

# Research on the Blended Teaching Mode of Higher Vocational English in the New Media Era

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**ABSTRACT.** The arrival of the new media era has changed the traditional teaching mode. In higher vocational English teaching, teachers should fully grasp the characteristics of the new media era and adopt the mixed teaching mode, so as to further improve the quality of higher vocational English teaching. The so-called blended teaching mode is an organic combination of traditional teaching and digital teaching under the innovative teaching concept. The adoption of blended teaching mode in higher vocational English teaching can fully reflect the advantages of teaching resources and different teaching methods and can significantly improve the effectiveness of English teaching. This paper mainly analyzes the development of the blended teaching mode of higher vocational English in the new media era.

**KEYWORDS:** Higher vocational colleges, English teaching, The new media era, The blended teaching mode

## 1. Introduction

English is a very important subject in higher vocational colleges. In today's society, the demand for English professionals increases urgently. English ability has become one of the assessment items of enterprise personnel recruitment. English Teaching in vocational colleges directly affects students' employment in the future. Strengthening the research on English teaching mode in higher vocational colleges can improve the effectiveness of English teaching. As a new teaching mode, the blended teaching mode has strong innovation and can play an obvious role in higher vocational English teaching. In particular, the arrival of the new media era has created a good condition for the blended teaching mode. The following is to take the higher vocational English teaching as an example to analyze the application of blended teaching mode.

## 2. Concept Analysis on the Blended Teaching Mode

There are obvious differences between the blended teaching mode and the traditional teaching mode. The combination of digital teaching mode and traditional teaching mode is the main feature of the blended teaching mode. As a deep learning mode, the blended teaching mode can greatly meet students' personalized learning needs. The new media era provides favorable conditions for the blended teaching mode. The application of blended teaching mode in higher vocational English teaching can provide students with rich teaching resources and meet their learning needs anytime and anywhere. However, under the blended teaching mode, the role of teachers is also irreplaceable. Only by combining online teaching with offline teaching under the guidance of teachers can an efficient English classroom be constructed<sup>[1]</sup>.

## 3. Problems of Higher Vocational English Teaching in the New Media Era

### 3.1 Improve the Utilization Rate of Teaching Resources

The most significant feature of new media is the increasing popularity of the network. Influenced by the openness of the network, information resources are constantly emerging. Abundant network information resources create good conditions for teaching activities. Teachers and students can use network information resources to meet the needs of efficient learning. However, at present, the utilization rate of teaching resources in English teaching is not high in most vocational colleges in China, because the advantages of high-quality network teaching resources in the new media era have not been fully reflected and many teachers still rely on traditional English textbooks excessively. It is difficult to improve the English teaching overall without the effective use of high-quality teaching resources. In addition, vocational college students lack the correct understanding of new media. They often use new media to collect

entertainment information and ignore the role of new media in teaching. The lack of correct understanding of new media also affects the utilization rate of teaching resources<sup>[2]</sup>.

### **3.2 Backward Teaching Ideas and Methods**

In the new media era, the way students obtain information has changed significantly. They can use new media to understand the outside world and communicate with others online. In the new media era, more emphasis is placed on the independence and innovation of individuals. Higher vocational colleges in the new media era need to actively innovate the original teaching ideas and methods. Only in this way can English teaching keep pace with the development of the times. However, at present, there are obvious backwardness in the teaching ideas and methods adopted in higher vocational English teaching. The indoctrination teaching mode still exists and there are few opportunities for interaction between teachers and students, which seriously affects the effectiveness of English teaching in higher vocational colleges.

## **4. Strategy Analysis on the Application of Blended Teaching Mode in Higher Vocational English Teaching in the New Media Era**

### **4.1 Adhere to the Basic Principles of Blended Teaching Mode to Carry out Teaching Tasks**

Higher vocational English teaching needs to adhere to the basic principles of blended teaching mode to carry out teaching tasks. One is the student-oriented principle, under which students should be the center. Both online and offline teaching need to take students as the main body of teaching. In the choice of teaching methods, contents and strategies, we need to ensure that all students participate in and let them become the masters of the class; the second is the principle of interaction, which requires teachers to strengthen effective interaction with students and gradually improve students' oral expression ability in the process of interactive communication. Process evaluation is a very important content in the blended teaching mode. Teachers need to use the relevant learning software to count the students' task completion and strictly control the English teaching effect. The interactive principle under the blended teaching mode also requires teachers to teach students in accordance with their aptitude, fully tap their potential and build a more democratic and harmonious learning environment<sup>[3-4]</sup>.

### **4.2 Construction Strategy of the Blended Teaching Mode**

#### **4.2.1 Good Preparation Before Class**

The pre-class preparation of blended teaching mode is obviously different from that of traditional teaching mode. To adopt the blended teaching mode in higher vocational English teaching, teachers should make full use of digital learning software and new media to let students preview the learning content of the next class in advance with the help of QQ, WeChat and other communication software. During this period, teachers can distribute ppt courseware, micro-class video, audio materials and English reading text to students, so that students can carry out pre-class preview with the help of high-quality teaching resources and complete the corresponding preview tasks. Teachers' main role in the pre-class preview stage is to provide necessary guidance to students and carry out classroom tests according to the completion of students' preview tasks. The teacher can divide the students into different groups according to the learning tasks of this class and let them complete the English writing task or English listening task of this lesson with the help of public teaching platform and teaching software. The integration of teaching software and public teaching platform can improve students' learning autonomy. Teachers can ask students to log in to a learning platform for self-test within the specified time. Students' test results can be sent to teachers in real time, which is convenient for teachers to check the completion of students' preview tasks through the records of software platform. During the inspection period, for those students whose preview task has not been completed, teachers need to ask the reason and help them complete the preview task.

#### **4.2.2 Carry out the Task of Classroom Teaching Well**

Classroom teaching is the main part of higher vocational English teaching. The application of blended teaching mode in higher vocational English teaching requires teachers to control classroom teaching. The arrival of new media provides teachers with rich teaching resources and creates good conditions for students' autonomous learning. Under the blended teaching mode, teachers shouldn't impart knowledge to students, but to strengthen the effective interaction with students and actively build interactive teaching mode. Under the blended teaching mode, the English class in higher vocational colleges is more relaxed and active. Teachers and students can discuss a certain problem and the teaching

mode can improve students' ability to solve complex knowledge points. In addition, teachers can divide students into different groups to participate in English situational simulation exercises in the blended teaching mode, which is of great significance to improve students' English comprehensive practical ability. During this period, when one group finishes exercise, another group member will comment on it and carry out an all English debate among groups, which can further strengthen the learning effect and improve students' English learning ability<sup>[5]</sup>.

#### **4.2.3 Implement the Task of Summing Up after Class Well**

After-class stage mainly plays the role of summary and consolidation. Under the new media era, the blended teaching mode adopted in higher vocational English teaching requires teachers to realize the importance of after-class summary. After class, teachers and students can expand their communication channels with the help of new media tools, realizing online communication outside the classroom. In the process of interactive communication between teachers and students, students can be guided to review and expand the knowledge points learned in the last lesson, which can significantly improve students' English learning ability. In addition, teachers should also pay attention to collecting more high-quality teaching resources for students with the help of new media in daily teaching, such as representative English articles, English movies, micro-class videos and workplace cases. Innovative teaching resources can obviously arouse students' interest in learning English. Teachers also need to set up review tasks for students at different levels to ensure that all students in the class can make progress, further improving the efficiency of English Teaching<sup>[6-7]</sup>.

### **5. Conclusion**

To sum up, the arrival of the new media era has created good conditions for the application of blended teaching mode. The application of blended teaching mode in higher vocational English teaching can meet students' personalized learning needs, which is of great significance to improve the effectiveness of English teaching. The above is the analysis on the application of blended teaching mode in higher vocational English teaching in the new media era, hoping to further improve the quality of English teaching in higher vocational colleges.

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