

# College English Blending Teaching Mode Based on Mobile Learning

Yuanmei Luo

Oxbridge College, Kunming University of Science and Technology, Kunming, 650032

**Keywords:** Mobile learning; College English; Blending teaching; Teaching mode

**Abstract:** Educational informatization enables great changes for college English teaching mode, and especially the rapid development of mobile communication technology and mobile terminal technology promotes the wide application of mobile learning in college English teaching. Additionally, the college English blending teaching mode based on mobile learning has addressed the limitation of time and space. It can help students carry out fragmented learning, improve their initiative and interest of learning, enhance their flexibility and pertinence of teaching, thus playing a positive role in improving the teaching effect. Based on the author's learning and practical experience, this work first presents a concise introduction for the mobile learning and blending learning, and then analyzes the design and application of college English blending teaching mode based on mobile learning. The research results are expected to promote the application of blending teaching mode in college English teaching, effectively promote the in-depth development of English education, and improve the teaching efficiency and quality.

## 1. Introduction

With the impact of educational informatization, higher education faces both challenges and opportunities, and therefore teaching reform is imperative. College English is an integral part of higher education and a compulsory basic course, and the traditional classroom teaching has been unable to meet the English learning needs of contemporary college students. For a long time, college English teaching has been dominated by teachers. Teachers teach students the basic knowledge of English vocabulary, grammar, translation, etc., through intensive classroom teaching, and train students' practical skills such as English listening, speaking, reading, etc., through classroom speech. In this teaching mode, students are always in passive learning states regarding choosing their own learning content and method according to their own characteristics, and therefore their learning enthusiasm and learning efficiency are low [1]. With the vigorous promotion of wireless network and the continuous popularization of mobile devices among college students, mobile learning has entered the practical application stage from the theoretical research stage. The emergence of mobile learning poses new challenges to college English teaching and offers a new opportunity for the reform and innovation of college English teaching.

## 2. Overview on Mobile Learning and Blending Learning

The concept of mobile learning first appeared in the 1990s. With the development of mobile technology, many experts and scholars at home and abroad have defined mobile language learning. Mobile language learning can be either formal learning or informal learning, and it is characterized by mobility, ubiquity, convenience, interactivity, personalization, etc. Mobile language learning can expand students' learning time and space, enrich learning, and bring a new learning experience to students. It emphasizes student-centered, which can fully reflect students' autonomy and personalized learning methods, thus stimulating students' strong learning motivation and strong interest in learning and improving the learning effect. At the same time, if teachers can use mobile technology to effectively connect inside and outside the classroom in the teaching process, students can make full use of their spare time to preview and review. It can also strengthen and enrich the interaction between teachers and students as well as between students, which is conducive to the development of teaching activities and the improvement of teaching effect in listening and speaking

class. On the other hand, mobile technology assisted English listening and speaking teaching also helps to change the negative effect of mobile devices on students' learning into a positive one.

Blending learning has long been studied at home and abroad. Margret believes that blending learning is the combination or blending theory of school based on network technology to achieve a teaching goal. It is the combination of multiple teaching methods and teaching techniques to jointly achieve the ideal teaching effect and the combination of teaching technology and specific teaching classroom. Professor He Kekang, a famous educational technology expert in China, believes that "blending teaching is to combine the advantages of traditional learning methods with the advantages of E-learning (digital and network learning). In other words, teachers should not only play a leading role in guiding, enlightening and monitoring the teaching process, but also fully reflect the students' initiative, enthusiasm and creativity as the main body of the learning process. At present, the consensus of the international educational technology circle is that the best learning effect can be achieved only by combining the two and complementing their advantages. Professor Li Jiahou in Shanghai Normal University translates "blending learning" into "integrated learning". He believes that blending learning refers to the optimal selection and combination of all teaching elements in order to achieve the teaching objectives. In the teaching activities of teachers and students, it also refers to the skillful application of various teaching methods, models, strategies, media, technology, etc., according to the teaching needs [2].

### **3. The Design and Application of College English Blending Teaching Mode Based on Mobile Learning**

#### **3.1. The design of blending learning environment**

The lack of a practical language learning environment is an important reason of restricting the quality of English teaching in colleges and universities. After deeply exploring the integration of information technology and English curriculum, mobile technologies including, for example, Facebook, Twitter, WhatsApp, QQ, and WeChat, offer new ideas for teachers' teaching and students' learning. However, both the virtual digital learning environment and the traditional classroom learning environment are difficult to offer perfect language learning environment for teachers and students' teaching and learning activities. There are advantages and disadvantages in the cultivation of students' English language skills and professional quality. College English is characterized by strong applicability and practicability. Therefore, this work believes that the two teaching modes can be integrated to create a blending learning environment of virtual and real, so that teachers and students can give full play to their own advantages in two different learning environments. First of all, in the traditional teaching mode, the humanized knowledge learning environment is established with the help of real emotional interaction and communication between teachers and students. Secondly, in the digital learning environment, students can learn freely and flexibly with the help of mobile terminal equipment, which is not limited by time and space. Students use mobile technology such as mobile phones, tablet computers, etc., to learn and absorb knowledge through courseware, network, micro class, flipped classroom and other platforms. With the help of WeChat and other communication and interaction platforms, students can learn freely in the real language environment [3]. In virtue of teacher-student interaction and student-student interaction, various problems in autonomous learning can be solved. This blending learning environment will more effectively realize the complementary advantages of traditional classroom learning and digital learning, and achieve the optimization of teaching effect.

#### **3.2. The design of blending learning strategies**

In the design of teaching activities, teachers should pay attention to the design of learning strategies, flexibly use various teaching methods such as task-based teaching, problem-based inquiry, etc., and effectively use autonomous learning and cooperative learning combined with teaching content and teaching objectives. In this way, students can complete mobile learning independently, or carry out cooperative learning through mobile technology terminal, such as

English listening and speaking training. At the same time, teachers design the learning process independently through the teaching strategy of flipped classroom. For example, when students are learning or practicing listening and speaking units, they can arrange tasks in advance for students to combine at will (or assigned by the teacher according to the actual situation). Before class, they first download the relevant teaching videos through mobile phones and other devices, and then follow and imitate each other in groups. In the flipped classroom, teachers and students discuss together.

### **3.3. The design of blending teaching media and learning resources**

Media is an important way to carry and spread information. In the teaching task, the main role of using media in teaching is to offer assistance and convenience for teaching and learning activities, which further facilitates the communication among teachers and students. Language, blackboard, etc., are traditional teaching media, while visual media and comprehensive operation media are part of modern teaching media. Based on the theory of mobile learning and blending learning, it should give full play to the advantages of modern teaching methods such as multimedia teaching, and no longer be constrained by time and space. Students' interest in learning will be fully stimulated to help them establish a sense of active learning. Also, it should pay attention to the interaction and communication between teachers and students, so that the teaching process can be further optimized, and the teaching quality and efficiency can be significantly enhanced. From text, graphics to video, animation, etc., all kinds of related resources belong to learning resources. The so-called design learning resources refer to the types of information resources required by learning topics and the functions played by various resources, such as where to get learning resources and how to make full use of these resources [4]. At present, the common issue in the construction of learning resources is the lack of unified overall design scheme. There is no in-depth and comprehensive analysis on the needs of teachers and students, nor timely tracking and feedback of specific effect in practical application. Therefore, it should make full use of English learning auxiliary resources offered by information technology in the process of mobile learning, thus enriching and improving the teaching content, sharing resources and promoting the effective improvement of English teaching efficiency.

### **3.4. The design of blending evaluation method**

Teaching evaluation is to evaluate the learning process and results of learners. Diagnostic evaluation, summative evaluation and formative evaluation are three main teaching evaluation methods at this stage. In the past, the evaluation methods of English teaching in China were relatively simple. Now, they are increasingly diversified. This work put forward an evaluation system combining formative evaluation with summative evaluation. At present, the evaluation system of public English curriculum in China is mainly composed of formative evaluation and summative evaluation. However, many schools are more inclined to summative evaluation in the specific implementation process.

## **4. Conclusion**

With the wide coverage of wireless network and the comprehensive popularization of mobile terminals, teachers and students in colleges and universities have broken the limitation of time and space. Through wireless communication technology and mobile terminal learning equipment, teaching and learning can be done anytime and anywhere, thus forming a new form of mobile learning. The wide application of mobile learning is not a complete denial to traditional classroom teaching, but requires teachers and students, as well as the colleges and universities, to face the new needs and challenges brought by mobile learning, and consciously correct the problems that are incompatible with mobile learning. It should actively explore the reform of teaching mode, teaching means, curriculum system and evaluation system to give full play to the advantages of combining classroom teaching with mobile learning.

## References

- [1] Wang, M., Shen, R., Novak, D., & Pan, X. (2009). The impact of mobile learning on students' learning behaviours and performance: Report from a large blended classroom. *British Journal of Educational Technology*, 40(4), 673-695.
- [2] Avci, H., & Adiguzel, T. (2017). A case study on mobile-blended collaborative learning in an English as a foreign language (EFL) context. *International Review of Research in Open and Distributed Learning*, 18(7).
- [3] Frafika Sari, I., Rahayu, A., Apriliandari, D. I., & Dwi, S. (2018). Blended Learning: Improving Student's Motivation in English Teaching Learning Process. *International Journal of Languages' Education and Teaching*, 6(1), 163-170.
- [4] Hanbin, Z. (2019, October). Blended Teaching Mode Based on Rain Classroom in College English. In *IOP Conference Series: Materials Science and Engineering* (Vol. 631, No. 4, p. 042024). IOP Publishing.