The Blended Teaching Mode Based on Chaoxing Learning APP

—Taking *Advanced English* Course as an Example

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Abstract—**With the development of mobile terminals, the informatized English teaching tends to gain increasing popularity. Traditional teaching methods hardly meet the students' mobile learning needs. Based on the blended teaching theory and taking *Advanced English* as an example, this paper explores how to effectively apply the mobile learning platform provided by Chaoxing Learning App to intensive English teaching from teaching resources, interactive platform, classroom activities and learning evaluation respectively. By building the blended teaching mode of before class-during class-after class and combination of online and face-to-face teaching, the paper aims to promote the high-frequency interaction between teacher, students and technological platforms, exploit advantages of both traditional teaching and online teaching, optimize teaching effect and maximize students' learning outcomes.**

Keywords—Blended Teaching; Advanced English; Chaoxing Learning APP; Intensive Reading

I. CURRENT SITUATION

The development of informatized education under the background of "Internet +" provides a modern teaching method for foreign language education, and learning based on mobile terminals has become the primary choice. In order to optimize the teaching effect and help learners achieve effective integration of online and face-to-face learning, a hybrid teaching model emerges as required. The hybrid teaching mode is the inevitable trend of teaching reform in the information age, and the indispensable way to improve the quality of college English teaching [1]. It is the product of deep integration of foreign language teaching and modern educational technology [2].

Based on the blended teaching theory, this paper explores how to effectively apply the blended teaching model to the *Advanced English* course, and analyzes in depth how to use Chaoxing learning mobile platform in English teaching application, thus achieving integration of online and offline teaching.

II. BLENDED TEACHING & CHAOXING LEARNING APP

The blended teaching is reflected in the following six dimensions, namely, teaching theory, learning style, teaching media, teaching concepts, teaching environment and teaching resources. Teaching theory mixes cognitivism, behaviorism, and constructivism; learning style is a combination of face-to-face, self-paced, and online collaborative learning; teaching media blend traditional media with a variety of modern educational technological media; teaching concept is a mixture of teaching-centeredness and learning -centeredness; the teaching environment combines fixed places and internet access; teaching resources are the digital integration of teachers' experience and various information content. In a nutshell, blended teaching integrates face-to-face and online teaching [3].

Based on the previous studies both at home and abroad, the blended teaching model boasts the following features: first, the teaching method teacher-guided and student-centered, emphasizing the combination of teachers' guidance, teaching design, teaching evaluation and students' active construction knowledge. Secondly, the blended teaching mode is not a simple combination of classroom teaching and online learning, but is rationally distributed according to the specific course content and teaching objectives. Third, blended teaching covers the reconstruction of all teaching and learning elements, including the selection of appropriate teaching styles, learning styles, learning vehicles to achieve maximum learning outcomes [4]. The blended teaching mode of this paper refers to the organic integration of face-to-face classroom teaching and online learning using Chaoxing Learning App.

Chaoxing Learning APP is a versatile and individualized learning application developed to cater for learners' needs in the mobile era. Based on the in-depth integration of informationization and teaching, it is a mobile app that integrates resources, curriculum, learning, evaluation and interaction. Teachers create courses, deliver tasks, and organize teaching activities on the platform. Students complete the assigned tasks independently and carry out interactive activities on the platform. The teachers can assess students' learning in real time and offer immediate feedbacks. Chaoxing Learning App is flexible, convenient and user-friendly, which is a preferable choice for blended teaching.

III. BLENDED TEACHING MODE BASED ON ADVANCED ENGLISH

Advanced English is a core course in the third year of English majors. Its main teaching task is to expand students' humanistic vision by reading and analyzing a wide range of works, deepen students' understanding of society and life, and cultivate students' discourse analysis and comprehension of classics, enhance their logical and critical thinking, improve sensitivity to cultural differences, consolidate students' comprehensive language skills, and develop students' cross-cultural and language communication awareness, which means that this course is not only a course of professional skills, but also a comprehensive course that integrates many elements.

The traditional teaching of English intensive courses mainly highlights the part of during class with little teaching before or after class. The classroom teaching features teachers' lectures and solo-play, and the students passively follow and take notes. The text explanation mainly focuses on vocabulary, grammar and complex sentences, lacking the in-depth exploration of the theme, cultural thinking or language application. The traditional assessment takes the form of test paper, which ignores the process and can not meet or adapt to the requirements of current information age for formative evaluation. Therefore, reform on traditional teaching mode is inevitable. It is necessary to introduce information technology, organically integrate online learning and classroom teaching, comprehensively improve students' cross-cultural sensitivity and language application, thus conforming to social requirements in the information age. With the diversification of teachers' teaching methods and the increasing demand of students, it is necessary to establish a communication platform for students and teachers in or out of class. At the same time, communication between students is also indispensable. The construction of online courses has made possible the preview of the course, during class activities and after-school communication, which has improved the efficiency of teaching and learning, and is one of the important ways to carry out quality education.

In class, teachers adopt heuristic questions to stimulate students' curiosity, provoke their thinking, summarize and synthesize; also teachers create an active classroom atmosphere by encouraging students' expression and presentation and cultivating their confidence. Mind maps or project reports by different groups enable students to listen to different voices and keep open minded; peer review and timely feedback from teachers make possible their self-corrections; group discussions encourage students to question, challenge authority and pursue truth while teachers are responsible for clearing the confusion. After class, it is the consolidation and extension of the course content, which is output-oriented and aims to enhance students' creative application in translation and writing. For the content that is discussed in the class and interests students, they can review the relevant literature, think deeply, and conduct in-depth research with determination and perseverance. The teacher delivers the tasks via online discussions, assignments, exams, etc., and sends notifications to the students, who are supposed to complete the assignments and submit them before the deadline to acquire the credits. The details are as follows:

A. Teaching Resources

From the perspective of teaching content, it is visualized with process autonomy and feedback intelligence. The flipped classroom can encourage students to learn at their own pace, improve the students' knowledge and skill preparation, saves time spent in class teaching, get rid of the time limit, increase the practical effect of teacher-student interaction, and achieve effective learning.

Before the class, students will see the course chapters after logging in to the course, and click on the corresponding chapters to review and complete the assignments that match the chapters. The course chapter includes micro-lectures in five sections of writing, grammar, translation, critical thinking and rhetoric devices, as well as a list of preview tasks for each unit, lead-in videos, supplementary reading, writing strategies etc., which are arranged clearly and orderly, for students' preview before class and review after class. Before class, teachers upload a variety of learning resources related to the theme of text. Students can choose what interest them to download and study in depth. Rich and varied learning resources include texts, pictures, academic journals, classic articles, multi-media presentation, audio, video, micro-lectures, TEM-8 preparation tips and platform of students' homework. Students can select their favorite materials and arrange learning according to their schedules, thus feeling a degree of freedom, which can stimulate students' willingness and motivation to learn independently [5].

B. Interactive Platform

The online discussion of *Advanced English* Online Course is the most frequently used and the most engaging section. Teachers make full use of the discussion section and are committed to creating a democratic and open learning platform that encourages students to hear different voices, cultivate their ability to think, and also satisfy students' desire to express themselves, increase their confidence and foster a sense of accomplishment. These discussion topics include theme of the text, cross-cultural analysis, appreciation of writing strategies, comparison of different translated versions, and comparative reading analysis. Students express their opinions according to what they have learned. The teacher provides constructive feedbacks to students' responses and highlights the novel points. At the same time, for some key and difficult points, teachers can encourage students to further think and explore through inspiring questions, stimulate their curiosity and protect their interest in learning. The online discussion enables students of different classes to read each other's versions, peer review and even debate over controversial issues, thus experiencing the thrill of ideological exchange and wisdom. In addition, some students are shy in the classroom and not good at public speech, but they are very active in online discussion, so they interact frequently with teachers online, which will exploit their potential to maximum.

In addition, during the course construction, teachers can select the corresponding class to send notice in real time, post preview assignments, after-class exams, and upload resources. The notice is displayed at a glance, allowing students to have a preliminary understanding of the overall requirements and prepare for the course. Students will have various doubts

during the autonomous learning process. They can leave messages to the teacher at the mobile app terminal. The teacher can access the app course terminal to see the student's information and give timely reply to the student's individualized problem one-on-one. The offline interaction enhances the mutual understanding between teachers and students, and also keeps teachers informed of the learning status of different students in a timely manner.

C. *In-class Activities*

Teachers can interact with students in class by online signing in, selecting students to answer questions, voting, and broadcasting. The variety of classroom activities has greatly motivated students' enthusiasm for learning. Applying the sign-in function in the Chaoxing learning platform is a brand new mode of classroom attendance. Students can use the common settings, gestures, location and two-dimensional code set by the teacher to complete the sign-in within the specified time, which not only saves classroom time, but also supervises the student's classroom attendance. At the same time, the platform system has kept track of the sign-in that is done, which is convenient for collection of statistics at the end of the semester. In order to assess the students' learning status, the teacher can use the mobile terminal or the computer terminal to manually select students, shake the mobile phone or select randomly by compute students to answer the questions, which is possible to maximize the concentration of students and their readiness to be asked at any time during class. Voting can endow students with decision-making power, help to create a democratic and equal class atmosphere, and also stimulate students' passion for classroom activities. The live broadcast function on the platform allows teachers and students to record any interesting activities related to English learning anywhere, or upload live events such as exciting debates and comedian role plays in the classroom. This model makes English learning more diverse and can enhance students' interest and hobbies.

D. *Learning Assessment*

After each unit's study, there will be corresponding learning assessment. The question bank is categorized into five sections according to the knowledge scope: vocabulary, rhetorical devices, writing strategies, translation tips and text comprehension. There are questions such as singular choice, multiple choice, matching, and open-ended questions, such as blank-filling, short answer questions and translation. The content tested involves each unit, covering the key points explained in class. The difficult level is divided into easy, medium and difficult. The constant improvement of the question bank facilitates teachers' assessment of students' learning and in-class quiz and after-class exams.

After class, in order to consolidate the content learned in class, students can choose the appropriate section from the question bank to review based on their individual circumstances. Teachers will also deliver online exams and quizzes after each unit. Students will submit their responses before the deadline and receive scores. Students can check the scores and class rankings online. They can also see the correct answers and detailed analysis, as well as the teachers' comments. After that, if students have any further questions,

they can ask the teacher on the mobile phone or the computer without having to pass the authentication, which greatly reduces the threshold for asking and answering questions. For some students with academic potential, the teacher will also upload some relevant academic journals in the resource section for students' further study and in-depth research. In addition to assignments and exams as evaluation basis, it is necessary to take into consideration the whole process, understand students' learning needs and behavioral traces, synthesize student behavior records, and analyze data, evolution, internal relations and adjust teaching plan and strategies accordingly. The Chaoxing Learning mobile teaching platform accumulates the process data of student learning. Through platform records, performance statistics and related data analysis, teachers will track down each student's learning process and behavior and provide data support and evidence for formative evaluation.

IV. TEACHING EFFECT

The total number of visits to A*dvanced English* Chaoxing online course has exceeded 260,000 so far. This considerable number of visits indicates that the course is popular among students for its rich teaching resources, complete course chapters, and frequent teacher-student interactions. It fully sparks students' enthusiasm for learning, activates student participation and triggers strong willingness to learn independently. In particular, the sections of discussion, resources, exams and assignments are frequently used. In addition, such a large number of visits also reflects the optimization of modern technology in online courses, enabling students to access online learning anytime and anywhere, to receive notice, reply to forums, read supplementary materials, view micro-lectures and discuss in groups on mobile phones. Thus, students maximize their use of fragmented time, master the corresponding key points, and achieve utmost learning outcomes. The blended teaching mode completes the closed loop of before class, in class and after the class, realizes the organic integration of online and face-to-face teaching, highlights the student-centeredness, and transforms teacher's "solo show" to students' "group performance", which ignites students' learning motivation, maximizes teaching effects and energize classroom atmosphere. Hopefully, it will be a useful attempt for future studies on blended teaching model.

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