A Practical Study on the Construction of College Upgraded English Mixed Curriculum
—Take Beijing City University as an Example

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Abstract

With the help of network teaching platform, hybrid teaching organically integrates online and offline teaching methods, enriches learning forms, optimizes teaching process and improves students' learning experience. Beijing City University has carried out the construction practice of College Upgraded English mixed curriculum. This paper combs the difficulties faced by the College Upgraded English teaching, formulates and implements the mixed English course teaching scheme, carries out the two-year mixed teaching practice with the help of youmu course network teaching platform, and establishes the College Upgraded English mixed teaching mode.

Key words: Upgraded English; Mixed Courses; Network Teaching Platform

I.Introduction

Hybrid teaching organically integrates online and offline teaching methods and technologies, which can enrich learning forms, optimize teaching process, enhance students' investment and improve learning experience. At present, blended teaching has become a common foreign language teaching reform measure in Colleges and universities in China. The construction of a large number of foreign language courses and micro courses and the application of foreign language learning platform have accelerated the popularization of blended teaching.

The author's school, Beijing City College, is based on the practical needs of junior college students eager to successfully enter undergraduate education, and solves the problems existing in the present traditional classroom teaching mode by means of network teaching under the background of educational informatization.

II. Review of Research at Home and Abroad
2.1 Research on Blended Teaching

Hybrid teaching can give full play to their respective advantages online and offline, and form a joint force of education. Lee et al. (2017: 431) believed that online should pay more attention to stimulating students' active inquiry spirit, and offline should pay more attention to carrying out challenging and high return teaching activities; Online should pay more attention to information exchange and offline should pay more attention to reaching consensus. From the perspective of constituent elements, hybrid teaching should create a teaching ecology conducive to learning through systematic design. Hybrid teaching should realize the organic combination of teaching content, teaching resources, teaching strategies, teaching activities, teaching support, teaching evaluation and other elements.

Li Kedong et al. (2004:7) pointed out that the main idea of hybrid teaching is to organically integrate face-to-face teaching and online learning, solve problems in different ways according to different problems and requirements, and adopt different media and information transmission methods in teaching, so as to reduce costs and improve benefits. He Kekang (2004:21) pointed out: "blended learning is the integration of the reform of traditional teaching and the reform after reflection on e-learning. Through modern information technology, we can create an ideal learning environment, realize a new learning method, completely change the traditional teaching structure and educational essence, and cultivate innovative talents needed in the 21st century".

2.2 Research on Hybrid Curriculum Construction

In China, blended curriculum has been practiced in undergraduate English Teaching in Colleges and universities and achieved preliminary results. Some colleges and universities are carrying out the construction of College Upgraded English mixed curriculum, but the construction of College Upgraded English mixed curriculum in Beijing City University is still blank. The exploration of College Upgraded English mixed teaching mode is of practical significance.

The school offers application-oriented majors such as preschool education, exhibition, traditional Chinese medicine, crude medicine and food. At present, there are nearly 2000 college students, and the demand for students to upgrade from college to college is high. However, the English students from college to college are weak in English foundation, low in learning enthusiasm in class and unable to preview before class. In the classroom, the teaching class is too large, the classroom feedback is not timely, and there is a lack of network teaching platform to support the whole teaching process. It is imperative to solve the contradiction between the needs of junior college students and the backward English teaching mode, build hybrid courses and bring better solutions to the improvement of English teaching quality.

III. Practice on the Construction of College Upgraded English Mixed Curriculum

Beijing City University has carried out the construction practice of College Upgraded English mixed curriculum. Firstly, a questionnaire is used to sort out the difficulties faced by College Upgraded English teaching, and a mixed English curriculum teaching plan is formulated and implemented. Secondly, the two-year mixed teaching practice is carried out with the help of Youmu course network teaching platform. Finally, we reflect on the shortcomings of mixed teaching, adjust and optimize the mixed teaching scheme, build a College Upgraded English mixed teaching mode, and improve students' English ability and online and offline autonomous learning ability, so as to exercise teachers' teaching ability and research ability.

3.1 Teaching Objectives

3.1.1Students' Training Objectives

In teaching of Higher Vocational Colleges it is pointed out that the basic purpose of English Course Teaching in higher vocational colleges is to enable students to master certain basic English knowledge and skills, have certain abilities of listening, speaking, reading, writing and translation, and carry out simple oral and written communication in daily and business activities involving diplomacy. And it is to lay a foundation for further improving English communicative competence in the future. The goal of the mixed teaching design scheme is to solve the contradiction between the examination needs of college students and the backward College English teaching mode. Through online and offline mixed teaching, it can help students who are willing to upgrade to college improve their interest in English learning and their learning efficiency and cultivate their lifelong learning ability.

3.1.2 Goal of Teaching Mode Development

Junior College Students' English foundation is weak, but they are full of creative talent and desire for expression. The traditional classroom can not provide a stage for students to show, so the classroom atmosphere is dull and the teaching effect is worrying. Most students have a single way of learning and rely on teachers' classroom explanation. The quality of students' classroom listening is greatly affected by individual subjective factors, which is difficult to implement knowledge, and students are in a passive state. The mixed teaching mode organically combines language ability practice and curriculum activities through the network teaching platform to improve students' enthusiasm for learning English and participation in classroom activities, so as to make students learn something and use it. (see table: differences between traditional classroom and mixed classroom)

3.1.3 Goal of Teacher Development

College foreign language teachers should also seek change and innovation, become the designer of mixed courses, abandon the "water course" and build a "golden course". In the process of practice, they should actively improve their own information-based teaching literacy, and improve teachers' online and offline hybrid teaching ability and teaching research ability.

3.2 Teaching Content Reform

The mixed curriculum construction of College Upgraded English in Beijing City University covers two aspects: College English curriculum construction and College Upgraded English curriculum construction. The former lays a solid foundation for college students' English, including the construction of two compulsory courses of general basic courses "English 1" and "English 2". The latter further improves the application ability of College Students' Comprehensive English knowledge, including the construction of two courses: College English improvement class and College Upgraded English guidance and sprint.

This study focuses on the construction of network curriculum and the design of classroom activities. The construction of online courses mainly includes course resources (unit introduction, micro course production, glossary, grammar ppt handouts, test site lecture, test question bank construction, question type explanation, micro course construction), course activities (online homework, online test, questionnaire survey, discussion and Q & A), question bank construction, column design, etc. The design of offline classroom activities should highlight the dominant position of students and is combined with the teaching content. Students not only value teacher-student interaction and evaluation, but also care about peer evaluation among students. Increasing students' interaction in teaching links is also the focus of hybrid curriculum research.

The College Upgraded English hybrid course combines online self-study and offline teaching to build a College Upgraded English online course platform to facilitate students' online learning at any time and anywhere through mobile phones or computers, and break the space and time limitations of classroom teaching. In class, teachers stimulate students' interest in learning and improve their learning motivation through rich and diverse classroom activities. After class, students consolidate the language points learned in class through course resources, online homework and online tests on the network teaching platform. When students encounter unclear points, they can leave messages in the Q & a discussion area and get answers on the teacher's duty line. The time and place of fragmented learning before and after class are relatively flexible. Using smart phones for learning is novel and easy. Compared with traditional learning, it can give full play to students' autonomy, cultivate their ability of autonomous learning and urge students to learn.

3.3 Teaching Method Reform

The mixed teaching methods of College Upgraded English mainly include situational teaching method, task-based teaching method and the communicative teaching method.

3.3.1 Students Centered

First, we get the students' needs for college upgrading learning, incorporate the practical English test

oriented micro skills and organically integrate them into each unit. It not only provides the introduction of knowledge points of test oriented skills, but also creates situational tasks for students to internalize their knowledge. Second, we attach great importance to the diversified design of exercises and tasks, encourage students to actively participate in and cooperate in exploration, and guide students to actively construct meaning. Third, we fully consider the students' knowledge structure and cognitive level, and select video based extracurricular supplementary materials, including speeches, songs, film clips and online short videos, which do not require high English level of students and do not need too much professional background knowledge.

3.3.2 Base on Content

The teaching materials are arranged according to the theme. Students are exposed to various meaningful input materials through various modes such as viewing, listening and reading, so as to learn and apply listening and reading skills. Oral and writing skills are also constructed based on unit theme related tasks. Therefore, the academic skills in teaching materials are no longer empty and abstract knowledge, but become concrete and real problem-solving tools and methods.

3.3.3 Creating a Learning Environment for College Entrance Examination Preparation

Teachers set up a real question bank and special exercises for examination questions online, require students to complete them independently, and count the test results before class. Offline we check students' autonomous learning, feed back their achievements, and focus on the students' errors. And we encourage students to discuss in class and evaluate each other. This method is easier for students to accept than teachers' painstaking emphasis on the importance of classroom notes, and transforms passive learning into active learning. At the same time, the online teaching platform is conducive to saving teaching materials and accumulating teaching achievements. Through a series of online and offline teaching tasks, junior college students can learn English grammar more deeply and lay a good foundation for upgrading from junior college to undergraduate.

3.4 Teaching Evaluation Reform

The hybrid classroom teaching evaluation system includes the combination of formative evaluation and summative evaluation, online evaluation and offline evaluation. Among them, online learning evaluation mainly includes the completion of pre-class preview tasks, class attendance, class test questions and after class homework. Offline learning evaluation includes classroom state, self-evaluation and learning results, in which classroom state includes communication state, emotional state, attention state, thinking state and result state.

IV. Research Conclusions and Improvement Measures

Since 2018, our university has carried out mixed curriculum construction, promoted the process of curriculum informatization, and improved the teaching quality. The feedback from teachers and students is good. The advantages of hybrid teaching platform are more obvious, which can meet the needs of digital generation college students, and the learning effect of students has been significantly improved. But at the same time, there are still some problems in the specific construction process:

4.1 Teaching Design from the Perspective of Students

Unreasonable teaching design will increase students' learning burden, have a negative impact and affect the smooth development of teachers' teaching process. This requires teachers to take student factors into account in designing teaching and carefully analyze students' general characteristics, initial ability and learning needs from their perspective.

4.2 Learning Tasks Set Reasonably

For a teacher, the number and difficulty of curriculum learning tasks should be formulated in accordance with the students' ability to jump so as to avoid great pressure on students' psychology and cognition. Teachers

should provide students with teaching content of appropriate difficulty, mobilize students' enthusiasm and give full play to their potential so as to surpass themselves and reach the next stage of development.

4.3 Supervision of Students' Online Learning Effect

The results show that students' learning attitude and learning effect need to be improved before and after class. Through interviews with students, it is analyzed that there are two main reasons. One is that some students are used to traditional classroom teaching methods, do not like new things, and feel that they occupy a lot of extra-curricular time. Second, online learning before and after class is unsupervised. Although teachers will monitor the learning situation of each student in time, it can not achieve much effect for students. Students have strong autonomy and lack of self-control. Teachers need to take certain measures to strengthen the monitoring of online learning.

4.4 Improvement of Teachers' Information-based Teaching Ability

Blended English classroom requires teachers to have strong information-based teaching ability. First of all, they should establish a modern educational concept. Teachers should change their roles in time, guide, organize and coordinate students' learning activities, and pay attention to cultivating students' ability of autonomous learning and cooperative learning. Secondly, we should have the ability to apply modern information technology, which requires teachers to skillfully use all kinds of learning tools and software, cultivate data awareness, master relevant data processing technology and improve information literacy.

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