

Practice and Effect of Blended Teaching Mode in Listening Course of College English

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Abstract. Objective: To explore the effect of blended teaching mode in listening course of college English. **Methods:** The overall sampling method was adopted, three classes of 2017 grade, 1-4 c class, pharmaceutical drugs in the 2 & B, image A class were selected as the research objects, blended teaching mode was applied to teach their college English listening course. Teaching effect was assessed by comparison for CET-4 between Dec,2017(before teaching) and Jun, 2018(after teaching). Questionnaire method is used to assess students' acceptability and participation in the teaching method. **Results:** students in classes 1-4c and image A ,with better acceptance and participation in the blended teaching mode, were improved on CET-4 passing rate, average listening score, average reading score and total grade score. However, Pharmacology 2& clinical pharmacology B, with worse acceptance and participation, the teaching effect was not obvious. **Conclusion:** students with subjectively acceptation and actively innovation have improved their English listening, speaking, reading and writing ability by the blended teaching mode, which indicates that the blended teaching mode is suitable for students who are subjectively accepted and actively involved.

Introduction

Blended teaching mode was first applied to foreign enterprise training, and later introduced into education field. It was called as Blended Learning. The most intuitive understanding of blended teaching is the integration of information technology and traditional teaching mode. In a broad sense, blended learning combines science and technology or communication media with traditional classroom teaching activities. In the narrow sense, blended teaching means how to effectively integrate network teaching and traditional classroom teaching. With the tide of "Internet +", it is crying needs of all-around innovation to college teaching environment, teaching method, teaching mode, teaching research by using information technology. Building a blended teaching mode based on mobile Internet teaching will become a trend. After analyzing students' cet-4 scores, the research group found that students' listening ability is weak. Therefore, how to improve students' listening ability is the research direction of this subject.

Materials and Methods

Research objects

The overall sampling method was adopted to select class 1-4c, class 2& clinical drug B image A of Qiqihar Medical University as the object of study in grade 2017, including 34 students in class 1-4c, 36 students in class 2& clinical drug B, and 32 students in class A, and the blended teaching mode was implemented for the three classes.

Listening courses based on hybrid teaching model

Reasons for college students poor listening in traditional teaching mode

In October 2017, the itest system was used to conduct the cet-4 examination for the students of grade 2017. Based on the obtaining original data, the theoretical and methodological research was reviewed and learned in the early stage, and a questionnaire was developed based on the learning content, in order to make clear the reason why students' listening level is not high under the traditional teaching mode. There were four reasons accounting for college students poor listening in

traditional teaching mode:

a, Students have limited time for listening practice. There were only 8 listening courses in each semester, and the total length of 16 lessons was only 720 minutes. Simply relying on listening class practice, the length of time was obviously far from enough.

b, The number of students in traditional listening class was large, and the opportunities for classroom supervision practice were limited. The teacher was unable to take care of each student's listening level because he had to complete the assigned teaching task in class.

c, It was not pay enough attention to the listening in the usual performance assessment program, only appeared in the final exam, causing students attached insufficient importance to listening.

d, Traditional listening classes offered limited listening resources.

1.2.2 Development of implementation plan of blended listening course

a, Increase listening time. New world interactive English audio-visual speech, the textbook chosen this semester, had a matching digital interactive teaching platform for tsinghua university's English. Students could practice listening and speaking on the platform through mobile phones, thus increasing the listening and speaking time.

b, Teachers could assign online homework through the platform, and students could feedback their reading situation by presenting different colors of the original text after reading, so that they could understand their pronunciation problems intuitively. This could make up for the lack of student supervision in the traditional classroom.

c, The listening test scores were added into the routine performance assessment program, accounting for 6 out of 50.

d, In order to enrich listening resources, in addition to the introduction of new world interactive English audio-visual speaking for basic listening and speaking practice, the new development university English listening course was also used for targeted training on the new listening test of cet-4. In addition, 3-4 pieces of listening materials were released every week to stimulate students' interest in learning and their habit of listening and speaking English.

e, The introduction of "blue ink cloud class" intelligent class to optimize the implementation plan. In view of the problems in the implementation process, the implementation plan was adjusted after the mid-term. The introduction of the "blue ink cloud class" intelligent class not only enriched the classroom design and enlivens the classroom atmosphere, but also regulated the fragmented learning of students.

Design and implementation process of "blue and black cloud class" were as follows: Before class, the teacher published audios, videos, courseware, pictures and so on through "resources", and then monitored students' online learning before class by observing the change of students' experience values. Students completed their knowledge reserve by learning before class. In class, students achieved language input and active language output through group tasks/assignments, brainstorming, voting/questionnaire, testing and other functions. In addition, group competition was carried out by answering questions and shake, so that students could strengthen knowledge, internalize memory and train critical thinking in group competition. After class, homework was published through the platform to strengthen training, meanwhile ,teachers' evaluation, students' mutual evaluation and teaching assistants' grading could be set for real-time evaluation. In the process of blended learning, students not only learnt knowledge, but also exercised their expressive, communicative and cooperative abilities.

Effect evaluation

The teaching effect of this blended teaching was evaluated by comparing the total scores of the two cet-4 tests in December 2017 and June 2018, as well as the scores of listening, writing and reading. At the end of the course, a questionnaire survey was conducted to investigate students' acceptance and participation in the blended teaching method.

Results

Basic information of twice CET-4 grades

Through statistical comparison of the two cet-4 test scores of the experimental class in December

2017 and June 2018, it could be found that after half a year of mixed teaching, students can see their reflection on cet-4. In December 2017, only students with good scores in the English college entrance examination were eligible to apply for the cet-4, while in June 2018, students with final scores of 74 or more were qualified to apply for the cet-4. Therefore, the pass-through rate was higher in December 2017. Class 1-4c was a class with relatively poor English scores. In December 2017, no students in cet-4 had the qualification for examination, while in June 2018, the average score of 14 students who had the qualification for cet-4 is 417, and the average score of listening was 146. Image A was a class with relatively good English scores. They got the highest score in the second cet-4 test, with more than 400 points, average listening score, average reading score and average total score (Table 1).

Table 1 Comparison between twice CET-4 scores of students receiving blended teaching mode

Classes	1-4C		Pharmacology 2& clinical pharmacology B		Image A	
Time of CET-4	17.12	18.6	17.12	18.6	17.12	18.6
Number of participants for CET-4	0	14	14	25	12	21
Students number for passing CET-4	0	4	7	7	5	6
CET-4 pass rate	0	28.6%	50%	28%	41.7%	28.6%
Top score	0	578	509	512	467	501
Students number with score more than 400	0	7	11	10	6	15
Listening average	0	146	134.7143	124.12	128.3333	133.2857
Writing average	0	131	144.5714	134.72	141.0833	134.381
Reading average	0	139	161.2857	133.12	136.5	143.5714
Total score average	0	417	440.5714	391.96	405.9167	411.2381

Comparison of twice CET-4 scores between students receiving blended teaching mode and students in traditional teaching mode

The results of the twice CET-4 tests were compared between study subjects and other students in 2017 grade. For the whole students in 2017 grade, the average score of cet-4 listening in Dec 2017 was 129.4385, and that of cet-4 listening in Jun2018 was 126.0302. 1-4c class had an average listening score of 146 in June 2018, well above the average. Pharmacology 2& clinical pharmacology B class had average score of cet-4 listening in Dec 2017 was 134.7143, and that of cet-4 listening in June 2018 was 124.12, down 10.5943 points. The average score of class Image A was 128.3333 in December 2017 and 133.2857 in June 2018, higher than the average score.(Table 2)

Table 2 Scores of twice cet-4 Comparison between study subjects and other students in 2017 grade

Classes	17 grade			1-4C			Pharmacology 2& clinical pharmacology B			Image A		
	Dec of 2017	Jun of 2018	comparison	Dec of 2017	Jun of 2018	comparison	Dec of 2017	Jun of 2018	comparison	Dec of 2017	Jun of 2018	comparison
Number of participants for CET-4	488	860		0	14		14	25		12	21	
Students number for passing CET-4	194	199		0	4		7人	7		5	6	
CET-4 pass rate	39.8%	23.1%	16.7% descendent	0	28.6%	28.6% rising	50%	28%	22% descendent	41.7%	28.6%	13.1% descendent
Top score	610	578	32 descendent	0	578	578 rising	509	512	3 rising	467	501	34 rising
Students number with score more than 400	275	359	84 rising	0	7人	7 rising	11	10	1 rising	6	15	9 rising
Listening average	129.4385	126.0302	3.4083 decrease	0	146	146 increasing	134.7143	124.12	10.5943 decrease	128.3333	133.2857	4.9524 increasing
Writing average	131.791	128.9233	2.8677 decrease	0	131	131 increasing	144.5714	134.72	9.8514 decrease	141.0833	134.381	6.7023 decrease
Reading average	143.9816	134.7419	9.2397 decrease	0	139	139 increasing	161.2857	133.12	28.1657 decrease	136.5	143.5714	7.0714 increasing
Total score average	405.2111	389.6953	15.5158 decrease	0	417	417 increasing	440.5714	391.96	48.6114 decrease	405.9167	411.2381	5.3214 increasing

Analysis of scores were calculated by those of Jun 2018 minus Dec 2017, which could remove the factors affecting students' basic English scores in the twice examination. It can be seen by comparison that classes 1-4c was greatly improved in all aspects, class A was greatly improved in all aspects except for writing average score decreased 3.8346 points. However, the mix class of Pharmacology 2& clinical pharmacology B was significantly decreased in all aspects except for top

score increasing 35 points (Table3) .

Table 3 Comparison of scores between twice CET-4 tests

Classes	17 grade	1-4C	Pharmacology 2& clinical pharmacology B	Image A
CET-4 pass rate	16.7% descendent	28.6% rising	22% descendent	13.1% descendent
Top score	32 descendent	578 rising	3 rising	34 rising
Students number with score more than 400	84 rising	7 rising	1 decrease	9 increasing
Listening average	3.4083 decrease	146 increasing	10.5943 decrease	4.9524 increasing
Writing average	2.8677 decrease	131 increasing	9.8514 decrease	6.7023 decrease
Reading average	9.2397 decrease	139 increasing	28.1657 decrease	7.0714 increasing
Total score average	15.5158 decrease	417 increasing	48.6114 decrease	5.3214 increasing

Results of questionnaire survey

A questionnaire survey was conducted in the experimental class at the end. which results were basically consistent with the results reflected in the results. The students of Class A have the highest participation and evaluation on blended teaching, and their grades have been improved the most. The overwhelming majority of the students in class 1-4C accepted blended teaching, and they could finish the tasks of the teacher after class, so their scores had been greatly improved. However, students in mixed classes of Pharmacology 2& clinical pharmacology B showed polarization, and the number of students supporting mixed teaching and opposing mixed teaching accounted for half, so their class performance declined after mixed teaching.

Discussions

With the development of mobile Internet, students' access to knowledge has also changed. The traditional classroom, consisting of teachers and textbooks, is no longer the only way for students to acquire knowledge. The monotonous and boring shortcomings of the traditional classroom are constantly amplified in the digital era. The national medium and long-term education reform and development plan outline (2010-2020) has been put forward to build a new information teaching concept, improve teaching method, enhance the teaching effect, promote the development and application of high-quality education resources, innovate new teaching modes that are reasonably mixed online and traditional, and use information technology to promote learners' autonomous learning and collaborative learning.

After a semester of blended teaching, it could be gratified to see that the subjective acceptance and active participation of students had improved their English listening and speaking ability to different degrees and improved their English listening performance to different degrees under this new teaching mode. The problems encountered in the development of blended teaching are summarized and reflected:

a, Objects suitable for the blended teaching mode

Since the implementation of blended teaching is a closed link between pre-class and on-class and after-class, it is very necessary to prepare for the pre-class teaching. Students should have a reserve of knowledge before class, so that they can actively participate in the activities in class. Therefore, students with good English scores and strong independent learning ability and active thinking are more suitable for this teaching mode. Students with poor English scores, however, do not have high participation in class because they do not have enough knowledge. Therefore, they are not suitable for this teaching mode.

b, Disadvantages of blended teaching model

In the process of carrying out blended teaching, students often encounter problems that cannot be uploaded when uploading homework assignments, which seriously reflects the enthusiasm of students to participate, and affect the statistics to some data of teachers. In addition, although

whether the students have checked the fragmentary listening learning resources uploaded by the teacher through the experience of "blue and black cloud class" can be showed, it only reflects whether the students have clicked on it, and cannot supervise whether the students have listened to it from beginning to end, and the effect of listening. Therefore, it is necessary to pass the test.

c, Details to pay attention to in the hybrid teaching model

It needs group cooperation to carry out blended teaching. There are many factors to consider in group composition, such as the proportion of male and female students, the crossing between classes, and personality factors. In a group, there should be a leader, or at least a corresponding person. Such a group learning atmosphere will be more harmonious. The group position is also important in the learning process, and the same group sitting behind is not as active as sitting in front. Therefore, it is necessary to adjust the group seats for each class.

Summary

On blended teaching mode in college English listening course in the practice and thinking, the author will continue to deepen the reform of college English listening teaching in the early results, apply it to the present teaching resource conformity and construction, pay attention to on the basis of the input and output to drive the dialectical relations, summed up the practical and effective of the new model of college English listening teaching reform.

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Author's brief introduction

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