

Research on Blended Teaching Model in College English Based on Mobile Learning App

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Funding: “Design and Practice of Blended Teaching Model in College English Based on Mobile Learning App”, the “Thirteenth Five-Year Plan” project on Education and Science of Heilongjiang Province in 2018 (Project Number: GJC1318030)

Abstract: Mobile learning is the general trend of the times and the inevitable choice for the reform and development of college English teaching. This article attempts to use blended learning theory, mobile learning theory, and instructional design theory as a guide. In many English mobile learning apps, Superstar Learning Link is used as an example to design an online and offline blended teaching mode. It proposes thinking expansion and interaction in pre-class stage. Consolidation of input and output-oriented process are during class and evaluation and sublimation are made after class. The essay is aimed to break the boundaries between traditional teaching and mobile learning, combining synchronous learning with personalized learning in order to improve comprehensive levels of English.

Keywords: Mobile learning App; Blended teaching; College English; Teaching model

Publication date: January, 2021

Publication online: 31 January, 2021

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1 Introduction

With the rapid development and popularization of mobile Internet technology and smart phones, people have begun to make the research of combining the advantages of online learning with the advantages of traditional classroom teaching. Undoubtedly, mobile learning has become popular around the country, which is the general trend and the inevitable choice for the reform and development of college English

teaching. Mobile learning apps have sprung up in the post-epidemic era, among which mobile learning apps such as Tencent Conference, Ding Talk, Rain Classroom, Lanmo Class, and Superstar Learning Link are more used. They all own similar functions such as instant messaging, audio and video uploading and downloading, live broadcasting and diversified activities. Take Superstar Learning Link as an example to discuss the blended teaching model in College English.

2 The current situation of college English teaching based on mobile learning App

2.1 Superstar Learning Link and its functions

Superstar Learning Link is a sharing platform to learn courses, the outstanding advantage of which is that the platform focuses on learning experience only and quickly sending text, pictures, and voice to help learners create an immersive learning atmosphere. Its powerful academic research resources help students collect and integrate information before class. PPT sharing and class notes-taking are integrated, which is convenient for synchronous learning and personalized learning. Paperless assessment, questionnaires, immediate communication and feedback between teachers and students are helpful and powerful after class.

2.2 The current situation of college English teaching based on mobile learning App

At present, many researches on mobile learning or smart learning are in the ascendant, especially in the

first half of 2020. Online learning has almost become the most useful learning method as affected by the epidemic. Obviously, online mobile learning breaks through the barriers of time and space, making a network learning anytime and anywhere. It refers not only for one-to-one teaching, but also for multi-learning. In addition, self-learning activities such as second classroom and background information search make students' independent learning more effective and collaborative. But those who oppose the attitude believe that the learning effect of mobile learning is not satisfactory. In one-to-many online classrooms, teachers' questions generally only inspire the students who answer first, while others are easy to follow the voice and are lazy to think. The correction of homework or questionnaire submitted online is more time-consuming. Whether students think or complete the assignments independently remains to be examined. However, the voice of questioning is always one of the driving forces for the advancement and reform of education and teaching. For this reason, the discussion about advantages and disadvantages of blended teaching has become another urgent need for college English teaching.

3 Blended Teaching Model in College English Based on Mobile Learning App

In the process of blended teaching, efforts should be made to refine on the teaching procedures, taking students as the main body and teachers as the leading roles. Mobile phones, multimedia and applications act as teaching aids.

3.1 Before class—thinking expansion and interaction

The pre-class stage is a sufficient and necessary stage for students to learn autonomously and collaboratively. The relevant background knowledges of unit topics that teachers have arranged in advance can be provided for students on the mobile learning App as well as new vocabulary usage and other related contents, which can fully expand their thinking in depth. The questions and tasks carefully designed by teachers are crucial to the teaching success, for pre-class preparations have positive influence on the subsequent offline learning activities. Take the fifth unit of New Horizon College English (Book One) by Foreign Language Teaching and Research Press as an example. The theme of this unit is based on the victory of Australian farmer Cliff

Young in the marathon. Learners may master the relevant vocabulary, chronological writing methods and the spirits of hard working and never giving up. In order to ensure that every student can conduct self-learning carefully and efficiently, teachers mainly use task lists uploaded through Superstar Learning Link, requesting and reminding students to follow the requirements of the task lists and finish learning assignments, presentations, questionnaires or tests, etc.

On the other hand, collaborative learning in groups will increase the interests of learning and the mutual progress of students to a certain extent. Factors should be considered among group members such as personality, English levels and learning attitudes. Tasks vary from group to group on the mobile learning App. The first group of students can organize and present the relevant audio and video of the marathon and the second group will report Cliff Yang's life story in English. The third group will display the vocabularies of the text which are relevant to time. Finally, the fourth group reporters will interview the champion who prepares to deliver winning speeches. The attention and cooperation from peers have gradually improved the levels of language. The process of online interaction is also an experience of emotional communication and empathy among students, also a strong driving force of learning progress.

3.2 In class—consolidation of input and orientation of output

Teachers should abandon the traditional teaching mode, focusing on the consolidation of language input and the promotion of language output. Therefore, according to the teaching objectives of the unit, teachers can understand the difficulties in the learning process by task lists and the results of the pre-class test on the App. Language points in vocabulary practice and good sentences used in topic discussions are refined and decomposed into several sub-tasks, which are released to students on the task area of the App and guide students to complete the learning of related contents, language forms and structures through cooperative learning and exploring learning.

In the stage of consolidation on language input, learners can carefully practise the useful words and drills in the unit vocabulary list and finish

different exercises such as listening and speaking to consolidate the learning effects. The offline activities are also carried out in Superstar Learning Link, such as activities of questionnaires, quick answer and communication. All members participate in activities and the teacher has instant feedback on the results. For better students and those who need help, chances are given to participate in offline demonstration or correct errors for the whole class as models.

In the output-oriented stage, the emphasis is placed on the cultivation of abilities in speaking, writing and translation. As Professor Qiufang Wen advocated, language learning is promoted by language output based on input. Honestly, students will encounter various obstacles in oral expression or writing. For example, there are problems with spelling and grammar at the level of knowledge. They choose to use simple sentences to express their ideas and opinions, lack of changes in sentence patterns. On the other hand, problems lie in content expressed in simple words, weak in clear sense of logic at the level of writing process. To sum up, it requires that the output teaching of oral and writing English is a comprehensive process, which needs practices and feedbacks many times. Reflects from peers and teachers are beneficial to language learning.

3.3 After class---evaluation and sublimation

After completing the study of a unit, the teacher might pay attention to the students' learning feedbacks in time, carrying out further Q&A discussions. An online unit test or a comprehensive test of the key points of the unit is essential to evaluate the final learning effect. At the same time, the mobile learning App can be used to distribute questionnaires and conduct online surveys to understand students' suggestions in this unit. After that, teachers can carry out further teaching plan based on the feedback of students to adjust learners' expectation appropriately and prepare for the next task.

According to Long's theory of interaction hypothesis, language absorption is achieved in continuous interactive practice. No matter what forms of oral or written expression is adopted, students will greatly improve the accuracy, fluency and complexity of their language expression during the language input and output interaction stage. For this reason, more attention should be paid to language consolidation and sublimation after class. The assignments can be

continued with pre-class activities or exchanged in groups. For example, the tasks of the first two groups are exchanged, it will be adjusted to the first group of students reporting Cliff Young's life story in English. The second group of students will share relevant information and videos of the marathon, which is organized and presented orally. The latter two tasks continue and also can gradually increase the levels of training. The third group tries to use chronological vocabulary to rewrite the content about marathon, while the fourth group turns the post-match interview into English reporting scripts published in the App. After evaluation by peers and teachers, students have greatly improved both in terms of language and content, achieving the purpose of consolidation and sublimation on their language abilities(Figure 1).

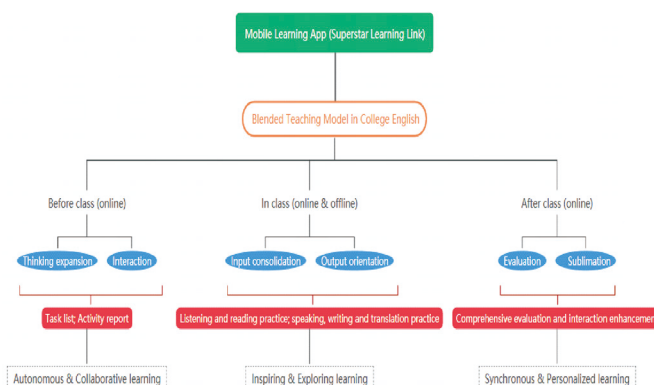


Figure 1. Mobile learning App

4 Conclusion

Mobile learning App is used as a teaching aid to carry out the design and practice of online and offline blended teaching model in college English. It emphasizes that teaching is aimed to promote learning, input to promote output and online activities to help offline activities. The blended teaching model contains thinking expansion and Interaction ahead of class, focusing on promoting language output based on input. Last but not least, consolidation and sublimation play the important role in the stage of reviewing. The whole-process teaching model connects traditional teaching with mobile learning, breaking the boundaries between autonomous learning and collaborative learning, inspiring learning and exploring learning, formal learning and informal learning, synchronous learning and personalized learning. High-quality resources from the mobile learning App arouse students' interests in college

English, thereby enhancing their comprehensive language abilities.

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