

# A Study on the Blended Mode of College English Teaching based on Modern Educational Technology

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**Abstract:** With the rapid development of information technology, more and more network technologies and electronic devices are used in the classroom, and the teaching methods are more diversified. The core of the college English blended teaching model is to emphasize the combination of online learning and classroom learning effectively. It is necessary to pay attention to traditional face-to-face teaching methods and to utilize rich network resources. This blended mode can benefit students' learning efficiency and self-learning ability, and can improve the teaching effect, which is worthy for further discussion and application [1]. This paper explores the definition and advantages of blended teaching, and discusses how to apply it in college English teaching from the aspects of technical equipments, teachers and students.

**Keywords:** Blended teaching mode; College English; Educational technology

## 1. Introduction

In 2015, College English Teaching Guide released by Ministry of Education states that information technology should be further promoted in foreign language teaching. At present, micro-lectures, MOOCs, SPOCs and flipped classes have swept English teaching, and the blended teaching mode based on educational technology is valued highly under this background. Furthermore, the study and practice of blended teaching are increasing gradually. Many research results showed that the applications of blended teaching mode can benefit foreign language learning and teaching. This paper explores the definition and advantages of blended teaching, and discusses how to apply it appropriately in college English teaching from the aspects of technical equipments, teachers and students.

## 2. Definition of Blended Teaching

The concept of blending is not new in learning. In 2000, Cooney had put forward the professional term blended learning, and it has gradually developed into blended teaching mode in recent years. To illustrate the blended teaching mode, researchers defined it in different ways. Zhong Yuqin (2017) defined blended teaching mode as a combination of E-learning and classroom teaching. She emphasized student-centered learning environment and individualized learning objectives. Yang Fang, Wei Xing and Zhao Wenxia (2017) presented that organic integration of online teaching and classroom teaching is the fundamental guarantee of blended English teaching; various forms of interaction is the key point in blended English

teaching; stimulating the students' subjective function is the basic principle of blended English teaching; providing rich quality learning resources is an important mean of blended English teaching. To sum up, blended teaching refers to a strategy that uses different teaching theories, different techniques and means, and different application methods to implement teaching. It has become the main trend of current college English teaching by integrating face-to-face teaching and online learning or E-learning.

The emergence of blended teaching mode is more attractive to teachers and students, and learning in a relaxed and entertaining atmosphere will do more with less in English learning. In the classroom, teachers can combine with new media to teach, which will improve the quality of teaching. Therefore, more and more colleges and universities begin to use online teaching, which is also a necessary condition for college students' English learning. From this point of view, the benefits that technology brings to contemporary college students are self-evident. The following is the impact of blended teaching mode on English learning for contemporary college students.

## 3. Advantages of Blended Teaching Mode

Promote English learner's self-learning ability. The blended teaching mode emphasizes the cultivation of the learner's autonomy and initiative so as to achieve an optimized learning outcome. Students have to do autonomous learning online and give some relative feedbacks. The various and interesting learning forms can arouse students' interests and cultivate their self-learning ability at the same time.

Reinforce the advantage of face-to-face classroom teaching. Traditional face-to-face teaching has an irreplaceable role in college English teaching. Without teachers' guidance in learning, it is difficult for students to master knowledge systematically. Moreover, teachers' well-designed classroom activities such as role-play and group-discussion make the inheritance of knowledge more vivid and more humane. Face-to-face classroom teaching is the crystallization of teachers' mental work. The effective combination of classroom lectures and on-line learning can complement each other's insufficient and strength each other's advantages, so that the language learning efficiency is much higher than in traditional teaching mode.

Enlarge English learning materials. The development of computer technology and the Internet provides a wealth of resources for English learners to use. With online learning, college English learners can download the reading and listening materials by themselves, watch the teaching videos and original English movies at their own pace, do the relative exercises over and over again, which greatly compensates for the classroom teaching.

Increase students' English learning opportunities. Traditional face-to-face teaching is limited by time and space, and learners must learn in a fixed classroom at a fixed time. The blended teaching method enables learners to learn in various ways, to watch online teaching videos repeatedly, to listen to authentic broadcast materials and mp3 listening materials at any time. Such virtual classrooms help learners participate effectively in language learning and expand their learning opportunities.

## 4. Blended Teaching Applications

### 4.1. Technical equipment

To achieve blended teaching, there must be a certain technical environment. First of all, students must have a perfect network environment, so that they can use the network to learn at any time. The schools should take responsibility to guarantee the fluency use of network in campus. Secondly, a flexible teaching platform and various learning resources, including micro teaching videos and online quizzes, are the essential elements in blended teaching mode. Various teaching platforms are flooding the market nowadays, while how to choose it wisely is important. In addition, multimedia classrooms and simultaneous interpretation rooms implement multimedia teaching efficiently.

Ismart platform is widely used in English teaching in Inner Mongolia University of Technology and it is quite convenient and powerful. The author will take it as an example and introduce its functions:

Homepage tools are used for posting notices and arrangements about courses and teaching activities, de-

scribing the content and learning methods of current on-line courses.

Network tool is used for creating a course syllabus. Teachers can copy the content of word document or link resources of other networks.

Resource tools are used for adding learning resources, web pages, text, audio, video, PPT documents, Word documents or flash animations.

Work tools are used for arranging assignments and consolidating students' mastery of knowledge.

Question room and discussion area mainly provide opportunity for teachers and students to solve difficult points and discuss questions.

Practice and test tools are used for evaluating the student's learning effect through quizzes.

Survey tool is used for collecting students' learning trends, learning styles, knowledge levels, and suggestions on teaching content and teaching methods. Ismart platform used in college English teaching provides many micro classes and plenty of high quality learning resources, which enables students choose suitable learning materials and learn English anytime and anywhere.

### 4.2. English teachers

The blended teaching mode puts forward higher demand to the English teachers. They should be skilled with computers and other educational technologies. Furthermore, in order to achieve better teaching results, teachers must arrange teaching contents well and promote better communication between teacher and student. They should decide what content is needed for face-to-face teaching, and what content is suitable for the online learning. Teachers should carefully design blended teaching programs, provide clear guidance for students and pay attention to students' feedback and evaluation. Timely adjustment for teaching curriculum and constantly expanding resources determine the success of blended teaching mode.[2]

To design a blended English course, teachers need to create a new course on the online platform, divide the course content, and add relative resources. Taking the Public Speaking English class in Inner Mongolia University of Technology as an example, the teacher put the micro teaching videos which are all about theoretical knowledge of public speaking on the Ismart platform. Students are required to watch the video by themselves and give relative feedback online. In face-to-face class, the teacher will organize the various class activities to internalize the knowledge students learn online and solve the problems exit in learning. In this procedure, the supervision of students' online learning is a key point. Although the platform can calculate the learning time and the scores of their quiz, teachers' timely feedback and peer review can improve the learning efficiency.

### 4.3. English learners

Students are the main part of learning. Blended teaching mode create a casual learning environment and promote students' study efficiency and self-learning ability by autonomous learning. The community of practice of the college English could promote students to acquire knowledge in the collaborative learning, construct knowledge in the language application, transfer knowledge in the language practice, exerting a positive effect to the cultivation of students' application ability.

In Inner Mongolia University of Technology, the author interviewed the students' attitude toward learning under blended teaching model. Most students believe learning in the blended mode can increase their learning interest and decrease their learning anxiety. According to the comparison research, the result showed that the experimental class surpass the contrasted class and the difference is remarkable. The overall acceptance and learning efficacy of blended Learning is batter. Autonomous learners achieve better learning results and it benefits them in their future study. However, students' different autonomous learning ability is worthy for further discussion.

## 5. Conclusion

In summary, the blended teaching mode combines the advantages of traditional teaching and network teaching, which meets the needs of contemporary college students. College students can learn faster and better under the influence of science and technology. It can improve their self-learning ability, enhance their English learning quality, and meet the needs of China's social development.

Therefore, no matter as a means of teaching or learning, blended mode has incomparable advantage than traditional teaching mode. The further research and practice of blended teaching worth spreading.

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