A Study on the Impact of Multi-component and Mixed Teaching Model on College English Learning

Yao Yinhua

School of General Education, Xi'an Eurasia University, Xi'an, 710065, China

Keywords: learning mode; multiple and mixed teaching mode; online learning; learning ability

Abstract: Multivariate mixed teaching model is a new type of teaching model, which combines traditional face-to-face teaching model with online learning model, and makes English learning develop towards individualization and autonomy. In order to effectively improve students'English level, this paper studies the influence of multivariate mixed teaching model on College English learning. From the three dimensions of learning style, communication feedback and learning resources, this paper analyses the positive effect of multi-mixed teaching mode on improving students'oral and writing abilities. The research shows that this teaching mode has a positive impact on promoting students'all-round development.

1. Introduction

The emergence of new technologies such as big data and artificial intelligence provides unprecedented opportunities for the deep integration of College English and traditional courses. Multivariate and mixed teaching mode is based on online learning, which realizes the global flow of high-quality educational resources, and combines with the flipped classroom to create a cross-regional, student-centered teaching mode. It can be said that the learning mode of flipping classroom has injected a new era connotation into the multi-mixed teaching mode. As far as the definition of multivariate blended teaching is concerned, scholars have not reached an agreement. In 2002, foreign scholars put forward the concept of blended learning, believing that the way of blended learning can effectively improve students'comprehensive ability.

Multivariate and mixed teaching mode is based on the mixing of network technology. It can be the mixing of any teaching technology and teacher's face-to-face training, or the mixing of teaching technology and practical work tasks. Some foreign scholars believe that the multi-blended teaching model combines the advantages of traditional learning methods with those of College English, so as to give full play to the role of teachers in guiding and enlightening the classroom. In the process of teaching, students'initiative and enthusiasm can be fully mobilized. From the perspective of the composition of the multi-mixed teaching mode, scholars agree with the mixture of face-to-face learning and online learning. This time, from the perspective of College English curriculum with more individualized teaching features, this paper explores the impact of multi-blended teaching mode on College English learning [1].

2. Diversified learning styles

Diversified learning means that learners can review online, watch learning resources repeatedly and repeat learning constantly when they are learning in class. In addition, students can find their own learning methods according to their own needs. Multivariate blended learning model is to give learners all possible learning opportunities. In addition to the knowledge construction facing each other in the classroom, it can also learn online, reorganize, repeat learning, and construct its own knowledge framework. Computer network provides a good platform for students to learn independently. The non-linear hypertext structure of the network enables students not only to confine themselves to the presentation order of the original information, but also to choose their own learning content and learning progress, so that students can actively participate in knowledge construction activities and effectively mobilize their enthusiasm.

College English curriculum is mainly divided into two aspects: linguistic and cultural knowledge and linguistic and cultural competence. The main objective of College English curriculum is to cultivate students'linguistic application ability. Knowledge learning and ability training are mutually complementary. Knowledge learning is the basis of ability development, and ability enhancement is conducive to knowledge acquisition, but theoretically speaking, they are dialectical. So in the course arrangement, knowledge can be divided into three categories: language, intercultural communication and learning strategies. At the same time, these three kinds of courses should be offered in the course of ability cultivation [3]. The application of diversified and mixed teaching mode to impart relevant curriculum knowledge and cultivate students'autonomous awareness and learning ability. By turning over the classroom to create opportunities for students to use English, to achieve the transformation of knowledge and ability.

Multivariate and mixed teaching model can provide learners with a large number of authentic language materials, create an environment for using English, and build a learning bridge for learners and teachers. For example, in the process of English writing, teachers can guide students on the network platform, work with learners to conceive, mine content, answer students'questions, or use e-mail function to guide individual students in writing. In addition, students can use the network technology to query and call writing resources in the network, and communicate with other native English speakers, so as to achieve better learning effect [4]. Online learning can promote learners'self-realization under the guidance of teachers. Multivariate and mixed teaching mode will integrate online learning into it and help students learn more effectively by themselves. It is a guided and restrained learning mode.

3. Timeliness of AC Feedback

Traditional teaching methods do not give students enough learning time and opportunities to communicate, but also because of personal emotional factors, can not speak freely. Online learning can make teachers and students feel strongly lonely. Multivariate and mixed teaching provides more opportunities for students and teachers to communicate. The unsolved problems in face-to-face classroom are discussed in the course chat room. Teachers'feedback and guidance are obtained through e-mail.

Through the analysis of writing texts and textbooks, it can be found that the multi-mixed teaching model can promote the improvement of students'English proficiency. After a semester of multi-mixed learning, students' oral and writing abilities can be significantly improved [5]. In order to more intuitively perceive the advantages of multi-mixed teaching mode, two teaching modes were used to simulate the experiment of Freshmen in Dalian University. The experimental results are as follows:

Table 1 Ranking of Satisfaction Degree of Two Kinds of Teaching Models in the Teaching of Item-by-Item Skills

	Satisfaction with Multivariate Mixed Learning（%）	Satisfaction degree of traditional face-to-face teaching（%）
overall	86.65	86.33
hear	82.56	78.36
write	80.24	65.96
Read	79.66	73.56
Oral language	69.36	55.65

From Table 1, we can see that after comparing the traditional face-to-face teaching class with the multi-mixed class, we find that the traditional face-to-face teaching class is significantly lower in writing than the multi-mixed teaching class. From the point of learning achievement, the improvement is far less than the multi-mixed teaching class. It can be seen from this that the mixed teaching mode has improved the inefficiency and time-consuming problems of College English teaching to a certain extent [6]. Text analysis shows that students'language ability has been improved rapidly. In daily life, students will have more opportunities to contact abundant corpus and use live language, effectively improving oral communication and writing ability.

In the multi-blended learning mode, students can acquire necessary oral knowledge from teachers and classmates at the same time. This teaching method can improve students'writing interest and cultivate students' autonomous awareness, and has a certain role in promoting. Multivariate and mixed teaching mode uses thematic teaching method to teach students new content, and then assigns homework to students through the network platform, corrects homework, allows students to discuss freely, helps students open their minds, and conducts personalized counseling and evaluation. For students, it can not only alleviate anxiety, but also actively participate in the exchange of their ideas [7]. At the same time, students can complete their study with the help of computer, modify grammatical errors in writing through Word program, and focus on content expression, which can not only reduce the error rate, but also reduce the burden of teachers and shorten the feedback time. The deletion function and insertion function in Word program can help students add new content, delete unnecessary content, and save a lot of time for students. Teachers can give clear feedback to students through the revision function. In this way, when students read other students'manuscripts, they will gradually learn to read their own articles with a critical eye, that is, to improve students' logical thinking, but also to mobilize students'initiative in learning English [8].

4. Systematization of Learning Resources

The textbooks used in face-to-face classes have a systematic scientific system, which is too simplistic in content and form. Multivariate and mixed teaching can provide students with various forms of learning resources. For example, academic experts are invited to open courses through the network to give students more inspiration and cultivate their innovative spirit. The learning resources provided in the network are scattered. The multi-element and mixed teaching mode integrates the resources and textbooks in the network, organically embeds them into the teaching system, increases the teaching content, and forms a complete knowledge framework from shallow to deep. Considering the integrity of online teaching and classroom teaching, this paper combines in-class and out-of-class teaching with teacher-student interaction from the three dimensions of teaching time, teacher-student tasks and learning styles. The overall structure is shown in Fig.1.

As can be seen from Figure 1, the diversified mixed teaching mode is divided into three parts,

namely, pre-class, in-class and after-class. Before class, teachers are the producers of learning resources and assigners of learning tasks. Teachers will make 10-minute videos of the language, culture and learning strategies required for language practice activities and upload them to the network platform for students to preview before class. The task and specific requirements of classroom practice are transmitted through Wechat Group. Pre-class preview can enable students to study independently under the new model, and provide one-to-one guidance to students for classroom demonstration activities to effectively ensure the quality of practical activities. In class, teachers, as organizers and instructors of classroom learning activities, are responsible for organizing students to demonstrate language practice, comprehensively evaluating students'performance, and giving feedback to students' questions. Students are the reports of learning outcomes. They complete language time tasks through situational simulation, and share their experience and learning outcomes. Teachers, as organizers of communicative learning, are responsible for organizing teachers and students to communicate the problems they encounter in learning, and to provide more learning resources for students with better learning ability, so as to solve problems for students with weaker learning ability.
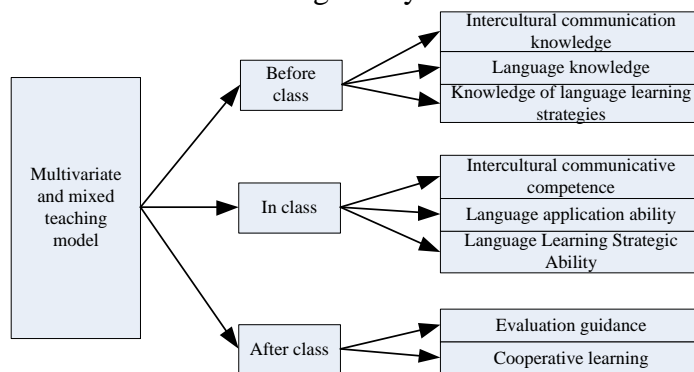

Fig.1 Multivariate and Mixed Teaching Model

5. Conclusion

In such an environment, students'interest in learning English can be effectively stimulated. Interest is an effective way to improve learning effect. Then teachers need to break the limitations of face-to-face teaching and apply the advantages of multi-mixed teaching mode to lay a solid foundation for promoting students' all-round development.

References

[1] Li Fei. Research on College English Mixed Teaching Model Based on Flip Classroom[J]. Campus English, 2017, 23(44):1154-1155.

[2] Lv Xunqian. Research on the Reform of College English Multivariate and Mixed Teaching Model under the Background of Informatization[J]. Journal of Suzhou Education Institute, 2018, 21(2):2143-2145.

[3] Chen Ruojing, Wang Yufeng. Research on the Reform of Multi-mixed Teaching Model in College English under the Background of Informatization[J]. Journal of Hubei Correspondence University, 2018, 224(10):175-176.

[4] He Chunxiu, Wang Dan. A Study on Multivariate Evaluation of College English Mixed Learning Model[J]. Journal of Wenzhou Medical University, 2017, 47(9):695-697.

[5] Liu Fang. A Probe into the Mixed Teaching Mode of College English under the Situation of "Internet +"[J]. Journal of Juamjusi Education Institute, 2018, 16(5):313-314.

[6] Chen Juanwen, Wang Na, Li Jinyu. Research on the Community of Practice based on the College English Blended Teaching Model[J]. Modern Educational Technology, 2017, 27(9):80-85.

[7] Li Dan. Construction of a Mixed College English Writing Model with Multiple Feedback as the Core [J]. English Square, 2017, 23(6):90-91.

[8] Guo Wenqi. Research on New Blended College English Teaching Mode Based on Flipped Classroom [J]. Journal of Tianjin Manager College, 2017, 33(2):55-58.