A Probe into the Mixed Teaching Model of English Audiovisual Course

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Abstract: The English audio－visual course is the core course of the English major, and it is an important link in the training of the five English skills "listening, speaking, reading, writing, and translation". Traditional audio－visual teaching can no longer meet the needs of students in the era of educational innovation. How to build English audio－visual courses that meet student needs and increase students' interest in learning according to student characteristics, and effectively use modern educational technology and teaching platforms to explore unique blended teaching. The model has become the focus of current foreign language teaching research.

Keywords: English Audiovisual Listening and Speaking; Mixed Teaching Mode

1. Introduction

English audiovisual listening and speaking courses are the core courses for English majors, and an important part of the training of the five English skills "listening, speaking, reading, writing, and translation". Visual, listening and speaking ability is the core competence in cross－cultural communication and communication skills, and it is also a necessary basic ability for high－quality applied language talents who meet the needs of the society.

Traditional audio－visual courses are mostly based on the language room for teaching, and the teaching mode is mostly: Playing video and audio materials－setting listening tasks－completing listening tasks. This mode is guided by "listening" training, which is no different from the teaching mode of English listening. It ignores the cultivation of the ability of "speaking" and hinders the effective combination of "input" and "output" of the students' language, which is not conducive to the training of students. Language application ability. With the in－depth integration of information technology and education, and the emergence of a large number of high－quality teaching resources such as online open courses, micro－courses, and online teaching platforms, blended teaching has become a teaching norm.

2. Literature review

Blended teaching combines face－to－face teaching and online teaching to expand learning opportunities. In other words, in a mixed environment, some content is taught in the classroom, while other content is moved out of the classroom and into the virtual environment. Blended teaching is a teaching method that echoes blending learning (Blending Learning / Blended Learning).

In 2002, Smith J and Eitler Masier combined E－learning with traditional classroom learning concepts, and first proposed the concept of blending learning. Blended learning is a formal education plan. Part of the learning content is carried out online. Students have certain control over the time, place, method or pace of learning; And part of the learning content is in a supervised physical location outside the home. Professor He Kekang was the first to put forward the concept of "blended learning" in China. He said that the meaning of the word blending is blending or combining. The original meaning of blending learning (or blended learning) is blended learning or combined learning. A combination of various learning methods.

Regarding the relationship between blended teaching and blended learning, Ye Yue defined it as follows in his article: Blended learning starts from the perspective of students and regardsstudents as the main body of

learning. And blended teaching starts from the perspective of teachers as learning facilitators, focusing on how to help students achieve optimal learning results.

Blended teaching is a combination of the advantages of traditional learning methods and the advantages of digital or networked learning, so as to give full play to the leading role of teachers and the subjectivity of students.

How to design a blended teaching model centered on students and output oriented has been the focus of domestic scholars in recent years, and it is worth studying whether national first－class online courses are suitable for college students at all levels. In view of this, this article will analyze the specific application of the mixed teaching mode of English audiovisual and listening courses in a private university in Xi'an from the aspects of the exploration of mixed teaching mode, the construction of online course resources, the application of REEPAC mixed teaching mode and the analysis of teaching effect.

2.1 Exploring the mixed teaching mode of English audio－visual courses

The author has been teaching at a well－known private university in Xi'an. This university focuses on undergraduate and postgraduate training, and the students' English foundation is relatively weak. The author found in the English audio－visual teaching that the English learners of this school have a certain vocabulary after more than ten years of English learning, but their limited language comprehension ability and relatively basic conversational ability make them in the process of communication. Passive position. Although most learners are able to respond correctly to the questions or topics raised in communication, it is difficult to describe and narrate the subject of the event correctly. Once the role of communication changes and active communication is required, the learner will have difficulty smoothly. Complete communication tasks and solve communication problems.

The English audio－visual resources in the existing national first－class online open courses are difficult for the students of this school. Traditional audio－visual textbook topics are old, supporting teaching videos and audios are difficult to attract students' interest, and the topics of each chapter are not coherent, and have low relevance to students' study, life and personal experience. The sense of language learning is not strong, and it is difficult to provide students with Effective language input stimulates students' motivation for language output.

The traditional teaching model of "teacher－led" cannot reflect the concept of "student－centered". The teaching activities are often based on teacher experience and feelings, ignoring the sense of experience and participation of students, and it is difficult to mobilize students' learning enthusiasm and it is difficult to be effective. To promote students' language output, this kind of teaching mode pays less attention to the cultivation of students' thinking ability and autonomous learning ability.

In response to the above problems, the author and his teaching team decided to develop online course resources featuring campus life after thorough research on students' learning preferences and learning characteristics.

2.2 On－line course "Excel at English" English audio－visual resource construction

This online course adheres to the teaching philosophy of "task－driven, use－based learning", and is oriented to cultivate students' language communication skills and discourse structure skills, with a Chinese campus as the background, and the timeline of students after enrollment to connect themes. Create communication scenarios based on learning, life and personal experience, covering 8 major themes of campus life, eating, shopping, fitness, entertainment, medical treatment, festivals and tourism, and the content is authentic and grounded. The teaching content is from easy to difficult, fully consider the students' academic conditions, highlight the problem orientation, and cultivate their narrative, introduction, and logical thinking skills based on their existing knowledge and abilities. Each unit presents the output task with a theme video. The theme video provides learners with the real context of language use, promotes effective input of learners, and bridges the gap between output demand and output ability. Mind mapping helps learners quickly refine the 5W and 1H that introduce the topic content, and complete the output task by connecting the answers. The course design ideas are as follows:

After the completion of the resource construction, the author and his team used You Academy and Rain Classroom in teaching to carry out mixed teaching in the English majors of 2017, 2018, and 2019 in English audio－visual courses, and gradually formed a unique. The characteristic REEPAC mixed teaching mode.

2.3 The specific application of REEPAC blended teaching mode in English audio－visual courses

REEPAC mixed teaching mode. ① Recommending (recommended) before class, students carry out peer learning online, through reviewing and recommending peer excellent works, to cultivate students' judgment ability and self－confidence in learning; ② Evaluating (comment), teachers comment on students' work, affirm the advantages, and analyze the insufficiency, point out common problems; ③ Exploring (exploration) teacher －student linkage, teachers guide students to explore learning weaknesses and advantages, summarize the characteristics of discourse and expression rules; ④ Perfecting (perfect) students draw a mind map according to 5W1H, introduce the theme; ⑤ Applying (Application) ready to learn, use what you have learned to organize or carry out activities on the fly; ⑥ Concluding (Summary) the teacher summarizes the course, assigns homework, and answers online questions.

Course assessment method. The curriculum adopts diversified assessments for formative evaluation of students. Online assessment accounts for 40％, covering attendance (10％), video learning (40％), online quizzes (20％), forum posts (10％), online homework and personal mutual evaluation (20％); The next assessment accounts for 60％, including task－based assignments (60％), group activities (30％), and reflection logs (10％). The assessment of group activities is completed by teachers and students. Teacher assessment accounts for 80％ and student assessment accounts for 20％.

2.4 Analysis of teaching effect

Through the follow－up analysis and research on the learning situation of the English majors of the school in 2018 and 2019, the students reported that the course has greatly improved their learning interest and sense of learning participation. Students believe that the rich and interesting teaching resources expand their language knowledge and improve their language skills while enhancing their language communication skills, thinking skills and autonomous learning capabilities, laying a good foundation for their lifelong learning. The online "student－ student mutual evaluation" activity has enhanced the exchanges between students, promoted peer learning, and built a good platform for them to build a learning community, effectively improving learning efficiency and improving their learning methods.

In addition, the course has been extended to other colleges and universities in Shaanxi Province. Among them, the main lecturer of the Northwest University Modern College of the representative university believes that the course's real－life dialogues and all－English tasks are linked to each other and cultivate the learners' English language. The thinking mode is problem－oriented to complete narratives, introduction topics and other output tasks, which cultivates students' cognitive ability of "conjunctions into sentences and sentences into articles", and effectively improves students' English pragmatic ability.

3. Conclusion

The blended teaching model is an inevitable trend in education reform and development. College teachers should also take into account the individual needs of students when using this model to teach, and help students develop individualized learning based on their foundation, learning ability and problems encountered. The blended teaching model used in this research is an exploration of the reform of audiovisual and listening courses. Although it has achieved certain results, it still needs continuous improvement and perfection to solve common problems in student learning and effectively improve students' language.

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