

On the Innovation of College English Blended Teaching Model

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Keywords: College English, Blended teaching, Production-oriented approach

Abstract: During the epidemic period, the sudden online teaching mode has brought new experience and unprecedented challenges to college teachers. Along with the in-depth development and gradual normalization of online teaching, it also causes teachers to reflect on the teaching reform in the post-epidemic period. This paper explores how to make use of online teaching to promote teaching innovation and build “golden course” of college English. Through the online college English teaching model based on Production-oriented Approach, this paper makes a revolution in teaching design, trains students' critical thinking ability, and realizes student-centered blended teaching.

1. Introduction

The worldwide trend of online teaching during the epidemic is not only a challenge to the traditional offline teaching ideas and models, but also an opportunity for educational innovation and reform. The practice of online teaching in nearly half a year has proved that online teaching in universities across China is not only a temporary measure, but also a long-term teaching revolution and an “accelerator” to reshape the future teaching ecology. Accelerating the integration and innovation of information technology, making education step into the “Internet plus” era, is also inevitable to deepen the reform of education and teaching. College English teachers should pay attention to the demand of talent training and the students' personal development needs, so as to promote the reform of teaching, ensure the quality of online learning, and train students' cross-cultural communication ability.

2. The Advantages of Blended Teaching

This mode is characterized by equal emphasis on teaching and learning, making full use of the online open courses, breaking the limitations of traditional classroom on language learning in time and space, giving full play to the advantages of mobile platform in fragmented teaching at any time, and ensuring the constant training of listening, speaking, reading, writing and translation after class. Through online flipped classroom, a new model of online and offline blended teaching is realized, which includes asynchronous teaching of online courses and synchronous learning in class. College English online course via Chaoxing platform and “U-campus” teaching cloud platform with multimodal three-dimensional teaching design, through the online program writing, words in this

study, with imitation, interactive lesson text, video, etc., from language input to output, power inquiry learning or blended learning [1].

In order to enhance the learning effect and efficiency, the key lies in the establishment of learning community and the development of cooperative learning. Teachers design the online teaching and evaluation process, forming the teaching mode of “independent learning + centralized learning” and the online evaluation mode of “fragmented learning + testing + answering questions”, which not only cultivates students' personal ability, but also ensures the learning effect. By enabling students to realize personalized, mobile and fragmented autonomous learning mode, teachers are liberated from teaching basic language knowledge in the classroom. Instead, they should pay more attention to classroom management and supervision, strengthen the team cooperation between students and improve their participation in challenging learning activities to ensure the quality of the students innovative learning task.

3. The College English Teaching Strategies

3.1 Build “Golden Courses”

In order to stimulate students' initiative, it is suggested to increase the online learning score appropriately, to achieve effective online independent learning, make full use of network resources and platforms, strengthen foreign language thinking, pay attention to students' independent learning, reform teaching with intelligent means, drive the learning effect by project and task, and improve the core quality; At the same time, with the help of professional competitions and social practice, we will build a communication environment for students and promote the continuous innovation of college English teaching.

The large-scale development of online teaching has prompted teachers to change their teaching concepts and methods and give full play to the respective advantages of online teaching and offline classroom through the reform and innovation of the traditional teaching model. Online learning enables students to select learning contents from online open courses according to their own characteristics and learning needs, allocate learning time reasonably and complete learning tasks independently, which not only exercises students' independent learning ability, but also develops their ability to solve problems independently. The offline classroom teaching fosters the teachers' supervision and management of the classroom teaching process, and realize the cultivation of various key abilities in foreign language education through face-to-face teacher-student interaction and peer cooperation.

3.2 Cultivate STUDENTS' Critical Thinking

As a teaching concept, critical English teaching emphasizes the interaction and synergistic development of critical ability and linguistic ability. Therefore, in teaching design, teachers need to integrate specific critical thinking skills such as elaboration, analysis, evaluation and reasoning into the teaching activities to improve language skills [2]. In language teaching, taking the cultivation of language ability and critical thinking ability as the teaching goal and the construction of intercultural foreign language courses as the starting point, we can better promote the reform of teaching mode, improve the teaching quality and serve the training of first-class talents. It is necessary to integrate English learning with critical learning through critical listening, speaking, reading and writing activities, so as to improve both English and critical ability simultaneously. Teachers should consciously create opportunities for free inquiry, design language teaching activities to train students' advanced thinking ability, and realize value shaping and ability cultivation.

3.3 Apply Production-Oriented Approach

Production-oriented Approach is a foreign language teaching theory put forward by Professor Wen Qiufang. After more than ten years of development, it has formed a relatively complete system, attracting widespread attention in the field of foreign language education, and has been put into practice in a number of universities in China with remarkable results [3]. This mode emphasizes the authenticity and effectiveness of interaction. Through reasonable configuration of Chaoxing platform, U-campus platform, mobile learning terminal and other instant messaging tools, it can effectively promote online teacher-student interaction and student-student interaction, give play to students' internal initiative and improve the teaching effect. The design of college English teaching courses based on the concept of Production-oriented Approach should fully consider the learning effect to be achieved in each class, that is, the content of chapters, the key and difficult points, the classroom teaching methods or activities must correspond to the expected learning results. Teachers need to provide targeted input to students' production in a planned and step-by-step way to facilitate the completion of final production tasks. This model includes six stages: teacher assignment, student self-study, teacher guidance, group facilitation, individual production and evaluation. While driving, facilitating and evaluating form several cycles, it also takes into account the diversity of "facilitating" [3]. This model also realizes the flipped classroom, which enables students to enhance their interest in learning in a relaxed atmosphere through teaching methods such as discussion, collaboration and dialogue, and makes the teaching process student-centered, which is conducive to their absorption and in-depth understanding of knowledge.

Through the network learning platform, students can not only learn to discuss the problems, but also teachers and other students can correct and evaluate their completed homework and exercises. In this process, the teacher should sum up the common problems, and give reasonable guidance, and focus on the classroom teaching. For example, teachers can use cloud management, cloud discussion, cloud practice models. The students in the class can be divided into groups, and the teachers join the discussion groups to guide the creation of the works of each group. At the same time, the common problems and good ideas in the group discussion are sent to the class for guidance and sharing. By participating in the guidance and discussion of each group, and sending the revision opinions of each group, the teacher not only urges students to be self-disciplined, but also lets everyone share each progress of others, so that the learning practice really becomes a voluntary, conscious and autonomous behavior.

4. Conclusion

Blended teaching in the era of "Internet plus" is significant for the development of higher education. It is not a simple combination of learning methods, but a fundamental reform and redesign of teaching mode. College teachers should seize the opportunity, take the initiative to change, and actively promote the transformation from "English teaching" to "English education". Innovative teaching not only conforms to the educational philosophy of universities aiming at improving students' comprehensive quality, but also meets the overall development trend of college English teaching reform. Therefore, teachers should change the traditional concept of foreign language teaching talents training and foreign language teaching, establish and continuously optimize the learning community, and make the college English learning experience meaningful.

References

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