The Blended-learning Mode of Postgraduate English under the Background of "Internet +"

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Abstract. Based on blended learning theory, the paper takes "postgraduate English" course as an example to study, under the background of "Internet +", how to build a blended learning model which adopts the form "classroom teaching + network interactive platform". The blending of this mode is embodied in learning methods, learning resources and learning environment, guiding students become more active, more autonomous and more individual in learning. Practice shows that this mode is effective in improving English learning.

Introduction

With the continuous development of Internet information technology, the wide application of education technology in teaching and learning, the change of students' learning mode and the emergence of fragmented learning, etc., the monotonous traditional classroom teaching mode of "emphasizing knowledge imparting but neglecting practical ability cultivation" has been unable to meet the needs of talent cultivation. The Internet is characterized by immediacy, openness, individualization, popularity, mass information, convenient retrieval and integration. In essence, it is interactive in technology digitalization and communication. Therefore, the postgraduate students' English teaching, which aims at cultivating high-quality compound talents, is inevitably impacted by "digitalization" and reflects the remarkable characteristics of the Internet era. Under the background of "Internet +", postgraduate English blended learning mode has become a trend and an inevitable choice.

Theory of the Blended Learning

According to Kaye Thorne, a foreign scholar, the blended learning develops from the concept of online teaching and mixes online learning with more traditional learning and development methods. [1].Margaret Driscoll thinks of blended learning as a learning process, a combination or mixture of web-based technologies to achieve a teaching goal. It is the combination of various teaching methods and teaching techniques to realize the optimal teaching effect. It is the combination of any form of teaching technology and the face-to-face training method for teachers. It is a combination of teaching techniques and specific tasks to achieve good learning or working results [2].

The new meaning of blended learning proposed by He Ke-kang, a Chinese scholar, has been widely recognized. He believes that blended learning is to combine the advantages of traditional learning methods with the advantages of network teaching. It should not only give play to the leading role of teachers in guiding, enlightening and monitoring the teaching process, but also fully reflect students' initiative, enthusiasm and creativity as the subject of the learning process [3]. Li Ke-dong thinks that, blended learning, a new popular term which appears in the field of education technology, is a method of combining the face-to-face teaching with online learning to achieve lower costs and better efficiency.[4].

To sum up, with the deepening of the blended learning theory research, scholars at home and abroad define it as a combination of classroom learning and network learning in order to play the advantages of both. On one hand, the mode will play the role of teachers' guidance, inspiration, monitoring the teaching process. On the other hand, it will mobilize students' initiative, enthusiasm and creativity. In the

context of the "Internet + ", this paper introduces the blended learning theory, and explores effective teaching modes and evaluating methods from the combination of theory and practice to provide a new thinking and method for the reform of postgraduate English teaching.

Design of the Blended Learning Mode for Postgraduate English

Design ideas of the blended learning mode

Combining with the actual situation of Chinese postgraduates, based on the theory of the blended learning, in the context of "Internet +", the traditional classroom teaching will be combined with network interactive learning platform to build "classroom teaching + network interactive platform", namely, "face-to-face teaching + autonomous learning" mode of learning. Through the reform of the teaching mode, scientific integration of both the system of subject knowledge and individual autonomous learning based on the students' own interest and learning ability, vocational orientation will be achieved. The combination of formative assessment and summative assessment evaluation method will be adopted to guide students to pay more attention to the learning process.

Details of the blended learning mode

The blended learning mode is mainly reflected in blend of learning styles, learning resources, learning environment.

Blend of learning styles

From the perspective of the students' learning habits and receiving information, under the background of "Internet +" , the blended learning mode, through making full use of the Internet, will combine face-to-face teaching with network learning to realize blend of both real-time synchronous classroom learning and non real-time asynchronous platform, letting the both become one integrated mass. Teachers will give necessary guidance to students' independent learning, help students to specify the motivation of course learning, conduct teacher-student interaction, and help students to master course knowledge more efficiently and achieve the ability goal of course setting. Students can break through the classroom teaching limits of teaching time, through various ways such as We-chat, blog, campus network, online resources network, to utilize flexibly their spare time according to their own learning habits, learning ability and learning progress to conduct autonomous studying to satisfy the demand of individual study and enrich the campus life.

Blend of learning resources

The network learning platform with perfect technology guarantee will make reasonable integration of a large number of well-crafted and idiomatic English learning resources, and will provide "one-stop" learning services in cooperation with traditional classroom learning, realizing the explicit, systematic and systematic knowledge rationalization. The blended learning mode adopts the teachers as caretakers of the curriculum resources, helps teachers break through the limit of traditional paper materials in time, richness and practicality, and get rid of the limit of time and access of gaining resource, adjust effectively the teaching content in teaching process through combining the students' practical learning needs, highlighting the participation of the students, teachers' guiding and cultivation of students' English application ability.

Blend of learning environments

The blended learning mode realizes the combination of traditional classroom learning and network interactive platform learning, and mixes the traditional classroom and the emerging network learning environment. The blended learning mode combines a variety of functions, enabling the learners to accept learning environment of the teachers' dominating the classroom teaching, and inspiring students' learning interests and enthusiasm to fully enjoy the real pleasure brought by the autonomous learning which was based on the leaner-centered network platform.

Practice of the blended learning mode

Utilizing MOCC platform

Abundant network resources can make up for the shortage of high quality resources in some universities. MOCC platform can provide students with all kinds of English teaching materials related to courses, such as open classes, micro classes, PPT of classroom teaching, supplementary materials, etc.

The good use of these resources and good learning guidance can not only enable students to fully contact with English source language, expand their knowledge range, but also activate students' internal learning motivation and cultivate students' independent learning ability.

Establishing the blended learning mode

A variety of blended learning teaching methods, such as flipped classroom, group discussion, collaborative inquiry, etc., are adopted to integrate the characteristics of collaborative learning and scaffolding teaching, focusing on students, and paying attention to the organic combination of autonomous individual learning and group collaborative learning. Teachers use new media platforms to set up a series of English tasks in the teaching process, such as role-playing, simulating international academic exchanges, English news reporting, English debate, English movie dubbing and interpretation. Students are no longer bound by the time space of classroom teaching. They can choose different time, places and objects to practice English according to their actual level and learning progress, while teachers provide instant online questions and answers.

Cultivating students' inquisitive learning ability.

When conducting students' autonomous learning, flipped classroom, making study plan, and choosing the material at the same time, the blended learning mode will adopt inquiry-based learning methods to make students independently discover problems, investigate, and communicate with teachers and classmates through We-chat or QQ Group to obtain the relevant information to solve the problem, and consciously improve their English application ability of international academic exchanges.

Functions of the Postgraduate English Blended Learning Mode

When the postgraduate English blended learning mode is carried out, it has been welcomed and loved by teachers and students with the characteristics of "combination of traditional learning mode and Internet", which plays an extremely important role in the development of teachers and students and English learning.

Optimizing classroom teaching and improving teaching quality

The postgraduate English blended learning mode integrates traditional teaching and modern teaching means such as Internet and computer. Even smart phones are also included in the "blended" English teaching. The characteristics of the adaptation of the current social development of science and technology meet the psychological needs of the students to pursue advanced and novelty, greatly stimulating the students' interest in learning English.

Students will solve the autonomous learning problems in the Internet platform or mobile learning platform by self-study and discussion, effectively choosing learning knowledge, saving more time to let the teachers explain, expand the emphases and difficulties in the class teaching, effectively improving the efficiency of classroom teaching, expanding students' knowledge, improving their English ability and accomplishment.

The postgraduate English blended learning mode makes learning activities diversified, increases the interest and diversity of English classes, and strengthens the interaction and communication between teachers and students in English classes. This blended learning mode gives students more opportunities and platforms to use English knowledge and skills, stimulates students' enthusiasm for learning English, gives play to students' main function and effectively improves English teaching results.

Enhancing learning efficiency and expanding English skills

The goal of postgraduate English teaching is to cultivate students' ability to use the language in practice. The blended learning mode can fully arouse the students' active role, let the students become the studying master, and comprehensively stimulate the passion of "I want to learn". In the implementation of autonomous, interactive, inquiry learning and practice of comprehensive English learning, students' learning efficiency is strengthened, and their ability to use English is improved as well.

In practice, teachers no longer control the classroom and restrict students' learning, but provide abundant learning resources and learning plans, allowing students to choose learning contents according to their own needs, each taking what they need and what they want, so as to meet students' individual

learning needs to the maximum extent. This undoubtedly provides a free and relaxed learning environment for students' learning, reduces students' English learning pressure, and enables students to learn English lightly. At the same time, equipped with the nearly infinite network resources from network tools such as multimedia, computer, and mobile phone, students can solve problems of autonomous learning and in-depth analysis with the help of learning resources chosen by teachers, to broaden the knowledge of learning English, and improve English learning efficiency.

The blended learning mode is very popular with students. The main reason is that students think this kind of classroom teaching can better cultivate their comprehensive ability, especially their listening, speaking, reading and writing skills in English. As the mode emphasizes pre-class preparation, students can learn and master basic knowledge independently through online learning platform or mobile learning software platform before class, effectively cultivating and improving students' self-learning ability and questioning ability. Using the Internet in the classroom teaching resources creates all kinds of simulation of English communication environment, lets the student communicate in the interactive communication, display evaluation to practice English knowledge.

Summary

Under the environment of "Internet +", based on effective information technology means, a blended learning mode combining "classroom teaching + network interactive platform" can be constructed to expand students' learning options and enhance teaching interaction according to their own interests, learning ability and practical needs. The blended learning mode, based on the fast lane of the inevitable developing trend of the Internet, can promote organic integration of the postgraduate English and information technology at a deeper level, enrich postgraduate English teaching mode, promote English teaching reform, making postgraduate English teaching step on the international competition stage of English teaching, to cultivate more international English talents, and improve students' international competitive power.

Acknowledgements

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