

An Exploration of Informationized Blended College English Teaching Model

Yanghua Peng

School of Foreign Languages
Chengdu College of Arts and Sciences
Chengdu, China
E-mail address: pengls@126.com

Abstract—This article tries to explore new college English teaching and learning modes based on the blended teaching approach in EFL. Under the direction of “Education Informationization ‘The Thirteenth Five-Year’ Plan” and “The Guidelines on College English Teaching”, this paper holds that it is vital and indispensable to integrate education technology into college English teaching. With the reference of some teaching practice at some college, the author provides some ideas to construct a new college English teaching and learning modes to promote personalized learners’ learning and optimize teaching methods as well. The paper ends with a conclusion that the organic connection of on-line and off-line teaching models ensure the quality of English blended teaching; fostering various types of communication in interaction is the key factor in the process of English blended teaching; the basic principle of English blended teaching is to highlight the autonomous role of students in learning and the supply of various and high quality learning resources is a significant method employed in blended English teaching.

Keywords—blended teaching approach; college English teaching; deep integration; communication in interaction

I. INTRODUCTION

With the rapid development of science and technology, the Ministry of Education in 2016 puts forwards explicitly “Education Informationization ‘The Thirteenth Five-Year’ Plan” that it is vital to apply information technology to education and try to realize education informationization. The key to modern EFL is to realize the integration of information technology and foreign language teaching and learning. Furthermore, in 2017, it continuously stated that the deep integration should be propelled between information technology and foreign language teaching and learning in “the essential points of 2017 education informationization”. The Guidelines on College English Teaching drawn up by the National Foreign Language Teaching Advisory Board stated that College English Teaching should try the best to integrate the latest information technology and course teaching. Continuously modern education technology especially information technology plays the important role in the foreign language teaching and learning. Meanwhile the trend of e-learning is increasing day by day and one of the tools to implement this concept is through blended learning. In addition, college English teachers are encouraged to construct and

employ Micro Learning Resource and MOOC and other optimized educational resources to transform and develop the teaching contents. These teaching modes are advocated such as the Flipped Classroom based on the classroom and online course, which takes place in class and out of class. However, the blended modes offers the best of both worlds (online learning and classroom learning) to ensure English language teaching and learning to be free from the constraints of time and place and gear students to learn English more autonomously in the individualized/personalized way.

The application of informationized blended model to college English teaching is the realizational portion of deep integration of information technology and foreign language teaching and learning. The practice of blended teaching and learning is not enough at present so the positive influence is not deeply recognized [1]. It is emphasized that the relationship between the input and output especially the communicative meaning in English teaching. The point is the blended model can broaden the scope of teachers’ positive influence and teaching surroundings. Also it is more effective and wide in range than teacher-dominated classroom teaching. Furthermore, it is more convenient to carry out the English teaching activity for its characteristics of autonomy and collaboration. The new teaching mode makes a change of the role orientation of the teacher and students. An interactive process between teacher and students and computer exhibits their potential ability under the highest limit. The teaching effect is evidently better than that of the traditional teaching mode.

II. BLENDED TEACHING MODEL

With the development of educational notion and modern educational technology, the blended teaching model grows vigorously. The implementation of the blended English teaching and learning model is not because it’s fancy but based on the requirement of the deep integration of information technology and foreign language teaching and learning. Educational technology is the study and ethical practice of facilitating learning and improving performance by creating, using, and managing appropriate technology process and resources. The striking characteristics of the blended English teaching and learning is the organic connection of on-line and off-line teaching models ensured the quality of English blended teaching, fostering various types of communication in interaction [2]. The core target lies in the higher learning

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experience for students than teacher-centered model in classroom [3]. Students become the main participants and propellants to gain and employ the required knowledge as for they are stimulated the initiative and creativity of learning actively.

Apart from promoting teaching and learning, the blended teaching model utilizes the optimized learning resources, e.g. some classroom activities can be moved to the net and teachers and students may have more time to organize face-to-face activity to enhance the effect of teaching [4]. Obviously, the purpose the blended teaching is not to replace the traditional teaching model but to combine the traditional teaching and E-learning appropriately and complementarily to achieve the best teaching and learning effect [5].

III. DESIGN AND CONSTRUCT BLENDED TEACHING MODE

As for designing and constructing blended teaching mode, it is quite necessary to know the definition of blended learning and how to strengthen the top design.

A. Blended Learning

From an educational perspective, blended learning means courses that integrate online with traditional face-to-face class activities in a planned pedagogically valuable manner and where a portion of face-to-face time is replaced by online activity. It is primarily focused on integrating two separate paradigms, the classroom-synchronous, and online-asynchronous [6]. Blended Learning is provided by the effective combination of different modes of delivery, models of teaching and styles of learning which are exercised in an interactively meaningful learning environment. Blended Learning courses combine online and classroom learning activities and uses resources in an optimal way in order to improve student learning outcomes and to address important institutional issues. Blended Learning can be defined as the organic integration of thoughtfully selected and complementary face-to-face and online approaches and technologies. In general terms, blended learning combines the online delivery of educational content with the best features of classroom interaction and live instruction in such a way as to personalize learning, allow thoughtful reflection, and differentiate instruction from student to student across a diverse group of learners [7].

B. Strengthening the top design

From the definition of blended learning mentioned above, there are three components in the blended learning model. They are learning environment component, instructional component and media component. While designing and constructing the blended teaching mode, many factors should be taken into consideration. This paper is mainly concerned with the deep integration of the core process of information technology & college English teaching and learning. In other words, the author will try to explore the construction and design of online and offline course. First there are three key questions are presented here “Teach for what? Teach what? And how to teach?” in the implementation of the course. Specifically, question “Teach for what?” is actually to set

teaching goals; question “Teach what?” is to select teaching content; and question “And how to teach?” is to the teaching approach. Normally, teaching is the foundation of learning, i.e. teaching supports learning. While the technology-based knowledge instruction may be attained by online learning, online interaction, and online collaboration. Therefore, the course construction should be accessible to personalized learning, situational designing and online learning community. The instructors must be capable to design the blended courses online and offline. They have to choose carefully and provide effectively various teaching and learning resources in advance. The supervision and interaction online must be carried out flexibly and timely. Micro-learning resources and students' good works also will be presented online wisely. Under such circumstances can students' actual performances are recorded accurately and can they learn English at any time at any place and at will, which is so called technology-based knowledge learning.

Meanwhile offline teaching and learning cannot be neglected. The classroom real activities and community practical activities are also vital part for English learning. As for online learning, everyone's participation and group members' collaboration, presentation of their works all constitute the important part of students' learning. These activities will encourage students to study and learn naturally. Different thoughts are colliding, different ideas are communicated and different stories are shared online. On the other hand, offline teaching measures should be taken to ensure the teaching and learning effect. Teachers should be well equipped with versatile APPs such as Lanmoyun, Pigai and Ismart with the function of instant record, timely presentation, prompt feedback, and immediate interaction.

C. Constructing English digital resources

Specifically, the following principles will be observed while constructing the English digital resources. Firstly the content instructed should be short and refined. And the teaching goal cannot be vague but clear. Thirdly, the effect of teaching must be success-oriented. In short, the sense of obtaining knowledge is supposed to be in the first place. As to the views for foreign language teaching, it is of great importance to consider the teaching content, teaching means and teaching assessments in most cases. Teaching assessments and learning effect are the touchstone of teachers' effort. Wen Qiufang (2017) held that motivating, enabling and assessing could be mutually interacted in the process of teaching and learning. Then involving students in self-assessment is recommended in the blended teaching model additionally.

Therefore, there are great challenges for teachers to design the informational technology-based integrated English course. Teachers are required to look at how to teach not just what to teach; match the best delivery medium to the performance objectives; to keep online offerings interactive rather than just “talking at” participants; ensure participant commitment and follow-through with “non-live” elements and finally ensure all the elements of the blend are coordinated [8]. Technological Pedagogical Content Knowledge (TPACK) team teaching becomes increasingly important in the blended teaching model though it is challenging and energy spending. Only with the

help of the TPACK team can achieve the best teaching and learning effect since most of the foreign language teachers are not specialized in technology and most of the technicians are not good at foreign languages. The deep integration is not the simple superposition but symbiotic omnibearingly in both aspects of form and content. Technology-integrated English language design should be dynamic and optimized. Transmission and acquisition of knowledge occur by means of online autonomic learning. The effects of the autonomic learning are traced and supervised on the online learning platform. The collaboration learning takes place language learning community. Obviously intellectual assessment comes after face-to-face instruction. All these five parts constitute the optimized teaching design. Additionally intervening measures to adjust the teaching resources and way of teaching are important factor to ensure the blended course quality under the information-based circumstances.

SPOC (Small Private Online Courses) is the online open typical course mode for the blended English language teaching. It sets a very good example to provide a more suitable online teaching and learning transformation and accelerate the reform of the traditional teaching as well. The new mode for college English teaching of “SPOC+ small classroom teaching” are born based on the ideology of SPOC. This mode can combine the online autonomic learning, online collaborative learning, offline community practice and mobile micro learning. The flipped classroom teaching mode of “SPOC+ small classroom teaching” create a circumstances for effective learning and deep integration. The online autonomic learning and online collaborative learning are the necessary links for students to gain knowledge and they are perquisites for offline community practice, which includes learning in small classroom and out of classroom. What's more, mobile micro learning release micro-course resources and prompts for English course-related learning, offer micro exercises for students' practice and presentation of students' achievements, which arouse great interest and build their confidence of the students. The relationship can be seen in the following figure.



Fig. 1. The frame of “SPOC+ small classroom teaching” mode of the flipped classroom

IV. CONCLUSION

Guided by the frame, teachers and students in school of foreign studies of university of science and technology Beijing and Jincheng College of Sichuan University conducted the design and carry out the plan and they benefited a lot from the practice. It is proved that the mode of “SPOC+ small classroom teaching” of the flipped classroom is effective exploration at the time of the educational information. It is feasible to combine the SPOC and the small classroom with the practical college English teaching and learning because it integrate the online course into the classroom teaching and develop the English language learning and support the

effective learning as well. Besides, online learning community facilitates the application of effective learning of English language. Thirdly the powerful support of the online course in the terms of technology, resources and content ensure the quality of teaching orderly and effectively.

Blended teaching and learning approach is generally advocated by many scholars and teachers for it represents a switch from passive learning to active learning. The focus of the classroom shifts from a presentational format to one of active learning. This involves putting learners in situations which compel them to read, speak, listen and think. It offers learners the opportunity to be either together or apart. The model of blended learning emphasizes bringing together the online and face-to-face classroom components. The model offers students the best of both worlds because instructors and students have greater flexibility and accessibility without sacrificing face-to-face contact. A blended learning approach is an effective and low-risk strategy aimed at meeting the challenge of the transformational changes that technological developments bring to higher education [9]. Finally, both teachers and students are encountering the great challenges though there is a long way to go to the technology-integrated blended college English teaching and learning.

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