Research on the Construction and Application of Blended Teaching Mode for College Public English

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Abstract: Against the backdrop of the increasing maturity of information technology, applying information technology in university public English teaching to create an online teaching model and combining it with the online teaching model to form a blended teaching model can give full play to the advantages of both online and offline teaching and meet the teaching needs. This is also an inevitable trend in the future development of university public English teaching. Based on this, this paper conducts research on the blended teaching mode of college public English. Firstly, it explores the construction method of the blended teaching mode, and then analyzes the application strategies of the blended teaching mode to promote its effective application. It is hoped that through the discussion in this article, it can provide certain references for other teachers.

Keywords: college public English; blended teaching mode; application strategies

1. Introduction

At present, the blended teaching mode has been widely welcomed by teachers due to its own advantages and has gradually been applied to daily teaching. The adoption of the blended teaching mode in university public English teaching makes the teaching work more flexible, presents diversified characteristics in teaching forms, enhances the appeal of English teaching, and enables students to actively engage in English learning and continuously improve their own English literacy. However, the current blended teaching model is not yet perfect. Teachers need to continuously improve it in combination with the teaching situation during the teaching process, so as to create a perfect blended teaching model and give full play to its role in college public English teaching. The following is a detailed elaboration on the relevant content.

2. Construction Method of Blended Teaching Mode for College Public English

To give full play to the role of the blended teaching mode in college public English teaching, it is necessary to first do a good job in the construction of the blended teaching mode, mainly starting from the following aspects: (1) Before class. When creating the pre-class learning model, teachers need to flexibly utilize information technology, combine the Internet with English to form the pre-class learning model, provide support for students' pre-class learning, and also be able to interact and communicate with other classmates and teachers during the pre-class learning process, thereby obtaining more knowledge content, which is conducive to students' participation in subsequent classroom teaching [1]. (2) During class. Classroom teaching should make comprehensive use of both online and offline teaching modes. Teachers should first provide self-study MOOC resources for students through the Internet, design questions for students to discuss in groups, and then conduct offline teaching, where teachers answer questions and solve doubts. In offline teaching, teachers not only need to help students consolidate key and difficult knowledge points, but also need to check students' self-study achievements, adjust teaching plans based on students' self-study situations, and complete teaching tasks efficiently. (3) After class. The blended teaching model for after-class learning mainly focuses on online learning. First, a learning database is created based on the teaching content, and learning requirements are put forward to students to guide them in their studies. Students can also use the online platform to communicate with teachers and other classmates, discuss learning content, and continuously consolidate and expand their English knowledge.

3. Application Strategies of the Blended Teaching Mode for College Public English

When creating a blended teaching model suitable for public English teaching in colleges and universities, it is also necessary to propose effective strategies based on the requirements of the blended teaching model and the needs of public English teaching to ensure the effective application of the blended teaching model.

3.1 Do a good job in teacher training

As the implementer of the blended teaching mode, whether teachers have high abilities and qualities directly affects the application effect of the blended teaching mode in college public English teaching. Therefore, colleges and universities should carry out teaching training around the blended teaching mode to improve teachers' professional abilities and meet teaching requirements. In the process of teaching and training, information technology is the main focus to enhance teachers' information literacy. For instance, theoretical knowledge related to online teaching software and tools is introduced to cultivate teachers' professional skills, enabling them to carry out teaching work using information technology, such as creating courses, grading homework, and making virtual simulation courses through the Supernova Learning platform, thereby increasing their interest in English teaching. When teachers can flexibly utilize information technology for online teaching and combine it with offline teaching, a blended teaching model is formed. Teachers, in light of the situation of public English teaching in universities, should give full play to the advantages of the blended teaching model and improve the efficiency of English teaching.

3.2 Strengthen the construction of relevant facilities

Since online teaching is a very important link in the blended teaching model, and whether online teaching can be effectively applied depends on whether the relevant infrastructure of the school is complete. In order to effectively implement the blended teaching model, colleges and universities need to strengthen the construction of related facilities. In terms of facility construction, efforts should be made from the following aspects: (1) Network facilities. The network plays a significant role in the application of the blended teaching mode. Without a good network, the implementation of the blended teaching mode becomes extremely difficult. Therefore, colleges and universities should vigorously upgrade the campus network, not only to increase the speed of the campus network, but also to cover the entire campus with wireless networks to ensure the stability and smoothness of online teaching [2]. (2) Software and hardware facilities. Colleges and universities should organize English teachers to jointly discuss the construction of software and hardware facilities to meet the requirements of online teaching, such as intelligent interactive whiteboards, high-definition projectors and other equipment. During the writing classes, the intelligent interactive whiteboard can be used to display model essays. Students can make real-time annotations and discussions while learning, which enhances the interactivity and effectiveness of the classroom. (3) Teaching resources. Online teaching requires teachers to collect and produce a large amount of teaching resources for students' daily learning. Students choose teaching resources which are based on teaching requirements, their own learning situations and other aspects, so as to complete learning tasks.

3.3 Build a comprehensive teaching evaluation system

The blended teaching mode is quite different from the traditional teaching mode, and the teaching evaluation system should also be changed accordingly to enable teaching evaluation to play its due role. In terms of the evaluation subjects, three subject forms of "teacher + student + intelligent AI" can be adopted, among which teachers make evaluations based on the performance of students. Students can evaluate each other as well as themselves, and the evaluation is conducted through the online evaluation system. Intelligent AI evaluates students based on aspects such as homework, exercises, speeches, and the number of times they browse resources during online learning [3]. When evaluated by multiple subjects from multiple perspectives, the evaluation results are more objective and accurate. In addition, the teaching evaluation method adopts a combination of quantitative and qualitative approaches, conducting quantitative analysis of the scores of assignments and tests. Qualitative analysis relies on aspects such as classroom observation and recording, and description of comments to evaluate students' English learning. Meanwhile, generating personalized evaluation reports for each student with the help of big data can not only help students adjust their study plans, but also reflect the application effect of the blended teaching mode.

4. Conclusion

In the teaching of public English in universities, the blended teaching mode is increasingly popular among teachers. However, due to the relatively short application time of this teaching mode, there are still many deficiencies. If teachers really want to play the mode's role in teaching practice, it is necessary to first construct a suitable blended teaching mode and complete the construction work from the three perspectives of before class, during class and after class. Subsequently, effective application strategies will be adopted based on the actual situation of colleges and universities. This article discusses from three aspects: doing a good job in teacher training, strengthening the construction of related facilities, and building a comprehensive teaching evaluation system. Doing the above work well can provide a guarantee for the application of the blended teaching mode and promote the achievement of relatively ideal results in College Public English teaching.

Acknowledgments

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