

# Research on Blending Teaching Model Innovation of College English Based on Mobile Learning

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**Abstract:** This paper expounds the category characteristics, problems and disadvantages of college English teaching mode by analyzing and summarizing the model in the context of today's information technology era. Guided by the concept of fragmented mobile learning, adjustments have been made in terms of teaching resources and mode of college English combined with mobile APP and tools and teaching activities have been further designed through classroom practice and data analysis.

## 1. Introduction

The rapid development of information technology is profoundly changing people's work and life. [1] As the wide application of mobile tools has brought about the increase of new learning methods such as mobile learning and fragmented learning, blending teaching is becoming increasingly significant for social development and talent training as well as deeper educational research and practice. [2] Since the contradiction between traditional college English teaching and changing learning needs is becoming more and more obvious, it's necessary to integrate relevant information technology, combine new teaching tools with traditional classroom teaching, and propose new ideas and designs for college English teaching so that college English can get rid of dilemma and solve related issues.

## 2. Blending Learning

The so-called blending learning (B-learning) aims to combine the advantages of traditional learning methods with the benefits of network learning.[3] It emphasizes the teacher's design and monitoring of the learning process, combination between students' self-directed learning and independent learning as well as integration of teachers' guidance and students' creativity.[4] Different from the traditional teaching with teachers as the center of classroom and the main source of students' knowledge, blended learning emphasizes the integration of traditional classrooms and online independent learning, the subjective status of students as well as the leading role of teachers to promote interaction between teachers and students as well as students and students, thus finally moving from vertical learning to horizontal learning between students and students' self-directed learning.[5] Through mutual competition among students, students' English learning interest is continuously stimulated, and cooperation ability and self-learning ability are cultivated to improve classroom teaching effect.

## 3. Mobile learning

Mobile learning is a learning that can be possible anytime, anywhere with the help of mobile devices. Mobile computing devices used in mobile learning must be able to present learning content and provide two-way communication between teachers and learners. The existence of mobile learning enables learning to be possible exceeding time and space limitation, thus maximizing people's learning need and making lifelong learning possible. The rise of mobile learning is inseparable from the rapid development of mobile devices. Mobile devices such as computers,

tablets, and mobile phones are rapidly served as new learning tools; mobile tools such as Weibo, WeChat, bb platform, and mobile APP have quickly become widely accepted as learning carriers. The key to mobile learning is the application of mobile tools, which is the focus of this research and the core concept throughout the teaching design.

#### **4. Application Design of College English Blending Teaching Mode Based on APP**

Information technology and mobile tools have brought new ways of presentation to teaching, which enriches teaching resources and forms. However, there are no fixed standards and options for choosing which media tools and presentation methods to use in actual teaching. We can't evaluate the pros and cons of any media mode, but we need to combine the actual teaching situations we face, comprehensively analyze multiple factors such as teaching objectives, class schedule, learners' characteristics, and learning content and choose the most suitable and feasible teaching combination so that the teaching medium and the presentation it brings can truly serve the teaching.

In the unit teaching of college English, the target audience is a group of university students with full self-control and decision-making ability, most of whom are already adults and can use electronic devices. As for mobile phones and computers, on the one hand, they are the main communication tools that are easy to obtain and master; on the other hand, they are portable and immediate. Therefore, in the unit teaching, we choose smartphones and computers as the main teaching medium. In unit teaching, it will focus on students' independent learning and research learning. As the guiding and supporting of these teaching activities, teaching resources play a significant role, requiring teachers who should have the right to choose and control these resources to personally master, monitor and timely adjust them. At the same time, teaching resources need to be immediate on the one hand, and storable on the other as a way to provide more convenience for students. Therefore, we chose the presentation way of smartphone APP. According to the teacher's classroom goals and class schedules, this paper classifies and organizes related teaching resources along the teaching activities organized by teachers, and selects the modules and functions of APP according to the related needs of teaching activities. We hope that the resources and functions provided by the teaching APP can bring more convenience to the implementation of teaching activities to a certain extent.

##### **4.1 Resource Module Design of Unit Learning APP of College English**

The resource module design in the teaching APP corresponds to the categorization of the arranged resource. The teacher's teaching resources based on the teaching activities and the new materials continuously generated in the teaching practice are supplemented into the relevant teaching resource structure in the form of two-way interaction. It is classified under the corresponding type of module, so that the resource structure is operated and enriched in an orderly and proactive manner.

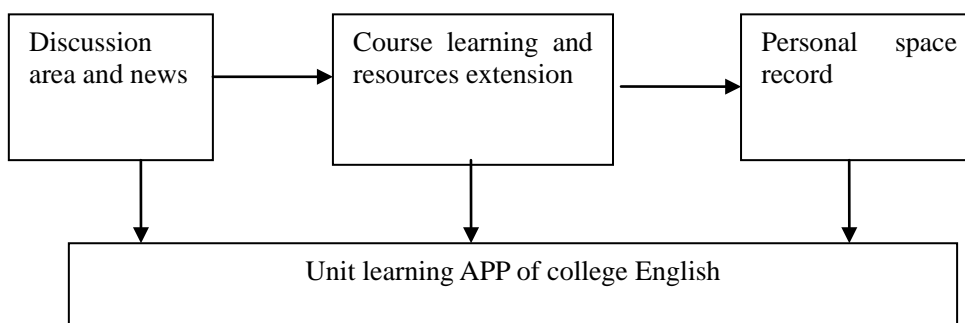


Figure 1 resource module design of unit learning APP of college English

##### **4.2 Functional Module Design of Unit Learning APP of College English**

In the teaching practice of the college English unit, one of the foundations of various teaching activities is the realization of the function of the auxiliary teaching tools. The autonomous operation

of resource design and management enables teachers to boast more freedom in a limited space so that teachers can more easily arrange and create teaching activities; and the existence of functions such as comments, postings, contributing, and dialogues creates more interaction between students and teachers. They are no longer passive recipients of teaching arrangements; instead, they are participant in teaching in such a way, even affecting the direction of the teaching process. They can promptly propose opinions and feelings, make contributions to teaching in the form of individual as well as effectively obtain relevant information and teaching support, thus improving students' participation in teaching activities. This is the exploration and practice of students' subjective consciousness, and also the source of richer and more diverse evaluation methods.

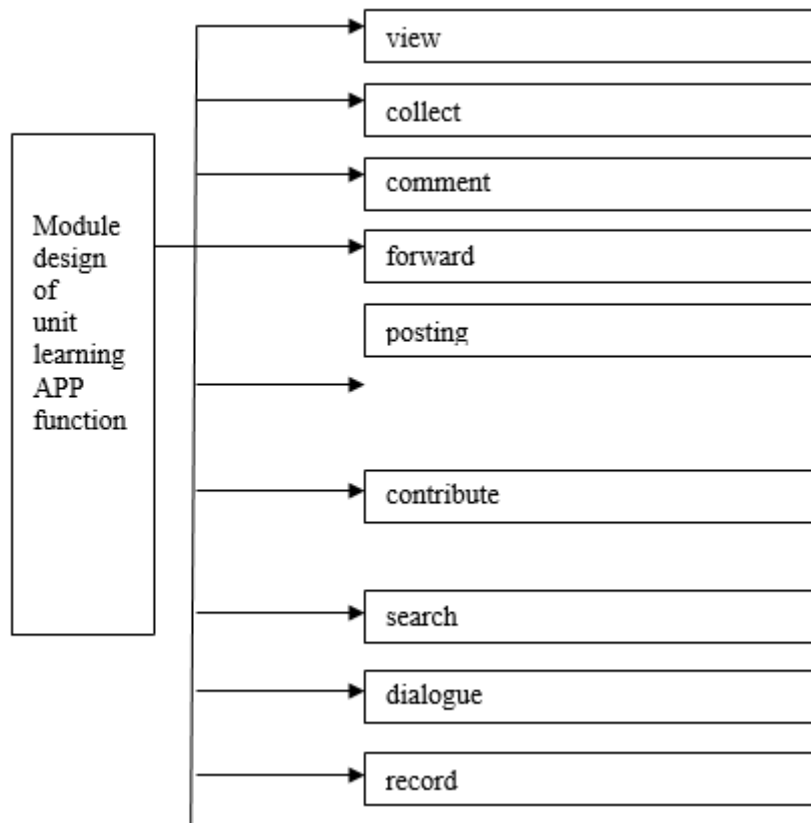


Figure 2 module design of unit learning APP function

### 4.3 Structural Design of College English Blending Teaching Mode Based on Smart APP

Blending learning aims to combine the advantages of traditional learning with the benefits of network learning. That is to say, it is necessary to let teachers play the leading role of guiding, inspiring and monitoring the teaching process, and to fully reflect the initiative enthusiasm and creativity of students as the main body of the learning process. The consensus of the international educational technology community also claims that only by combining traditional learning with network learning, we can obtain the best learning results. Based on this, when we are conducting the teaching design of college English, we combine with the specific functions and characteristics of the mobile APP and propose the college English blending teaching model based on the theme of integrated mobile tools.

In such a blending teaching mode, teachers use the mobile tools to organize and structure various learning modes, such as collective learning, independent learning, and cooperative learning, in the context of information technology. With mobile tools, teachers carry out richer and more diverse teaching activities in the context of blending teaching. The collective lectures in the class and the independent study after the class, the evaluation display in the class and the independent inquiry after the class are organically integrated, thus realizing the combination between traditional learning and network learning. In the actual teaching process, the teacher uses the mobile tool to push the resource materials related to the teaching task to the students in a targeted manner, and to remind,

correct and guide the learning tasks by controlling the time and content of the resource materials. Therefore, it will get rid of obstacles in the classroom and after the classroom and the assistance and influence of the teacher can be found everywhere throughout teaching, guiding, inspiring and monitoring the teaching process. In the classroom, the teachers set reminders and build brackets for the students through the push of relevant resources, and these brackets plan and guide the students' travel routes, and remind them of the different work that should be carried out in different links. In such a blending teaching, the traditional learning and the network learning are organically combined so that in the classroom and after classroom are connected and communicated. Various learning methods adapt to each other and work together, and the subjectivity of the students and the guidance of the teachers are also effectively integrated. After the class, during the process of viewing, collecting, contributing, and communicating with the mobile app, students enjoy more interaction and communication, and the individual learning space and the richer learning community are formed and established. It provides a mechanism for the sharing and transmission of information, and also creates conditions for independent learning, inquiry learning, and cooperative learning. In the process of teaching tasks, the teachers use the mobile tools as the medium to inform the course information, task notification, and related evaluations through the whole teaching process, so that students can obtain the whole clearer teaching cycle and structure as well as timely information. As there is more classroom time, the design of teachers' activities has become more diverse. Through the promotion and assistance of teaching resources, students can complete relevant preparations independently after the class, and can further explain and elaborate learning content in the collective learning in the class; it uses the classroom to release teaching tasks to students, but use mobile tools to provide students with support, so that students can complete independent exploration and interaction after the class, and use the classroom to conduct more in-depth display and evaluation. In this process, collective learning, independent learning, cooperative learning and other learning methods are organically combined and applied. The influence of teachers can be used to break through the barriers of the classroom with the help of mobile tools. The teaching activities and evaluation methods have been greatly enriched. At the same time, students' diverse abilities can be cultivated, enabling them to have more space for independent study, independent inquiry, cooperation and active display, thus forming the college English blending mode that connects internal and external and interacts with each other.

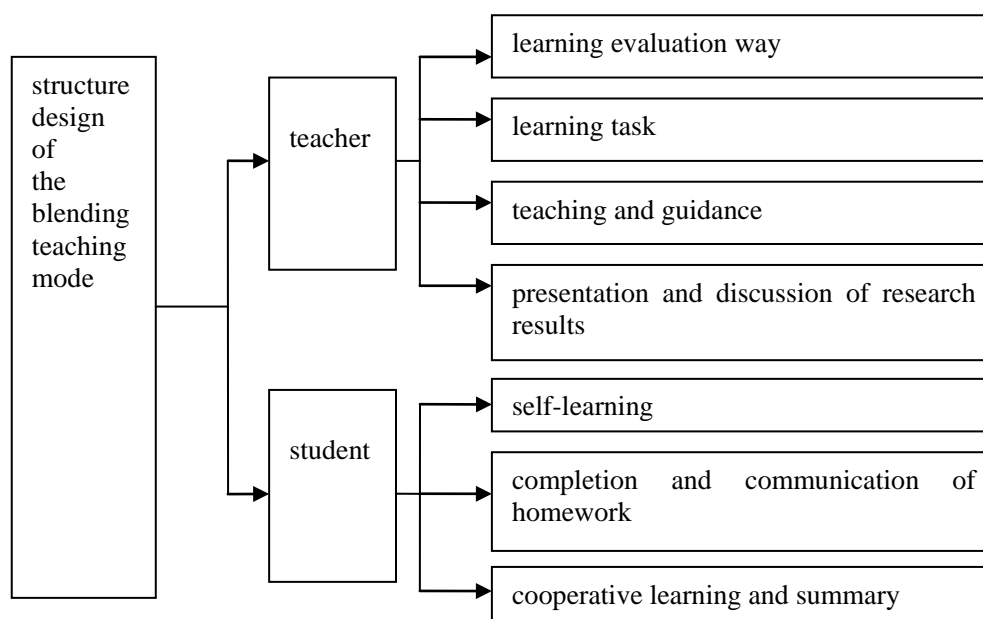


Figure 3 design of blending teaching mode

## 5. Conclusion

As for the influence of time, technology and other related factors, there are still some aspects in

this research that need to be further improved, so it requires more in-depth study and exploration, such as the function module of mobile phone teaching APP. In this paper, based on the Jianwang APP factory, the related functions of the teaching APP are designed to realize the functions of viewing, forwarding, commenting, contributing, collecting, submitting, and communicating, which basically satisfied the need of college English teaching. However, the type of resource push mainly includes documents and web sites and the integration of audio and video still requires further development and improvement.

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