

Research on the Optimal Path of College English Teaching based on Blended teaching

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Abstract: In the era of Internet + education, blended teaching expands the time and space of English teaching, enriches the teaching resources of teachers and students, and provides a mixed teaching ecology of online and offline for college English teaching. In essence, blended teaching is a mixture of traditional classroom teaching and Internet online teaching, which not only meets the needs of educational reform and innovation in the new era, but also meets the needs of students' personalized learning. Nowadays, college students often have a smart phone in hand, which provides them with good online learning conditions. By designing blended teaching activities, teachers can extend the content of block teaching to online based on the current amount of English class hours and teaching problems, and use the network platform and software to develop block learning resources, optimize the content of English teaching methods and improve the teaching effect. This paper expounds the practical significance of implementing blended teaching in college English, and discusses the implementation and optimization of English block teaching in combination with the current situation of college English teaching.

Key words: blended teaching; College English; Block teaching; Optimizing the path

1. The significance of implementing blended teaching in College English

(1) Expand college English resources

In the Internet era, college students have increasingly diversified channels to acquire knowledge and become more curious about online learning. This requires teachers to break through the restrictions of textbooks, introduce novel English teaching resources, enrich English teaching content, and exercise students' cross-cultural communication and language competence. Through the implementation of the blended teaching model, teachers can combine the content of English textbooks and the requirements of the teaching syllabus, develop high-quality online English resources reasonably, combine English learning resources with practice, and support students to participate in online speaking, reading and writing exercises. At the same time, in and out of class, teachers can use English reading materials to assign English exercises, which can not only understand students' learning results, but also expand their extracurricular English learning resources, and broaden students' English learning horizon. In addition, teachers can use the online teaching platform to understand students' learning problems and learning needs, collect targeted English teaching resources, meet students' English learning needs, and exercise their English creative ability and logical thinking ability.

(2) Exercise the ability of self-learning English

By implementing blended teaching mode, teachers can combine students' basic English level and individual needs, select high-quality educational resources, provide students with independent learning tasks and activities, create online self-learning opportunities, and enhance their independent learning experience. At the same time, based on the situation of online self-study, teachers can put forward the verification and sharing topics, giving students the opportunity to share, explore and express, and stimulate their interest in independent expression and speech. After class, by using online teaching platform, teachers extend classroom problems to after-class, organize students to participate in online communication and discussion activities, urge students to study and review independently in time, stimulate their deep learning thinking, cultivate students' awareness of exploring, reviewing and applying English knowledge, and exercise their comprehensive English ability.

2. Analysis of the current situation of College English teaching

(1) Ignoring the value of language application

Before entering the university stage, students are in the state of receiving knowledge for a long time. In the absence of changes in college English teaching mode, students are difficult to mobilize their learning enthusiasm, and they cannot actively cooperate with teachers in language training activities. In addition, some teachers design less language communication activities, more around the content of written English teaching activities, so that students have a sense of fear in the application of English listening and speaking, difficult to reflect the value of English application.

(2) The teaching concept is not advanced enough

In college English teaching, some teachers retain traditional teaching concepts and styles, fail to update their teaching concepts timely, use less advanced teaching technologies, educational resources and means, and find it difficult to reasonably innovate various teaching links. Some teachers lack the consciousness of taking the initiative to reform teaching methods, find it difficult to deeply integrate modern educational technologies into English teaching, and find it difficult to enhance teacher-student interaction. The impromptu acquisition of teaching feedback is not strong, which is not conducive to the design of English teaching content that meets the needs of students.

3. College English teaching optimization path based on blended teaching

(1) Pay attention to personalized design and import pre-class resources

Before class, teachers should design personalized online teaching plans, make English autonomous learning task lists, and develop

supporting micro-video resources, PPT and MOOCs links. Task lists are the basic premise of blended teaching. Teachers can design personalized task lists based on college English teaching content and students' learning level, support students' online self-study and evaluation, and promote the integration of online and offline teaching. Based on the task list, students can browse online resources purposefully, complete the online self-study and test tasks, record the difficult points in the self-study tasks, and give feedback to the teacher. In the teaching design of college English, teachers can combine the block teaching method, implement the blended teaching mode, design personalized block learning resources and prepare the corresponding learning list in combination with the words with special meaning, easy to confuse and prominent structure in the text. Students are required to find out the blocks associated with the text content before class, and complete the online learning task list. Under the personalized design, in order to continue to learn offline classroom knowledge, students need to use learning resources before class and participate in block training, which can not only identify blocks, quickly clear the language learning obstacles, reduce the difficulty of vocabulary learning, but also generate a strong interest in learning English and enhance their confidence in learning English. Therefore, in blended teaching practice, teachers should adhere to the concept of individuation, use block teaching to develop pre-class learning resources, let students try to use block learning for self-study, cultivate their learning interest and learning ability, and lay a foundation for classroom teaching.

(2) Attach importance to in-depth interaction and internalize English chunks

Based on the pre-class self-study task feedback, teachers can learn about students' use of blocks in learning, find out their weaknesses in learning, set the teaching objectives of deep interaction and understanding, and help students master the purpose and method of using blocks by focusing on analyzing common problems and guiding individual problems separately, so as to improve their English learning ability. First of all, teachers can combine the common communication blocks before class, organize students to summarize and demonstrate, and ask students to discuss the problems encountered in online learning, so that students can standardize the oral expression and improve the fluency of oral English expression in the process of sharing and communication. Secondly, teachers can use group cooperation to let students analyze the online learning content, clarify their personal ideas and viewpoints, and sort out the blocks in the discourse in the way of group cooperation, so as to integrate complex grammar knowledge with vocabulary knowledge, systematically understand vocabulary and grammar knowledge, and cultivate their language sense. In addition, group demonstration activities should be carried out. The teacher can ask the group to share the blocks in their minds by means of oral expression and explore the application of blocks in different situations, so that the students can display their imagination and internalize the block knowledge in the process of display.

(3) To carry out group cooperation activities and strengthen application training

In offline classroom activities, teachers should design interactive training activities, guide students to strengthen the training of block knowledge through communication and interaction, and deepen students' impression of knowledge. In the specific training links, first of all, teachers can carry out group cooperation activities, centering on the interest, confusion, inspiration, problems and solutions of English learning content, and ask each group to use the newly learned vocabulary, grammar and sentence patterns, integrate the newly learned chunks and introduce ideas. In the process of cooperative demonstration, students can connect the existing cognitive system with the newly learned knowledge, and use the blocks to apply the knowledge to the life context, improve the level of language knowledge and problem solving ability. Secondly, the training activities on the application of chunks are carried out. There are differences in the writing purpose, writing technique, language characteristics and layout of different texts. Teachers can start from the students' understanding deficiencies according to the performance of each group in the demonstration, and combine the discourse fragments to design the block filling exercises, so that students can fill in the blanks according to the passages and sentences, understand the parts of speech in the blanks, and encourage them to integrate the language connotation and knowledge. Excavate the author's purpose of writing. In addition, teachers can also organize essay writing and imitative sentence construction activities, so that students can take advantage of the blocks appearing in the process of discourse, translation and filling in the blanks to participate in the training of imitative sentence writing and essay writing, which can not only help students learn to use blocks flexibly, but also help students solve practical problems and cultivate their higher-order thinking.

(4) Implement online teaching evaluation and guide summary and reflection

First of all, under the blended college English teaching model, teachers should combine classroom dialogue and group training, carry out group mutual evaluation, self-evaluation and teacher evaluation, and bring them into the scope of classroom teaching evaluation, pay attention to online evaluation before class and online evaluation after class, and bring students' online self-study and testing, homework and reflection into the scope of online teaching evaluation. To test whether students have achieved the goal of serious learning and deep learning. Secondly, teachers should combine the content of block-learning after class, push the expansion resources of block-learning, assign writing assignments based on block-learning, and allow students to accumulate the knowledge of block-learning by combining Internet resources, extracurricular reading materials and textbooks, and freely create short compositions with various themes, such as humorous plays, novels, essays, etc., to guide students to sum up and consolidate knowledge. In addition, online summary and reflection activities should be carried out. Teachers should guide students to reflect on knowledge accumulation, homework completion, independent learning methods, and give online answers according to the summary and reflection report submitted by students, cultivate their awareness of independent learning, and improve their English learning ability.

4. Conclusion

To sum up, using blended teaching to optimize college English teaching mode is related to students' autonomous learning ability, deep learning ability, interest and initiative in English learning. Therefore, teachers should combine college English teaching content and students'

characteristics, improve students' learning ability and achieve teaching goals as guidance, through strengthening personalized design, emphasizing deep interaction, carrying out group cooperation, implementing online evaluation and reflection, and integrate online self-study, classroom activities and after-class reflection, so that students can learn English by themselves and in the process of learning together. To feel the application value of English chunks and the fun of English learning, stimulate their enthusiasm for English learning, expression and application, so as to improve students' English learning and application ability.

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