

Blended English Teaching Based on Content

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Abstract—College English, as an important link in the cultivation of College Students' comprehensive quality, has received wide attention in the field of modern education. The comprehensive exploration of the practice of College English teaching reform requires a breakthrough and innovation in the teaching model of College English. Based on the content based teaching model, the teacher can analyze the trend of the blended teaching model of College English and explore the blended teaching model of College English so as to improve the effectiveness of College English teaching.

Keywords—English teaching, blended style, content based

I. INTRODUCTION

College English, as a basic subject for all-round quality education in Colleges and universities, has two different ideas for its orientation of education. One is the language drive model which takes the improvement of students' language skills as the starting point; The two is the content driven model based on the collection of English related information and the expression of professional ideas. These two patterns are the implicit and explicit factors in promoting the development of the teaching of Chinese Fu language. At the same time, the content referred to in this study, relying on teaching and blended teaching model, belong to two different possibilities. They have positive research value in their respective fields.

II. CONTENT BASED TEACHING MODEL AND BLENDED TEACHING MODEL

A. Content Based College English Teaching

Following the immersion language teaching method in Canada and many European countries, the content based language teaching method was born. Multiple intelligences model, language awareness mode, autonomous learning teaching mode as in language teaching, the teaching method is the world all institutions to explore the product knowledge and learning method, which emphasizes the collection of different factors in the learning process, to overcome the language learning and learning contents of two phenomena of traditional language teaching. From the social background, today is the era of knowledge economy, cross discipline exists, this method conform to this trend, the fundamental motivation lies in all aspects of language learners to contact more widely, better play the tools of language. In its essence, this approach integrates meaning construction, cognitive intervention, problem solving, high-level thinking, and the instrumental nature of language. A lot of researchers from multiple perspectives to understand the paradigm, this paradigm is that the overall teaching method in real sense, it is the philosophical basis and methodology system, theoretical support is also a single course syllabus set.

Content based English teaching relies on the content of English teaching, which is a major teaching method in ESP theory. It has been widely used since 1980s, and has become an important theory in oral English teaching with ESP. The main characteristic of CBI, which is based on the teaching of a subject or some subject teaching, is that it can be applied effectively to the English language. Language teaching and content are closely combined to improve the learning effect. Once some scholars pointed out that in the learning of a field of knowledge, the best effect is to improve the degree of mastering the knowledge and mastery of the field of language skills, both to improve is the most ideal effect.

Content based English teaching methods have the following main features: first, relying on content, that is, subject knowledge as the core, which is the primary feature of CBI; Secondly, language materials must be authentic in the course of teaching; Third, pay close attention to the latest information; finally, according to the needs of different groups of students to carry out the curriculum. In classroom teaching, language is the carrier of knowledge, according to the CBI teaching mode in the teaching of English language teaching is not only the object, but also an important means of communication, the only way to learn English better. In this case, to carry out professional English teaching, we should comb out diversified training programs for professional talents. In the scheme combing results of feasibility analysis of embedded teaching in English teaching, the teaching content and professional English teaching content can communicate deeply research object, suitable for different professional English teaching, should accurately analyze the demand and application prospect. Especially the selection of teaching content should not be bound by, to be a breakthrough in traditional English professional boundaries, to maintain close contact with the English related professional content, ensure the teaching of professional English in content and professional can highly fit, realize the integration of nature. The traditional degree education pays more attention to the construction of different discipline systems, but the current specialized English teaching highlights the practicability, and its essence lies in the equal emphasis on both profession and ability.

B. Blended Teaching Model

The mixed teaching model first appeared in the foreign training institutions, and guided the exploration of the traditional teaching methods through the integration of online and offline, face-to-face teaching methods. Subsequently, this teaching

model was applied to the teaching field positively, and the effect was remarkable. As a new direction of general teaching mode, our country pays great attention to the application and practice of blended teaching mode in our country's educational system. A lot of theory and practice of comprehensive integration, to reach a consensus on the hybrid teaching mode of international educational technology field, namely face-to-face classroom teaching and online learning model for centralized integration, to achieve resource sharing, complementary advantages can play a good learning effect. The mixed teaching model provides a new way for the reform of modern education system, the co integration of traditional and network teaching resources, breaking the traditional limitations of time and space, the full integration of multimedia technology, including video, audio, text, graphics, animation and other multimedia technology, show the main value and the leading role in teaching in. The exploration of blended teaching model of College English is expected to play a good teaching effect and lay a foundation for the promotion of comprehensive ability of College Talents in the context of overall quality education.

III. THE CONTENT BASED HYBRID ENGLISH TEACHING PRACTICE

With the Internet, especially the rapid popularization of mobile media, based on the previous content based teaching reform, combined with the concept of blended teaching, from teaching materials, teaching methods, teaching evaluation and other aspects will be based on the contents of mixed teaching into English teaching practice. Relying on the teaching content teaching unit theme guidance, teaching methods and make full use of modern Internet and mobile media convenience, presentation and teaching materials in the design of teaching activities, teaching evaluation and other aspects of a useful attempt, hoping that the new teaching idea to the teaching effect to bring gratifying harvest.

A. *The Mixed Presentation of Teaching Materials*

Traditional teaching materials are mostly presented in paper form, mainly textbooks and reference materials. Blended teaching uses the convenience offered by the Internet and mobile media, and its learning materials are presented in a diversified manner. In addition to the traditional paper teaching materials and reference materials, teachers can directly publish teaching materials in the QQ group and WeChat group, and give instruction. Video and audio data, students use smart phones or computers can be directly extracted to watch. The theme of this term "food culture unit the art of table", for example, require students to preview the paper materials; the use of WeChat group and QQ group to students upload CCTV international channel produced by the "Sichuan Cuisine Museum" Sichuan Museum show video upload; "China's traditional translation collection (word document)"; English Download APP learning English fun voice "and search for" tongue on Chinese "series of short films. The blended presentation of learning materials achieves rich teaching resources, saves classroom time, and prepares for the study of unit subjects.

B. *The Mixed Use of Teaching Methods*

Blended instruction uses modern educational technology to facilitate communication and the learning materials and learning requirements are communicated to learners in advance. Therefore, in the classroom teaching, teachers can effectively change the former teacher centered students' passive learning model, and pay more attention to the consolidation and internalization of the learner's knowledge, and arrange teaching activities. Taking the dietary culture unit mentioned above as an example, the teaching process is divided into the following steps and stages.

(1) import phase.

The students choose the familiar or familiar dishes in the Chinese traditional Chinese dishes, which are provided by QQ and WeChat in advance. Because the task before class together with the teaching material issued in advance, and can choose their own familiar with or interested in the food, so students are full of enthusiasm, graphic introduced their eating experience, a warm classroom atmosphere.

(2) classroom teaching.

The textbook content study arranges two periods. The text of this unit introduces the characteristics of sichuan, zhejiang and cantonese dishes in the eight major cuisines and the three traditional Chinese dishes and the cultural and dining etiquette of Chinese food and beverage culture. The learning of the text mainly adopts the traditional face-to-face teaching method, and teaches and practices the structure, key sentence structure and writing method.

(3) expand the theme and improve the comprehensive utilization of language.

Before class, we Shared the video of chengdu sichuan cuisine museum and asked learners to fully watch video before class. Based on the knowledge of video content in mobile media before class, the classroom is divided into the audio-visual and retelling exercises. Video is a promotional video of Chinese sichuan food produced by CCTV international. Content involves the history of sichuan cuisine, taste characteristics, cooking methods, such as content, students on the basis of watching preparation before segmentation to watch video, record key words, according to the keywords simple statements video content.

(4) comprehensive extracurricular activities.

English learning software requires learners to use smartphone to download "fun English dubbing," search "on the tip of the tongue of China" related video clips, and complete the dubbing practice in the APP, will share to team the most satisfactory dubbing her homework WeChat group, organized by team leader team to watch, compare and comment and picked out the best work for the PK between groups. Practice shows that this new and free learning method greatly mobilizes students to speak English.

C. *The Mixed Implementation of Evaluation Methods*

The change of teaching philosophy and teaching method must be supplemented by the change of evaluation method to ensure the effective improvement of learning efficiency. In the mixed teaching method, the participation of learners is greatly improved, which requires the evaluation of learners to be more comprehensive and diversified. First is a combination of formative assessment and summative assessment: students at ordinary times on the platform of electronic records, and class exercises show's performance, and so on are included in the file cover, before and after contrast. Secondly, teacher evaluation and peer evaluation mix. The student's performance was observed by the teacher, and all the students in the class and the members of the group participated in the evaluation through thumb up, comment and other methods.

D. *Summary of Implementation*

At the end of the six-month teaching practice, the questionnaire survey was conducted to understand the effect of the project implementation. After analyzing the questionnaire data, it was found that: First, students reflect, which is based on unit theme content of teaching reform to develop learners' target language culture field of vision scope and depth effect is very good, each unit theme to let the students an in-depth understanding of the subject from different angles; Second, the vertical diversity of hybrid materials and teaching methods to broaden the students' learning engagement and participation in the way of learning English, students generally reflect such as listening, speaking, reading and writing translation of language comprehensive application ability effectively; Thirdly, the methods and methods of learning English through the Internet and mobile media are convenient and effective, and more and more varied and effective methods need to be explored further. Fourth, the effective supervision and evaluation of mobile media learning will promote the continuous learning interest more effectively and guarantee the learning effect.

IV. SUMMARY

In conclusion, based on the content hybrid university English teaching students reflect based on unit theme content of teaching reform to develop learners' target language cultural vision breadth and depth effect is very good; Vertical diversification of hybrid materials and teaching methods to broaden the students' learning and participation in the way of learning English, make comprehensive language application ability such as listening, speaking, reading and writing translation to have obviously improved; It is convenient and effective to learn English through Internet and mobile media. The effective supervision and evaluation of mobile media learning is more effective in promoting continuous learning interest and ensuring the learning effect.

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