



# The Construction of Higher Vocational English Blended Classroom Based on Bloom's Taxonomy

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**Abstract.** Nowadays, the teaching reform continues to deepen, and experts and front-line teachers continue to explore and study the classroom teaching mode suitable for higher vocational students. This paper comprehensively evaluates the effectiveness of the new interactive classroom in practical teaching through a questionnaire. The results show that only about 6% of the students are not too interested or not interested at all in cooperative and interactive learning, and 56.92% of the students believe that a lively and interesting way of learning is very important in the English classroom. All these show that interesting online learning and interactive class learning can improve students' independent learning and also improve their English literacy.

**Keywords:** higher vocational English, online and offline, interactive classroom, Bloom's Taxonomy

## 1 Introduction

In recent years, most colleges and universities have realized the importance and necessity of higher vocational English courses. China's English Curriculum Standard for Higher Vocational English Specialists (2021) stipulates that the English curriculum for higher vocational education specialists is an integral part of the curriculum system for higher vocational education specialists, and is a compulsory or limited elective public foundation course for all majors. According to Xue H, College English courses need to consider how to better cross-fertilize with other specialized courses and how to achieve the requirements of high order, innovation and challenge in curriculum development [1]. Zhang X. H. thinks that the innovation of teaching methods should always adhere to the students centered, the teacher as the main guide, improve teacher-student interaction, and focus on mobilizing students to learn [2]. Cheng M. M. believes that higher vocational English teaching should not unilaterally emphasize vocabulary and grammar and syntax, but should also focus on cultivating students' practical application ability, so that English can really become an employment tool for higher vocational students through systematic, orderly and visual classroom learning

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[3]. However, many higher vocational colleges and universities teach English with empty content and single teaching method, and it is difficult to improve the vocational and applied nature of English in higher education.

### **1.1 The Growing Contradiction between Students' Learning and Teachers' Teaching**

At this stage, the teaching object of higher vocational English is post-2000 generations, as China's young generation, they have significant characteristics in terms of worldview, values, outlook on life and other aspects [4]. They were born in an era of information explosion, and the amount of information they come into contact with has greatly increased. Therefore, their demand for learning is not satisfied with traditional textbooks and traditional classroom teaching. However, most English teachers are keen on the teaching mode of "filling the classroom", which results in the situation that students gradually lose interest in English learning; secondly, teachers fail to grasp the relationship between teaching and employment, which makes students not feel the significance of learning English, and as a result, the relationship between teachers and students is tense and the teaching effect is not good.

Modern educational process not only requires know-ledge transmission from the teacher to the student, but also aims at educating motivated and determined students.

### **1.2 The contradiction between teachers' and students' ideal interaction effect and the actual interaction result in the higher vocational English classroom**

In the higher vocational English classroom, teachers want to interact effectively and students want teachers to create more favorable atmosphere and use interesting teaching methods. Both teachers and students desperately want the classroom to come alive. However, because both teachers' and students' minds have not been completely changed, the interaction is more mechanized, students' independent learning ability is not strong, and teachers can not monitor and feedback the effect of interaction in time, and teacher-student interaction and student-student interaction are more formalized [5].

## **2 Bloom's Taxonomy**

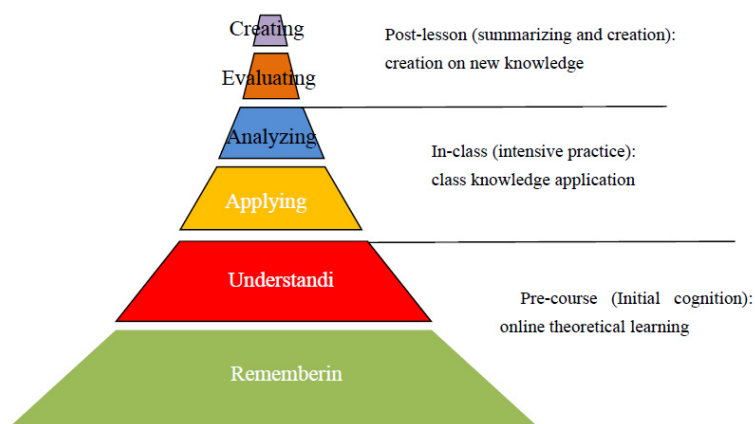
In 1956, Bloom proposed a taxonomy of objectives in his Classification of Educational Objectives: The Cognitive Field [6]. Each step in Bloom's taxonomy is provided at all levels because it is hierarchical [7]. In terms of cognitive domain, the theory contains six levels in a ladder form: remembering, understanding, applying, analyzing, evaluating and creating. The proposal of Bloom's Taxonomy has brought far-reaching influence on foreign language teaching and has profound guiding significance for teachers in making teaching design and classroom activity design. Bloom's theory of categorization of educational objectives advocates the construction of a

knowledge system layer by layer according to individual cognitive levels and in accordance with the principle of gradual progression, which provides a theoretical framework for the selection of teaching methods [8]. The learning activities under the guidance of this theory are from easy to difficult, from simple to complex, step by step to stimulate students' interest in learning and develop their thinking.

### 3 The Construction of Higher Vocational English Blended Classroom Based on Bloom's Taxonomy

#### 3.1 The General Idea of Higher Vocational English Blended Classroom Design Based on Bloom's Taxonomy

As the rapid development of global informatization, the way of the integration of online and offline teaching has become one of the important means of reforming English teaching in higher vocational education. Each step in Bloom's taxonomy is provided at all levels because it is hierarchical [9]. Based on Bloom's Taxonomy, the higher vocational English classroom can be divided into pre-class, in-class and post-class. Before class, online theoretical learning is incorporated; during class, offline knowledge is applied; and after class, reflection creates new knowledge. As is shown in Fig 1:



**Fig. 1.** Bloom's Taxonomy and Its Application in Teaching College English in Vocational Education

Adapted from Olena K. Bloom's Taxonomy and Its Role in Academic Writing and Reading Skills Training at English Classes.2017; 22 (2): 1-3

### 3.2 Building a Case of Online-Offline Interactive Classroom for Higher Vocational English

Table 1. The course design is student-centered and knowledge-centered. Taking teaching Job Interview as an example, designing the implementation process of online and offline interactive teaching classroom for higher vocational English. The lecture time is two class hours. As is shown in Table 1:

**Table 1.** Case Study of Teaching College English Classroom Illustrated by Job Interview

	Teaching content	Instructional Designs	Student interactions	Online Teaching and Learning Resources
Pre-class	Watch the video A Job Interview	Students watch the video	Groups design 3 relevant questions	Micro course on ICVE
In-class	Teachers and students study the video A Job Interview	The teacher appropriately punctuates the video and analyzes the questions designed by the students Watch the video Interview Tips; Groups summarize and reflect on knowledge points, complete after-class exercises, vocabulary exercises, and speaking exercises	The class answer questions designed by the students	Micro course on ICVE
Post-class	Summarize, reflect, and assign homework		Students complete after-school exercises on ICVE and VocabGo, and Speaking exercises	ICVE, VocabGo, Wechat, Recording Software

## 4 Questionnaire Analysis of the Online-Offline Classroom Interactive Teaching Mode of Higher Vocational English

The purpose of this survey research is to understand the effect of implementing the online-offline interactive teaching mode of higher vocational English, with a view to identifying and solving problems. The survey questionnaire was distributed by WJX.cn, and a total of 513 questionnaires were received, with the students in the vocational English classroom of a higher vocational college as the target, of which the number of freshmen students was 459, sophomores was 38, and juniors was 16. There are 83 male students, which is 16.18% of the total number, and 430 female students, which is 83.82% of the total number. The data were analyzed by spss and

the KMO value was 0.737, indicating that the overall questionnaire was valid. The questionnaire and its data analysis in the following dimensions led to the following conclusions:

#### 4.1 Some of the results and analysis of the questionnaire are as follows:

**Table 2.** What is your preferred way of attending English classes?

Autonom- ic study	Taking notes	Problem solved in groups, and appropriate guidance will be given by teacher	PAD Class
5.85%	38.4%	46.2%	9.55%

From the data in Table 2, most students' preferred way of attending classes is more inclined to group cooperative learning, but there is also a certain percentage of students who prefer the traditional teacher-oriented teaching mode. This shows that the acceptance of cooperative group learning as a new teaching mode still needs to be improved.

**Table 3.** What do you think is the most important thing in an English classroom?

Good learning environment	Teacher's detailed explanation	Clear learning tasks	Lively and fun learning
14.42%	17.35%	11.31%	56.92%

**Table 4.** What do you think of cooperative and interactive learning in grouping?

Very interested	Mildly interested	Not too interested	Completely uninter- ested
36.45%	57.12%	5.07%	1.36%

From the findings in Tables 3 and 4, it can be seen that the lively and interesting way of cooperative group learning is favored by most students, but the interest is average. They thought that it should be clearer whether the group members are involved in it; in addition, the motivation of the group should be improved; and the individual group members should have to work well together.

#### 4.2 Reflection on the problems of the findings of the survey and proposed countermeasures.

According to the analysis of the above questionnaire, the following problems are found: first, a considerable number of students have a general or even perfunctory attitude towards interactive activities in the classroom, and the students' views on interactive activities depend on the significance of the activities themselves as well as their interest. To address this problem, teachers can work on the significance and fun of the activities, find and create more activities that can increase students' attention, so that students can really participate. Second, the amount of teacher talk in the classroom

remains high. Teachers should provide students with as many classroom speaking opportunities as possible [10]. What teachers need to do is to change their orientation towards their role and their attitude towards their students and teaching methods; the role of the teacher should change from providing answers and information to guiding, initiating, facilitating and encouraging students' thinking and placing them in a proper frame of mind [11]. Teachers should also be aware of students' learning mentality and learning psychology, guiding students to face classroom interactions correctly, and create online classroom interactions so that these students can play to their heart's content. Teachers should strive to be a mentor to their students so that they are no longer afraid of class, the teacher, or making mistakes.

## 5 Conclusion

Based on the cognitive dimensions of Bloom's Taxonomy, teachers should appropriately balance the six cognitive categories of questions in the classroom prior to the lesson, and the formulation of questions should follow a progression from low-level cognitive questions to high-level cognitive questions [12]. The online and offline hybrid interactive classroom based on Bloom's theory of classification of educational objectives provides more convenience for teachers to construct interactive classrooms, teaching process, and testing and evaluation of teaching effects in higher vocational English. It Provides more opportunities and choices for students to fully participate in classroom interactions. It is easier for teachers to gain a deeper understanding of students' learning and effectiveness, and to identify and solve problems in a timely manner. It also provides a reference for future exploration and research on online and offline higher vocational English interactive classroom.

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