

# Construction of the Blended Learning Mode of College English under the Background of “Internet Plus”

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**Abstract:** College English learning modes need to be innovated constantly under the background of “Internet plus”. The rapid development of network informatization has brought many challenges to college English teaching, resulting in the traditional learning mode difficult to meet students’ learning requirements. Thus, it is necessary to take the advantages of information network technology and innovate English learning modes of college students, so as to meet the urgent demand for English talents in China. The blended learning mode is the product of the rapid development of network information technology. Compared with the traditional learning mode, it shows better adaption to the development requirements of the “Internet plus” era, and brings a more remarkable learning efficiency. Therefore, the blended learning mode should be actively promoted in college English teaching.

**Keywords:** Internet Plus; College English; Blended Learning Mode; Construction Situation

The blended learning mode, as the product of the rapid development of network information technology, combines online learning with offline learning with the help of network information technology, greatly innovating the traditional learning mode of students. The blended learning mode provides a new medium and platform for college students to learn English, and has great practical significance for both teachers and students, not only changing the present situation that college students learn English only in the classroom, but also innovating the teaching mode of teachers. Therefore, in the context of “Internet plus”, college teachers and students should positively innovate their teaching mode and learning mode, strengthen the connection between modern educational technology and college English teaching, build a blended learning mode, and then promote it in an all-round way.

## 1. The concept of the blended learning mode

The blended learning mode is to integrate learning content with learning media, learning elements, etc., and carry out learning tasks based on the effective combination of online and offline learning, and extracurricular practice. This learning mode can fully highlight students’ subject position and trigger their learning autonomy.

## **2. The role of the blended learning mode under the background of “Internet plus”**

The functions of the blended learning mode under the background of “Internet plus” can be reflected from several aspects. First, it can break through the time and place limitations of the traditional learning mode. As teachers and students have higher requirements for the teaching environment, and the teaching time is limited, the traditional learning mode of college English is greatly influenced by the restriction of time and place. By contrast, the blended learning mode can innovate learning methods and bring good learning results. Combining all kinds of modern information tools, this learning mode can help college students learn English anytime and anywhere, which greatly reduces the influence of time and place restrictions on the learning effect, extends the learning time and broadens the learning space and time. Second, the blended learning mode can improve students’ English learning depth. Specifically, it can provide more learning resources from diverse channels to students, and significantly improve their ability to apply knowledge.

## **3. Construction principles of the blended learning mode of college English under the background of “Internet plus”**

Construction principles of the blended learning mode of college English include the following aspects.

### **3.1 The principle of balance and moderation**

Although the development of network information technology has created favorable conditions for the blended learning mode, teachers and students can not excessively emphasize the role of network information technology in college English learning, combine Internet technology with college English without foundation, or carry out blended learning without taking the actual teaching needs into account. Once the balance between online learning and offline learning is broken, students’ learning quality will obviously decline. Therefore, teachers and students should adhere to the principle of balance and moderation while applying the blended learning mode, thus avoiding the problem of insufficient systematic learning caused by over-reliance on online learning and neglect of offline learning. The principle of balance and moderation helps to promote the scientific combination of online learning and offline learning, and highlights the advantages of the blended learning mode to the greatest extent.

### **3.2 The student-centered principle**

The goal of the blended learning mode is to promote the all-round development of students’ qualities. Their dominant position can be fully reflected under this learning mode. To be specific, college English teachers set up periodic learning tasks for students according to the teaching content of each class, while students collect learning materials related to the themes of the unit, and constantly improve their own learning ability in the process of exploring knowledge and discussing problems. When the blended learning mode is applied, teachers are no longer the main body of the classroom, instead students’ dominant position can be significantly enhanced. Thus, a learning place focusing on improving college students’ English application ability has been built.

### **3.3 The principle of reflection and exploration**

It is important for students to improve their ability to use knowledge flexibly when carrying out blended learning. Through group discussion and autonomous learning, students can improve the utilization rate of learning resources and constantly correct solve their learning problems. Diversified comment modes need to be applied to diversified learning modes. Teachers should pay attention to the whole process and timely give students targeted guidance.

## **4. Implementation of the blended learning mode of college English under the background of “Internet plus”**

### **4.1 Online learning**

Online learning in the blended learning mode of college English is based on online learning resources in small communities. There is a college English learning APP called WeLearn, which can provide targeted English learning resources for college students, while other digital resources provide auxiliary help for college students learning English online. With the help of WeLearn and other auxiliary digital resources, a personalized English learning platform can be established for college students, on which each English learning class can set up a small online community. By logging in to the online community, teachers are able to monitor students’ online learning at any time and place, including learning content, progress, oral practice

and the completion of homework after class. In addition, teachers can assign learning tasks to students regularly through the online learning APP, and specify the content and completion time of the tasks. Online learning resources are rich in content, consisting of theme analysis and learning objectives of each unit, text content, explanation of example sentences and words, and explanation of article structures. Students can choose these resources flexibly according to their own learning situation and learning needs at different levels. Teachers can carry out online language test in the platform when they log in to students' online learning client, which helps teachers know students' online learning effect in time, and makes online teaching more targeted. Moreover, the online learning APP is also equipped with test questions of each unit. Students can autonomously take tests after learning each unit, and upload the test results to the platform, so that teachers can easily check them, answer students' questions and clearly grasp students' learning progress and effect.

## 4.2 Offline learning

Students complete the preview of each lesson in the process of offline learning according to the form designed by teachers. In the form of teams organized freely by students, they prepare corresponding digital resources, including video and audio. Perfect digital resources can provide valuable auxiliary information for them, and help students master the theme, and understand the culture, language points and humanistic background involved in each unit. In addition, teachers can analyze students' offline learning with the help of the feedback results of their online learning, and give them targeted guidance to solve problems. After that, teachers organize students to interpret the theme of each lesson in various forms, such as debates, situation performances, theme reports, news interviews, and sharing valuable articles. These diversified learning modes can greatly improve utilization of classroom time, and make the interaction and communication between teachers and students closer, which is beneficial to thematic discussions.

## 4.3 Extracurricular activities

Extracurricular activities, an indispensable part of the blended learning mode, play an important role in helping students apply the knowledge learned online and offline, and can significantly improve students' ability. Extracurricular activities are consistent with each unit in the terms of themes, and act as a further expansion and extension of online and offline learning. Specifically, teachers and students can search for learning materials related to extracurricular activities together, and teachers encourage students to present their learning achievements by means of reports, questionnaires, project design and poster design. This process can cultivate students' language output ability.

## 5. Conclusion

To sum up, this article analyzes construction of the blended learning mode of college English under the background of "Internet plus", hoping to popularize this new learning mode in an all-round way to continuously improve the English learning efficiency of college students.

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