

# *Design and Practice of a Blended Teaching Model for English in Vocational Colleges Based on Smart Classroom*

**Yu Jiang**

*School of Education, Urban Vocational College of Sichuan, Chengdu, Sichuan, 610101, China*

**Keywords:** Smart classroom; English teaching in vocational colleges; blended English teaching; teaching mode design

**Abstract:** With the continuous changes of the times, society has put forward new requirements for college English teaching. Especially in the context of the big data era, creating a smart classroom teaching model has become the main direction of teaching reform in domestic vocational colleges. Based on the background of the times, the paper explores the design and practice of a blended teaching model for English in vocational colleges based on smart classrooms, to continuously improve the teaching quality of college English courses, and cultivate comprehensive applied English talents that meet the development needs of the times.

## **1. Introduction**

The smart classroom teaching proposed for the knowledge classroom refers to the teaching content, teaching methods, and teaching strategies in the smart classroom, which are based on the value pursuit of students' intelligent development and the fundamental condition of teachers' teaching wisdom. It is established on the basis of teachers' characteristic curriculum cognition, and reflects the teaching process of "transforming knowledge into wisdom" in teaching design, teaching practice, and teaching evaluation, promoting students' intelligent growth. Vocational colleges in China need to clarify the teaching characteristics of language subjects, deepen their understanding of smart classroom teaching, and carry out college English teaching in the context of smart classrooms.

## **2. Analysis of the Current Situation of Blended English Teaching Mode in Vocational Colleges**

### **2.1. Poor English Foundation among Vocational College Students**

Currently, one of the main problems in the process of conducting college English teaching in domestic vocational colleges is the poor English foundation of students. Due to the influence of the domestic college entrance examination and enrollment system, the quality of students admitted by domestic vocational colleges is not as good as that of ordinary higher education institutions, and students' basic English proficiency is generally poor. Specifically, on the one hand, students' English learning habits need to be corrected. Some vocational college students have poor learning habits

and are unable to adopt the correct learning methods during the English learning process. They do not attach enough importance to their English listening and speaking abilities, which seriously affects the teaching quality of college English courses. For students in vocational colleges, influenced by the concept of exam-oriented education for a long time, they place too much emphasis on improving their English grades, making it difficult to adopt a comprehensive learning approach to improve their English communication skills and achieve the goal of teaching college English courses. On the other hand, the main purpose of carrying out college English teaching in vocational colleges is to improve students' comprehensive English application ability. However, due to the lack of utilizing the essence of the English subject in the process of English teaching in China, students' own English communication ability is poor, and it is difficult to keep up with the teaching speed after entering vocational colleges, seriously affecting the quality of college English teaching. [1]

## **2.2. The English Curriculum in Vocational Colleges Needs Improvement**

Currently, there is less attention paid to the English curriculum in domestic vocational colleges. Most vocational colleges still treat college English as a public course for teaching, with fewer English courses arranged. Compared with other professional courses, English accounts for a relatively low proportion, which cannot meet the purpose of talent cultivation. Specifically, on the one hand, vocational colleges do not attach enough importance to college English courses. At present, domestic vocational colleges mainly focus on teaching professional courses in the teaching process, with insufficient emphasis on college English course teaching. Some teachers do not receive regular English teaching training, making it difficult to integrate advanced teaching concepts and methods into college English course teaching. On the other hand, vocational colleges have fewer college English courses. At present, when carrying out college English course teaching in domestic vocational colleges, the number of English courses offered per day is too small, and the too few class hours result in some English teachers struggling to balance the English learning situation of each student in order to catch up with the teaching progress, seriously affecting the quality of college English course teaching.

## **2.3. The Concept of English Teaching in Vocational Colleges Needs to be Improved**

Currently, domestic vocational colleges are influenced by traditional teaching concepts in the process of college English teaching, and some English teachers adopt teaching methods that are not novel enough to stimulate students' enthusiasm for learning English courses. Specifically, the concept of college English teaching is outdated. In the teaching of college English courses, some vocational colleges still use traditional teaching methods. Whether in the daily English teaching process or in the assessment process, vocational colleges still focus on improving exam scores in English teaching. They do not attach enough importance to students' English communication skills, making it difficult to cultivate talents that meet the needs of the times. While, the concept of smart classroom teaching has not been integrated into college English teaching. The teaching method in the smart classroom refers to the teaching content, teaching methods, and teaching strategies in the smart classroom, which are based on the value pursuit of students' intelligent development and the fundamental condition of teachers' teaching wisdom. With the continuous progress of technology, vocational colleges will integrate advanced big data technology and Internet technology into their teaching process. However, influenced by traditional teaching concepts, vocational colleges have failed to integrate the concept of smart classroom teaching into English teaching, and vocational college students have low interest in learning college English.

## **2.4. English Teaching Resources in Vocational Colleges Need to be Improved**

For college English teaching, the teaching resources are the most important, in addition to teaching methods and content. Currently, the English teaching resources in vocational colleges in China are relatively limited. Although China is currently in the information age, vocational colleges are unable to integrate advanced internet and information technology into English teaching due to the impact of teaching funds, which seriously affects the quality of college English teaching. Especially with the development of the times, today's society is constantly changing, and people need to use the Internet to understand social life and clarify the direction of the times. The outdated teaching equipment in vocational colleges can seriously affect students' access to English teaching resources. Especially at present, most vocational college students have poor English communication skills, and a single English teaching resource overly emphasizes the teaching of written English to students, while neglecting the teaching of English listening and speaking abilities. [2]

## **3. Design of Blended Teaching Model for English in Vocational Colleges Based on Smart Classrooms**

Currently, there are a series of problems in the blended teaching process of college English in domestic vocational colleges. Therefore, vocational colleges need to design the blended teaching model of college English based on the concept of smart classrooms, which mainly includes the following four aspects.

### **3.1. Strengthening Basic English Teaching**

Currently, due to the poor basic English proficiency of vocational college students, some students have incorrect learning methods, which has seriously affected the quality of English teaching in vocational colleges. In response to this situation, vocational colleges in China need to improve the blended teaching model of college English in the smart classroom, strengthen the basic English teaching work for students, correct students' incorrect learning methods, and continuously improve the quality of college English teaching. On the one hand, it is necessary to strengthen the teaching of basic English to students. In the process of carrying out college English teaching in vocational colleges, it is necessary to arrange the teaching schedule reasonably, adopt a blended English teaching model, and combine the basic level of different students in the teaching process to carry out English teaching, truly achieving "individualized teaching". On the other hand, it is necessary to correct students' incorrect English learning methods. At present, some vocational college students pay too much attention to vocabulary and grammar learning during the process of English learning, and lack understanding of the cultural background behind the English language. English learning has long remained at the "textbook learning" level. In response to this situation, teachers in domestic vocational colleges should actively guide students to find suitable learning methods during the teaching process, deepen their understanding of the English language background, and improve their comprehensive English application ability. [3]

### **3.2. Improving the English Curriculum in Vocational Colleges**

At present, some vocational colleges in China have failed to integrate advanced teaching techniques into college English curriculum teaching, and the blended teaching model is not fully applied in college English classrooms. In response to this situation, domestic vocational colleges need to strengthen the application of blended teaching model under the concept of smart classrooms, improve the English curriculum, and integrate more advanced teaching technologies into the

classroom. Specifically, vocational colleges should integrate advanced teaching techniques into college English classrooms. Under the influence of the current concept of smart classroom teaching, most universities in China are deeply implementing the classroom teaching reform advocated by the Ministry of Education, strengthening the use of advanced teaching technologies such as multimedia technology and digital technology in teaching, and continuously improving teaching quality. For example, domestic vocational colleges can use big data technology and Internet technology to create an integrated English teaching platform, creating a good English learning environment for students, and continuously improving the quality of English teaching.

### **3.3. Adopting More Advanced English Teaching Concepts**

Currently, some vocational colleges in China still treat English as a public course for teaching, and do not attach enough importance to college English teaching. In response to this situation, domestic vocational colleges need to change the traditional English teaching philosophy, strengthen the importance of college English teaching, and integrate the concept of smart classroom teaching into college English teaching. Specifically, on the one hand, more advanced teaching concepts should be integrated into college English curriculum teaching. With the development of the times, traditional English teaching concepts have become outdated. Vocational colleges should adopt more advanced teaching concepts in the process of implementing blended teaching of college English, such as the OBE teaching concept, to promote the internationalization of college English teaching and cultivate English comprehensive and applied talents that are more in line with the trend of the times. On the other hand, vocational colleges should strengthen their emphasis on college English. [4] In the process of carrying out college English curriculum teaching, vocational colleges should continuously innovate English teaching models, provide blended teaching training for college English teachers in the context of smart classrooms, and create a "online and offline" blended teaching model.

### **3.4. Expanding English Teaching Resources in Vocational Colleges**

Currently, due to the impact of teaching funds, the teaching resources of most vocational colleges in China are limited, and the channels for students to obtain learning resources are single; In the current rapidly changing society, a single teaching resource seriously affects the quality of teaching and is not conducive to cultivating more professional English talents. In response to this situation, vocational colleges in China should adopt more diversified teaching resources and apply advanced technologies to college English teaching, so that teachers and students can use the Internet to access and learn English resources, and improve teaching quality. Specifically, on the one hand, the Ministry of Education needs to increase funding for vocational colleges and improve the current situation of insufficient teaching funds in vocational colleges. [5] On the other hand, vocational colleges should also change their traditional teaching methods, adopt more advanced teaching equipment in the teaching process, expand students' access to English learning resources, and build a more integrated English teaching platform based on the Internet platform, making college English teaching more diversified.

## **4. Conclusion**

In summary, with the improvement of the country's comprehensive strength, China's exchanges and cooperation with other countries have become closer. In this context, there is an increasing demand for comprehensive English talents in society. However, in the process of college English teaching in vocational colleges in China, the teaching methods are too single and the teaching

quality is poor. In response to this situation, vocational colleges in China need to improve the teaching quality of college English courses from the perspective of smart classrooms and adopt a blended teaching model to carry out college English teaching work.

## Acknowledgement

Scientific Research Project of Sichuan Private Education Association in 2022 Innovative Research on Blended Teaching Mode of College English in Higher Vocational Education under the Digital Background (MBXH22YB437).

## References

- [1] Wang Yitong, Zhang Yi. *Research on College English Teaching in a Smart Classroom Environment [J]. Educational Informatization Forum*, 2022 (7): 24-26
- [2] Kong Hehua. *A Brief Discussion on the Hybrid English Teaching Model in Vocational Colleges Based on Traditional Classroom and Flipped Classroom [J]. Comparative Study of Cultural Innovation*, 2019 (36): 121-122
- [3] Qin Weifan. *Construction and Application of SPOC Teaching Mode for Vocational College English Based on Smart Vocational Education Cloud Platform [J]. Microcomputer Applications*, 2020, 36 (6): 115-118
- [4] Zhang Yushuang. *Key Points for Constructing a Blended Teaching Model for College English Listening and Speaking Classes [J]. Journal of Changchun Normal University*, 2021 (11): 164-167
- [5] Li Ying. *Exploration of College English Teaching in Smart Classrooms [J]. Industrial & Science Tribune*, 2022, 21 (1): 166-167