Research on College English Mixed Teaching Mode under Information Technology Environment

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Abstract

With the rapid development of information technology, people's learning environment and learning methods are constantly being enriched and improved. Various educational concepts and educational viewpoints based on the information environment are also emerging and introduced. In this wave, the combination of traditional instructional design and information technology is imperative. The campus network, multi-media classrooms, and online courses continue to introduce new things. The status of information technology in education has become increasingly prominent. Information tools such as multimedia, tablets, mobile phones, and Blackboard platforms have flooded into the college English classroom and become effective tools for assisting teachers in teaching and enriching college English teaching patterns. With the support and assistance of such an information technology environment, the defects in the traditional college English teaching model have been improved. The original single plane teaching method has also become more three-dimensional and vivid. The role and status of teachers in college English teaching cannot be ignored. Only by combining the traditional teaching technology with the information teaching technology and carrying out mixed teaching can we improve the teaching quality on the basis of forming complementary advantages. Therefore, this paper studies the significance of mixed teaching of college English under the information technology environment from the aspects of information technology environment and mixed teaching mode, and further researched how to make innovations in the innovation of mixed teaching of college English under the information technology environment. It is expected to provide suggestions for college English teaching and college English learning for college teachers and students.

Keywords: Information technology environment, college English, mixed teaching mode

1. INTRODUCTION

Based on the "information technology environment", the reform of college English mixed teaching mode is based on the reform of the traditional classroom teaching mode. It introduces the flipping classroom teaching mode and makes full use of the online teaching resources such as micro-curriculum, Wechat, mobile phone APP and so on. Network platform students' self-study integration. It can achieve multiple interactions between teaching and learning, so that the teacher's leading role and the student's main role can be effectively played. However, in teaching practice, people have found that if there is a lack of effective instructional activities for teachers, online learning cannot achieve satisfactory teaching results. Under this kind of train of thought, the role and position of the teachers in college English

teaching cannot be ignored. Only by combining the traditional teaching technology with the network teaching technology and carrying out mixed teaching can we improve the teaching quality on the basis of forming complementary advantages. Therefore, this paper studies the significance of mixed teaching of college English under the information technology environment from the aspects of information technology environment and mixed teaching mode, and further researched how to make innovations in the innovation of mixed teaching of college English under the information technology environment. It is expected to provide suggestions for college English teaching and college English learning for college teachers and students.

1.1 Mixed Teaching

Mixed language teaching combines the advantages of classroom teaching and computer-assisted language learning. It not only plays a leading role in guiding, inspiring, and monitoring

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the teaching process of teachers, but also embodies the initiative, enthusiasm and creativity of learners as the main body of the learning process. It is a typical representative of the (teacher) leading-(student) subjective teaching structure. The establishment of online platforms for computer-assisted language learning, and the popularity of smart mobile terminals such as smart phones and PDAs have made language learning environments rich and lively. Classroom is no longer the only place for language learning, teaching and learning, offline and online, synchronous and asynchronous. In-class, out-of-class and extra-curricular, individual and group integration, resulting in linkage effects,

learners have a personalized language learning environment. The motivation for learning was inspired, the learning methods were perfected, and the learning effects were obtained (Sun, 2018). The ubiquitous learning of "being able to learn at any time and everywhere" became a reality. Mixed teaching draws on the theoretical essence of behaviorism, cognitivism, constructivism, and education informatization (Michael, 2016). Mixed teaching basic element model (Figure 1). If teachers lack a scientific design of mixed teaching, it will lead to "two skins" for classroom teaching and network teaching. Each teaching element is fragmented and cannot promote effective learning.
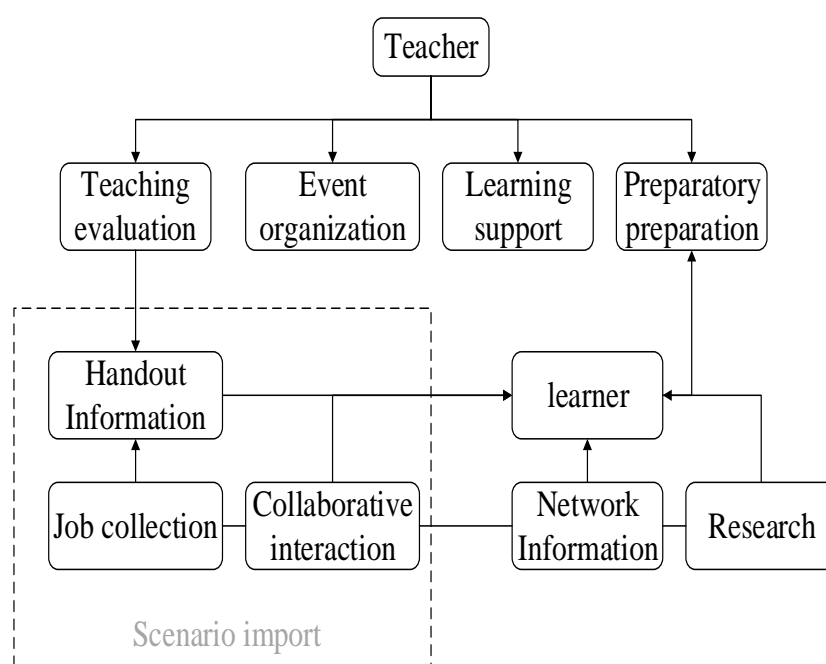

Figure 1. **Mixed teaching basic model**

1.2. Enlightenment of Mixed Teaching Models on College English Teaching

Combined with the theoretical basis of blended teaching, mixed teaching can be a mixture of multiple forms, such as a mixture of learning methods, a mixture of learning resources, a mixture of learning environments, a mixture of learning theories, etc., as long as any element of the teaching system elements Mixed, it can be called mixed teaching. The focus of our research should be on how to mix these elements so that they can be optimized and effectively improve learning (Tan, 2018). For example, a mixture of teacher-led and student-subjects can adopt a combination of lead and subject in a hybrid teaching model. Teachers must not only teach knowledge in the classroom, but also guide and supervise students to learn

independently. At the same time, students are no longer "accepted" knowledge, but are the subject of information processing and emotional experience and are active builders of knowledge. Another example is a mixture of self-directed learning and cooperative learning. In the hybrid teaching model, students can first use resources to conduct autonomous learning, and then they can form a group to conduct cooperative learning. At the same time, the hybrid teaching model can provide a large number of shared resources and establish cooperation rules to maximize the effectiveness of cooperative learning (Yan, 2017).

2. Advantages of College English Mixed Teaching Mode in Information Technology Environment

First of all, the mixed teaching mode of college

English under the information technology environment combines traditional learning and information technology learning so that each one can give full play to its advantages (Çiğdem, 2016). In classroom teaching, teachers play a leading role in monitoring the entire teaching activities, imparting knowledge and achieving teaching goals. Network information learning is based on the rich support of digital teaching resources, interactive tools, and cognitive tools to cultivate students' spirit of inquiry and innovation. In the mixed teaching model, classroom teaching and online learning are mutually improved, which greatly enhances students' enthusiasm and initiative, and gives full play to the student's dominant position. This not only helps to cultivate students' innovative ability, but also helps students to develop healthy emotions. The cultivation of values (Ding, 2016).

Second, the mixed teaching mode of college English under the information technology environment extends the space-time scope of classroom teaching. In the hybrid teaching model, relying on the support of the online platform, teachers can provide learning resources for students to prepare for the pre-class, and students can carry out extended learning after the class. At the same time, teachers can use the web platform to monitor students' learning process (Zhao, 2018). In this way, the combination of classroom teaching and e-learning makes it possible to extend the classroom in the traditional sense and effectively solve the problems of insufficient traditional teaching middle school and lack of learning resources (Mo, 2012).

Finally, the mixed teaching mode of college English under the information technology environment promotes the construction and promotion of teaching resources. At present, there are many digital resources for English learning, such as good and bad, and there are also many courseware supporting materials. These resources are mostly presented in words and content, taking into account the integrity of the unit's learning content. Different student groups and different students have different levels of English learning and different learning needs. Curriculum instructors should master the relationship between "commonness" and "personality" and provide students with targeted and personalized resources. The micro-course focuses on concepts, key points, and difficulties, especially when some students have difficulty understanding. Therefore, information technology has become a very important and personalized resource in the process of mixed learning in college English. After each

textbook is completed, feedback is continuously improved through the use of feedback. At the same time, through the use of feedback, we recommend and use outstanding micro-teachers. Class work will promote the formation of new teaching models in the region and even in the country (Dai, 2018).

3. Design of mixed teaching mode of college English under the information technology environment

The teaching mode is a reproduction of the teaching design practice and a simple form of the teaching design theory. The hybrid learning mode is a description method for visually demonstrating the teaching process and making reference for the later teaching process. There are a variety of hybrid learning models at home and abroad, including skills-driven models, attitude-driven models, and capacity-driven models. The skill-driven model combines self-paced, self-paced learning with on-line instruction by teachers; the attitude-driven model combines traditional face-to-face classroom learning and online collaborative learning; the ability-driven model is where learners and experts work together and go online. Ways to interact for tacit knowledge. Based on the research and analysis of the general model of the hybrid learning design process, combined with the characteristics and basic requirements of college English teaching, this paper constructs the general mode of college English mixed teaching design process.

The work of this research is basically based on this model and combined with the implementation of college English teaching in colleges and universities. It is mainly divided into several stages such as preliminary investigation and analysis stage, classroom system design stage and mixed teaching implementation stage.

3.1 Preliminary investigation and analysis

The first is the analysis of university learners. The learner's initial ability analysis is designed to understand the initial capabilities, knowledge preparation, mental and physical maturity, and learning motivation of learners who have an important influence on instructional design. Steps provide a strong basis. The learners of this study are college students whose cognitive abilities and intelligence levels are relatively high and whose emotional attitudes are relatively mature. At the same time, they also have strong language communication skills, written expression skills, and logical thinking skills. However, this study still investigates the factors that affect student learning, as shown in Figure 2.
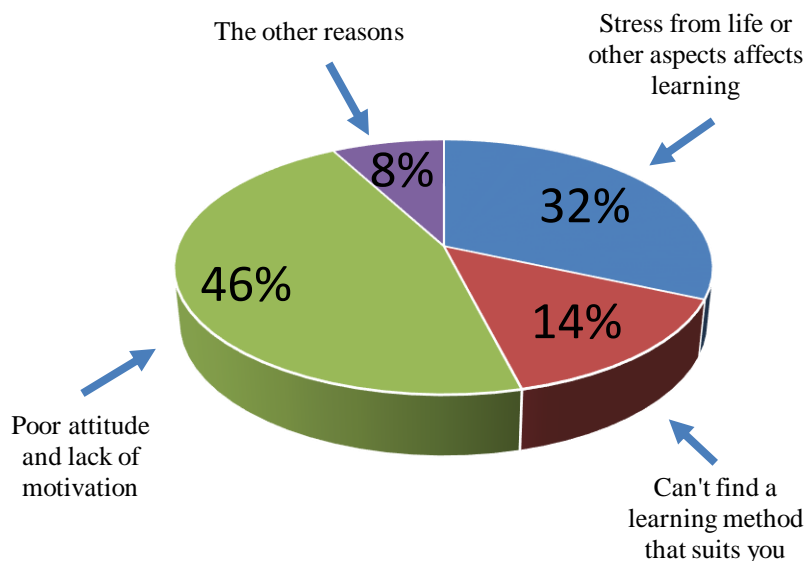
Figure 2. **Factors Affecting Learning**

The second is the analysis of college English teaching content. The analysis of the teaching content is to guide teachers in the preparatory activities for the needs of the people before the implementation of teaching practice activities, curriculum information, knowledge of difficulties and the development of reasonable teaching strategies for different content characteristics. Reasonable and accurate analysis has a direct impact on teachers' development of correct teaching plans. The structure diagram of the content of college English course teaching is shown in Figure 3.
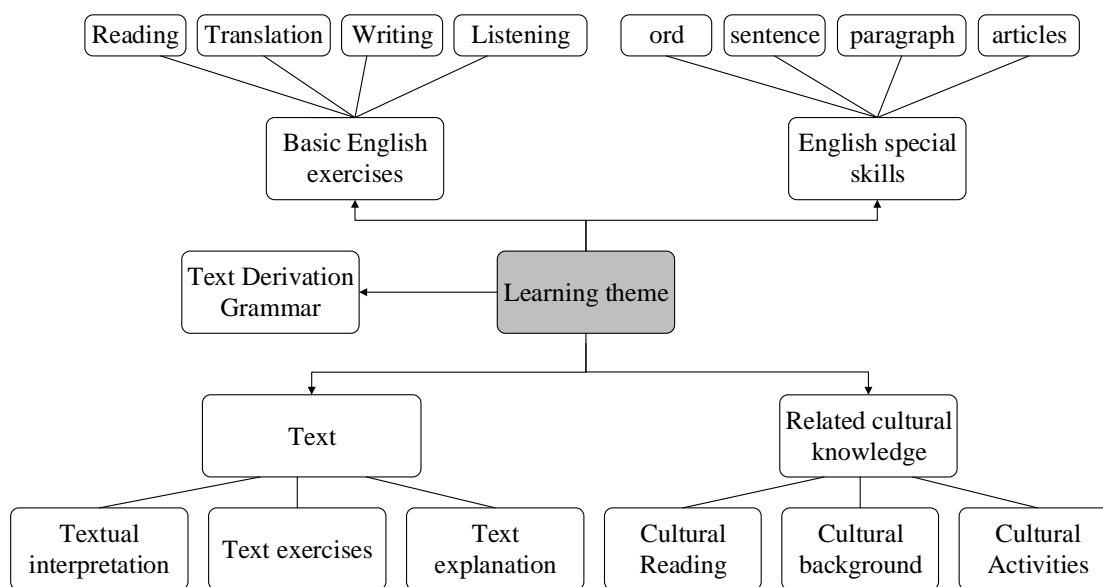

Figure 3. **Content Structure of College English Curriculum Units**

Finally, it is an analysis of the objectives of college English teaching. Analysis of the teaching objectives is helpful to clearly and clearly grasp the knowledge level and practical ability that students should have after studying this course and has a guiding role for teachers to follow how to perform their work.

3.2 Classroom Design Stage

The first is the design of the student support

system. Student support is to record the learner's learning process, give timely evaluation and feedback, pay attention to the improvement of learning and practical ability, pay attention to the improvement of learning methods and strategies, and improve the information literacy of learners. In the mixed teaching environment, because of the

participation of information technology teaching, it is crucial to provide necessary student support. In the course of the implementation of the curriculum, all aspects of teachers, schools, and society are required to support. This study provides the following aspects for learner support for college English learning (Figure 4).
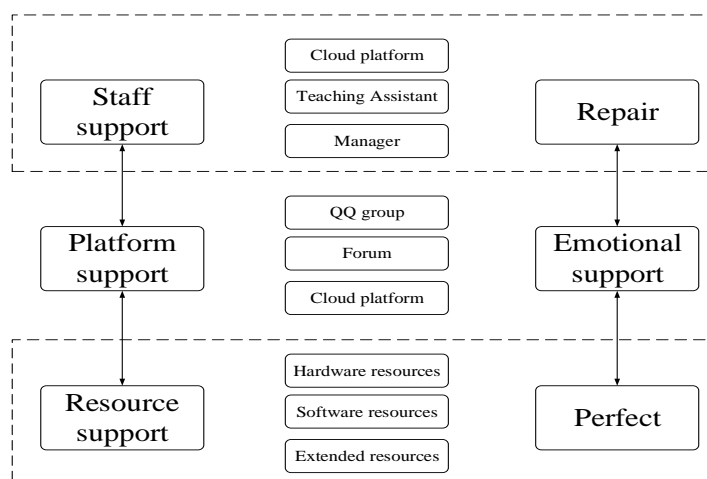
Figure 4. **Learner Learning Support System**

The second is the design of college English learning activities for students. When designing college English teaching activities, different learning activities can be selected according to the content of the course and the characteristics of the students. This study is based on the analysis of the types and objectives of the "College English" curriculum, and the design is different. The mixed learning activities mainly include the traditional classroom and online activities designed as shown in Figure 5.

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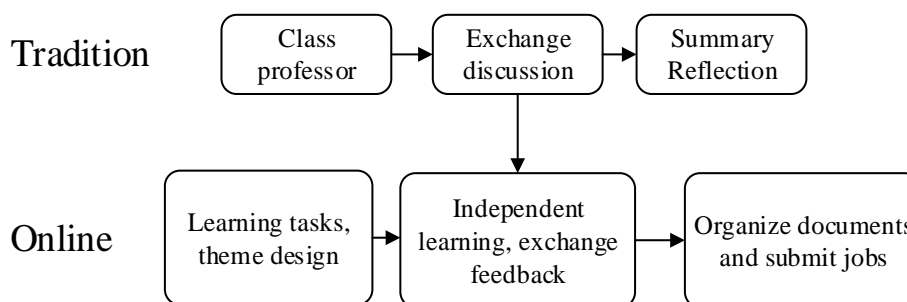
Figure 5. **Learner Learning Activity Design**

Finally, the design of the assessment of college English teaching effectiveness. Teaching evaluation is based on the teaching objectives of the teaching process and the results of value judgments and teaching decision-making services, should follow the objectivity, integrity, guidance, science, development, etc. in principle. Mixed learning

under the information environment should be considered from various aspects such as evaluation subject, evaluation method, and evaluation content, and more emphasis should be placed on integrating evaluation into the implementation of activities (Figure 6).
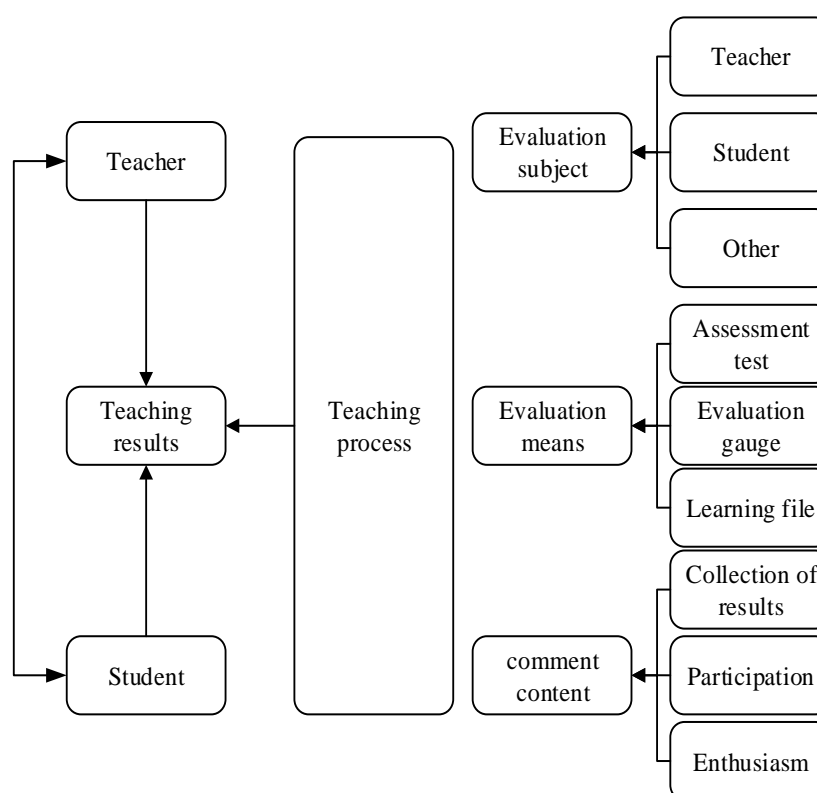
Figure 6. **Teaching Effect Evaluation Design Pattern**

4. The implementation of college English mixed teaching mode in information technology environment and the analysis of its practical effect

English is a language. The focus of learning is on the five basic skills of listening, speaking, reading, writing and translating. It also needs to take into account the improvement of students' intercultural communication skills. Each unit of college English course forms a topic. Each knowledge point can also be designed into a short topic. Therefore, the implementation of the teaching process can be divided into several stages. Small videos can be created around knowledge points. The video format requirements can be on the PC side. Or the mobile terminal plays, the video is short and refined, considering every sentence, not wasting resources.

4.1 Mixed Teaching Environment and Organization Implementation

The teaching process in the information technology environment is a combination of traditional classroom teaching and online learning. Most of the students may be familiar with it. Therefore, we must learn from the network teaching research to enhance the teaching effect while implementing the teaching process. For the classroom teaching environment, teachers play a leading role in teaching activities. Teachers can facilitate face-to-face communication with learners and do not need to borrow other aids. Learners can communicate with teachers if they have problems and receive timely help and guidance. Teachers are integrated into the learning environment of learners, and direct communication facilitates emotional communication between teachers and students and between students and students. In the classroom learning environment, learners have a strong sense of community trust and a sense of belonging to the group, avoid loneliness during the learning process, and tend to form a good atmosphere in the classroom; for the online learning environment, rich auxiliary tools and management modules can be realized. Autonomous learning and collaborative learning provide learners with a good platform for discussion, communication, and communication. The hybrid learning environment includes a mixture of external hardware and software environments, a blend of learning ideas and ideas, and a combination of learning environments and activities. In the three processes, only the integration of specific environments and resources and the integration of rich resources and learning activities can truly reflect the advantages of hybrid learning. Therefore, the hybrid learning

environment is not a simple teaching environment. It is exhibited in specific teacher-student activities.

4.2 The process of knowledge internalization in the classroom teaching environment

In this practical teaching process, the classroom is in a multimedia classroom environment (a physical environment such as a blackboard, a school desk board, and a multimedia facility for a computer and a projection lamp). The instructor guides the teachers according to the course information and teaching objectives, sorts out chapter knowledge points, and explains the language through speech. Implement knowledge transfer. Here is a brief introduction to one of New Horizons College English's Research into Population Genetics.

4.2.1 Instructional Design of Leading Organizers and Learning Tasks for Subject Texts

The topic text is the focus of unit learning and is the aggregation of the main learning content. In order to ensure the effectiveness of the classroom learning, the text content needs the students to make a timely preview. Based on this situation, we designed a targeted learning component for the unit. The guiding material is the instructional design of the leading organizer. Students can use these "preliminary organizers" to produce a basic conceptual system for the content of the knowledge they want to contact and learn, so that learning can be done first in the classroom. Using mobile tools as a medium, before the actual classroom teaching, these guide materials corresponding to the dimensions of the knowledge of the text are passed on to each student so that the students can freely learn and think under the classroom and form their own cognitive structure. , and further deepening and perfection in the classroom, resulting in the so-called "fixed" role. In the actual teaching of the Research into Population Genetics theme text, through the communication with the teacher, we are in the process of teaching design of the predecessor organizer. It achieves the unity between the prior organizer and the knowledge dimension and the teacher's explanation. The guiding material corresponds to the dimensional knowledge of the text and is closely related to the teacher's teaching. In the classroom teaching, the teacher will selectively provide guidance Questions or explain the content of sex materials

4.2.2 Teaching Design for Three Hours Homework

In college English teaching, classwork is one of the important evaluation indicators for judging student performance and ruling students' performance. Under the new ideological and technological environment, to achieve this approach, it is necessary to break through barriers between learners, teachers, and classwork, and establish Since the bridge breaks through the limitations of time and place, this bridge is a moving tool that serves as a medium for teaching resources. Therefore, in the Research into Population Genetics module, we combined the teacher's teaching arrangements with the mobile phone APP as the carrier. We designed three lesson assignment exercises. We hope that more teaching ideas and teaching concepts can be practiced through this attempt. It is hoped that the design of the job combined with new tools will make teaching and evaluation more diversified. In the Research into Population Genetics unit, we designed an English translation exercise in conjunction with the teaching philosophy of flipping classrooms. We hope to explore new ways of reforming college English classrooms based on the new education concept. We chose the mobile app as The main publishing and communication platform, the campus Blackboard platform as a secondary aid, not only because of the wide audience and familiarity of the mobile phone, but also because of the easy availability of mobile phones, it enables every student to participate in learning. , to make self-study more casual and convenient.

4.2.3 Exploring the Connotation of Western Scientific Spirit: Design of Research Learning

For college English teaching, the purpose of teaching is no longer just to allow students to master the basic knowledge of English, but to have a deeper understanding of the spiritual connotation of English language and culture. In the Research into Population Genetics unit teaching, the teacher passed the machine APP. Different time periods aim to provide students with supplementary materials that may be needed for different aspects of research-based learning. We make full use of the characteristics of mobile tools and take the mobile phone APP as the leading tool. This is accomplished with the help of the campus Blackboard platform. try. In the three most important aspects of the research activity, namely, independent research, independent research, and self-study, teachers were allowed to push through the mobile app and Blackboard for three adaptation periods. Therefore, Research into Population Genetics research learning. The stage design of teaching resources is shown in Figure 7.
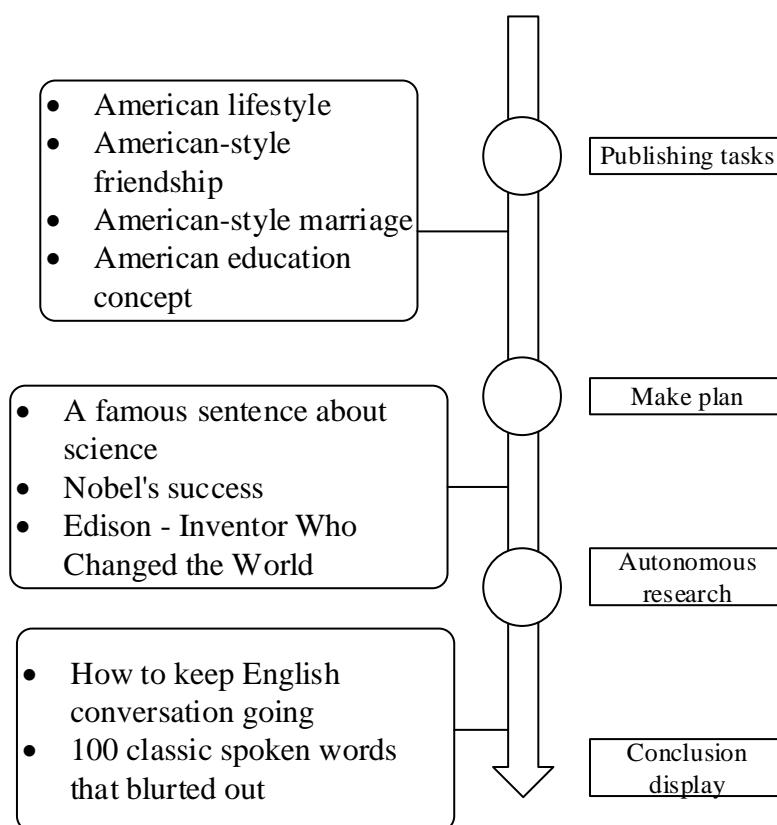
Figure 7. **The study of learning sciences**

4.3 Analysis of the practical effect of mixed teaching mode of college English under the information technology environment

From the overall effect of the implementation of teaching, there are mainly the following points:

(1) For learners, learners' classroom enthusiasm has improved significantly. They actively participate in class discussions and exchanges. The quality of homework is also significantly improved. The learners' performance at the end of the period is significantly improved. Learners' self-regulation and self-control the ability has also been enhanced. In the online teaching environment, learners' self-learning ability, self-inquiry ability, group cooperation ability, and communication and discussion ability have also improved.

(2) In terms of teachers, the mixed teaching of university music under the information technology environment is a new attempt and breakthrough for teachers, and it poses new challenges to teachers' knowledge structure, regulation and control, and information literacy. While imparting new knowledge, it enhances emotional communication and exchange with students, improves their information literacy and information awareness, and masters teaching experience and teaching strategies that classroom lectures cannot

obtain, laying a good foundation for future teaching tasks.

5. CONCLUSION

The mixed teaching mode is the inevitable trend of teaching reform in the information age, and the college English mixed teaching mode is the result of the deep integration of foreign language teaching and modern educational technology. The core of the blended learning design is to determine appropriate teaching content, address learning needs of students, use information technology and methods to present teaching resources, and use appropriate online and offline learning and teaching methods to maximize effective teaching. Mixed instructional design should focus on how to provide the necessary resources for teaching. In the process of language learning, students exchange, collaborate and share knowledge, and share, use, internalize, and innovate knowledge in the process of language practice. This helps online learning and effective implementation of in-class teaching and can effectively improve Students' English application skills. The next step is to carry out theoretical explorations and teaching practices on the online and offline communities of practice under the hybrid teaching model, to explore the

best ways to ensure effective learning, and to promote the pace of college English teaching reform in the information age.

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