Study on Blending Teaching Mode of English Intensive Reading Course Based on Mobile Internet Network

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Abstract. In order to solve the teaching problems which existed in "English Intensive Reading course", this paper puts forward measure which is the application of blending teaching mode into English Intensive Reading course, i.e. combining the advantages of traditional teaching methods with E-learning. In conclusion, it can not only exhibit the important role of teachers in guiding, inspiring and monitoring the teaching process, but also can cultivate students’ creativity and let the students be the main body of learning process.

Introduction

With the rapid development of information technology and wide application of Internet in the 21st century, more and more people are not satisfied with the traditional way of learning foreign languages and begin to explore new methods to extend their study time, such as using mobile phones to carry out mobile learning. In June 2015, China Internet Information Center (CNNIC) published its 36th Statistical Report on the Development of China Internet which mentioned the number of Chinese netizens has reached 668 million and the students are the largest group among them. It is evident that mobile Internet has become the main network lifestyle of students. Therefore teachers should make full use of this opportunity to combine the advantages of mobile learning with English Intensive Reading course teaching by applying blending teaching mode to form a perfect study mode.

Current Problems in the Teaching of English Intensive Reading Course

Lack of interest in English learning. In recent years, with the rapid expansion of university enrollment, it is easy for students to attend university. In order to get a better job, a large number of students choose English as their major. However, the English proficiency of the students is uneven. English Intensive Reading course is a very important course for English major students and they all want to learn it well, but they don't know how to learn because the English teachers just apply the traditional teaching method that teachers explain the main points and students write down the key points like robots, gradually, they lose their interest and feel the English class is very boring and dull and finally give up learning. Therefore, teachers should apply various teaching methods according to students’ different personality and talent, so as to stimulate students’ interest in learning.

The urgent improvement of teaching mode. English, as a linguistic subject, has a strong communicative and interactive nature. On the contrary, traditional teaching methods mainly focused on a teacher-centered and monotonous teaching model. Although many universities realized this problem and have set up some multimedia language classrooms to apply multimedia devices to input more teaching content so as to improve students’ listening ability. However, multimedia language classrooms are just open at a certain time and there are too many students who want to get into at a time. Thus we need to improve the present teaching mode.

The low use rate of Web-based Autonomous Learning Platform. Many schools have spent a lot of money in setting up Web-based Autonomous Learning Platform in order to carry out after-school self-learning. However, the statistics show that these resources are mainly for students who are not English majors and there are few materials for English majors. In addition, few students prefer to
study English the same material at a stable time. They are keen on using mobile devices, such as mobile phones, I-pad and so on to learn different English material respectively at any time. Therefore, it is urgent to develop a new teaching model.

**Definition of Blending Teaching Mode in English Intensive Reading Course**

Blending Teaching Mode means integrating face-to-face teaching with online learning, or apply more teaching methods to class teaching. It originated in the late 1990s and is very popular in the field of education. Kekang He, a famous professor in China, believes that Blending Teaching Mode is to combine the advantages of traditional learning methods with those of E-learning (e.g. digital or networked learning), which can not only emphasize the importance of teachers in guiding, inspiring and monitoring the teaching process, but also can cultivate students’ creativity and let the students be the main body of learning process. Applying Blending Teaching Mode to English Intensive Reading Course is to combine the advantages of the traditional teaching mode with the digital network learning, and construct a new teaching mode. The teaching process will include pre-class, in-class learning and after-class learning. The teaching activity will consist of teacher-student interaction, student-student interaction and student-mobile devices interaction. What’s more, the evaluation will extend from teacher evaluation to self-evaluation and student-student mutual evaluation. As a result, it can not only display the importance of teachers’ guidance and supervision, but also stimulate students' responsibilities and participation consciousness in learning.

**Principles for Blending Teaching Mode in English Intensive Reading Course**

**Novelty Principle**: Novelty Principle means that the design of teaching activities before, during and after class must be novel and vivid in content and form so as to stimulate students' interest in participating in activities. Such as glossary competition, speech competition, English debate contest, sitcom performance, dubbing contest and other diversified teaching activities. The design of teaching activities must highlight students' subjectivity. Teachers are guiders and inspirers to mobilize students' initiative and enthusiasm, and provide them with opportunities for self-display and self-expression. These teaching activities can not only activate the classroom atmosphere and create a relaxed classroom atmosphere, but also stimulate students' initiative to study hard and lay a solid foundation for future lifelong learning.

**Incentive Principle**: Incentive Principle requires teachers to establish incentive mechanism in teaching activities, so that students can be constantly affirmed, praised and encouraged in the process of participating so as to stimulate them to devote themselves to learning activities with enthusiasm. At the same time, for those students who fail to complete their learning tasks, teachers should try to find out their merits, use their strengths to drive their weaknesses, and ultimately stimulate their potential to learn English, so that they can find the fun of learning English in teaching activities.

**Diversified Principle**: Because each student's acceptance and understanding of knowledge are different, their favorite learning tasks will also be varied. In the process of implementing teaching, teachers should allow students to express their ideas and opinions, and choose the way they like to complete their learning tasks. For students with good foundation, teachers should set high standards and strict requirements so that they can go to a higher level; for those students with weak English foundation, teachers should set an easier goal for them to accomplish and encourage to get the joy of success in the process of self-exploration.

**Specific Measures for the Experiment**

**Teaching Objects and Methods**

The experiment was conducted in English Class 1441 and English Class 1442 of Jilin Engineering Normal University. There is no significant difference between the two classes in terms of the scores of college entrance exam. The textbooks are the same. The former is an experimental class, which
combines traditional English teaching with online learning. The latter is a comparative class, which adopts only traditional teaching method. This paper investigates the differences between these two classes. The followings are the detailed method applied in experimental class teaching.

**Pre-class Activities.** At the beginning of the research, in order to arouse the students’ interest, teachers can create some QQ group and We-chat group according to students’ hobbies, abilities, gender and other factors. Before each class, teachers upload the teaching files to QQ group and We-chat group and students group can download these files and carry out online cooperative learning which is different from the traditional teaching method, now students can express their views freely in an equal and friendly academic atmosphere anytime and anywhere they like. By group studying, they can help each other and learn from each other. Meanwhile, during the students’ online study, teachers can also discuss with students, answer their questions and solve their puzzles and get feedback from students so as to provide targeted guidance for class teaching.

**In-class Activities.** At this stage, the teacher’s task is not to inculcate new knowledge into students’ mind. Instead the teacher carefully design multiple interactive tasks to help students internalize the knowledge points of this lesson. Classroom face-to-face teaching tasks are mainly aimed at exploring, feeding back, communicating and summarizing the results of pre-class group cooperative learning. After the students previewing the main points online, each group will reach an agreement and submit their result to the class. During class time, one representative of each group will present their preview result to the whole class. Then the teacher and the other group will evaluate their result. Thirdly, the teacher will summarize the evaluation results and put forward reasonable and valuable suggestions. In addition, the teacher should explain the puzzles in the process of student preview learning and emphasize the key and difficult points of this period. Last but not least, the teacher should assign the follow-up tasks for after class study and require students to do further study of the teaching content. The new teaching mode is completely different from the traditional teaching mode of explaining new words, analyzing sentence structure word by word and translating texts sentence by sentence. On the contrary, the teacher can design the new words and key points into games, such as matching questions, guessing pictures, filling in sentences, competition and so on. The explanations of the texts are also designed as question–answer games, discussions, speeches and performances. Under the guidance of teachers, they actively devote themselves to the study of new knowledge. Students can play an important role in each class and they become the focus of each class instead of the teacher.

**After-class Activities.** Teachers create the We-chat Public Platform or Cloud Disk for this course, which will extend the limited in-class teaching to after-class study, because the classroom teaching lasts only for forty-five minutes. Apart from evaluating and displaying students’ learning results, there is little time left for teaching and answering questions. Excellent students grasp the teaching content quickly, while students with weak foundation often have the embarrassment of questioning and they consider their simple questions will waste the others’ time. As time goes by, knowledge loopholes will be gradually formed. Online study is like a teacher that will never ignore students. Teachers upload the key words, sentence patterns, PPT, audio and video materials used during class time to We-chat public platform or Cloud Disk for students to review and consolidate what they have learned after class. In this way, even if the problems are not fully understood in class, they can communicate and discuss with teachers and classmates through mobile phones, iPads, etc. to solve confusing problems in time and stimulate students’ questioning. Besides, We-chat Public Platform or Cloud Disk have a great backup and sharing functions, so students can download their favorite learning materials and study at any time. Students can also submit their own compositions, English journals or papers to these Internet device. Teachers can check, comment or give feedback to students at any time.

**Providing More Learning Websites and Software.** Teachers select some valuable English learning websites and learning software and recommend them to students; students can listen, speak, read and write English anytime and anywhere by searching the website or adding We-chat public number to download English software on their mobile phones. In the experimental class, the common dictation of vocabulary is canceled, the teacher encourage the students to use Baicizan, Youdao Dictionary, or Keke glossary reciting application software. For example, Baicizan application is a
word recitation software designed according to the Ebinhaus forgetting curve. It not only has spelling training, but also pronunciation, example sentences, word formation and testing functions. It is very popular among students. In the past, it is a hard task for teachers to correct students’ compositions, because there are too many students in Chinese class and there are also a large number of mistakes in students' compositions. With the application of “Juku Composition Correction Software” "Experience English Writing System", "TRP Writing System". Teachers can arrange compositions, students can submit their compositions online. An important merit of these writing applications is that it can give scores directly, point out the mistakes, explains the reasons for the mistakes and provide suggestions for revision. In listening and speaking, teachers can recommend some good We-chat public numbers, such as TED speeches, BBC, VOA, Keke English and Binfen English. Through these rich learning resources, for one thing, it can stimulate the students’ desire to actively explore English knowledge; for another it is helpful for students to find their own learning strategies and methods, improve learning efficiency, and lay a solid foundation for students' lifelong learning.

**Evaluation of the Teaching Effect of Blending Teaching Mode**

After one school year's teaching practice, the blending teaching mode of *English Intensive Reading Course* based on mobile Internet environment has achieved remarkable results, which manifests the combination of blending teaching mode with *English Intensive Reading Course* is effective. This teaching method can not only create active classroom atmosphere, arouse students' interest in English learning, but also develop students’ ability to communicate with each other skillfully in English.

Examination results are the best way to prove students' learning effect. This teaching experiment has been tested three times. At the beginning of the semester, two classes have been tested, called Test 1. At the end of the first semester (January 2017), two classes have been tested for the second time, named Test 2. At the end of the first semester (July 2017), the third test has been conducted. The three times’ tests papers were the same between the experimental class and comparative class. They were scored by the same grading standards. Objective questions were marked by score machine and subjective questions were marked by the same teachers. What’s more, the composition were scored by TRP English writing software. The detailed results are summarized as Table 1.

**Table 1. Comparison of Three Test Scores between Experimental Class and Comparative Class.**

<table>
<thead>
<tr>
<th>test</th>
<th>class</th>
<th>listening (20)</th>
<th>glossary (20)</th>
<th>reading (40)</th>
<th>translating (20)</th>
<th>writing (20)</th>
<th>Total score (100)</th>
<th>standard deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Test 1</td>
<td>experimental class</td>
<td>12.2</td>
<td>13.9</td>
<td>14.4</td>
<td>13.1</td>
<td>11.5</td>
<td>64.6</td>
<td>6.9</td>
</tr>
<tr>
<td></td>
<td>comparative class</td>
<td>12.5</td>
<td>13.6</td>
<td>13.5</td>
<td>13.6</td>
<td>12.5</td>
<td>64.3</td>
<td>6.7</td>
</tr>
<tr>
<td>Test 2</td>
<td>experimental class</td>
<td>13.7</td>
<td>14.9</td>
<td>15.1</td>
<td>13.6</td>
<td>13.4</td>
<td>70.8</td>
<td>3.5</td>
</tr>
<tr>
<td></td>
<td>comparative class</td>
<td>12.2</td>
<td>14.2</td>
<td>14</td>
<td>14.1</td>
<td>12.3</td>
<td>66.6</td>
<td>7.2</td>
</tr>
<tr>
<td>Test 3</td>
<td>experimental class</td>
<td>14.3</td>
<td>16.2</td>
<td>17.2</td>
<td>13.9</td>
<td>13.6</td>
<td>75.2</td>
<td>3.4</td>
</tr>
<tr>
<td></td>
<td>comparative class</td>
<td>12.9</td>
<td>15.4</td>
<td>14</td>
<td>14.1</td>
<td>12.8</td>
<td>69.2</td>
<td>7.1</td>
</tr>
</tbody>
</table>

We can clearly see from Table 1 that the three times’ test scores of the experimental class and the comparative class are normal distribution. There is no significant difference in the average scores between the experimental class and the comparative class at the beginning of the experiment. The results of the experimental class in the middle stage of the experiment are slightly higher than those of the comparative class. The results of the experimental class in the third test are obviously higher than those of the comparative class. In addition, the results of the test show that the blending teaching mode of *English Intensive Reading Course* based on mobile Internet environment is successful, the
teaching effect is significant, the students' listening, reading, translating and writing have been effectively improved, and the students' English level has made an enormous leap within just one year.

The blending teaching mode of *English Intensive Reading Course* can make students change from passive learning to active learning. Through the various training activities such as, pre-class activities, in-class activities and after-class activities, it can emphasize the students' principal position, meet the students' individualized learning needs and let the teacher be the instructor and inspector of the class. Through communication, dialogue, discussion and competition, students conduct meaningful negotiation and form self-reflection of knowledge. Overall, it can lay a solid foundation for students' lifelong learning.

**Acknowledgement**


**References**


Reference to a book: