Research on the Design of College English Lessons Based on Hybrid-styled Teaching

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Abstract: At present, our society has gradually developed into an Internet-based society. Driven by the development of the Internet, many areas including education have begun to reform and innovate. Many colleges and universities in China have always adopted the traditional teaching methods, for instance, using a unidirectional teaching method or teaching in a fixed place. In the era of Internet, these methods fail to meet the needs of both parents and students. Subsequently, with the emergence of Internet Plus technology, the limitations that were originally found in the development of English teaching in colleges and universities can be overcome. By combining virtuality and reality, a new mode of simultaneous online and offline teaching has been realized, making English teaching no longer affected by the limitation of space.

Keywords: Hybrid style, Teaching background, Colleges, English lessons, Design

1 Mode of hybrid-styled teaching

The so-called hybrid-styled teaching is a teaching mode that is designed to ensure the status of student as the subject and to fully stimulate the students' initiative, enthusiasm and creativity, so that teaching can deliver a good and favorable effect. Traditional teaching and online teaching are integrated with each other to effectively combine both online and offline modes of teaching. The hybrid-styled teaching mode has both the characteristics of traditional classroom teaching and online teaching, which effectively connects the old and new teaching methods.

Of course, the hybrid-styled teaching mode is actually a combination of modern technical means and modern teaching modes, and the combination of traditional teaching modes with cooperative inquiry teaching principles and modern autonomous learning that aim to achieve teaching goals. This new teaching mode is not merely a simple combination of traditional teaching and online teaching, as well as combination of classroom teaching and multimedia information teaching. The realization of hybrid-styled teaching requires the integration of various factors, each of which is indispensable.

2 Advantages of using hybrid-styled teaching in college English teaching

2.1 Innovative teaching mode

College English teaching plays an important role in students' language development, while traditional teaching is no longer applicable to college teaching nowadays. If the hybrid-styled teaching mode is adopted, teaching can be achieved through an effective combination of online and offline methods. Teachers can upload the learning courses and learning resources on the online system which increases the practicality of the course. At the same time, students can also selectively study according to their actual conditions, in order to achieve unrestricted learning. Through this teaching mode, the opportunities for interaction between teachers and students in the classroom can also be increased. This method also encourages the teachers to give good lectures and the students to practice more, achieving a good teaching and learning effect. This also makes the lessons a lot more interesting. With the increase of speculative activities, the students are

becoming motivated to engage in the lessons.

2.2 Increasing student engagement through interactive lessons

Compared with the traditional teaching mode that generally happens in the classroom, the hybrid-styled teaching mode has its unique advantages. It is centered on "teaching" and "learning". It integrates traditional lesson teaching with online teaching to make up for limitations underlying in the traditional teaching method. In the traditional teaching mode, students can only ask questions in the classroom, and the classroom activities are relatively unidirectional. The hybrid-styled teaching that is accompanied by a diverse array of activities provides an online discussion platform and online interactive sections. Students can engage in discussion and interaction through the platform which improve student experience and lesson engagement.

2.3 Abundant learning resources

2.3.1 Cultivating autonomous learning ability among the students

Hybrid-styled teaching emphasizes personalized teaching in which students take the main position in the learning process. With this teaching mode, students are no longer constrained, and they can adjust their learning methods and learning content according to their actual conditions at any time. The students will have to collect information by themselves when they are studying independently. When watching the video clips for learning purposes, the students do not need to be hasty. If they do not understand certain parts, they can always rewind the clip. The whole process allows students to have a deeper understanding of knowledge, so that they can better master the knowledge. This method also helps students to discover their own learning methods to achieve life-long benefits.

2.3.2 Diverse learning evaluations

Under the traditional teaching mode, written assessment is the only standard way to assess students' performance in English, and the result of this assessment cannot accurately reflect their English proficiency. The hybrid-styled teaching mode is based on the completion of student tasks, study time, and other factors, to have a comprehensive understanding of the overall learning situation of students, so as to achieve diversified evaluation and timely remedy. The usual assessments are based on comprehensive assessments, such as unit tests, homework demonstrations, classroom discussions, micro-lecture previews, final exams, oral tests, and so on. Through these standard evaluations, teachers can comprehensively evaluate students' English proficiency, and thus obtain more comprehensive assessment results.

3 Major development stages of hybrid-styled teaching of college English courses

Under hybrid-styled teaching of college English, the teaching modes can be roughly divided into three stages: the theoretical and discussion stage, the exploration and implementation stage, and the new application stage. The time boundaries between the three stages are not well-defined.

The first stage is the theoretical and discussion stage. This stage occurred from 2004 to 2006. During this stage, college English teaching was associated with hybrid-styled teaching, and demonstrates the inherent tendency of the fusion of the two, so as to introduce the concept of hybrid-styled teaching in college English. A theoretical discussion on the hybrid-styled teaching of English language was conducted, and the advantages of combining the teaching methods involving human teacher and high-tech products were presented. Whether the traditional teacher-centered or current student-centered approach possesses more advantages was also discussed. The hybrid-styled English teaching has become an inevitable trend in the context of Internet development. This stage did not involve the actual teaching practice, but focused on the theoretical discussion of the hybrid-styled English teaching.

The second stage is the exploration and implementation stage. This stage occurred from 2006 to 2014. As early as March 2006, experts introduced hybrid-styled teaching mode for English listening courses, which kick started the hybrid-style teaching for English courses. In the following ten years, experts have implemented hybrid-styled teaching methods in many courses, such as audiovisual English, college English speaking, college English writing, and so on. This stage is known as the exploration and implementation stage because it is a simple combination of Internet technology and traditional teaching, and it does not involve much research.

The third stage is the new application stage. This stage occurred from 2015 to the present. In the new era of society, the Internet has become the mainstream technology, and the hybrid-styled teaching mode has also been redefined with the inclusion

of mobile technology. Therefore, the hybrid-styled teaching method already integrates Internet, mobile communication equipment, classroom discussion and integrative teaching. In 2015, MOOC and Flipped Classroom were explored in depth, and they were known as the new hybrid-styled teaching model. The hybrid-styled teaching model has stepped into another phase of development. The targets of research are MOOC, Weike, SPOC, mobile apps, flipped classroom, and so on.

4 Construction of hybrid-styled English teaching model

4.1 Building a network platform

The teaching mode of the new era requires the universities to improve their own hardware and software, have their own electronic reading room and language training room, etc., to continuously update the teaching software to keep pace with the development, so that students can have a good online learning environment to learn college English. Through the network platform, teachers can not only check information and assign homework to students, but also monitor, supervise and manage students in real time by recording students' learning situations, thereby greatly improving student learning efficiency. The role of the network platform is multifaceted. The platform allows excellent communications between teachers and students. If students encounter problems in their studies, they can also ask teachers or classmates online, and everyone can freely express their views. Teachers can also modify teaching content and adjust the teaching progress according to the suggestions provided by students.

4.2 Online preview prior to lessons

In the hybrid-styled teaching, online teaching appears to be an important element for pre-lesson preview. Teachers can upload the teaching materials that are going to be used in the upcoming lessons onto the online platform before the class starts. Students can refer to the materials uploaded by the teacher to prepare for the lessons beforehand. Students can learn with their own capabilities and they can raise any questions while watching teaching video during the class. The classroom interaction can definitely be increased when both teacher and students interact to solve the problems. This method maximizes the learning effect by prominently makes students the main body in learning process.

4.3 Implementing flipped classroom

In the new era of the Internet, the hybrid-styled teaching model of colleges and universities can be achieved by implementing flipped classroom. Teachers can assign students to conduct pre-lesson previews so that they can discuss the problems and questions during formal learning in the classroom. Using hybrid-styled teaching, teachers can randomly divide students into groups, and the group conducts discussions on different problems in the classroom. The discussion process will improve the creativeness of thinking. This method is improving can also enhance students' autonomy and initiative in learning while the teachers take the leading role in the learning process.

4.4 Online learning after class

In order to ensure that the students have a firm grasp of the knowledge learned in the classroom, teachers can upload the exercises on the online platform after the lesson, so that the students can deepen the impression of the knowledge learned in the classroom through practice, and can also use the exercises to assess how much they have learnt. When they encounter something new that they cannot understand, they can interact with everyone online, which not only strengthens the grasp of knowledge, but also enhances the relationship between teachers and students.

4.5 Evaluation system of hybrid-styled teaching

The hybrid-style teaching mode has its own evaluation system, which mainly includes five evaluation modes, including student self-evaluation, teacher self-evaluation, mutual evaluation between teachers and students, periodic evaluation and comprehensive evaluation. Correct understanding and implementation can improve the integrity of teaching as a whole and make the teaching process better.

5 Design of college English lessons based on hybrid-styled teaching

The traditional lessons were reinterpreted through practice in ordinary teaching, and the content of the hybrid-styled teaching mode was categorized into three parts: interactive classroom, mobile learning and extracurricular practice. Construction of the basic hybrid-styled teaching model (as shown in Figure 1) improves the quality of students in all aspects, such

as independent innovation learning ability, language ability, humanities and teamwork ability. The WeChat English teaching platform "Tina's English i-Lessons" is a miniature platform based on constructivism as a theoretical guide. This platform mainly includes four major sections, specifically i-Lessons, i-Learning, i-Exam, and i-Assignments, so that teachers and students can truly enjoy the one-stop service for teaching evaluation. i-Lessons is the principal part or core of the four major sections. This part combines the unit topics and learning content. Each unit includes four parts, i.e. resource development, situation development, online assignment and group cooperation. On the other hand, the i-Learning section contains four aspects, including classic prose, appreciation of ancient poems, lectures by star teachers, and miscellaneous talks. This section effectively combines the promotion of cross-competence culture and cultural knowledge transmission. The i-Exam section consists of two parts, specifically the test assessment and the Grade 4 English trial tests. The functions of i-Assignment include four major parts, including classroom sign-in, assignment submission, announcement, interactive Q & A.
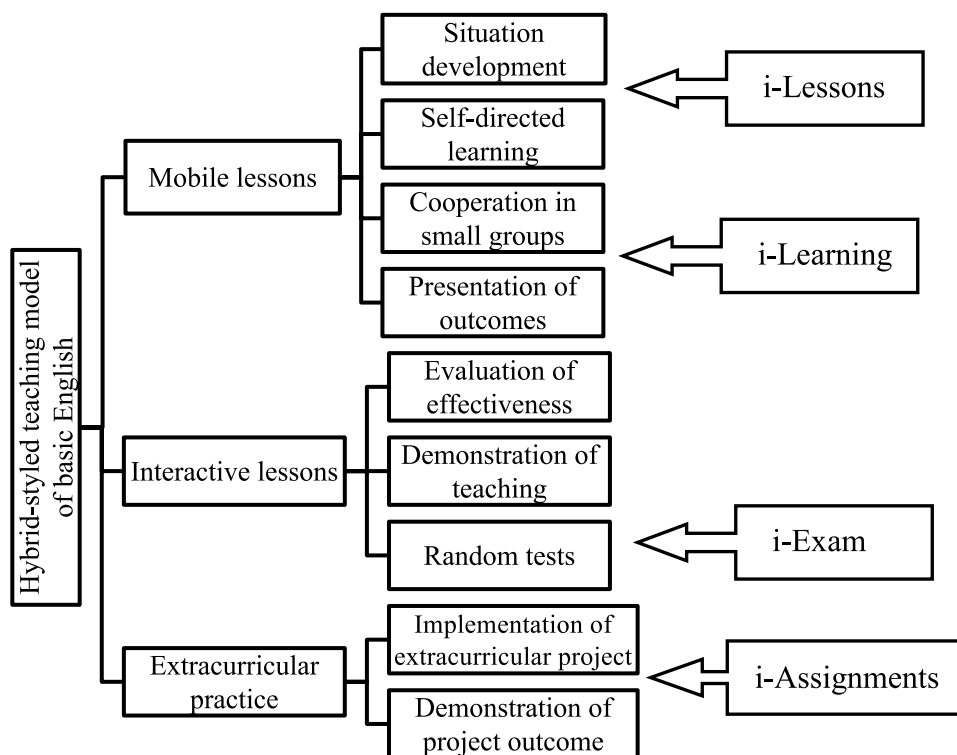

Figure 1. The hybrid-styled teaching model of basic English based on WeChat platform

5.1 Mobile learning

The so-called mobile learning requires WeChat platform as the back-end support. This platform was created by the team. Through this platform, it can meet the needs of many aspects, such as situation development, independent exploration, resource sharing, and joint learning. Constructivism values context and collaboration, which believes that individual students cannot complete learning, but they can achieve it through collaborative collaboration, and finally build on the basis of the original experience. Before the class begins, students first learn about the learning tasks through situation development in the i-Lessons, and then finally they use the resources provided by the i-Learning module for learning. The situation development specifically refers to the learning situation created by the teacher for the students that is very close to the real context. It is created according to the teaching objectives of the lesson and is closely related to the theme of the topic. Through the completion of many language learning tasks such as knowledge demonstration, group report, role play, and English speech, the teams can achieve good communication and collaboration. With the help of WeChat teaching platform, students can display their learning results. Groups can also conduct mutual assessments, which can increase the opportunities for communication between teachers and students, greatly enhance the interaction, and enable teachers and students to communicate in a

real context. In the final stage, students complete their homework on the WeChat platform and consolidate their knowledge. Teachers can also implement real-time supervision using the learning data on the platform, so as to provide targeted instruction.

5.2 Interactive lessons

With the implementation of online teaching, hybrid-styled teaching which is relatively flexible is becoming more suitable to meet the needs of time. Teaching in a classroom is very important. In the classroom where people can see and talk face-to-face, students use their knowledge they learned to interact and communicate with teachers, which represents the interactive classroom under the so-called hybrid-styled teaching mode. Teachers use the learning results displayed by different student groups to conduct evaluation and demonstration. In order to improve students' self-innovation, they can evaluate from multiple aspects in the evaluation. (1) There are three types of evaluation methods, including group self-evaluation, mutual evaluation, and teacher evaluation; (2) learning motivation, language application, and cooperation are considered in the evaluation; (3) The evaluation focuses on students' ability to speak and their potential. This diversified evaluation system breaks the traditional perception of English teaching and enables students to better use what they have learned. After the lesson, the students completed the test arranged by the teacher on the WeChat platform. After the test, the teacher obtained the student's test results, answered targeted questions by the students, and interacted with the students.

5.3 Extracurricular practice

Extracurricular practice is actually the process by which students transform and apply the language, and students use it for language input and output. The implementation of extracurricular practice can only be completed by relying on the i-Assignment section of the WeChat platform. This section contains Assignment Board, Assignment Area and Bulletin Board. Extracurricular practice can help teachers to do project announcement and release, monitor the completion of students' offline projects as well as the online display of the results. This also achieves interactive communication among students and between students and teachers. The extracurricular practice projects and the situation development mentioned in this article are complementary to each other. They both focus on applying what the students have learned, and the actual output. For example, students work together to complete reports, questionnaires, and activity design. In a reality, the problem-solving ability and overall quality are improved. The interactive discussion area created between teachers and students truly reflects the diversity characteristics of hybrid-styled teaching modes, enabling students to recognize themselves more and enjoy the benefits of an interactive learning environment.

In summary, in the context of the Internet development, the hybrid-styled English teaching mode effectively combines the respective advantages of traditional classroom learning and online learning, so that students' reading, speaking, and grammar skills can be improved. The problem of teaching disconnection does not appear in this kind of teaching mode, because classroom teaching and online teaching are synchronous. The hybrid-styled teaching makes the leading position of teacher more prominent, and improves the students' ability of autonomous learning. Finally, this teaching style brings about a good teaching effect and has become the principal trend of teaching style in China.

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