

Research on Teaching Strategies of Higher Vocational English Teachers under Mixed Teaching Mode

Jing Zhang *

Department of Public Teaching, Chuzhou City Vocational College, Chuzhou, China

zhangjing8696@sina.com

**corresponding author*

Keywords: Mixed Teaching Mode, Higher Vocational Colleges, College English, Strategy

Abstract: In the tide of Internet era, with the rapid development of information technology and the influence of post-epidemic era, the combination of online and offline teaching mode has been widely applied. The emergence of MOOC, SPOC, Ding Talk and Tencent Conference has made earth shaking changes in traditional education and teaching. Although mixed teaching is still a new model, its strong convenience, high flexibility and multi-dimensional characteristics are destined to become the primary choice of teachers' new teaching strategies. This paper will make an in-depth study on the improvement of Higher Vocational English teachers' teaching strategies, combined with the mixed teaching mode, analyze the opportunities and challenges it brings to college teachers, explore new teaching strategies and ideas, and make up for the shortcomings of the traditional teaching model.

1. Introduction

The reform of teaching informalization gives birth to new teaching ideas and leads to new teaching models imperceptibly. In the past, teachers mostly used cramming method of teaching to teach boring and miscellaneous knowledge day after day on the three feet of podium. At this stage, teachers often use electronic equipment and software, such as Massive Open Online Courses, Flipped Classroom, Ding Talk, etc. The two teaching modes have their own advantages and disadvantages, but mixed teaching has obviously attracted more attention from teachers. The mixed teaching mode is committed to combining online and offline together, so that students can carry on knowledge learning at any time without the limitation of location and time. It has incomparable convenience and multidimensional nature of traditional teaching. It is an important trend of the development of educational modernization. This paper discusses the teaching strategies of higher vocational English teachers under this mode.

2. Research Background

2.1 Concept and Connotation of Mixed Teaching

The concept of mixed teaching was put forward by Smith•J and Ellet•Macie. It is an "Online + offline" teaching method that organically integrates network teaching with traditional teaching. This teaching mode is mainly online and supplemented offline. Most of the teaching content is in the form of video, and some are supplemented in classroom teaching, which not only ensures the leading role of teachers, but also greatly exercises students' self-discipline and independence. In 2001, Massachusetts Institute of Technology, a world-famous university, took the lead in practicing "mixed teaching". They put high-quality courseware on the network platform so that learners around the world can learn for free. Since then, it has led various universities to take action, greatly enriching the professional and diversity of the course content of the online platform. In 2010, China introduced the mixed teaching mode. In 2018, Minister of education Chen Baosheng proposed, we should effectively increase "the burden" on college students and transform the "water course" into a "golden course" with depth, difficulty and challenge. Just under such a background, many domestic universities have participated in teaching reform. Therefore, teaching reform action has developed in full swing so far^[1]

2.2 Mixed Teaching Brings Opportunities to College Teachers

(1) Makes full use of the Internet platform to develop their own capabilities

In the traditional teaching mode, teachers are leaders and knowledge transmitters, students are listeners and participants. Cramming method of teaching is easy to make students lose learning interest and make the classroom atmosphere very boring. Meanwhile, it will also discourage teachers' teaching enthusiasm and form a vicious circle. In the mixed teaching mode, teachers have abundant teaching resources at home and abroad. They can carry out new teaching sections, or add new ideas on the basis of existing courses to stimulate students' learning enthusiasm. On the other hand, students cannot be limited to their own teaching resources, actively looking for other famous school teaching videos that they are interested in, maximizing their self-abilities. Excellent teachers will attract learners to watch their own videos by virtue of their abilities. In turn, it can greatly increase teachers' self-confidence, which is a virtuous circle worthy of promotion.

(2) Creates opportunities for continuous development and improvement

The new mixed teaching mode allows teachers to get rid of blackboard and chalk and pick up computer and mouse. The rich teaching resources and diversified teaching forms provided by the field of multimedia information urge higher vocational teachers to continue to learn and improve their professional ability and career quality, so as to skillfully use modern information technology^[2].

2.3 Mixed Teaching Brings Challenges to College Teachers

(1) The role of college teachers is being challenged

In the old teaching mode, teachers were the leaders, and students only need to remember what teachers taught to finish their assignments and homework. However, with the development of information technology, students are no longer rely on the classroom learning as the only source of knowledge. They can find what they need at Google, MOOC and other platforms at any time. The uniqueness and status of college teachers are facing challenges. First of all, the role of teachers has been transformed into "collaborators", because students through early online preview have produced their own problems, teachers need to help them find and solve problems and guide their

learning situation and progress. This is undoubtedly more difficult than the traditional mode. Only by maintaining enthusiasm and the positive attitude in learning can a teacher keep pace with the times. Secondly, under the new model, the relationship between teachers and students is more inclined to be that of partnership, and the distance between teachers and students becomes more closer, which is also a challenge for teachers to grasp discipline and curriculum rhythm ^[3].

(2) Transformation of teaching concept and ideas

The new teaching mode must come from the renewal of teaching ideas, and the change of teaching concept will affect teaching ideas. The essential difference between the old and new teaching mode is the difference of teaching concept. Teachers should understand that online teaching is no longer the auxiliary of the whole teaching activities, but the necessary prerequisite activity of the whole teaching. Offline teaching is not a copy of traditional classroom teaching activities, but a more in-depth teaching activity based on early online learning results. Mixed teaching requires teachers to update their teaching concept, break the fixed thinking, set teaching objectives according to the feedback of online courses, grasp the teaching content, and strive to maximize the advantages of the Internet.

In the past, the traditional 45 minutes' teaching rhythm was mastered by teachers. But under the mixed teaching mode, teachers may be unable to grasp the previous curriculum progress. It is necessary for teachers to carry out teaching design in advance, release teaching tasks to students 1-2 days in advance. As a result, students can complete the preliminary preview in the process of finishing tasks ahead of time. Teachers can adopt multiple interactive methods to improve students' participation and enthusiasm in class. However, some higher vocational students may have the situation of inattention and weak anti-interference abilities, which cannot guarantee their learning effect. Therefore, higher vocational teachers need to design reasonable, feasible and operable learning goals to improve students' self-confidence, so that their improvement of enthusiasm is just around the corner ^[4].

(3) Transformation of knowledge base

In the mixed teaching mode, students' expectation on teachers is no longer limited to a single classroom teacher with solid professional knowledge. They need to grow into a versatile teacher with certain modern educational information technology literacy, using various information software and related teaching platforms proficiently. They are also capable of playing with a variety of video editing software, making beautiful PowerPoints, shooting a short and concise micro lesson video. It is not only an opportunity but also a challenge for teachers ^[5].

3. Advantages of Mixed English Teaching in Higher Vocational Colleges in the Post-Epidemic Era

In the post-epidemic era, although most colleges and universities have begun to resume classes in an orderly manner, the online teaching mode is still an important part of curriculum design. The online and offline paralleled mixed teaching mode has become the popular trend of the current education, which has many advantages over the single offline classroom teaching.

3.1 Provides an efficient Interactive Communication Platform for Teachers and Students

In traditional classroom teaching, the communication between teachers and students is mostly focused on random questioning. Due to the influence of classroom time and teaching content, it is necessary to complete teaching tasks on students' listening, speaking, reading, writing and translation within more than 45 minutes. The use of "questioning" as a means of communication

between teachers and students is inefficient. Moreover, most students go offline because they are shy or fear of interrupting the rhythm of the classroom. When in doubt, they seldom ask the teacher for advice. In the mixed teaching mode, teachers can encourage students to post their questions in the comment area of the teaching platform or send private letters, then conduct a question-and-answer guidance. Students can also discuss with each other, expressing their understanding of difficult points in the comment area, developing multi-faceted interaction ^[6].

3.2 High Utilization of Teaching Resources

English is a subject only depends on written materials. It is difficult for students to improve their English level in an all-round way. Therefore, teachers should use the mode of text, audio and video to conduct teaching and mobilize students' learning enthusiasm. After establishing the teaching objectives according to the contents of the teaching materials, teachers can select and integrate the massive teaching resources on the Internet in combination with the majors of students, making corresponding PPT, audio and video and putting them on the education platform to assist teaching, or combining the content of teaching materials with extracurricular interesting activities with the help of English learning software such as Smart Language Learning System and Interesting Dubbing software ^[7]. On the one hand, it can help students understand the culture and emotion expressed in the excerpts of teaching materials, improve their learning enthusiasm, broaden their international vision, and promote their listening and speaking level; On the other hand, it can facilitate students to review and watch repeatedly after class, deepen their memory and improve the dilemma of "forgetting the knowledge learned in the traditional classroom" caused by short-term memory.

3.3 Cultivate Students' Autonomous Learning Ability and Enrich the Score Criteria

In the traditional offline teaching, teachers completely dominate the teaching process. Although students have mastered solid theoretical knowledge, with their low participation, their independent learning ability will be easily reduced in the long run.^[8] The higher vocational English course in online teaching can release the thinking, discussing and learning tasks related to the course content before, during or after class, which is not limited by the length of class and the content of the course, breaks the limitation of time and space of traditional classroom, and improves students' learning interest and learning efficiency. Students can use the teaching plan shared on the education platform, consult relevant materials, organize answers, complete the learning tasks issued by teachers, and improve their autonomous learning ability^[9]. In addition, this way of releasing learning tasks can also be incorporated into the final scoring system as an assessment method. Students will be scored according to the completion of each task, so that the comprehensive score evaluation will no longer depend on the final exam results, attendance and other single ways.

4. On the Strategies of Mixed Teaching Mode in Higher Vocational College English

4.1 Reconstructs Teaching Objectives, Integrates "Curriculum Ideology and Politics" Into the Curriculum, Improves the Quality of Mixed Teaching Mode.

The mixed teaching goal of English curriculum should not only focus on knowledge and ability, but also the goal of ideological and political education. In today's teaching environment of advocating moral education, higher vocational colleges not only pay attention to the cultivation of

students' professional knowledge and skills, but also include the construction of ideology and morality into the goal of talent cultivation. Especially for college English, which has a wide audience, long-time duration and large knowledge coverage. Its mixed teaching mode should not only focus on improving students' English knowledge reservation and application skills. Therefore, in the process of curriculum design, we should put "moral education" in an important position, excavate the elements of curriculum ideology and politics, reconstruct the teaching objectives, and actively respond to the call of the education department to integrate "curriculum ideology and politics" into professional courses.

For example, in the unit of "Food and Culture" in a higher vocational English textbook, the courseware preparation of online teaching can make the "In a Restaurant" plate into video or audio. By watching and practicing the fluent English conversation about "ordering" between the waiter and the customer in a friendly and patient manner, the core socialist values of being responsible and friendly to others are conveyed to the students. When introducing the culture and cuisine of different countries, students can be encouraged to speak enthusiastically or have group discussions to introduce our traditional Chinese culture and cuisine, so that their cultural identity can be improved and national self-confidence can be strengthened ^[10]. It can not only meet the requirements of moral education for students in higher vocational colleges, but also improve the teaching quality of mixed teaching mode.

4.2 Applies Mixed Teaching Mode in the Pre-Class Preview Stage

In general, the pre-class preview stage under the mixed mode of English teaching in higher vocational colleges can be divided into two parts and two stages. The first stage is the teachers' preparation for teaching. Massive online teaching resources can be collected, integrated and processed through the Internet and delivered to MOOC, SPOC, Ding Talk, Tencent Conference and other online education platforms in the form of PPT and micro video as learning sharing files. The second stage is students' prevision. After downloading the PPT courseware, students preview in combination with the curriculum knowledge points concentrated in the micro video, making records, marking the key points and the knowledge points that they can't understand, improving their knowledge reservation in order to prepare for the formal curriculum and improve the efficiency of listening to the class. At the same time, students can also leave messages and interact with students and teachers on the online education platform to improve their learning enthusiasm and give full play to their subject initiative ^[11].

4.3 On the Basis of online Teaching, Face-To-Face Teaching Is Used to Encourage and Conduct Cooperative Exploration

Although online teaching has brought many conveniences, it also has some disadvantages to some extent. For example, it's not certain that students can really absorb the knowledge. Teachers cannot communicate with students in details. such disadvantage can be remedied only by face-to-face classroom teaching. On the basis of online teaching, it is extremely important to use classroom teaching, encouragement and relevant cooperative exploration. Only in this way can students be taught in multiple aspects and forms and understand the knowledge better.

Students in online courses can learn the videos from the online course platform, discussing and finishing the "tasks" later. They can carry out online theoretical learning and self-test in advance, so that they can see their learning results more clearly and intuitively. Meanwhile, it can also assist teachers to supervise students' learning situation anytime and anywhere. The main focus of offline

classes should be on the explanation of the important and difficult tasks and question-and-answer solution, training students' practical skills, letting them cooperate and communicate in groups, carrying out operative training under teachers' guidance, consolidating homework and the learned content. While online learning focuses on theoretical teaching, offline teaching should pay more attention to the training of technical practice and the learning process, integrate the whole process into the classroom, and realize the cultivation of talents.

The integration of online and offline teaching is mainly to make full use of the advantages of online and offline teaching, carrying out course assignment discussion and interactive discussion between teachers and students, improving the overall teaching effect and the enthusiasm of teacher-assisted learning, encouraging students to review independently by combining online and offline methods.

4.4. Cases of Mixed Teaching Exploration

Since the beginning of the epidemic, our college has gradually developed and improved both online and offline teaching. Facing the serious epidemic, we actively carried out online teaching, reduced the direct contact between students and teachers, and adopted diversified online teaching modes to complete online teaching in all courses. In college English teaching, various teaching forms including English article reading, video sharing, situational dialogues making and so on are integrated. According to the school's epidemic prevention and control policies, online and offline teaching and cooperative teaching were applied and remarkable results were achieved. Based on data analysis, through way of evaluating classroom teaching efficiency and questionnaire survey, the results and efficiency of online teaching, offline teaching and mixed teaching were compared. Taking English teaching results and efficiency ratio in 2021 as an example, the year 2021 was divided into four quarters. According to the changes of local epidemic prevention and control measures in different quarters, the online and offline multi-integration teaching mode is adopted for parametric performance (as shown in Figure 1), The results of online and offline mixed teaching are remarkable.

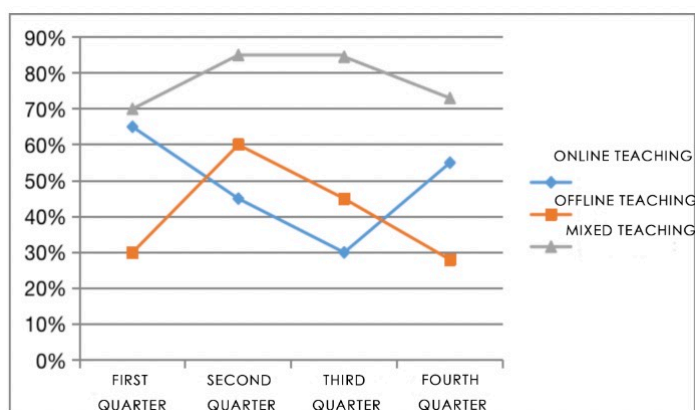


Figure 1: Evaluation Chart of English Classroom Education Efficiency in 2021.

5. Problems and Reflection of Mixed Teaching

(1) Teaching resources need to be further expanded

With the development of the times, teaching means and resources are changing with each passing day. It is extremely important for the integration, collection and optimization of resources in English

teaching. We should not only carry out online and offline mixed teaching, but also take the richness and diversity of its teaching content into account. Especially for language subjects like English, diversified teaching is more important, which can stimulate students' learning motivation and improve the overall teaching quality.

(2) Optimize students' evaluation and incentive mechanism

The integration of online teaching and offline teaching makes it more convenient for students to evaluate and feedback classroom teaching to a certain extent, so that students can put forward relevant suggestions, mobilize their enthusiasm, let students take themselves as an important part of classroom teaching and improvement, and actively participate in the improvement and development of teaching strategies.

(3) The development of online teaching needs more professional support

For the development of online teaching, more professional talents are needed. It's a great test for higher vocational college teachers because online teaching can develop teachers' innovative and teaching abilities. We need to continue to deepen the reform in order to explore the teaching strategies for English teachers in our college and other universities better, research and study the integrated development mode of online and offline English teaching in the post-epidemic era

6. Conclusion

Starting from the fact that the reform of teaching informatization gives birth to new teaching ideas and leads to new teaching modes imperceptibly, this paper puts forward conceptual thinking on online and offline integrated teaching in combination with examples and theories, so that teachers cannot be trapped in the original teaching mode, actively and forward-looking an effective new teaching mode that follows the particularity of the development of the times, and make maximum use of teaching resources, provide students with diversified learning methods and learning enthusiasm, and constantly update teaching methods and teaching ideas. From the reconstruction of teaching objectives, the integration of "curriculum ideology and politics" into the curriculum to improve the quality of mixed teaching mode, the use of mixed teaching mode in the pre class preview stage, the use of classroom teaching on the basis of online teaching, face-to-face encouragement and cooperative exploration, and various discussions with students and teachers to improve learning enthusiasm and give full play to subjective initiative. It brings opportunities and challenges to college teachers, explores new teaching strategies and ideas, and makes up for the shortcomings of the traditional teaching model.

Acknowledgements

School-level Key Teaching Research Project of Chuzhou City Vocational College: Research on Higher Vocational English Teachers' Teaching Strategies and Students' Learning Effectiveness under Mixed Teaching Mode (2021zdjyxm06)

References

- [1] Yue Ting, Chen Hong and Gao Chenchen, *Research on the development strategy of college teachers under the mixed teaching mode*. *Teaching and Educating People (Higher Education Forum)*, 2020 (15): 52-53
- [2] He Mengdong et., *Practical research on problem teaching strategy under the mixed teaching mode of college physics course*. *Journal of Higher Education*, 2020 (26): 82-84 + 88

- [3] Wang Juan and Liu Yawei, *Research on improving the teaching ability of Higher Vocational English teachers under the mixed teaching mode* . *Journal of Hubei Open Vocational College*, 2021 34 (17): 177-178 + 187
- [4] Li Xiaohong, *Research on improving the teaching ability of higher vocational Chinese teachers under the mixed teaching mode* . *Journal of Hubei Open Vocational College*, 2021 34 (24): 168-170
- [5] Kang Yushuang, *Exploration of English vocabulary teaching strategies in Senior High School under the mixed teaching mode* . *College Entrance Examination*, 2021 (02): 52-53
- [6] Liu Na, Lu Ying, Li Mingxia, *Analysis of mixed teaching mode under the background of "Internet plus" -- Taking "data structure" course as an example* . *Science and Technology Wind*, 2022 (08): 132-134.
- [7] Yang Nan, *Exploration of "Online + offline" mixed English teaching method based on constructivism theory* . *English Square*, 2022 (03): 110-112
- [8] Qin Jing, *Research on the practice of "Online + offline" mixed teaching* . *Cultural Industry*, 2022 (06): 151-153
- [9] Huang Yating, Wang Ya, *Research on the influence mechanism of undergraduate learning investment in mixed teaching under the background of epidemic situation -- from the perspective of exploratory community theory* . *China Higher Education Research*, 2022 (03): 52-59
- [10] Chen Tingting, *Research on higher vocational English teaching from the perspective of curriculum ideology and politics -- Taking the teaching unit "Food and culture" as an example* . *Journal of Zhenjiang College*, 2022,35 (02): 115-118
- [11] Tong xing, *Research on English online and offline mixed teaching mode in the post-epidemic era* . *Modern Commerce and Industry*, 2022,43 (04): 157-159.