

A Study on Blended Teaching Model of English in Higher Education under Cloud Classroom

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Abstract: English teaching in higher education institutions will be greatly improved under the hybrid teaching mode of cloud classroom, and more professional talents will be reserved for China. This paper will discuss the feasibility and necessity of the hybrid teaching mode in the cloud classroom, briefly analyze the advantages of the hybrid mode for the modern education system and put forward suggestions and measures for the higher education institutions to better integrate the hybrid teaching method in the cloud classroom in the English teaching courses, hoping to help the higher education English teaching related practitioners and make contributions to the higher education English teaching.

Keywords: Cloud classroom; Higher education English; Blended teaching

The sudden outbreak of the new epidemic has led to many changes in the way teaching knowledge is acquired and imparted, and in the relationship between teaching and learning. As prevention and control becomes normalized and the recurrence of the epidemic is borne in mind, new teaching methods continue to emerge in education. Cloud classroom has the advantage of unlimited location, and the new model of online and offline hybrid teaching continues to advance and spread to all levels of institutions. The hybrid model under cloud classroom also focuses more on the new education concept of student as the main body and teacher as the guide, which has significantly improved the quality and efficiency of English teaching. Students in higher education institutions are often trained in a more executive and practical way, because after the college entrance exams it can be found that higher education students lack the accumulation of theoretical knowledge, while their hands-on skills and thinking patterns are more jumpy and open. Therefore, the hybrid teaching method with the help of cloud classroom can cultivate students' independent learning ability and improve the practical application of English and academic performance of higher vocational students.

1. Current situation of English teaching in higher education

1.1 Poor concentration of students

In higher education institutions, the management of electronic products is no longer strict, which also leads to the lack of concentration in the classroom, and students are often attracted by the content of cell phones and neglect learning. In addition, English itself relies on the accumulation of words, and students in higher education institutions are less basic and naturally have no interest in learning, so there is often no interaction between teachers and students in higher education English classes, and there is no learning atmosphere.

1.2 The content of teaching materials is outdated

As a vehicle for student learning, learning materials should keep up with the times and even go beyond the times in order to stimulate students' forward thinking and promote their thinking skills, but because of the rigorous nature of textbook development, experts and professors need to discuss and combine social development for content selection, as well as the selection of illustrations and covers and content in line with social values, and finally to contact publishers. Finally, we need to contact publishers for layout and publication. After these general steps, it is easy to update the textbooks slowly and difficult, and nowadays many learning materials are a year or two behind the times and are not up-to-date.

2. The role of cloud classroom blended teaching in higher education English courses

2.1 Rich online teaching resources

Students in higher education institutions can check the gaps and make up for them through online teaching, so that they can improve their English foundation and learn more knowledge that they have not been exposed to in the textbooks and open up their horizons on the online platform. For the key points in the course, teachers can play videos through multimedia to let students deepen their impressions, which can also improve students' concentration and let them get in touch with the knowledge points through different learning methods.

2.2 Unrestricted learning time and place

During the epidemic, the popularity of cloud classroom and the maturity of technology have made students' learning life more convenient. Based on the sharing mode of learning resources such as master classroom, the concept of teaching community without physical space limitation is understood by more and more educators and parents, and online cooperative teaching has become a popular trend in education, and even advocated and highly supported by some regions. We have seen the beginnings of cross-school, cross-district, cross-city and cross-province teaching communities, where master teachers from different institutions and subjects are responsible for teaching content through online or recorded classes, while other teachers are responsible for helping students answer questions, supervise students to listen carefully and promote their learning abilities. The teaching community described here is not a learning community in the traditional sense. The most important thing is that it is not restricted by location, and for the current situation of recurring epidemics, it maximizes the safety of teachers and students and reduces the burden for the community as well as does not affect the teaching schedule, allowing students to acquire knowledge and skills as usual and exercising their self-motivation.^[1]

2.3 Save teaching time

In the context of the Internet in the new era, the continuous integration and innovation of information technology and education and teaching has provided new ways of knowledge dissemination and new ways of teaching and education, and there is even a trend of gradually replacing the traditional school organization model of education and teaching in industrial societies. The steady improvement of new forms of online education and new modes of teaching, such as large-scale online course learning, has substantially contributed to the efficiency of knowledge dissemination and the realization of nationwide equality of educational resources. Not only does it facilitate personalized learning and teaching according to the needs of the students, but from the aspect of economics, it will also help reduce the cost of social education and, more importantly, save the teaching time of teachers and students, allowing students to engage in practical activities among the remaining time and improving the conversion rate of their knowledge and skills. The online classroom allows for repeated viewing and interception of clips, which helps students who have missed out on knowledge in class to revisit it and avoids having the teacher repeat it, saving time for tutoring, allowing for more interaction between students and teachers, and facilitating teachers to understand the strengths and weaknesses of different students.^[2]

3. A blended teaching practice approach for English in higher education

3.1 Combination of online and offline

The history of traditional teaching is very long and has caused deep-rooted influence in the minds of many teachers, so many old teachers reject the way of online teaching and are not skilled in the operation of various online teaching APPs. Classroom teaching was the main teaching mode in the past, and the teaching method was to supervise students' understanding and learning through the teacher's lecture at the podium. Today, English classes in higher education institutions are still using the traditional teaching method, but with the addition of simple information technology, i.e. multimedia presentations and short videos, but the main teaching method has not changed. In today's advanced information technology, it is obvious that the traditional classroom teaching can no longer meet the needs of students who grew up in the information age.

The biggest change brought by online education is definitely the teaching style and the use of tools, but in fact it is essentially meeting the inherent demand for learning. For example, the development of online education during the epidemic was mainly geared towards the immediate need for off-site synchronous teaching, while a very useful additional technology after entering convergent teaching was the ready replay function of live streaming. And with the popularity of online education and auxiliary tools continue to be powerful, the more prominent demand is the interaction in teaching, whether synchronous real-time interaction or asynchronous communication interaction, which is gradually becoming the embodiment of the value of teachers. In the future, offline teaching may not be completely replaced by online education, but the value of teachers will be more prominent because of online education's segmentation of learning needs, teaching wisdom will be more useful, and students' thinking will have more opportunities to be activated. The resilience of teaching is thus reflected. Not only can a wide range of teaching modes be adapted online and offline,

but what is more realistic and relevant to students' development is that after online education has diversified teaching scenarios and learning needs, teachers can make use of the tools to create the art of teaching design and ultimately achieve the goal of educating adults to become ambitious and talented.

It is very necessary to combine online and offline teaching mode in the English classroom of higher education institutions, in the teaching process, teachers put forward teaching questions, students can use the Internet to make inquiries and answers, different students use different search software, naturally the results obtained are also different, teachers can let students through group study to make a rectification and analysis of their results, and then narrate the results and process through their own language. The teacher can let students analyze their results in small groups, and then describe the results and process in their own words. The rich teaching resources of the Internet, with its large storage capacity and the characteristic of keeping up with the times, can allow students to leave the textbook and open their eyes and minds in the huge system of the Internet. Secondly, big data technology can also be used to analyze students' learning behavior, learning methods and topics that students often practice, so as to clearly grasp the problems in students' current learning and whether the learning methods are correct and appropriate, and then carry out targeted teaching according to the results of big data analysis, so as to find a suitable learning method for students. It is easy to see that the combination of online and offline English teaching method is more focused on students' personalized development, the uniform teaching method will make the classroom atmosphere become boring, through the online learning method can not only reduce the phenomenon of students using electronic devices for entertainment but also improve students' concentration and develop students' ability to use electronic devices.^[3]

3.2 Integrating Civic Construction in English Teaching

In terms of talent cultivation, the concept of curriculum thinking and political education is practically applied to English teaching practice, and the deep cultivation of teaching can effectively enhance students' national pride and national self-confidence, and strengthen students' correct ideology of telling Chinese stories and spreading Chinese culture in foreign languages, which highlights the role of English curriculum thinking and political cultivation in higher education institutions in strengthening the foundation of the soul.

4. Concluding remarks

To sum up, the blended teaching mode of English in higher education under cloud classroom changes the generalized education concept and transforms it to focus on students' personalized development and learning style towards today's technological advancement, allowing more innovative ways of education and more choice options for students.

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