

# Research on Optimizing the Blended Learning Path of College English

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**Abstract:** In response to the requirements of the times, college English teachers have chosen a blended learning mode that combines online and offline teaching for their courses. This article provides a thorough understanding of the basic concepts of blended learning mode, and carefully explores the development trend of blended learning in college English from traditional teaching mode to intelligent teaching mode, from traditional knowledge transmission to information based knowledge expansion, and from theoretical teaching to practical communication and practice. In the future, college English teachers should further optimize the blended learning mode of college English by integrating the construction of online teaching resources, improving the setting of offline teaching activities, and strengthening the evaluation system of online and offline learning of college English, in order to provide reference for optimizing the teaching mode of college English and promoting the upgrading of teaching quality.

**Keywords:** College English; Blended learning mode; Information technology; Online smart learning platform

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## 1. Introduction

After the world entered the information age, the powerful influence of information technology gradually penetrated into various industries in society, including the education industry. In October 2022, the 20th National Congress of the Communist Party of China included “Digital Education Transformation” in the report for the first time<sup>[1]</sup>. At present, with the rapid development of educational reform in universities, the blended learning model has a positive effect on college English teaching and meets the needs of talent education in society. Therefore, on the basis of understanding the concept of blended learning mode and the development trend of blended learning in college English, it is of great practical significance to deeply explore and optimize the path of blended learning in college English courses.

## 2. Basic concepts of blended learning mode

The blended learning mode is a new teaching mode that combines traditional teaching with online teaching. It can utilize the different advantages of different teaching modes to better meet students’ learning needs. The blended learning model takes constructivist learning theory, information processing theory, and humanistic learning theory as its theoretical foundation<sup>[2]</sup>. Among them, constructivist theory holds that students are the main body of education, and teaching resources should be constructed from the perspective of students to lay the foundation for teaching design. The theory of information processing regards students’ learning process as the process of reprocessing teaching resource information, and should be led by teachers in the construction of learning resources. Based on the mixed theories of teacher led and student centered, classroom teaching and online learning, classroom teaching and virtual teaching, it fully demonstrates humanistic educational ideas, respects students’ individual development, and promotes students to master knowledge and skills. The blended learning model is developed from the above learning theories, combining the advantages of online teaching and the characteristics of traditional classroom teaching. It takes students as the learning subject, and enriches the dominant position of teachers with the application of network technology, providing more sustainable learning resources for teaching and promoting students’ comprehensive development.

### **3. The current trend of blended learning in college English**

#### **3.1 Transformation from traditional teaching mode to intelligent teaching mode**

Under the blended learning mode, college English teachers use information technology to fully utilize the Internet and online intelligent learning platforms for teaching design, transforming the traditional teaching mode of only using books to impart knowledge, and moving towards intelligent teaching<sup>[3]</sup>. In blended learning, students define learning objectives through learning plans provided by teachers, carry out E-learning tasks with accurate time limits, and obtain online evaluation of learning results given by teachers, so as to reasonably plan learning time and improve independent learning ability. Teachers prepare class preview resources using audio, video, corpus, MOOCs, and other resources to provide students with online preview plans and ensure that students have a certain understanding of the course content. At the same time, college English teachers utilize advanced teaching facilities and equipment in interactive media classrooms in their offline classrooms to provide students with a good learning environment. In summary, the blended learning model promotes the intelligent transformation of college English teaching.

#### **3.2 Transformation from traditional knowledge transmission to information technology knowledge expansion**

In the information age, knowledge can transcend the limitations of such media as books and get rid of the traditional one-way and linear Path dependence of communication. The blended learning mode integrates traditional teaching methods and information-based teaching methods, based on online learning Big data, provides more abundant learning resources for students, and seeks more flexible teaching methods for teachers<sup>[4]</sup>. Based on the practicality requirements of college English teaching, teachers use the visualization ability of information technology to provide students with learning resources such as videos and images during the teaching process, and even create virtual interactive scenes for students through live streaming, promoting the process of “objectification” of course teaching. The blended teaching mode provides diverse teaching resources through information technology, promoting more vivid teaching and enhancing students’ interest in learning. At the same time, it is also conducive to expanding knowledge breadth and students’ learning experience, thereby enhancing teaching effectiveness.

#### **3.3 Transition from theoretical teaching to practical communication and practice**

The traditional teaching mode mainly involves teachers imparting theoretical knowledge to students, making the teaching process modular and lacking flexibility, limiting students’ participation in classroom interaction<sup>[5]</sup>. The blended learning mode constructs a learning community through an intelligent learning platform, providing students with a dedicated area for learning communication, displaying learning outcomes, and Q&A, strengthening the interaction between teachers and students, and thereby improving teaching effectiveness. At the same time, teachers use information technology to build resources for classroom teaching and after-school tutoring, providing students with opportunities to interact and learn with teachers and classmates, promoting students to speak and practice more while learning English, improving students’ English communication and practical abilities, and also helping teachers solve more problems in the teaching process.

### **4. Further optimize the blended learning path of college English**

#### **4.1 Integrating the Construction of Online Teaching Resources for College English**

Under the application of blended learning mode, teachers should integrate online resources and textbook content, expand textbook content, and provide students with more comprehensive learning resources to enhance their self-learning ability. Therefore, college English teachers should combine students’ different levels and stages, design teaching resources based on different knowledge systems, reference knowledge points, task points, and learning plans in textbooks, collect teaching resources that are more suitable for college life online, design high-quality online teaching content, and guide students to carry out class previews. At the same time, teachers can use online intelligent learning platforms to set the key and difficult points of English teaching for students in advance according to course needs, and make annotations in advance to facilitate students’ learning and understanding. For example, teachers can use various courseware design software to create micro courses or micro videos suitable for English teaching in universities. They can divide the books and course content in order of difficulty, and present them to students through micro courses or micro

videos. To meet the needs of students' repeated practice and cyclic consolidation to deepen their knowledge memory, teachers can provide students with relevant learning resources such as after-school practice questions and stage self tests through online smart learning platforms, promoting students' autonomous learning. At the same time, it can save time in the batch correction process under traditional teaching modes and effectively avoid the consumption of funds and energy caused by students purchasing related resource exercises offline, Form a highly connected teaching operation mode between online and offline.

#### **4.2 Improving the Setting of Offline Teaching Activities for College English**

The blended learning mode of offline courses is not to copy traditional teaching modes, but to showcase teaching content and students' learning outcomes through advanced media devices, enhance students' interest in learning, and enhance teaching effectiveness. College English teachers should develop diverse classroom activities for students in the teaching process, select activity content through information technology, and choose appropriate activity methods based on students' learning interests and levels. Firstly, teachers should study the text before class, collect materials through information technology, design activities and questions to inspire students in the classroom, stimulate their interest in learning, and encourage them to actively participate in classroom activities and questioning sessions. Secondly, in the process of classroom teaching, teachers should pay attention to creating a relaxed classroom atmosphere, inspire students to answer questions based on the difficulty of activity topics, and encourage students to speak independently in English. During this period, students should be given some preparation time to think independently and exercise their courage to speak English. Teachers can also set up collaborative dialogue exercises or role-playing with two or more people, using teaching resources such as videos and short films to familiarize students with relevant phrases and sentence patterns. In the form of scenario simulations, students and their peers are given time to engage in dialogue exercises. After the practice time is over, the teacher can invite two or three groups of students to perform dialogues on stage, guiding students to learn and apply the knowledge they have learned. Finally, teachers should give more affirmation and praise to students during the evaluation stage, enhance their sense of achievement, and promote their interest in learning. During this process, teachers can also observe the learning outcomes of students and explore the learning characteristics of each student, thus achieving individualized teaching.

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