



Fresh Perspectives on the College English Blended Teaching Model Within the Framework of Media Convergence

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Abstract. Students in China's college English programs are frequently instructed using the traditional lecture format. Students frequently feel that the learning process in traditional college English instruction is less experiential, that students are less objective in the classroom, and that their unique learning styles are less obvious. However, under the framework of media convergence, the innovation of blended learning for college English instruction can give the conventional mode new life. It increases interaction with students during the teaching process, which opens up the subjectivity of the students in the classroom and makes teaching college English more open and intuitive. In this essay, I first examine the three fundamental tenets of the deepening English teaching reform in the context of the media convergence structure, after which I examine the value of blended English teaching in that context, go on to further explain the blended college English teaching strategy, and finally present a concrete example of how blended English teaching is being used in the Media Convergence environment in practice.

Keywords: The structure of media convergence · College English · Blended teaching · Model exploration · Measure analysis

1 Introduction

Targeted training in line with the needs of the nation's and society's development, as well as the current rapid growth of China's information technology industry, is a necessity for educating students in colleges. In order to cultivate excellent and high-quality talents in accordance with the needs of society, teachers must alter the traditional teaching mode they use with their students in favor of a blended teaching approach that incorporates media convergence. In the process of teaching English in colleges, the use of a blended teaching approach can cultivate foreign talents with excellent English, comprehensive quality, and the English-practice ability to meet the needs of society and businesses. Additionally, using a blended teaching approach can meet students' more convenient and individualized learning needs. However, the switch from the traditional teaching method to the blended teaching method will undoubtedly have an impact and influence on the way that college English is currently taught. It will also present numerous difficulties for college students and front-line teachers.

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2 Three Guidelines for Intensifying the English Blended Teaching Within the Framework of Media Convergence

It is possible to use the tools and resources that the network provides to the teaching process by implementing the blended teaching mode under the Media Convergence structure in the college English teaching process [1]. This will further optimize the teaching mode and methods used in the conventional English teaching process. College students may benefit from personalized learning opportunities and inquiry-based teaching strategies in addition to developing their language skills and capacity for lifelong learning. However, there are some restrictions on blended learning in English due to the media convergence framework, so it is necessary to adhere to three principles.

2.1 The Multi-dimensional Interaction Blended Principle of English Teaching

Information technology must first be integrated with traditional teaching materials before being integrated into the teaching process in the context of blended learning and media convergence [2]. While teachers must establish a positive learning environment, they can also use it to simulate English-speaking situations for their students to engage in deeper learning. Additionally, without being constrained by time or space, teachers can access a wealth of knowledge and information about the English teaching materials through the use of the teaching resources in the integrated media, which can aid students in becoming more independent in their pursuit of English knowledge. Additionally, the media convergence technology used in the English learning resources can combine the best teaching aids with global education system expertise. While students are learning English, teachers can use the open platform to extend the time constraints of the conventional teaching method and give them all-weather knowledge. Teaching materials and contents are used throughout the English teaching process to further increase students' interest in learning English by removing subject boundaries. By removing geographical restrictions, teachers can now instruct students in English outside of the traditional classroom setting.

2.2 The Student-Centered Blended Principle of English Teaching

When teaching content in the teaching process of higher education, teachers must keep the student-centered principle in mind. Since the students own the space in the classroom, they must occupy the majority of it, with the teacher taking an active role. First and foremost, we need to use new teaching strategies in the blended teaching mode to reflect the central role of students in the classroom as part of the student-centered teaching goal in the mixed mode of teaching under the media convergence [3]. The teacher can use the Internet's wealth of pedagogical resources and information technology to find the knowledge resources that the students will need during the teaching process, and at the same time, the teacher can differentiate the teaching methods for each student based on how each student learns. In addition to respecting students' opinions and preferences during the learning process, this personalized approach has the potential to significantly boost students' interest in learning English, which will increase the usefulness of their

English language skills and the effectiveness of language learning [4]. By respecting their position in the learning process and making students the center of the blended teaching process, students can improve their ability to independently process language information and put their English into practice.

2.3 The Blended Principle of English Teaching in and Outside of the Classroom

The way English is taught in colleges has changed significantly under the structure of media convergence. The majority of teaching tasks are carried out in the classroom when teaching English traditionally, and the teacher has a big influence on the students' acquisition of language skills. To enable students to comprehend, absorb, and apply English knowledge on the Internet independently, teachers must move some of the English teaching tasks from the classroom to the after-class period in the blended learning process. With this method, English learning is more adaptable and flexible, and students feel more free to continue their studies outside of class. However, the integrated development of students' listening, speaking, reading, writing, and translation skills is the most significant aspect of teaching English. To develop a balanced set of skills in the English learning process, students in a blended learning model must combine the skills they need to learn in English class with those they need to learn outside of class.

3 The Importance of Application in Blended English Teaching Using the Framework of Media Convergence

The use of blended learning in the process of teaching English in colleges is a trend that is unavoidable with the advent of the information age. In order to give students a positive English learning experience within a varied learning system, we can provide learners with personalized learning programs and rich learning resources by utilizing blended teaching methods in English teaching.

3.1 The Blended Learning Approach Can Significantly Increase the Effectiveness of Teaching English

Teachers can interact with students in the classroom while instructing English in colleges by using a blended learning approach. They can also assist students in systematically explaining and analyzing the English concepts they do not understand. Additionally, the teacher can help the students organize their dispersed study time and use Internet technology to give them individualized teaching guidance. Therefore, using a blended teaching approach will undoubtedly increase student-teacher interaction and effectively improve the lines of communication between students and teachers, which will significantly increase the effectiveness of teaching English.

3.2 Address the Various, Individualized Learning Needs of Each Student

In order to give students engaging interactive lessons in class using multimedia resources on the Internet, teachers can use blended teaching methods in higher education. By doing

so, they can gain a better understanding of their students' learning needs and situations. The teacher can identify where the students' English proficiency is lacking and then offer tailored tutoring to meet each student's needs. As an alternative, the instructor can use the Internet to give the class the necessary teaching resources, allowing the students to use the resources after class to assess their English-learning progress.

3.3 The Use of Blended Learning Can Improve Students' Capacity for Independent English Learning

With the blended teaching approach, students can seamlessly communicate with the teacher regardless of time or space constraints. The teacher's high-quality teaching materials are not only available to students in class; they can also speak with the teacher about any concepts they are struggling with so that the teacher can help them after class. Students can also find some learning materials that correspond to their levels under the integrated media structure at the same time as well as online learning resources [5]. Students can independently create a suitable after-school independent learning topic based on their own practical circumstances. In this way, the ability of students to learn independently can be greatly improved. Students can create lifelong learning goals for the English language learning process by using the wealth of independent learning needs that the rich teaching resources in the background of Media Convergence provide.

4 College English Blended Teaching Methods Under the Framework of Media Convergence

The media convergence framework's blended teaching model for college English is based on contemporary new media technology, which overcomes the constraints of time and space in traditional teaching and successfully combines students' online and offline study in the course of learning English. In this way, students can learn English using mobile devices with intelligence or online learning platforms. At this point, the blended teaching strategy for college English must be closely related to the teaching structure underpinned by media convergence so that the teaching methods, teaching materials, and teaching evaluation can all be blended.

4.1 The Use of Blended Learning to Present Instructional Materials During the Teaching of English

College instructors need to use a variety of teaching resources when they are instructing students, including online media search engines in addition to more traditional paper-based teaching resources. In this way, information can be imparted to students in a multimedia format while also providing them with a variety of resources. This method enhances the effectiveness and caliber of the teacher's pre-class preparation work while also assisting students in gathering resources for learning English. Students can also increase their interest in learning English by using the extensive online teaching resources available, which will improve their capacity for independent study.

4.2 The Use of Blended Methods When Teaching English

Teachers frequently rely on their prior teaching experience when teaching traditional English in higher education. However, when teaching, it's frequently forgotten to take into account the unique learning styles and aptitudes of each student. Because of this, when using blended teaching strategies within the framework of media convergence, teachers are able to assess each student's unique learning needs, learning preferences, and learning abilities. In addition, teachers can find various educational resources and employ various teaching philosophies for their students in the classroom by taking advantage of multimedia's convenience. So that students can consolidate and comprehend their English knowledge at a deeper level and develop their English language thinking skills, teachers can increase student interaction while teaching English. They can also plan corresponding activities to facilitate this.

4.3 The Evaluation of Blended Learning in the Teaching of English

Teachers can allow students to evaluate their own learning situation in English classes as well as their own teaching process and teaching methods as part of the teaching evaluation process in classes that follow the media convergence structure. In this way, teachers can use the students' blended evaluation to identify any weaknesses in their own teaching style and implement specific improvements. Teachers can also learn about the variety of students' abilities and individual differences in the English learning process by using students' evaluations of their own learning circumstances. Effective teaching strategies can be used by teachers to improve the English language proficiency of students with various learning styles. The data from these blended assessments can also be recorded and archived by teachers, which enables a more thorough overall assessment and serves as a resource for the teacher in subsequent lessons.

5 The Use of the Blended English Teaching Approach in the Context of Media Convergence

The specific steps taken to implement the blended learning approach in colleges. Before, during, and after class activities are the main components of English teaching.

5.1 Getting Ready to Teach Before the Class

Teachers prepare their lesson plans and teaching materials in advance of the English class. Teachers can interact with students online while creating lesson plans under the framework of media convergence. By combining the knowledge content of the textbook, teachers can create a variety of multimedia teaching resources that are specifically tailored to the needs of the students. Additionally, teachers can upload the relevant teaching materials and knowledge to the school's unified teaching platform so that students can preview it prior to class. Through some online micro-courses, students can even gain a thorough understanding of the English teaching materials. Students can also ask questions of the teacher through the online platform if they run into problems or have some

doubts during the preview. When the teacher clarifies the portion of the material that they are having trouble understanding, students are more likely to pay attention in class. Teachers can also consider students' opinions when they are creating and developing lesson plans or content based on students' timely feedback on questions they do not understand before the class.

5.2 Combined Teaching Strategies in the Class

In order to help students comprehend the main ideas of the English textbook and deepen their understanding of the subject matter, teachers can use a blended learning approach when instructing college students in English. The English teacher can use the classroom's multimedia tools during this process to quickly analyze and explain the fundamental concepts in the textbook. The teacher can first clarify what the students don't understand prior to class as they learn the crucial concepts in the subject matter. The English teacher can divide the class into learning groups at the same time and use the available multimedia resources to set up an appropriate learning environment. This enables them to interact with one another in class and improve their language abilities.

5.3 Review English Knowledge After the Class

Students in college English classes must review what they have learned if they are to fully comprehend and absorb the material. As a result, by using a blended teaching approach, students can fully comprehend and internalize the information after class. Teachers can transfer relevant teaching resources and exercises to the learning platform, as well as direct students to complete training and review online. Through online resources, students can improve their English listening, speaking, reading, writing, and translation skills.

6 Conclusion

The use of the Internet is the primary distinction between blended learning and traditional learning. Students can access the Internet anywhere in the current information age and media convergence environment. Therefore, through network resources, college students can access their own customized educational materials and information services. They can also use the network to understand the seamless connection between their own academic pursuits and their personal lives.

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