learners, the teaching environment is designed to be suitable for individualization and cooperation, thus truly realizing "teaching students in accordance with their aptitude". Therefore, the analysis of learners' characteristics is not only the key, but also the starting point of college English teaching design.

Teaching design emphasizes the combination of online and offline teaching hours. Assuming there are 64 teaching hours of college English, it can be divided into 32 hours of platform teaching and 32 hours of classroom teaching. Through such reform, some learning content of textbook knowledge is put on the network teaching platform, while in

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the classroom, teachers are no longer lecturers of knowledge. Instead, they put forward targeted solutions to the problems existing in students' autonomous learning through network. English teachers lead out themes in class presentations and discussions, making it with better classroom effects and greatly arousing the enthusiasm and initiative of students.

Basic knowledge of books is put on the comprehensive platform of online teaching so that students can learn autonomously after class. Precious classroom time is used for demonstration and discussion to focus on solving difficult problems. As long as teaching materials like outlines and videos are complete, the teaching resources on the platform can meet the needs of students for self-study. All teachers can be freed from repetitive classroom lectures, and transfer their energy to continuously design classroom interaction sections for blending teaching, participate in discussion of topics, and provide timely online counseling and answering questions for students. This teaching mode can improve students' English thinking and their ability to solve problems in English.

2. The implementation of the blending teaching mode in college English

Teacher's explanation is combined with students' autonomous learning. Network information and multimedia technology have intensified teachers' work. By fully utilizing network information technology, the original classroom teaching is transformed into a teaching environment combining classroom teaching and multimedia network, which reasonably coordinates the contents of teachers' explanations and students' autonomous learning. Regarding to some easier texts, the students learn and explain them by themselves in sections, while the teachers explain the difficulties and doubts, and inspire, induce, evaluate and encourage the analysis and explanation of the students. The teaching is full of fun and interaction between teachers and students, which is warmly welcomed by the students.

Independent study is combined with group cooperation. In addition to assigning students appropriate independent learning tasks, teachers also make students accustomed to completing homework in mutual assistance through classroom group reporting, group competition, group cooperation after class, group mutual assistance, *etc.* Then learning becomes a process of inquiry cooperation and students learn to integrate and analyze new knowledge and things, thus their creative thinking ability is cultivated. Passive cramming class has been replaced by asking questions. Students are encouraged to actively participate in discussing and answering questions. English teachers actively carry out the reform of classroom organization. A learning team composed of 3 or 4 students can be formed to integrate individual learning in team learning. Students' interest in learning can be stimulated by means of "scoring", "team review" and "competitive learning", enabling students to actively participate in class and after-school activities. The following are two cases in the implementation of blending teaching mode.

Case 1:

Taking a unit named *Volunteering* as an example, the topic was volunteer activities, which was one of the topics that college students were interested in. As students were not willing to listen to boring explanation of words and example sentences by the teacher, blending teaching was adopted in this unit. Pre-task was that students completed the self-study task of ten words on the network, including understanding the pronunciation and meaning of words, and making the corresponding sentences arranged by the teacher with the words. In class, the teacher used the random selection function of Learning Through (one of educational applications) to select four students to share their sentences. The teacher commented on the work of the students, awarded extra points on Learning Through and made online records.

Case 2:

Taking another unit named *Values* as an example, the topic was values. Both the topic and the dialogue in the textbook were boring. In college oral English class, the teacher took the form of blending teaching, the pre-task of which was students learning English knowledge about values online. The teacher gave the students a task list and assigned a Role-play task. Students worked in groups of four to design, direct, arrange and perform a small family story about values. Students were very interested in such tasks and actively prepared for them. In the class, the students

performed very well, the class atmosphere was lively, and they learned a lot of vocabulary and expressions of values. The students with poor English made their mark in story creation, performance, singing English songs, prop making, *etc.* After that, the teacher commented on and scored the students' performance in class.

3. The evaluation of blending teaching mode in college English

Online and offline evaluation are combined. The final results of the course are based on the usual performance. Besides the participation in the class, the evaluation on the online homework is added. Among them, online assessment can focus on online homework, participation in discussions and reading teaching resources. In addition, the network teaching platform can effectively innovate testing methods and conduct large-scale computer testing and evaluation. It can also effectively save test data, save a lot of time and cost, and make the evaluation process and means more scientific and reasonable.

Formative and summative evaluation are combined. Traditional college English evaluation is conducted in a summative way. The biggest disadvantage is that it focuses on the results and ignores the process, which is not conducive to obtaining real feedback information, nor can it make valuable judgment and timely control. For students under blending teaching mode, the composition of usual performance in the course results can be appropriately increased. The evaluation mode changes from the original one which is based on the final result to a blending one in which the usual performance and the final assessment result account for 50% of the course result respectively. The comprehensive performance in class accounts for 40% of the usual scores, while the completion of network homework, participation in online discussions and browsing of learning materials account for 60%. Blending English teaching has reformed the summative evaluation method and introduced the formative evaluation mechanism. By using the online learning platform, the periodic data of students' learning and assessment are accumulated and can be effectively reflected in statistical reports. Therefore, based on these data, formative evaluation can be carried out to make the evaluation more objective and convenient, and the content more diversified. The participation and contribution of students on the e-learning platform can be taken as the basis for formative evaluation. This diversified evaluation method breaks through the traditional examination mode, which only focuses on the results but not on the learning process. It is helpful for students to use their main energy to expand their knowledge and flexibly apply what they have learned instead of memorizing the content.

4. Conclusion

Blending teaching is not a substitute for traditional one, but constantly supplements, perfects and merges with traditional teaching. The application of blending teaching in college English curriculum combines the advantages of traditional teaching with that of network teaching to give them full play. It can improve the effectiveness of college English courses and students' English proficiency, thus adapting to social development and successfully moving towards internationally.

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