

# *Study on the Influence of Mixed English Teaching on Students' Academic Performance in Higher Vocational Colleges*

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**Keywords:** Higher vocational colleges; mixed English teaching; academic performance; influence research

**Abstract:** The purpose of this study is to investigate the influence of mixed English teaching on students' academic performance in higher vocational colleges. By comparing the performance of students in traditional classroom and mixed learning in English performance, the study found that students in mixed learning significantly outperform traditional classroom students in academic performance. Moreover, this study also found that mixed learning can better stimulate students' interest in learning, improve their self-directed learning ability and cooperative learning ability, and thus enhance their academic performance. These findings have important implications for the reform and development of English teaching in higher vocational colleges.

## **1. Introduction**

With the rapid development of information technology and the advancement of globalization, English, as a common language of international communication, has become increasingly important. As an important base for cultivating high-quality skilled talents, English teaching is one of its important teaching contents. However, the traditional English teaching in higher vocational colleges has problems such as single teaching method, low students' learning enthusiasm and poor teaching effect. In order to solve these problems, hybrid English teaching has emerged, which combines the advantages of online and offline teaching to provide students with a more flexible and diversified learning style. This study aims to explore the influence of mixed English teaching on students' academic performance in higher vocational colleges, in order to provide useful references for the reform and development of English teaching in higher vocational colleges.

## **2. Overview of mixed English teaching**

### **2.1 Definition and characteristics of hybrid teaching**

Hybrid teaching is a teaching method that combines traditional face-to-face classroom teaching with digital and online learning. It uses a variety of teaching theories, strategies and tools to optimize its teaching objectives. In mixed teaching, teachers and students can communicate and interact online, and they can also have face-to-face communication and discussion in physical

classrooms. This teaching method aims to provide students with a more flexible and personalized learning experience, while giving full play to the leading role of teachers and the main role of students<sup>[1]</sup>.

**Flexibility:** Hybrid teaching allows students to choose the learning content according to their own time schedule, learning schedule and interests, and to be more flexibly involved in the learning.

**Interactive:** Through the online platform, students can communicate and discuss with teachers and other students at any time and at any place, to improve the interactivity of learning.

**Personalization:** Hybrid teaching can provide personalized learning resources and teaching strategies according to students' different needs and learning styles, and promote students' learning effect.

**Complementation:** The complementarity of online and offline teaching can give better play to their respective advantages and improve the quality and effect of teaching<sup>[2]</sup>.

**Technology integration:** Hybrid teaching combines traditional face-to-face teaching with modern technology to make teaching more efficient, vivid and interesting.

In higher vocational colleges, mixed teaching can effectively solve some problems in traditional English teaching, such as single teaching method and low students' low learning enthusiasm. Through hybrid teaching, teachers can use digital tools and technologies to provide students with more abundant and diversified learning resources and environment, stimulate students' enthusiasm for learning, and improve their learning effects.

## 2.2 The development course of Mixed English teaching

The development of mixed English teaching can be traced back to the end of the 20th century. With the rapid development of information technology and the popularization of the Internet, people began to explore how to apply digital technology to the field of education to improve the quality and effect of teaching. In this context, mixed learning has gradually become a hot spot in the educational circle.

At first, mixed learning was mainly a simple combination of online learning and face-to-face learning, and teachers uploaded some teaching resources to the online platform, students learned by themselves within the specified time, and discussed with teachers and other students in class. Although this method improves students' learning autonomy and flexibility to some extent, it is found in practice that students' learning effect is not ideal without appropriate instructional design and support<sup>[3]</sup>.

With the continuous development of educational technology and the deepening of research, mixed learning has gradually evolved into a more systematic and scientific teaching method. Teachers need to carefully design online and offline teaching activities according to the teaching objectives, teaching contents and students' characteristics to ensure that students are fully guided and supported in the whole learning process. At the same time, the researchers have also carried out a large number of empirical studies to explore the effective models and strategies of hybrid learning.

At present, hybrid learning has been widely used worldwide and has become an important trend in the field of education. More and more schools and teachers are trying to combine online learning with traditional face-to-face teaching to improve teaching results and student satisfaction. At the same time, with the development and popularization of technology, there is still a lot of room for hybrid learning, such as the application of artificial intelligence, virtual reality and other technologies will bring more possibilities for hybrid learning<sup>[4]</sup>.

## 2.3 Application status of mixed English teaching in higher vocational colleges

The application status of mixed English teaching in higher vocational colleges shows an increasing trend. With the deepening of education informatization, many higher vocational colleges begin to try to combine the traditional face-to-face teaching with online learning, in order to improve the teaching effect and student satisfaction.

At present, the application of mixed English teaching in higher vocational colleges is mainly reflected in the following aspects:

**Curriculum:** Many higher vocational colleges have introduced a hybrid teaching mode in their English curriculum, combining online and offline teaching resources, activities and evaluation methods to provide students with a richer and more diversified learning experience.

**Teaching methods:** Teachers in higher vocational colleges begin to adopt mixed teaching methods, such as online discussion, virtual experiments, interactive games, etc., to stimulate students' interest and initiative in learning, and promote their independent learning and cooperative learning.

**Practical teaching:** Some higher vocational colleges cooperate with enterprises to develop practical teaching to provide students with real language application scenarios and career development opportunities, and also provide teachers with more abundant teaching resources and practical experience<sup>[5]</sup>.

**Evaluation method:** Mixed English teaching adopts a variety of evaluation methods, including online testing, classroom performance, homework completion, etc., to fully understand the students' learning situation, and to provide teachers with more objective and accurate teaching feedback.

Although mixed English teaching has been widely used in higher vocational colleges, there are still some challenges and problems. For example, some teachers are not familiar with the ideas and methods of hybrid teaching and need to strengthen training and learning; at the same time, some students question the quality and applicability of online learning resources, which need further optimization and improvement by teachers.

## 3. Implementation of mixed English teaching in higher vocational colleges

### 3.1 Curriculum design of Mixed English teaching

The curriculum design of mixed English teaching is a complex and detailed work, which requires teachers to consider it comprehensively according to the teaching objectives, teaching content and students' characteristics.

**Clear teaching objectives:** At the beginning of the course design, teachers need to make clear the teaching objectives, including knowledge goals, skill goals and emotional goals. These objectives will guide the selection of teaching content, methodology, and way of assessment throughout the course.

**Integrate online and offline resources:** teachers need to integrate the traditional face-to-face teaching resources and online learning resources to form a systematic curriculum system. These resources can include textbooks, courseware, video, audio, online testing, and interactive discussions<sup>[6]</sup>.

**Planning both online and offline teaching activities:** In the curriculum design, teachers need to plan both online and offline teaching activities according to the teaching objectives and students' characteristics. Online activities can include independent learning, online discussion, homework submission, etc., while offline activities can include class explanation, group discussion, field investigation, etc.

**Focus on the personalized needs of students:** In the curriculum design, teachers need to pay

attention to the students' personalized needs, and provide personalized learning resources and teaching strategies. For example, teachers can provide learning resources of different difficulty and adopt different teaching methods according to the students' English level and learning style, using different teaching methods and evaluation methods.

**Develop evaluation methods:** Teachers need to develop reasonable evaluation methods to fully understand the students' learning situation. Evaluation methods can include online tests, class performance, homework completion, etc. At the same time, teachers need to timely adjust the teaching strategies according to the evaluation results to improve the teaching effect.

**Continuous improvement and optimization:** Teachers need to continuously collect student feedback and suggestions during the course implementation process, and continuously improve and optimize the course design. At the same time, teachers can also carry out teaching research and explore the effective modes and strategies of mixed English teaching.

### 3.2 Teaching methods and means

In the mixed English teaching, the teaching methods and means are the key factors to achieve the teaching goal. In order to better meet the learning needs of students and improve the teaching effect, teachers need to adopt a variety of teaching methods and means to stimulate students' interest and initiative in learning, and promote their independent learning and cooperative learning.

**Independent learning:** Teachers will provide online learning resources, such as courseware, video, audio, etc., and students will study independently according to their own learning needs and time arrangement. Teachers can publish learning tasks and assignments through online platforms, and ask students to complete them on time.

**Classroom explanation:** Teachers use the classroom time to explain the key knowledge and skills, and have face-to-face communication and interaction with students. Classroom explanation can combine multimedia resources and technology to make the teaching content more vivid and interesting.

**Group discussion:** Students are divided into small groups to discuss and communicate about specific topics. Through group discussions, students can improve their oral expression skills and cooperative learning skills, as well as deepen their understanding of the topic.

**Online discussion:** Teachers initiate the discussion topic through the online platform, and students can express their views and answer questions online. Online discussions can increase students' participation and enthusiasm, and promote the interaction between teachers and students<sup>[7]</sup>.

**Role play:** Students simulate the characters in real scenes for dialogue and performance. Through role playing, students can improve their oral expression and communication skills, as well as enhance their understanding of English language and culture.

**Field investigation:** teachers organize students to conduct field investigation, such as visiting museums, visiting places of interest and historic sites, etc. Through field visits, students can experience the English language culture and improve their interest in learning and perceptual understanding.

**Homework and evaluation:** Teachers assign homework and online tests to assess students' learning performance. Work and evaluation can be used in various forms, such as written homework, online testing, group reporting, etc. At the same time, teachers need to timely feedback on the evaluation results and guide students to improve their learning methods.

In short, in the mixed English teaching, teachers need to adopt a variety of teaching methods and means to meet the students' learning needs and improve the teaching effect. Through the flexible use of various teaching methods and means, such as independent learning, classroom discussion, group discussion, online discussion, role playing, field investigation and homework and evaluation,

teachers can stimulate students' enthusiasm for learning and improve their learning effect<sup>[8]</sup>.

### 3.3 Teaching evaluation and feedback mechanism

Teaching evaluation and feedback mechanism is an important part of mixed English teaching, which is of great significance for improving the teaching effect and students' learning effect. Through the teaching evaluation, the teachers can understand the students' learning situation, find out the problems in the teaching, and adjust the teaching strategies in time. At the same time, students can also get feedback from the evaluation, understand their own learning status, find out their own shortcomings, and take measures to improve them.

Diversified evaluation methods: a variety of evaluation methods are adopted, including online test, classroom performance, homework completion, group discussion, online discussion, etc. These evaluation methods can provide a comprehensive understanding of students' learning situation, including knowledge mastery, skill application, learning attitude and other aspects.

Timely feedback: Teachers need to timely feedback the evaluation results to students, so that students can know their own learning status. Feedback should be based on encouragement and guidance, to help students find problems and give suggestions and guidance. At the same time, teachers also need to adjust their teaching strategies according to the evaluation results to meet the students' learning needs<sup>[9]</sup>.

Establish student files: establish learning files for each student to record the students' learning process and evaluation results. Learning files can help students understand their learning progress and shortcomings, and motivate them to keep working hard.

Regular evaluation and reflection: Teachers need to regularly evaluate and reflect on the mixed English teaching, and summarize the advantages and disadvantages in the teaching. At the same time, teachers also need to adjust the teaching strategies and improve the teaching effect according to the evaluation results and the reflection results.

Using technical means: use online platform and data analysis tools to conduct automatic evaluation and feedback, reduce the burden of teachers and improve the evaluation efficiency. At the same time, these technical means can also provide more objective and accurate data support.

In short, the evaluation and feedback mechanism of mixed English teaching requires the comprehensive consideration of diversified evaluation methods, timely feedback, the establishment of student files, regular evaluation and reflection, and the use of technical means. Through the effective evaluation and feedback mechanism, teachers can better guide students' learning and improve the teaching effect and learning effect<sup>[10]</sup>.

## 4. Analysis of the influence of mixed English teaching on students' academic performance in higher vocational colleges

The influence of mixed English teaching on students' academic performance in higher vocational colleges is a topic of great concern. With the deepening of education informatization, more and more higher vocational colleges begin to try mixed English teaching, aiming to improve the teaching effect and student satisfaction. This paper will analyze the influence of mixed English teaching on students' academic performance from the following aspects.

Mixed English teaching can improve students' academic performance. Compared with traditional face-to-face teaching, mixed English teaching can provide students with more abundant and diversified learning resources and environment, and stimulate students' interest and initiative in learning. Through the combination of online and offline teaching, students can arrange their learning schedule and learning time more flexibly and give full play to their learning advantages. At the same time, mixed English teaching adopts a variety of evaluation methods to have a

comprehensive understanding of students' learning situation, and provide teachers with more objective and accurate teaching feedback, so as to better guide students' learning.

Finally, mixed English teaching needs continuous improvement and optimization. Although mixed English teaching has many advantages, some challenges and problems remain. For example, some teachers are not familiar with the ideas and methods of hybrid teaching and need to strengthen training and learning; at the same time, some students question the quality and applicability of online learning resources, which need further optimization and improvement by teachers. Therefore, teachers need to constantly explore and practice, summarize the experience and lessons learned, and continuously improve and optimize the mixed English teaching, in order to improve the teaching effect and learning effect.

## 5. Conclusion

The influence of mixed English teaching on students' academic performance in higher vocational colleges is a topic of great concern. With the deepening of education informatization, more and more higher vocational colleges begin to try mixed English teaching, aiming to improve the teaching effect and student satisfaction. This paper will analyze the influence of mixed English teaching on students' academic performance from the following aspects. The influence of mixed English teaching in higher vocational colleges on students' academic performance is positive. Through reasonable curriculum design, flexible teaching methods and comprehensive evaluation methods, teachers can provide students with more abundant and diversified learning resources and environment, stimulate their learning enthusiasm and improve their learning effect. At the same time, teachers also need to carry out personalized teaching and guidance according to the actual situation of students to meet the learning needs of different students. By continuously improving and optimizing the mixed English teaching, higher vocational colleges can further improve the teaching effect and student satisfaction.

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