The Application of the Blended Learning Model in Junior High School English Teaching

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Abstract: In the global situation of the new coronavirus rampant, the blended learning model has become the most suitable mode of teaching English in junior high school nowadays, which combines the advantages of online Internet learning and offline traditional classroom to inject new vitality and vigor into junior high school English teaching. This paper uses the literature research method, the relevant research and theoretical basis of the blended learning model and junior high school English teaching are sorted out. At the same time, students of a junior high school in Y city are used as research objects. The questionnaire method is used to collect data and to perform statistics and analysis of the data. The conclusions of the study show that students are generally more receptive to the use of the blended learning model in all aspects of teaching. However, in practical application, the blended learning model still faces many problems.

Keywords: Blended Leaching Model; English Language Teaching; Junior High School English

1. INTRODUCTION

The traditional junior high school English teaching model can no longer meet the needs of information technology development. Due to the existence of problems such as single and boring teaching forms and low student participation, lack of after-class review, and lack of personalized tutoring, the teaching effect, and student learning efficiency are affected. Since the outbreak of the epidemic in 2019, online classes have been introduced in China and many countries around the world. In this context, the blended learning model is bound to be new research and consideration. So it is very necessary to guide the English learning of junior high school students into a new learning model. The use of the blended learning model to enhance student's awareness of independent learning, promote the normal integration of online and offline learning in the teaching process, and then achieve better learning effectiveness and realize the personalization of education.

2. Research Design

Many countries at home and abroad have summarized the impact and status of the blended learning model on English education in junior high school, but there is still a question about the blended learning model in junior high school English education: What are the current problems faced by blended learning in junior high school English classrooms?

The author selected 108 junior high school students, 54 from each class, from two classes of a junior high school in Y city that had implemented the blended learning model in their English classrooms as the respondents.

The questionnaire covers the current situation of the blended learning model in junior English, students' views on the teaching process of the blended learning model in English learning, the current problems of the blended learning model in English, and their expectations of the blended learning model in English.

3. Data Analysis and Discussion

3.1 Analysis of Questionnaires

The data analysis of the questionnaire shows that, among the students who participated in the survey, 36.36% of students think there are problems with the blended learning model in the English classroom in terms of technology, 32.73% think that there are problems with the blended learning model in the English classroom in terms of teachers, 68.18% think

that there are problems with the blended learning model in the English classroom in terms of environment, and 57.27% think that there are problems with the blended learning model in the English classroom in terms of students themselves.

3.2 Discussion

By compiling and analyzing the above data, the author summarizes the application strategies of the blended learning model in junior high school English education.

3.2.1 Teacher Dimension

For a long time, most junior high school English teachers use the traditional English teaching method, in which teachers instruct students to learn key vocabulary in textbooks, explain the phrases and grammar knowledge covered in textbooks, and assign students a lot of English exercises to help them understand and master the knowledge. Compared with traditional teaching methods, the blended learning model in junior high school English breaks the space limitation, but teaching activities need to be carried out with the help of relevant software and various platforms. To ensure that online classes can be carried out effectively, teachers need to select and prepare high-quality teaching resources before class, as well as design detailed teaching materials and learn to operate teaching software skillfully. To effectively use the blended learning model in the classroom, teachers need to relearn and change their teaching methods, which is a great challenge for junior high school English teachers who have been using conventional teaching methods for years.

3.2.2 Student Dimension

The blended learning model is undoubtedly new to junior high school students who are accustomed to the traditional teaching and learning model. To adapt to this new learning model, students face a series of challenges. Are they willing to accept the blended learning model? Are they able to operate the appropriate teaching software proficiently, actively participate in the classroom, and interact effectively with teachers and classmates? Whether they can maintain their attention on the course platform. The most important point is students' ability to learn on their own, and many students are still stuck in the traditional learning model. In the actual survey, we found that many students did not really understand the meaning of the blended learning model. In the blended learning model, students rely on the teacher's dominant role, and it is likely that students do not actively participate in online learning tasks after the teacher has assigned them.

3.2.3 Technical Dimension

The hardware and software environment required for the blended learning model is not mature enough. And due to the lack of information technology application ability, teachers could not solve the problems in the class in time, and as a result, the process of the class was delayed. Another very important point is the limited capital investment. The capital investment is mainly reflected in the lack of school software and hardware equipment, the limited penetration of computers, and the lack of extensive wireless network coverage.

4. Teaching Suggestions

4.1 Teacher Dimension

When implementing the blended learning model, junior high school English teachers should focus on innovating their teaching philosophy and improving their teaching professionalism. At the same time, they should learn various new information technologies and improve their operational skills. In their daily teaching practice, they should discover and design a more suitable educational model for their students according to their teaching objectives and students' characteristics. In detail, teachers should do the following: first, teachers should study the online platform before the class and understand the advantages and disadvantages of each platform. Secondly, when choosing learning resources, teachers should choose those that are moderately difficult for students. If there are no suitable teaching resources on the Internet, teachers can also make

their own courseware and videos, and try to adopt different forms to help students master the knowledge. Third, always pay attention to students' participation and learning autonomy. Compared with the traditional learning model, the blended learning model pays more attention to the students' independent learning ability. Data is collected through the online learning platform to check students' learning hours in each section. The online learning hours are added as part of the final assessment. Fourth, teachers should focus on the transfer of offline course focus. In the blended learning model, the main task of the offline classroom is no longer to explain new knowledge but to answer students' difficulties and doubts in online pre-study. In conclusion, teachers should change their teaching concepts, fully understand the necessity of implementing a blended learning model, overcome their own psychological barriers, and be willing to spend enough time exploring an efficient blended learning model.

4.2 Student Dimension

For students, the most important thing is to change their attitude towards the blended learning model. Accept the blended learning model positively and do not have a resistance mentality. Facing the online learning tasks from teachers, take them seriously and responsibly, and do not have a coping mentality. Second, students need to be proficient in the use of online learning platforms and will use various websites or applications to search for information needed for learning. Finally, it is necessary to cultivate students' independent learning ability, pre-study relevant knowledge before class, and find out what they are confused about, to carry out efficient online learning.

4.3 Technical Dimension

The implementation of the blended learning model has a strong technology dependency. Therefore, a mature online learning platform is an important factor to ensure the effectiveness of the blended learning model. Education departments and schools should increase their investment and research on online learning platforms. It is necessary to create a suitable online learning platform for junior high school English teaching based on the physical and mental characteristics of junior high school students and the characteristics of English teaching. Make it not only a curriculum resource conducive to core literacy development. But also a good carrier for adaptive learning, interactive collaboration, testing and assessment, knowledge creation, scientific inquiry, and teaching management.

5. Conclusion

The traditional offline classroom is no longer suitable for the junior high school English classroom in today's situation. The use of the blended learning model in junior high school English teaching is the general trend and the focus of junior high school reform. Nowadays, many universities have created online platforms and launched online courses, striving for a seamless connection between online and offline classrooms. However, junior high school students still encounter many problems when engaging in blended learning in the English classroom. There is still a long way to go in researching and implementing specific solutions for the use of the blended learning in middle school English classrooms. It requires the efforts of schools, teachers, and students at the same time. It is expected that more reasonable teaching programs and experimental programs will be produced in this field, and more effective supervision methods for students will be put forward.

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