Practice Effect of College English Teaching Design Based on the Hybrid Network Model

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ABSTRACT. With the deep combination of information technology and education industry, the educational concept and teaching mode are constantly updated, and the teaching effect under the hybrid mode is superior to the traditional teaching mode to some extent. The teaching of college English "three-dimensional integration" based on the hybrid network model is supported by an autonomous learning platform, and the students' autonomous learning ability is improved by combining traditional teaching with computer teaching. By setting an experimental group and a control group, the students in the two groups had the same level of independent learning ability and comprehensive application ability as the English level before the experiment. Results show that the experimental group and control group on average in the final exam difference is 3.69, the average difference between the autonomous learning ability of 12, English comprehensive application ability difference of 15.03, significant difference exists among three aspects, fully shows that network hybrid mode of "three-dimensional" hidden curriculum teaching design practice effect is good, can improve the students' English performance, autonomous learning ability and English comprehensive application ability.

KEYWORDS: Network hybrid, College english, Three-dimensional integration, Hidden curriculum

1. Introduction

Since the 20th century, with the continuous development of information technology, the Internet has gradually penetrated into the education industry, and the abundant network teaching resources have greatly promoted the ability of students to learn independently. This network hybrid mode not only plays the leading role of teachers, but also cultivates the initiative and creativity of students in the learning process [1]. In 2007, the ministry of education issued the teaching requirements for college English courses, which proposed that college English teaching should make full use of modern information technology and adopt a teaching model based on computers and classrooms, so as to make English teaching develop towards the direction of personalized and independent learning to a certain extent without being restricted by time and place [2]. The hidden curriculum is the unplanned knowledge, values, norms and attitudes that students acquire in the material environment and the spiritual environment. It has implication, but it can exert a strong influence on students and subtly influence their physical and mental development [3].

Existing research on the influence factors of university recessive course effect is analyzed, but did not combined with network hybrid model and the analysis of the study "3D", Internet + model in real life, and the teaching design of "3D" model has been applied practice in colleges and universities in the country, so it is necessary for network hybrid mode of "three dimensional body" hidden curriculum teaching influence factors analysis [4]. There are also studies on the comparative analysis between the "three-dimensional integrated" English teaching model and the traditional English teaching model, and the lack of analysis on the network hybrid model and the hidden curriculum requires a comprehensive comparative analysis of the three [5]. Therefore, based on the shortcomings of existing studies, this paper analyzes the factors of "three-dimensional integration" hidden curriculum teaching in the network hybrid mode and analyzes the teaching effect of hidden curriculum in this mode, which is of practical significance [6].

In this paper, using the method of questionnaire survey and empirical analysis method to analyze the experimental data, based on the questionnaire survey data as well as many references in the find out the factors, which affect the effect of recessive curriculum teaching and affect the magnitude of value in itself, and in the empirical analysis using independent sample T-test to prove network mixed mode of "3D" hidden curriculum teaching effect is better than that of traditional hidden curriculum teaching effect [7]. Combined with the analysis results of the two, this paper puts forward Suggestions and Suggestions for improving the teaching effect of hidden curriculum, providing an innovative path for English teaching in domestic colleges and universities, and providing a reliable basis for the cultivation of innovative talents in China.

2. Research and Design Method of Hidden Curriculum Teaching

2.1 Questionnaire Survey Method

Questionnaire investigation object is mainly the experimental group and control group of students, the research content including network hybrid mode, "3D" hidden curriculum teaching influence factors, student network hybrid mode of hidden curriculum teaching mode "3D" attitude, and thinks that the teaching mode their autonomous learning ability and comprehensive ability to learn English if there is a promotion.

At the same time, reliability and validity tests were carried out on the results of the questionnaire survey. The formulas are as follows: (1) and (2), both of which are larger than 0.7, indicating that the data are valid.

$$R_{xx} = \frac{ST^2}{S_x^2} (1)$$

In the above formula, R_{xx} represents the reliability coefficient of the measurement, ST^2 represents the variance of the true fraction, and S_x^2 represents the variance of the real fraction. Reliability is used to measure the reliability of a test, that is, the consistency of the results obtained from multiple tests.

$$r_{xy}^2 = \frac{s_y^2}{s_x^2} (2)$$

In the above equation, r_{xy}^2 represents the validity coefficient of measurement, s_y^2 represents the effective variance, and s_x^2 represents the total variance. Validity is used to measure the validity or correctness of a measurement.

2.2 Empirical Analysis

First, it is assumed that the teaching effect of college English "three-dimensional integration" hidden curriculum based on the hybrid network model is better than the traditional traditional English teaching model, which is more conducive to the comprehensive development of students.

Next, an experimental group and a control group were set. Experimental group 1 adopted the "three-dimensional integrated" English teaching mode under the network hybrid mode, while the control group adopted the traditional conventional English teaching mode.

Empirical analysis in the process of the independent variable is one of the traditional English teaching mode and hybrid mode of "3D" English teaching model, the dependent variable is the experiment at the end of the student's final examination results, the autonomous learning ability and English comprehensive application ability, record the student's final exam scores in the experiment, the independent learning ability and English comprehensive application ability.

Finally, the differences in students' final exam scores, autonomous learning ability and comprehensive English application ability before and after the T test were used. T-test formula as shown in (3), type in $\overline{x_1}$ for the average of the first set of data, said A second group of data of average, $\overline{x_2}$, n_1 said the first group of the amount of data, n_2 said the second group of the amount of data, the variance of the first set of data, s_1^2, s_2^2 the variance of A second group of data, the corresponding T value corresponding to the same A P value, $P < 0.05$ shows that experimental data and control data exists obvious difference, namely exist significant differences.

$$t = \frac{\overline{x_1} - \overline{x_2}}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}} (3)$$

3. Experiment of Course Teaching Design

Firstly, distribute and recycle the questionnaire. The number of questionnaires issued this time was 300, and 260

questionnaires were finally recovered, with a reliability of 0.798 and a validity of 0.865, both of which were greater than 0.7, indicating that the results of this questionnaire are relatively consistent with the reality and are true and reliable.

Secondly, combining with research and questionnaire survey, will eventually affect the network hybrid model of "3 d" recessive course of college English teaching practice effect factors identified as: degree of student participation enthusiasm, diversification of teaching content, teaching forms diversification, and the convenience of network resources platform and teaching feedback timeliness, will remember these factors respectively for the X1, X2, X3, X4, X5, network hybrid model of "3 d" effect of recessive curriculum of college English teaching practice to Y.

Finally, the differences in students' final exam scores, autonomous learning ability and comprehensive English application ability before and after the T test were used.

4. Result Analysis

4.1 Analysis of Experimental Results

First, the results of the questionnaire are analyzed, mainly to analyze students' attitudes towards the "three-dimensional integration" hidden curriculum teaching mode under the network hybrid mode and whether they think their independent learning ability and English comprehensive learning ability can be improved under the teaching mode. The relevant data are shown in Figure 1.
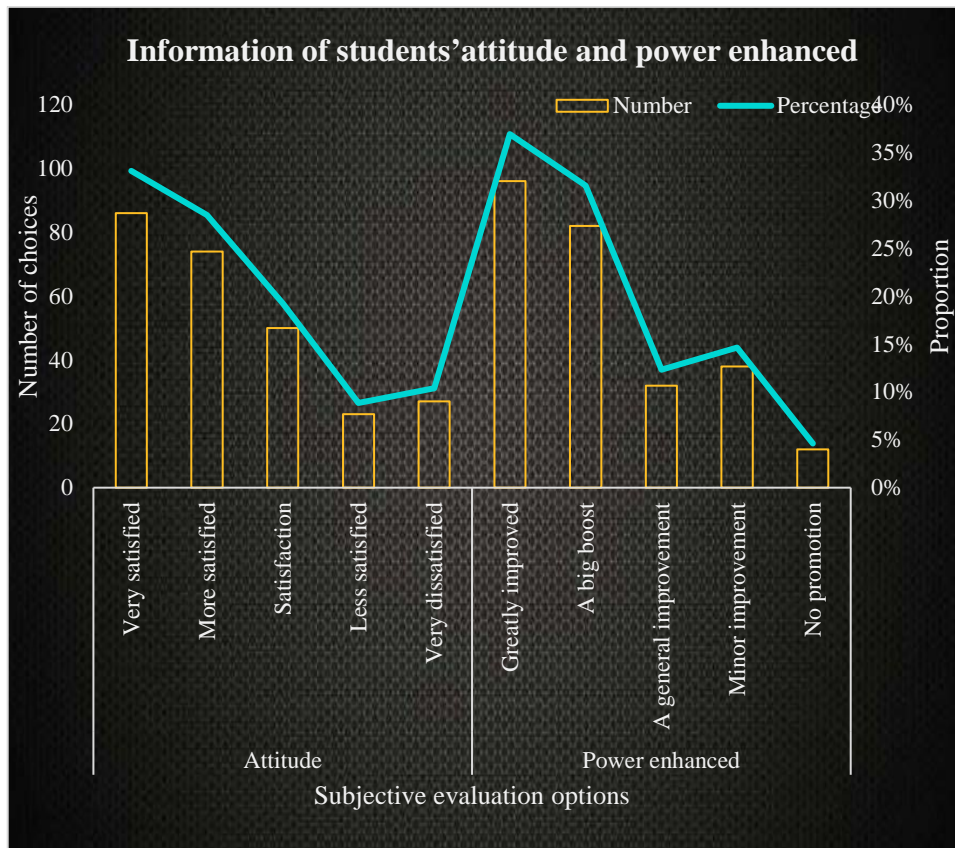

Fig.1 Information of Students' Attitude and Power Enhanced

From Figure 1, we can see that most of the students are very satisfied with the teaching mode of college English "three-dimensional integration" hidden curriculum under the network hybrid mode, followed by relatively satisfied, satisfied, very dissatisfied and less satisfied, indicating that the practical effect of this mode is better to some extent. At the same time, most students think that their independent learning ability and comprehensive English learning ability have been greatly improved under this teaching mode.

T-test the student's final exam scores before and after the experiment, the independent learning ability and English

comprehensive application ability of the differences between the results are shown in table 2, 3 P values are in Table 2 is less than 0.05, shows that experiment money after students' final examination results, the independent learning ability and English comprehensive application ability exist significant differences, namely network hybrid mode of college English "3D" hidden curriculum teaching can significantly improve the students' final examination results, the independent learning ability and English comprehensive application ability.

Table 2 Results of Independent t-Test

	Group	Average value	Standard deviation	Mean difference	T value	P value
Final exam results	Test group	90.25	10.26	4.26	3.125	0.021
	Control group	86.56	6.59			
Autonomous learning ability	Test group	92.56	12.53	3.28	2.156	0.032
	Control group	80.56	5.89			
Comprehensive English application ability	Test group	95.26	15.65	5.08	4.589	0.000
	Control group	80.23	5.56			

4.2 Relevant Countermeasures and Suggestions

4.2.1 Improve Students' Enthusiasm for Participation

In the hidden curriculum, the participation of students is particularly important. Language learning should follow the rules of listening and speaking first, so as to better use and practice the language. Can adopt the way of cooperative learning group, and the students in small groups to study for the unit, at least to hear any of the items, the ability to listen to the performance of students in teachers according to students assessment, and its ability to form a file at the end of the semester we feedback to students, let students know themselves in the learning process in time, improve the participation enthusiasm of hidden curriculum.

4.2.2 To Improve the Diversity of Hidden Curriculum Teaching Forms

Teaching methods should be flexible according to the actual needs of students and teaching content, should not be in accordance with the invariable way of teaching to deal with the flexible network hybrid teaching model. The diversification of classroom learning methods can stimulate students' interest in learning and enhance their confidence in learning. Therefore, the design of classroom activities should strive to stimulate students' interest and improve their enthusiasm for participation. For example, let students participate in a series of activities such as speech, study report, role play, classroom debate, group discussion, group competition, simulated dialogue, etc., and use meaningful communication activities in class to not only enliven the classroom atmosphere, but also effectively improve their language communication ability.

4.2.3 Improve the Convenience of Network Resource Platform

Based on the network hybrid model of "3D" recessive course of college English teaching mode to autonomous learning and improve the comprehensive ability unifies in together, the convenience of use of network resources platform determines the interest of the students' autonomous learning, network learning environment also can affect the degree of students with learning, convenient platform for the network resources to a certain extent can stimulate students' participation enthusiasm, so need to strengthen the construction of network resources platform of convenience.

4.2.4 Improve the Timeliness of Teaching Feedback of Hidden Courses

In the hidden curriculum teaching design, teachers shall timely find out the problems existing in the teaching design, and found that students' acceptance of course in time, according to the evaluation of the objective basis for revising teaching plan, in a timely manner to improve teaching methods, perfecting teaching, guide students to use learning strategies and methods, to enhance students' study initiative.

5. Conclusion

Through the research of this paper, it can be obtained that online learning and online learning can be integrated to

achieve the complementary advantages of online learning and traditional face-to-face classroom learning. In China, most learners are learning English in a non-native language environment, so it is necessary to create a good English language learning environment for students by innovating the teaching model, making full use of the Internet, and actively developing English hidden curriculum. This paper fully proves that the "three-dimensional integration" hidden curriculum teaching under the network hybrid mode can not only improve students' English performance, but also improve students' autonomous learning ability, and also improve students' comprehensive English application ability.

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