

# Research on Blended Learning Mode of College English based on the Chaoxing Learning Platform

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**Abstract:** College English is one of the public courses in many majors in universities. Traditional teaching often adopts the traditional large class approach, with face-to-face teaching between teachers and students. In the context of the development of the Internet, online courses have begun to rise. In addition to the influence of many objective factors, online teaching mode has been favored by many schools. At present, applying the information technology teaching mode to subject teaching has become a trend. This article focuses on college English courses and researches the blended learning mode under the application of the Chaoxing Learning Platform to improve teaching efficiency.

**Keywords:** Chaoxing Learning Platform; College English; Blended learning

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## 1. Introduction

The application of the “Internet plus Education” model has become increasingly mature, and the current teaching reform cannot be separated from the help of informatization. The development of information technology has prompted educators to constantly update their concepts and diversify their teaching mode choices, thus providing opportunities for blended learning models. As a multi-major public course in universities, college English naturally needs to keep up with the times to effectively improve teaching quality. In this regard, the article attempts to apply the Chaoxing Learning Platform in teaching, which is supported by information technology and provides subject-teaching assistance. Firstly, the significance of using this platform for teaching English courses was briefly analyzed. Then, the existing problems in current teaching were pointed out. Finally, specific teaching strategies were proposed, accompanied by case studies, to achieve a deep integration of the Chaoxing Learning Platform and English learning.

## **2. The significance of blended learning in college English based on the Chaoxing Learning Platform**

### **2.1. Helps to stimulate students' motivation**

Strong learning motivation is the foundation for students to actively learn, explore, and study well. Some students feel that English knowledge is relatively dull, the teaching content is rigid, the teaching methods are relatively single, and they are also relatively passive when learning, so they have little interest in learning English and weak learning motivation. The blended learning mode is more innovative, vivid, intuitive, and interesting than the traditional teaching mode. It not only brings a large amount of exciting high-quality resources but also enables teaching in diverse ways, allowing students to independently learn and explore according to their actual situation. This greatly improves students' corresponding learning experience and stimulates their learning motivation <sup>[1]</sup>.

### **2.2. Helps to expand teaching space**

The traditional teaching model has many limitations, one of which is that it is greatly constrained by space and time. Due to limited classroom teaching time, students have limited knowledge gained through classroom teaching, and they are unable to effectively engage in extracurricular learning, which in turn affects their overall learning outcomes <sup>[2]</sup>. The blended learning model can expand the time and space of teaching, allowing teachers, students, and students to engage in diversified teaching and learning outside the classroom, supporting real-time and dynamic communication and interaction, and promoting the optimization and improvement of teaching <sup>[3]</sup>.

## **3. The current situation of blended learning in college English based on the Chaoxing Learning Platform**

### **3.1. Lack of high-quality English resources**

Although blended learning has many advantages, to truly establish and apply blended learning, it is necessary to have high-quality educational resources to support it. Currently, some universities lack high-quality English learning resources, making it difficult to implement blended learning models in online teaching, which hinders students' self-learning and exploration, and has a negative impact on the practical application of blended learning models. More importantly, if a complete and systematic resource library cannot be established according to one's own situation, it will bring many obstacles to the blended learning mode and affect the smooth progress of teaching <sup>[4-6]</sup>.

### **3.2. Insufficient timely teaching feedback**

Feedback is a crucial link in the teaching process, and it is also the main way for teachers to grasp students' learning status/reflect on their shortcomings and problems. Under the traditional teaching mode, teachers and students communicate face-to-face, which allows for effective feedback and enables teachers to have a precise understanding of students' real learning situations and needs. However, in blended learning mode, teaching feedback has significant limitations, mainly due to the inability of face-to-face feedback and interaction between teachers and students. Teachers have not mastered the online feedback and interaction methods well, and students cannot provide comprehensive and accurate feedback on their real situation through online mode, which has a certain impact on related teaching <sup>[7]</sup>.

### **3.3. Lack of teaching evaluation mechanism**

The purpose of evaluating students is to gain a deeper understanding of their learning status and assist them in their studies. Establishing a blended learning model is a process of innovating, adjusting, and improving the existing model, and the corresponding evaluation system is no longer suitable. However, some teachers have not fully understood and comprehended the blended learning model, making it difficult to appropriately reform the evaluation system according to the actual teaching reform and development situation. This greatly reduces the authenticity and credibility of teaching evaluation, thus making it difficult to fully exert the effectiveness of teaching evaluation, which is detrimental to the improvement of college English teaching.

## **4. Strategies for blended learning of college English based on the Chaoxing Learning Platform**

### **4.1. Strengthen the construction of the English resource library**

Firstly, establishing a suitable English learning resource library can effectively promote students' online learning, and combine online and offline resources to enrich learning content and promote continuous improvement of students' self-learning ability<sup>[8]</sup>. Universities should increase their efforts in developing English teaching resources and provide students with a large number of high-quality teaching resources as much as possible to meet the different needs of various students so that they can better carry out self-learning in high-quality teaching resources. In this context, educators need to vigorously promote the digital transformation of offline learning materials based on existing English courses, laying a solid foundation for future curriculum construction. Secondly, utilizing modern technological means to explore English teaching resources such as micro courses, MOOCs, online information resources, film and television resources, music resources, and so on, to provide teachers and students with rich online teaching resources in terms of themes, content, and forms. Universities should not only integrate resources, but also make reasonable choices of good teaching resources following the requirements of English education, and should not arbitrarily include various low-quality resources in the resource library<sup>[9]</sup>.

### **4.2. Build a student-centered model**

The core of the blended learning mode is the combination of online and offline, and fully convenient and effective online teaching is naturally the corresponding foundation. The implementation of online teaching is not easy, especially under the premise of emphasizing the student's subject status and breaking free from the limitations of time and space, it is even more difficult. To this end, universities can explore student-centered mobile teaching models by connecting computer terminals, smartphone terminals, tablet terminals, and so on, allowing students to use various terminals for online learning at any time and any place, providing maximum convenience for establishing blended learning methods. Establish a multi-terminal interconnected online teaching platform, enrich its functions, focus on the development and construction of online courses, and provide teachers and students with a large number of online educational resources and various functions. Educators should encourage students to learn and explore independently outside of the classroom. Deeply explore the functions and value of social communication software, use QQ, WeChat, and other online education platforms to provide richer, more diverse, and realistic teaching that meets the real situation of teachers and students, fully utilize the love and even dependence of contemporary college students on social communication software to support online teaching, and establish a student-centered teaching model.

### **4.3. Establish a sound evaluation mechanism for English teaching**

In blended learning mode, there is a higher demand for feedback and evaluation of teaching, which can help teachers better understand the real teaching situation and student development, while also enabling students to achieve growth and personalized development<sup>[10]</sup>. English teachers should improve the teaching feedback and evaluation mechanism from the perspective of curriculum, try to effectively interact with students in blended learning mode, and comprehensively and objectively evaluate students' actual learning status, to make targeted adjustments to their teaching strategies and methods, improve teaching quality, and enable students to develop better. Teachers should have a clear understanding of the motivation and guiding role of evaluation feedback, while also allowing students to provide feedback online and offline. They should establish various evaluation systems such as teacher evaluation, student self-evaluation, student peer evaluation, and teacher-student peer evaluation to provide comprehensive motivation for establishing and implementing teacher feedback and evaluation systems. Especially, it is important to value the individual development of students. With the help of the system and big data technology, based on feedback from evaluations, teachers can accurately grasp the actual situation of each student and develop targeted teaching methods to assist students in developing good behavioral habits<sup>[11]</sup>.

## **5. The blended learning process of college English based on the Chaoxing Learning Platform**

### **5.1. Pre-class session**

Before class, teachers can use the learning platform to provide students with prompts and arrange pre-class preparation work. Teachers can summarize and upload the upcoming class theme to the platform, allowing students to understand the theme, key points, and problems in advance, master the overall framework of the class, and achieve independent preview before class. In addition, through the “notification” function provided by the Chaoxing Learning Platform, teachers can also check whether students have completed their pre-study assignments. If not read, the teacher will issue an ‘unread reminder’ in the system. At the same time, teachers can also use “statistics” to understand students' progress in various learning tasks such as watching audio, video, PPT, or text, and optimize accordingly based on these data, laying the foundation for the next step of in-class teaching<sup>[12]</sup>.

### **5.2. In-class activities**

#### **5.2.1. Selection of candidates**

In the Chaoxing Learning Platform, teachers can randomly select students through “shake” or use designated selection methods to have students answer questions. If the answer is correct, the teacher will reward the student with points. The questions raised during the selection process should not be too difficult, to stimulate the learning enthusiasm of most average students and some poor students.

#### **5.2.2. Answer quickly**

The buzzer function of the Chaoxing Learning Platform is very popular among students. By using the Chaoxing Learning Platform, teachers can continuously update the quiz page and manually end the quiz when a certain number of students participate, allowing more students to participate. Then, all students who participate in the quiz can express their opinions in the WeChat group. Teachers can give corresponding scores

based on students' answers <sup>[13]</sup>.

### **5.2.3. Voting/Questionnaire**

Through the Chaoxing learning platform, teachers can conduct surveys on some issues in the class through voting or questionnaires. For example, the reading and writing class in College English Lesson 7 is titled "Energy and Food Crisis." In the topic introduction of this course, teachers can first create an English survey questionnaire on environmental protection issues, which students can then fill out on their own. After students answer the questions, the system will immediately display the survey results of the entire group, saving teachers time conducting surveys in class.

### **5.2.4. In-class practice**

The in-class contact function provided by the platform can effectively test students' understanding of course content. In the classroom, teachers can post pre-stored in-class exercises and check students' grades at any time. After students finish their homework, teachers can check their answer status, such as the accuracy of each question and the number of students who answered correctly or not. By analyzing the results of the exercises, the students' understanding of the knowledge was determined, and corresponding improvements were made to enhance teaching efficiency.

### **5.2.5. Theme discussion**

In college English teaching, teachers can post the topic in the "Topic Discussion" column after each class, and ask students to post back as needed <sup>[14]</sup>. They can also ask them to give likes or comments on others' answers. In addition, teachers can also provide different response methods, such as posting good feedback at the top, giving different comments, ratings, likes, and so on for different responses. This form of classroom teaching is not only conducive to communication between teachers and students but also enables students to actively engage in classroom learning and improve the quality of classroom teaching.

## **5.3. After class activities**

After the classroom teaching is completed, teachers can post classroom tasks online through the Chaoxing Learning Platform, real-time understanding of each student's homework progress, and provide one-on-one online guidance. If the homework is not done properly, the teacher can choose to automatically or manually return the homework and require students to resubmit. For students who cannot complete family tasks promptly, teachers can provide prompts through the teaching system <sup>[15]</sup>.

## **6. Conclusion**

In summary, the application of the Chaoxing Learning Platform has made the teaching process of college English courses more efficient, and students' attention is firmly attracted to the classroom. Students' needs are more easily met, truly stimulating their potential and improving their self-learning and cooperation abilities. After elaborating on the significance, teaching status, and countermeasures of the application of the Chaoxing Learning Platform, this article combines the course content to discuss blended learning from three aspects: pre-class, in-class, and post-class, to improve classroom quality and build an efficient college English classroom.

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