Research on the Blended Learning Model of College English in the Context of Internet+ Education

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Abstract

In today's advanced reform of higher education, information technology is gradually applied to the field of education. The new education model based on Internet+ education has pushed higher education to a new historical climax, prompting the transformation of the traditional classroom teaching mode into a blended learning mode. In the process of teaching, the teacher's leading role is emphasized, while the students' subjectivity in the learning process is also highlighted. Based on this, this paper focuses on the blended learning mode of college English in the context of Internet+ education and proposes that in the process of applying this mode, teachers should change their educational thinking and create an independent learning environment for students; they should actively build an Internet-based development platform through which to establish the connection between online and offline, to effectively improve the fit between this learning mode and college English teaching. The Internet-based development platform should be actively built to establish the connection between online and offline through this platform, so as to effectively enhance the fit between this learning mode and university English teaching and improve the effectiveness of English classroom teaching.

Keywords

Internet+, Education, English

Introduction

College English is a basic subject at the stage of university education, and it is a necessary stage for students to learn. However, in traditional education and teaching, students' English learning is loose and fragmented, which affects the effectiveness of English teaching. In the context of Internet+ education, the application of a blended learning mode in university English teaching is of great significance to improve the quality of English teaching by integrating resources and optimizing the process to enhance the integration of this learning mode with university English and highlight the main position of students in education.

1. The concept of blended learning mode of college English in the context of Internet+ education

1.1 Background of the times

The application of Internet+ in the teaching field has been realized as early as 2020. In the process of integrating
Internet+ with teaching, teachers are required to carry out a new teaching concept, build an information-based education environment for students on the basis of integrating high-quality teaching resources, strengthen the combination between information technology and education, innovate the teaching mode, and enhance students’ independent learning ability.

In contemporary China, all walks of life have undergone great changes, and our education industry has undergone innovation, with more diverse online learning platforms emerging. Teachers are able to achieve the integration of online communication and offline teaching through online platforms to enhance the interactivity with students in teaching to meet their differentiated learning needs. The so-called blended learning model refers to the integration of traditional learning models with modern Internet technology to achieve a positive interaction among teachers, learning resources, and students (Guo Juan, 2023).

1.2 Features of the model

Under the background of Internet+ education, the blended learning mode of college English is a brand-new exploration of the teaching field. In the process of actual implementation, it needs the support of modern equipment such as computers and multimedia. In short, teachers should find better teaching resources on the Internet, integrate them into classroom teaching, build an Internet+ classroom, and construct a diversified teaching mode to meet students’ diversified learning needs.

In the actual teaching process, we should focus on developing students’ independent learning abilities, helping them to improve their comprehensive English ability and cross-cultural communication abilities, and continuously developing their horizons. At the same time, when teaching English in a blended learning mode, students at different levels should be divided into different groups and taught in a tiered manner, so that they can work together on pre-reading and revision. In addition, teachers should organize the knowledge points to be taught and divide them into similar knowledge points; then, during classroom teaching, students should conduct inquiry learning for similar knowledge points through group discussion, and let them present the results of their inquiry and report on the inquiry process to deepen and expand their knowledge system. After classroom teaching, teachers use the online platform to communicate with students online, ask them questions, strengthen the feedback of classroom teaching, build a perfect feedback mechanism, summarize classroom teaching experience, and make classroom teaching develop in the direction of more quality. In conclusion, the blended learning mode of college English in the context of Internet+ education is characterized by diversity and interactivity, students can use the online platform to collect diverse learning resources; they can use the online platform to interact with teachers and other students (Huanxia Deng, 2023).

2. The value of the blended learning mode of college English in the context of Internet+ education

2.1 It is conducive to broadening learning channels

The blended learning mode of college English mainly relies on the background of Internet+ education, uses modern technology, and uses online learning platforms to provide students with more diversified learning solutions through various teaching forms such as flipped classrooms and micro-class, and gives students a broader learning space, cultivates students' independent inquiry ability, and then improves students' independent learning consciousness and English ability.

In addition, this mode of English teaching can break through the traditional time and space boundaries of students' learning, make students' learning more flexible, broaden students' learning channels, and meet their individual learning needs.

2.2 Enriching learning resources

The Internet is efficient, fast, and convenient. It can provide students with more diverse and rich learning resources so that students can learn English in a more flexible way and no longer rely only on traditional classroom teaching, but can learn what they want to learn anytime and anywhere, gradually forming a ubiquitous learning mode. At the same time, under the blended learning mode of college English, students can use the Internet and social media to learn, breaking through the limitations and singularity of offline classroom teaching, and bringing more initiative for students to choose the materials they want to learn.

2.3 It is conducive to the development of students

Building a blended learning mode of college English is conducive to changing the position of teachers and students in classroom teaching, making students the main body of classroom teaching, allowing students to use a combination of
online and offline methods to learn college English knowledge on their own, and transforming students' past passive learning status. At the same time, building a blended learning mode of college English is also helpful to clarify the role of teachers in leading college English teaching activities around students, making the online and offline classrooms a place of interaction between teachers and students, breaking through the traditional boundaries of the relationship between teachers and students, realizing the positive interaction between teachers and students, creating a modern college English teaching atmosphere, and improving the effectiveness of college English teaching.

3. Optimization Ideas of College English Blended Learning Mode in the Background of Internet+ Education

3.1 Change the thinking

Under the background of Internet+ education, the blended learning mode of college English needs to establish a student-oriented teaching thinking. This is mainly because in the current social environment, in daily study and life, the information received is more complicated and the media used by students in acquiring information are more diversified. Therefore, in the process of teaching English at university, teachers should not be based on the traditional teaching model but should regard students as the main body of teaching, and should consider themselves as their assistants, build a platform for students to learn independently, let them explore on their strength, and improve their knowledge building ability.

3.2 Build a platform

Under the background of Internet+ education, the blended learning mode of college English should actively build out an Internet-based development platform, through which the connection between online and offline is built to enhance the effectiveness of classroom teaching. On the one hand, teachers use the Internet to build a platform in which the relevant contents that students need to learn are disseminated and specific guidance is given to students' problems after they finish, which not only meets students' needs for fragmented learning but also further improves students' mastery of knowledge points. Specifically, teachers can make use of the public platform of WeChat and the campus network of the university to disseminate the content of college English, enhance students' interest in learning, and establish a communication platform for teachers and students. At the same time, teachers can also make use of the new platforms, such as micro-classes and learning passes, to innovate the teaching mode, teach students the piecewise knowledge points online, and discuss with them in the classroom to improve their mastery of the knowledge points. On the other hand, teachers can establish communication with students through the platform, understand students' needs for English learning, and rely on these needs to carry out more targeted teaching. Study groups can also be built at the right time to invite students with the same needs to study together, to promote each other's business end, and to improve students' abilities.

3.3 Change the mode

Under the background of Internet+ education, the blended learning mode of college English should change the teaching mode and implement the flipped classroom teaching mode to promote the development of teaching reform. Teachers should do a good job of guiding the flipped classroom teaching when teaching English, and apply the flipped classroom teaching to the English classroom teaching from the teaching process. The application of this teaching mode can make up for the lack of students' pre-study in the past when teaching English, provide guidance to students' pre-study before class, and improve the pre-study effect. It also makes students consciously review their work after class, changing their mindset of studying for exams and increasing their motivation to learn English.

First of all, when teachers apply the flipped classroom model to college English classroom teaching, they should assign students to pre-study tasks and ask them to master the materials provided by the teacher before class. The teacher can use the Internet to communicate with the students and deliver running materials to them during the pre-course pre-study process. They also monitor students' progress in the background to ensure that each student completes the pre-reading work assigned by themselves. In this way, students are urged to do pre-course pre-study and improve the pre-course pre-study effect. Second, in the process of classroom teaching, teachers can adopt a problem-oriented teaching method, design a problem for students to discuss, and let students think and discuss it. Students are required to speak in English during the discussion process so that they can speak and dare to speak. In such an English environment, students can further improve their English expression ability, enhance the quality of English teaching, and develop their English thinking. Again, teachers should take advantage of the flipped classroom teaching model to let students carry out after-class reviews and establish a stable relationship with them. On the one hand, teachers should post after-class assignments on Internet platforms and let students return to teachers in electronic format, so that teachers can easily review students' answers.
the other hand, teachers can use WeChat, nail, and other platforms to communicate with students after class, help students solve the problems they encounter in the process of English learning, collect information for students' problems, provide students with targeted after-class tutoring, enhance students' enthusiasm for after-class review, and improve students' interest in learning.

4. Blended learning mode of college English in the context of Internet+ education

4.1 Teaching process

The application of blended learning mode in college English courses is presented in a diversified teaching form. It is a technical teaching method to teach college English in the context of Internet+. The blended learning mode of university English teaching requires not only a change in the traditional teaching mode but also a systematic analysis of the teaching content and the optimization of the teaching format to meet the learning needs of students with different needs. It is also necessary to strengthen the integration of information technology based on face-to-face teaching, to realize the interaction between online and offline, to improve the teaching effect, and to cultivate students' awareness of independent learning. In addition, when teaching English at university, it is also necessary to strengthen students' cognitive reserve of English knowledge and motivate them to learn English based on network technology. In the process of student independent learning, the teacher's guidance role is given full play in order to achieve a more ideal teaching effect and improve students' English proficiency (Pennacchia Jodie & Bathmaker AnnMarie, 2021).

4.2 Teaching concept

The application of Internet+ in the field of college English teaching brings greater challenges to the college English teaching mode but also brings greater opportunities to improve the effectiveness of college English teaching. In this context, students' access to college English knowledge has changed to a more diversified direction, and students can use the micro-course WeChat public platform to learn what they want to learn. Therefore, teachers should focus on students when teaching college English based on a blended learning mode, highlighting the main position of students in teaching. They also use Internet tools to support teaching and learning to meet the needs of students' comprehensive development. In addition, when teaching, teachers should also pay attention to changing their own teaching concepts and continuously optimize their teaching perspectives and directions according to the practical needs of students.

4.3 Integration of resources

If we analyze the differences between the traditional teaching mode and the modern teaching mode, we can find that the modern teaching mode has greater changes compared with the traditional teaching mode, from a traditional classroom and a classroom to a network and a mobile terminal device. Students can use mobile devices to select teachers and educational resources they want to learn on the platform with the support of the Internet, realizing the organic integration of Internet+ and education. At the same time, teachers can also use the Internet platform to ask students questions during the open class to stimulate their thinking and achieve focused teaching. In addition, students can arrange their study time and carry out pre-study and review according to their actual situation, so as to meet their needs of mastering the corresponding knowledge without leaving home. In a word, the blended learning mode of university English teaching in the background of Internet+ is a combination of online and offline education supported by the Internet to meet students' needs of learning anytime and anywhere.

4.4 Training skills

In the process of teaching English at university, students need to be trained in listening, speaking, reading, writing, and translating, and to master English skills and develop intercultural communication skills. In the context of Internet+, teachers can use technology to realize online interaction between teachers and students, simplify knowledge points, carry out fragmented teaching, and provide more learning opportunities for students.

For example, in the Internet Plus context, college English is taught in a blended learning mode that integrates teaching resources from home and abroad. Before classroom teaching, they collect data, make teaching plans, and develop teaching videos. Then, at the time of classroom teaching, they interact with students online or offline and finally use the Internet to collect students' teaching evaluations to achieve teaching feedback and improve teaching effectiveness. However, in this process, teachers need to pay attention to the need to provide targeted learning content for different students, take into account the differences in students' levels, to create a more targeted and open teaching environment for students, to
truly focus on students, respect the main position of students, and to ensure that college English teaching work is carried out in an orderly manner.

4.5 Learning methods

In order to give full play to the role of the blended learning mode of college English in the context of Internet+, it is necessary to equip students with learning methods that fit their actual situation and give full play to the role of this teaching mode. First, teachers should investigate students’ actual learning ability and conduct a questionnaire survey after each unit of study. Based on the results of the survey period, the teaching model is optimized to meet the learning needs of students with different levels of participation and to set different levels of teaching objectives to ensure the most optimal teaching effect. Second, teachers should develop unit topics. Teachers can summarize the knowledge points within each unit into a small topic, on top of which the knowledge points are crushed. And equip the knowledge points with corresponding teaching videos, so that students can absorb the knowledge points by watching the videos online repeatedly to enhance their mastery of the knowledge points.

5. Conclusion

In conclusion, the blended learning mode of college English under the background of Internet+ education is in line with the development direction of contemporary college education and is of great significance in improving students' English ability. However, in order to give full play to it, teachers should give full play to their leading power in the process of teaching, provide students with a good space for independent learning, build a platform, strengthen communication with students, and help them solve real-life problems.

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