The Application of Blended Learning to Public English Teaching in Vocational College

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Abstract: The 19th National Congress of the Communist Party of China made a major judgment in entering a new era of socialism with Chinese characteristics, and opened a new journey of accelerating education modernization and building an educational power. The new era has given a new mission to education informatization, and it will inevitably lead to the informatization of education from the 1.0 era into the 2.0 era. In order to lead the promotion of educational informatization, the *Education Informatization 2.0 Action Plan* was proposed. And the blended learning came into being to help to promote the process of education informatization. Blended learning events that combine aspects of online and face-to-face instruction. Therefore, the author presented a design of blended learning in public English teaching to meet the development of vocational education. The thesis took two public English periods as the example to carry out the application of blended learning.

1. Background Introduction

The 19th National Congress of the Communist Party of China made a major judgment in entering a new era of socialism with Chinese characteristics, and opened a new journey of accelerating education modernization and building an educational power. The new era has given a new mission to education informatization, and it will inevitably lead to the informatization of education from the 1.0 era into the 2.0 era. In order to lead the promotion of educational informatization, the *Education Informatization 2.0 Action Plan* was proposed [1].

2. Blended Learning

Compared with traditional education, blended learning is an advanced strategy and method of learning. Because traditional learning relies too much on text books, classrooms environment, and teachers' preparation before class. Blended learning came into being with the development of Internet plus education, which calls for rich online resources, huge data, and limitless environment [2]. Thus, blended learning makes personal learning happen, as well as the accurate teaching. Blended learning events that combine aspects of online and face-to-face instruction [3]. Above all, it can make learning happen.
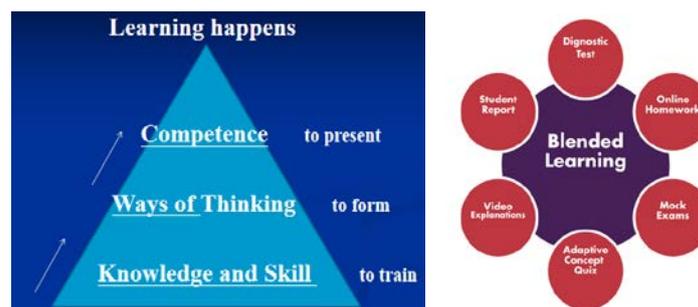

Figure 1. The process of Blended Learning

3. The Basic Principles of Teaching Design for Blended Learning

3.1 To Create Needs

While designing the English class, teachers should create needs for students to learn the content. The purpose is to motivate students to learn actively. Teachers can use interesting stories, phenomena or events to lead in a class. Moreover, games or activities are also ways to get students' attention. To assign some tasks for students to learn is another good method to create needs.

3.2 To Give Chances for Students' Performance

Students like to do some presentation during class. And the goal of a class is to achieve teaching objectives and learning objectives. As an English teacher, we must get clear of the learners first, not textbooks; we must design tasks, not only textbooks; we must lead students to learn in a group work, not always individually.

3.3 To Fulfill the Acquisition of Learning

The ultimate aim is to present students' achievement through several group works. Students can set down some memories to share their achievements and confusing moments, which gives feedback to the whole learning process. The tasks given by teachers can be finished in the form of works. And their own ways of sharing the acquisition of learning are available as well.

4. A Design of English under Blended Learning

Every one of us has an Eden in the heart, where we can see the blue sky and white clouds, the beautiful scenery, the green grass, the flowers bloom, and the harmony between human and nature. However, the dependence of human survival on freshwater resources seems to be valuable for us protecting the environment and protecting water resources.

In unit 6 *Environmental Protection*, section 2 *How to Satisfy a Planet's Thirst,* the author uses blended learning to design the teaching procedures. This section is a passage reading or the shortage of water resource. And it is planned to take two periods to finish this reading passage section. In the information-based teaching environment, the author integrated curriculum resources to realize diversified teaching methods in the before, during and after class. At the same time, task-based teaching methods are used to issue pre-class, during-class, and post-class learning tasks, and advocate the group cooperation to complete various tasks. My classroom design consists of four parts: teaching analysis, teaching strategy, teaching implementation, and teaching effects.

4.1 Pre-class to empathize the topic

In the "pre-class experience stage", the author issued a self-study task list. With the help of the "Rain Classroom" platform, the students began to study independently, complete the pre-class task to watch the micro-course, visit the museum; and they completed another task to dictate the words, as well as the third task to read aloud the passage. The teacher obtains feedback data from students from the platform [4].

Figure 2. Pre-class tasks on the platform

4.2 During-class to learn and practice

In class, the author sets up a scene: a campaign with the theme "Water is the source of life." Students should complete the task in the scene and finally describe the green dream to everyone. Scenario setting, the author guides students to complete the "Water is the source of life" activities through the four steps of setting language input, language internalization, language output and language usage.

a) Language input; the author showed pictures, students use various means to learn vocabulary. The author used mind maps to help students deepen their understanding of the structure of the essay. This is also the focus of the teaching of this class.
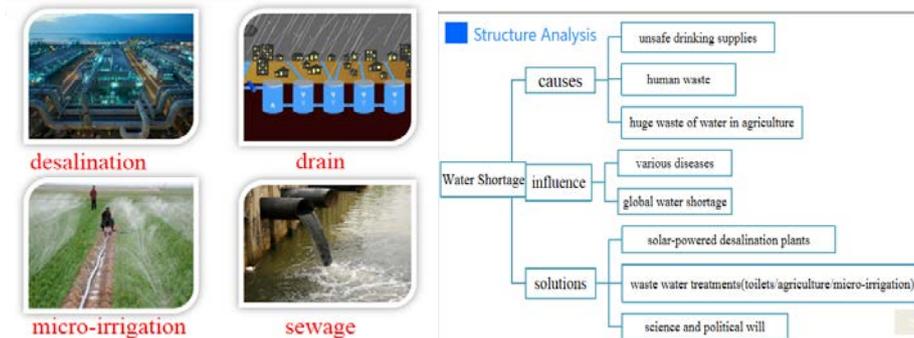

Figure 3. Language input

b) Language internalization; the author played the micro-course "*How to save water in six ways*" to inspire and demonstrate the use of examples of language internalization to protect water resources. English dubbing of "Water Pollution Public Welfare Film". It not only tests the consistency of spoken pronunciation, intonation and video, but also makes the English language internalized. It also lays the foundation for breaking through the difficulties of teaching.
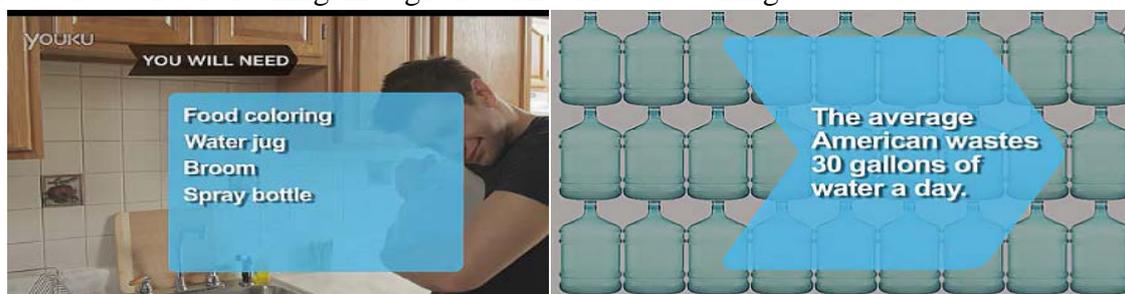
Figure4. Language internalization

c) Language output; Young students have the responsibility to "start from me and start today" to protect water resources. This is also the difficulty of teaching this class. The author arranged the performance drama "How to save water". The students opened their brains and rushed to rehearse.

Figure 5. Language output

d) Language usage; Animals also play an important role in the relationship between man and nature. The author set the importance of environmental protection from a small animal perspective.

The students are closely related to the topic, the performance is lively, and the language is colorful. The "Green Dream" speech has sublimated the theme and expressed people's yearning for a green planet and a healthy life. At the end of the activity, the author used the combination of "self-evaluation", "classmate vote" and "teacher evaluation" to judge the final score of the activity.

Figure 6. Assessment for group work

4.3 Post-class to extend

Homework assignments were used, and the writing software was used to complete the essay "*Water Conservation*". The software is revised in time to get a reference score. At the end of the class, the class members took the oath of "saving water" and proposed to save water from now on; save water from us on.

5. Conclusion

"It is better to teach fishing than to give fish." The guidance and training of self-learning habits have far-reaching implications for the overall and long-term development of students [5]. With the aid of informatization teaching, this class transfers the decision-making power of learning from the teacher to the student [6]. Flipping the classroom, creating a scene to reach the goal, highlighting key points and breaking through the difficulties, and presenting the power of group cooperation. The teaching process is progressive and spiraling, so that students can master new knowledge and cultivate students' language communication ability, which embodies the concept of "blended learning".

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