

A Study on the Application of Blended Teaching Model in the Teaching of College English Intercultural Communication

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Abstract: The main idea of hybrid teaching method is to enable students to integrate the traditional English classroom teaching mode with the modern Internet English teaching mode in the whole teaching process, and actively acquire and integrate relevant knowledge resources. In today's College English practical teaching system, the effective application of these mixed teaching methods can more effectively improve the overall quality and efficiency of practical teaching and the comprehensive effect of English teaching, and meet the multi-level practical learning needs of college students. This paper will make some in-depth analysis on the application of blended teaching method in the teaching activities of College English intercultural communication, hoping to promote the all-round development of students.

Keywords: Mixed teaching method; College English; English Language Teaching

Introduction: Students' cognition under the framework of traditional classroom teaching mode. College English classroom teaching usually focuses on giving lectures to teachers, and teachers always occupy a dominant position in English classroom teaching activities. Students passively accept the knowledge taught by English teachers, so it is difficult to effectively improve the efficiency of English learning outside the classroom. Therefore, in order to further improve the efficiency of modern classroom, it is necessary to further explore the establishment of a new flexible and efficient classroom and teaching behavior model. The research on hybrid teaching model came into being. It has changed the original classroom teaching activity mode, which takes teachers' classroom teaching as the main activity, and helps to promote how students play an active role in modern classroom learning and adapt to the effective teaching activity mode of modern new learning.

1. The deficiency of traditional college English teaching mode

In the traditional teaching mode of College English intercultural communication course, teachers are the main body in classroom teaching activities, the efficiency of classroom teaching organization is low, and students' initiative and participation in learning English are relatively poor; In addition, the present society mostly implements exam oriented education. If teachers only pay attention to students' academic performance, but ignore the overall improvement of students' learning ability and quality. Not only will the classroom become more and more boring for many students, but also it is easy to lead to the phenomenon of "dumb English", which hinders the endogenous motivation of students' autonomous learning of English culture. The evaluation index system of teaching quality still needs to be adjusted appropriately. The teaching performance evaluation implemented by the school is mostly based on the final grade, which hinders the sustainable, comprehensive and harmonious development of most students' ability. And this student evaluation systemIt can not effectively adapt to the current English teaching structure mode, nor can it fully improve students' interest in learning basic English skills.

2. The significance of intercultural communication to college English Teaching

Intercultural communication emphasizes that in College English teaching, teachers should not only pay full attention to students' education and cultivation of English cultural knowledge, but also widely spread and publicize our nation's excellent traditional culture in College English cultural teaching activities, so that students can better understand our nation's cultural background, enable students to better communicate with other students, and learn other national cultures through cultural exchanges, So as to enhance the friendly feelings between teachers and students. Intercultural communication will play a positive and key role in deepening the reform and development of College English teaching model. The traditional college English curriculum only pays too much attention to the explanation of students' theoretical knowledge, and lacks enough stimulation for students' language learning and active communication, so that many excellent students can not learn more about the culture of other countries in the process of English learning and communication. By using this cross-cultural communicative language teaching method, students can really fully understand some customs and habits in all aspects of society, so as to further understand and apply it to foreigners' unique English thinking behavior, so as to promote the improvement of students' language expression and communicative ability.

3. The construction of College English blended teaching model

3.1 Reasonably plan teachers' classroom counseling time

Although the traditional school classroom teaching mode has been greatly impacted by multimedia technology such as computer network courseware, in the actual classroom operation, teachers' explanation of simple knowledge should still be indispensable for teachers. Teachers should know how to make full use of this multimedia technology, guide students to summarize some knowledge points in time, and give key explanations according to the key and difficult problems that students care about after class, so as to better and more conveniently guide students to complete their homework in time. As the basic English classroom teaching in the

modern university stage, although we still need to actively explore various new English teaching models, we should not ignore these traditional English teaching methods.

3.2 Strengthen the guidance ability of University Teachers

In College English classroom training, students can not simply copy the teacher's classroom teaching methods. Teachers should try their best to strengthen the ability of teachers to actively guide students in their own teaching through activities, so as to guide students to study or explore independently after class. First of all, teachers must learn to guide students to do some pre class English Preparation. After class, have a certain in-depth preliminary understanding and analysis of the relevant contents to be learned, and improve self-awareness; Then, in the process of pre class learning, try to assist senior students in classroom group English activities, and solve some group English problems through some group cooperative learning activities; In addition, when organizing these classroom practice teaching and other activities, we should not only give some knowledge points we have learned directly to other students, but also give them correct methods, principles, methods and skills to learn knowledge. Only by understanding and analyzing the ideological essence of each problem and finding the correct scientific method to solve specific problems, can we truly complete the teaching cleanly.

3.3 Stimulate college students' interest in learning English

Interest is often a child's best teacher. Therefore, in the process of children learning English culture, cultivating students' interest in English learning is often one of the best prerequisites, and it is also a foundation for us to learn children's English well. Teachers should learn to cultivate students' active interest in language learning through teachers' guidance, and improve students' enthusiasm to participate in College English classroom activities. By gradually cultivating their ability to learn English autonomously, they can not only greatly deepen their understanding and further consolidate students' deep understanding of textbook knowledge, but also further improve students' actual language learning ability and teaching practice of classroom knowledge methods.

3.4 Skillfully use flipped class to improve the quality of students' preview before class

Before teaching college English, teachers need to guide students to understand and master the differences between College English and high school English, and explain the value and significance of flipping classroom application to students. At the same time, in the daily teaching process, teachers need to carefully guide and urge students to strengthen the preview before each class. As each student has different self-study ability and understanding ability, the teacher can first list the preview outline for the students, so that the students can conduct efficient pre class preview in combination with their own actual situation, so as to lay a good foundation for targeted learning in class.

For example, when explaining how to reduce the burden in class, the teacher can usually draw a separate lecture outline to explain the content of each class before the lecture outline, and provide a part to the students in class, so as to guide the students to carry out relevant pre class preview in time after class according to the lecture outline. In the specific classroom knowledge teaching work, teachers can fully combine the situation of the class students' daily learning desks and preview classes, arrange the class students to explain how to teach relevant knowledge in a focused and targeted manner, and fully encourage the class students to express their understanding and views on the text. Finally, teachers can directly summarize and answer the important and difficult questions repeatedly raised by senior students according to their existing subject knowledge base and practical teaching experience, so as to deepen the understanding of students. The in-depth understanding and firm memory of the vocabulary of the key and difficult texts can comprehensively and effectively improve the quality and level of the course teaching practice.

3.5 Improve students' self-study ability after class by designing micro courses through resources

In Contemporary College English teaching courses, mixed teaching method is also applied. Teachers need to pay special attention to cultivating each student's autonomous learning ability in English class. Under special circumstances where conditions or access to the Internet are allowed, teachers can directly design English micro courses according to the online teaching content and the application of online media technology, and upload and link these micro courses to the online learning platform environment. Online students can access the Internet anytime and anywhere, download, browse and watch online micro classes through mobile devices, so that these students can easily carry out online autonomous learning after class. Through the combined use of micro classes, we can more effectively refine the classroom and teaching content, so that students can improve their English level and comprehensive ability in micro classes. In addition, teachers can also actively use QQ and wechat to supervise and spot check the self-study of students and children. Moreover, in QQ and wechat, when students encounter problems in class, they can ask questions in time and help them solve problems, or have face-to-face interaction with teachers to guide students to timely supplement and consolidate the new content learned in class, so as to effectively improve the quality and efficiency of students' classroom knowledge learning.

For example, after the inquiry activity of learning food and culture, teachers can find some documentaries about Chinese and American food on the Internet, make them into micro classes, and upload them to the learning platform for students to watch and learn. In the learning platform, students can discuss the problems existing in the process of watching micro classes, or seek the help of teachers. Adopting such a scientific English teaching organization model can not only effectively consolidate the main contents learned by students in English class in a short time, but also more effectively broaden the horizons of Chinese students, expand their extracurricular learning knowledge, make every student deeply feel the value of English learning and the significance of international cultural value, and mobilize students' enthusiasm and initiative in English learning.

3.6 The cultivation of cross-cultural awareness contributes to the cultivation of students' communicative competence

From the concept of comparative study of cross-cultural consciousness, we can clearly see that the comparison of cross-cultural consciousness is likely to involve two or more cultural consciousness. Now, when we are studying and analyzing, it is likely that we are also communicating with people of this culture in English. In fact, this model of English cultural communication needs to

be established between people of different language and cultural backgrounds and British people. Only in this way can we have the opportunity to communicate with each other in cross-cultural communication and improve students' practical application level and ability in English communication. Moreover, this English cultural exchange activity is essentially a kind of cultural exchange activity. In the process of English cross-cultural communication and interaction, the interpersonal relationship established by both parties in communication activities and the activity itself will be further developed accordingly. All this process is like China holding various academic and cultural exchanges in various places. All Chinese who participate in the exchange process will feel that they will have a great improvement in their knowledge, cultural quality and ability level. And their interpersonal relationship will also reach. At the same time, this is also a great progress, with very far-reaching and great significance.

3.7 Creating a real communication scene

In the context of cross-cultural communication, the teaching reform of College English cross-cultural communication requires teachers to create more authentic and rich English communication learning scenes for each student. In the practical teaching of communicative classroom, we should pay full attention to the development of students' skills as the education center, strengthen the classroom practice of various life scene skills, enable students to fully absorb and systematically digest the relevant knowledge learned in textbooks in the rich practical experience and a large number of real and effective interactive life communication scene experience, and continuously improve the overall intercultural communication application ability of communicative students in practice. In the process of communication, teachers should pay attention to observing students' images, actions, gestures, expressions, etc., which can not only help teachers stimulate Chinese students' real interest in cross-cultural communication learning, but also enable schools to live in such a real and vivid English communication learning scene, improve students' ability to use cross-cultural communication, and further consolidate and improve the teaching quality and research level of College English cross-cultural communication, So that the teaching reform of College English intercultural communication can reach the ideal educational goal set by the Ministry of education.

4. The advantages of intercultural communication teaching in College English under the mixed teaching mode

4.1 Improved classroom teaching effect

Compared with the traditional English classroom teaching mode, the biggest difference of the College English classroom under the concept of mixed teaching mode is that it has completely changed the traditional teaching method with teachers as the main body, and become truly student-centered, allowing students to fully play the active role of leading teachers on the college classroom platform, actively organize learning and explore practical problems. College Students' English learning is not only to systematically learn the basic knowledge of a basic course such as rhetoric, grammar and sentence patterns, but also to cultivate students' comprehensive bilingual learning ability in practice and improve students' ability to transfer and apply comprehensive English knowledge and ability in the process of language practical learning. Changing the dominant position of teachers through teaching can fully promote each student's autonomous learning. In addition, the hybrid teaching mode can not only make full use of the network platform to guide students' homework online, but also widely use social networks to carry out colorful extracurricular online education activities, call on students to actively participate in them, and gradually improve their comprehensive ability to learn and use English in a subtle atmosphere after class.

4.2 Improve the scientific allocation of teaching resources

The mixed teaching mode includes multimedia network interactive teaching and other educational methods. Students can effectively carry out classroom interaction and comprehensive teaching practice teaching with the help of the school computer network system. Most schools have also strengthened teaching for this project, realizing the rational and optimal allocation of school multimedia interactive teaching practice resources. In order to provide such an interactive effect for all students, we can provide a better network interactive practical learning and educational environment. By strengthening the effective allocation of educational resources in teaching and activities, we really encourage each of our teachers and students to take the initiative to study independently through network computer courseware. Expand each teacher and student's own unique independent online learning and educational thinking, improve the autonomy and educational creativity of teachers and students' thinking activities, deepen the depth of learning, review and consolidate their excessive knowledge in the classroom in time. In addition, if teachers can regularly or through the campus network platform, systematically classify and guide students' classroom knowledge, timely count and release the amount of homework after class, and timely and systematically summarize the knowledge points, it will not only help these students learn almost all the relevant knowledge in the textbooks at the meaning level of the classroom in a short time after class, but also help students timely Systematically consolidate and improve classroom knowledge, correspond to relevant learning contents, and deepen the understanding of concepts. After class every day, students will also be able to contact the teachers on the English learning platform through SMS to query and obtain the latest teaching information of the teachers in time.

4.3 Provide a high-quality learning environment and atmosphere

Learning English through the Internet has built a new platform for many students to exchange English knowledge, for example, online English assisted learning platform. The online English assisted learning platform has solved the single English in the previous student learning mode, helped many students expand their knowledge to the outside, directly used modern English for communication in the real social situation, realized the practical application of English learning tools, and solved the problem of students' dumb English under the traditional education mode. In addition, the online English learning platform can also evaluate students' learning achievements. After English learning, teachers and students can communicate and interact online through this platform. Then teachers can timely online evaluate and analyze students' English learning achievements, so that students can learn systematically, reflect on their learning in time, and improve the efficiency of English learning.

5. Concluding remarks

In the context of cross-cultural communication, the teaching reform of College English cross-cultural communication course and the mixed teaching model are undoubtedly a way to improve the teaching effect of College English cross-cultural communication course. Of course, there are still many things that English educators need to explore. I believe that with the continuous efforts of English educators, this method will be more perfect and help to improve the teaching quality of College English intercultural communication.

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