



# Diversification of the Evaluation Mode of English Mixed Gold Course Learning Mode in Colleges and Universities Based on Mixed Learning

Min Zhang<sup>(✉)</sup>

Jiangsu Maritime Institute, Nanjing 211170, China

**Abstract.** With the development of higher education information, hybrid teaching as a new teaching mode is being gradually built and applied by many colleges and universities. The hybrid teaching mode not only realizes the integration of online learning and traditional classroom, but also improves students' ability of self-learning. The author's research mainly expounds from three levels, firstly clarifies the connotation of mixed teaching mode, secondly analyzes the construction strategy of mixed teaching mode in colleges and universities, and finally takes English professional teaching as an example, and elaborates the application of mixed teaching mode in practice.

**Keywords:** Mixed learning · College English · Diversity research

## 1 Introduction

The hybrid teaching method is based on the development of the times to select and integrate advanced and excellent teaching methods, teaching resources and teaching mode, aiming to strengthen the basic knowledge of language and practical application of English majors in colleges and universities. The implementation of hybrid teaching methods must have solid theoretical guidance and experience summary, require teachers' careful design and scientific planning, and adjust the corresponding teaching methods in a timely manner for students' learning. Many teachers in the teaching process do not master the mixed teaching methods, the root cause is that teachers can not scientifically integrate traditional teaching methods and Internet teaching methods, can not scientifically use the teaching methods and content of the two complementary advantages, to achieve strong combination. Network teaching is the inevitable trend of the development of the times. If teachers can not master network teaching, it will seriously affect the quality of classroom teaching. Therefore, teachers should scientifically integrate network assisted teaching, use a variety of teaching methods, scientifically master network teaching skills, give full play to the advantages of network teaching, and effectively make up for the shortcomings and shortcomings of traditional classroom teaching [1].

## **2 Construction Strategies for Mixed Teaching Models in Colleges and Universities**

### **2.1 Import Flip Classroom Teaching Form to Strengthen Students' Capacity-Building in English Learning**

The main value of the flip classroom teaching form with the Internet as the carrier is reflected in the change of teaching mode, the change of teaching content, the scientific change of teacher's teaching mode, and the change of students' learning form. In the traditional classroom teaching, science importflip classroom teaching form, is to allow students to have more time and opportunity to carry out language practice, no longer implement the theory of large blocks in the classroom, teachers before class through video form to present basic content, so that students learn some knowledge in advance, in the classroom, teachers have more time for their teaching of English basic knowledge intensive training, such as situational dialogue, simulated language dialogue and debate, so that students experience the practice of language in the classroom, Realize the coordinated development of theory and practice, and promote the realization of the goal of applied English talents. First of all, flipping the classroom teaching form requires teachers to scientifically reform the classroom teaching structure, to allocate the time of teachers' English theoretical knowledge explanation and students' language practice exercise, and to make the students' language practice exercise the key content of classroom teaching, to realize the dynamic learning mode of students, and to transform the teacher sancturnity into the organizer of the activity-based classroom, not just the theoretical knowledge. Secondly, importing and flipping the classroom teaching form requires teachers to carefully craft the curriculum before class, highlight the difficulties, guide students to learn, understand and master the learning content, students also need to properly save such learning videos, according to learning habits to do a good job of sub-category and key outline, convenient for the future "basic English" curriculum theoretical knowledge review and communication ability to strengthen [2].

### **2.2 Import Micro-teaching Forms to Promote Students' Capacity-Building in English Learning**

The main value of micro-teaching form with mobile phone as the carrier is reflected in the timely dissemination and sharing of "fine" learning video, can be typical, valuable learning content in the form of video timely sharing to students, can effectively summarize and comb the knowledge plate, the fragmented knowledge content in series to form a knowledge chain, and can accurately grasp the essence, clear focus, easy for students to understand and practice the use. There are many contents in the course of basic English for College English majors, and each knowledge point and knowledge segment has its core elements. Teachers should guide students to master the core knowledge points, only relying on classroom time is far from enough. Teachers need to import Microteaching in time, and make use of the advantages of microteaching, and adapt to the help of micro-blog, WeChat, QQ group, official account and web page [3].

Communication channels for students to consolidate their learning after class. Micro-class teaching form can fully mobilize students to use fragmented time to learn, video

situation teaching content presented more rich learning content, can be the key grammar knowledge, vocabulary memory rules, reading and writing skills, Anglo-American cultural differences, can also be classic European and American film and television clips, or professional business English communication skills, such as diversified learning resources rich in micro-teaching content, promote the overall development of students' English knowledge [4].

The widespread use of micro-teaching form is the inevitable result of the development of the Internet age, teachers should make full use of this advantage to assist the basic English classroom teaching in colleges and universities, make up for the transientness of traditional classroom teaching time and the limitation of teaching content. The micro-class videos produced by teachers are very valuable typical learning content, emphasizing fine and small, easy for students to learn and digest understanding. In addition, teachers can regularly or irregularly share micro-class videos, and do a good job of students' learning records supervision work, such as the implementation of check-in clocking to promote students micro-class content learning. Taking this kind of teaching form combining online classroom with offline micro-class can effectively consolidate the basic English theoretical knowledge and practical application of students [5].

### **2.3 Import the Course Mode, Science Construction Course, Strengthen Students' English Application Capacity-Building**

With the Internet as the carrier, the development and application of various learning platforms and learning app accelerates and promotes the application of the teaching form of mu in the basic courses of English in colleges and universities [6–10]. The value of the teaching form of Mu class is mainly reflected in the openness of viewing, the systematic, complete and precise content, students can quickly search for a variety of large-scale online quality courses according to the needs of learning and ability development, to achieve the expansion of knowledge ability and thinking deepening. A complete knowledge chain application process on display in the form of teaching is no longer a single point of knowledge, but a quality course of listening and writing in basic English. The so-called quality curriculum embodies a deeper level of language understanding and language use skills, which requires students to think deeply and explore, and to give more prominence to the practical exercise of students' comprehensive English ability. In the classroom teaching, the introduction of the teaching form of the teaching class can effectively realize the scientific transformation of teaching form, the classroom teaching will be actively transformed into the students' independent learning, and the classroom learning to extracurricular learning extension, for students to create more opportunities for independent learning. In order to effectively promote the scientific application of the teaching form of the teaching of the teaching, teachers need to make timely learning supervision and timely answer questions, for example, to build WeChat learning exchange group, supervise students' independent learning, organize learning, discuss and answer questions, in order to effectively promote students' in-depth study. College English major "basic English" is a very wide range of topics, and very targeted, students can according to their own ability to develop the needs of the Internet, quickly retrieve many valuable learning videos, through in-depth study, thinking and practice exercise,

can effectively promote the college English major English application capacity-building [11–14].

In the traditional classroom teaching, the introduction of flipped classroom, micro-class and teaching forms, are aimed at the development of students' ability, the need to plan, scientific design teaching forms, so that hybrid teaching better serve the college English major "basic English" curriculum teaching, and constantly strengthen the students' English language application ability [15].

### **3 The Requirements of Teachers in the Mixed Teaching Mode of Colleges and Universities**

It is the goal of the reform of college English teaching to change receptive learning to active inquiry learning. The massive network online resources and convenient interactive communication make hybrid teaching become the most representative teaching mode in the modern stage of educational technology. The so-called mixed teaching, that is, to play the role of teacher guidance, supervision and students as the main body of initiative, creativity, make full use of online teaching and classroom teaching complement each other, improve the learning effect of students. Generally speaking, the hybrid teaching model is divided into three levels: one is the online (E-learning) offline (classroom) hybrid learning docking, the other is the classroom discussion and virtual classroom learning "integrated" learning, and the third is the "learning" and "learning" mix, that is, learning skills and practice [16–18].

The core of hybrid teaching is to realize the effective integration of online and offline, and to improve and transform the traditional teaching. From the perspective of comparative education, the traditional teaching classroom is teacher-centered, most of the classroom time is used for low-level cognitive activities such as memory and understanding, there is less contact with learning for higher-level cognitive activities such as analysis, evaluation and debate, while classroom teaching in the world's mainstream colleges and universities revolves around higher-level cognitive activities, with students hands-on practice training, innovative thinking and rapid development of ability [19, 20].

The hybrid teaching mode not only changes the students' cognitive way, but also changes the teacher's teaching style and teaching strategy to a certain extent. The change of teacher's role is reflected in the shift from focusing on "how to teach" to paying more attention to "how to guide learning". From the analysis of students' needs, teaching content and actual teaching environment, teachers plan and guide students' individual learning needs with the goal of teaching tasks. Teaching uses classroom debate, answering questions and group cooperation activities to strengthen and consolidate what is learned in the classroom, expand divergent thinking, and promote students to complete deep learning. In mixed teaching, teachers should learn to use multimedia technology and network platforms, integrate various teaching resources, create cross-cultural communication simulation language environment for students, monitor students' online and offline learning process, track learning records and learning feedback, encourage and urge students to cultivate interest and motivation in self-study language. Teaching evaluation is no longer focused solely on test scores, but on the learning process and student growth.

## 4 College English Hybrid Teaching Mode Application

The promotion of mixed teaching mode makes the teaching form of the new era pay attention to. Under the guidance of the mu class platform, many people in China interactive teaching platform, such as super-star learning pass, rain classroom, blue ink cloud class and other rapid development, and gradually be promoted to use. Relying on the modern information platform, the mixed teaching model aimed at improving teacher-student interaction and teaching efficiency has gradually taken to the stage and been widely promoted. The hybrid teaching mode breaks through the contradiction of traditional classroom teaching, and has the characteristics of flexible teaching place and wide range of subjects, which meets the diversified learning aspirations of learners in the context of the new era.

### 4.1 Application of Teaching Mode Based on Instant Interaction in a Mobile Environment

In the context of mobile information technology support, English major teaching should adapt to the needs of the times, and adopt the mixed teaching mode of the instant interaction with the traditional classroom, namely, the student's offline (autonomous learning) and flip classroom (classroom discussion) combination.

Taking the "BasicS of English Writing" course taught by the author as an example, this course is based on the interactive teaching platform of "Blue Ink Cloud Class", which adopts the mixed teaching mode, and the teaching link is designed as follows: Before class, teachers choose suitable according to teaching content.

Learning materials, and upload the learning materials to the Blue Ink Cloud class platform, such as how to write an outline, how to conceive, the meme sentence writing and demonstration methods to strengthen the students' grasp of theoretical knowledge, students log on to the network platform, independent completion of course learning. In class, the teacher relies on the key content in the video, asks questions, arouses students to think deeply about the knowledge and method of writing theory and conducts group discussions, and at the same time, the teacher answers questions according to the students' discussion situation. In class, teachers can interact with students instantly information, such as roll call, test, answer and other novel teaching links, efficient completion of teaching tasks, in line with the new era of students to accept the characteristics of information. At the same time, teachers can timely and effectively grasp the learning situation of students through the data percentage. After class, students combine classroom discussions, complete exercises, and feed back to teachers. In the course of learning in this course, students' composition homework feedback is good, which shows the effective and efficient mode of mixed teaching.

### 4.2 Application of English Teaching Mode Based on Complementarity of Human-Machine

The complementary model of human-machine complements is a useful complement to the traditional teaching model. Combined with the traditional teaching mode, the practice of homework evaluation, testing and feedback through the Internet platform can not only

improve the efficiency of teachers and students, but also timely and accurate feedback of results, effectively solve the contradictions existing in the traditional classroom.

The author takes the English professional writing course as an example, in the course of teaching this course, the author combines the traditional composition feedback mechanism, and at the same time introduces the online composition review platform of the “batch change network”. In the stage of composition modification, the effective use of teachers’ revision, student mutual evaluation and approval network and other channels of mutual integration of the form, the students’ practice synod, so that students get different opinions and expand their thinking.

## 5 Conclusion

Mixed university English teaching practice, with “personalized” independent learning and “online and offline classroom complementeaching” as the goal, task-oriented, all-round, multi-terminal for scientific layered graded teaching services. The hybrid teaching mode can promote the interaction between teachers and students, make up for the deficiency of the traditional teaching mode based on teacher teaching, and further deepen the reform of English teaching in colleges and universities. This kind of teaching mode is student-centered interactive teaching experience, which highlights students’ subjectivity, promotes personalized learning and development, and is conducive to improving students’ employment competitiveness. Select students with training potential to strengthen the second classroom learning, excellent students to tutor one-on-one tutoring, for the reform of college English teaching out of a new path.

In the mixed teaching experience, college English teachers adhere to the combination of classroom teaching and practical teaching, traditional teaching and modern technology integration, to carry out all-round, diversified teaching. Under the guidance of “three comprehensive education”, we should carry out the fundamental task of “establishing morality and cultivating talents”. We should combine ideological and political education with language skills training to overcome the western culture centered teaching mode. It is our duty to spread advanced culture and let Chinese culture go to the world. Guiding college students to strengthen their cultural self-confidence and consciousness, broaden their international vision, and enhance their recognition of Chinese excellent traditional culture.

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