Research on the Empirical Study of Blended English Teaching Model Based on Network Platform Promoting Learning by Competition

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Abstract. With the popularity of the Internet, computer technology has been applied to college education, especially English teaching. Through the network platform (hereinafter referred to as NP), college students can compete in English, including listening, speaking, reading and writing. Through Promoting Learning by Competition (hereinafter referred to as PLBC), students can show their learning knowledge through skill competition, which will better integrate situational teaching and practical teaching. Through the NP, we can gather students from all over the country to participate in the competition, which has solved the basic problem of the number of participants for colleges and universities. By PLBCs, colleges and universities can cultivate practical professionals, which can increase the practicality of students' English ability. Through blended English teaching model (hereinafter referred to as BETM), colleges and universities can form a teaching system of "teaching, learning, practice and competition", which will strengthen students' practical ability and learning efficiency. First of all, this paper analyzes the importance of PLBC. Then, this paper demonstrates the advantages of BETM. Finally, some suggestions are put forward.

Keywords: Network Platform, Promoting Learning by Competition, Blended English Teaching Model, Empirical Research

1. Introduction
With the rapid development of global economy, applied English talents have become urgently needed talents in all walks of life, which requires colleges and universities to continuously improve their English teaching ability. With the rapid development of Internet technology, BETM based on NP has become an important way, which can help students improve their English practical ability. Through the PLBC and other modes, colleges and universities can improve the comprehensive quality of English ability, students can better adapt to the needs of professional posts. Therefore, colleges and universities should promote the teaching concept of promoting learning English by competition, which can provide a good practice exchange platform [1,2]. Through the PLBC activities, students can objectively understand their English level and ability, which can help students constantly learn from experience. Through the practice teaching of PLBC, colleges and universities can fully integrate the mixed cause teaching mode, which
can exercise language skills and professional knowledge in the competition. Therefore, the NP provides students with a good platform for English practice, which greatly increases the opportunities for language practice and practice. Therefore, this paper makes an empirical study of BETM mode, which can better analyze the advantages of BETM.

2. The importance of PLBC based on NP
PLBC can effectively test the quality of teaching, which can stimulate students' interest in learning, which has a great role, as shown in Figure 1.

![The importance of PLTC](image)

*Figure 1. The importance of PLBC.*

2.1. Effectively promote curriculum reform
The reform of English teaching is mainly carried out from the following aspects: the training objectives, the selection of teaching materials and the innovation of teaching organization. Through the teaching mode of "PLBC", colleges and universities strengthen the teaching content and social life, which can fully combine the experience of workplace life. Therefore, the activity of PLBC can make students truly experience the future work scene in their study, which is helpful for students to combine theoretical knowledge with practical work. Through the activity of PLBC, students can better meet the post and social needs [3]. At the same time, the activity of PLBC makes the form of teaching organization more diversified. Through the combination of individual teaching and group teaching, colleges and universities not only meet the individual needs of students, but also let students improve their English ability in the competition.

2.2. Building a high level teacher team
Long term learning together can enhance the communication between teachers, which can create an atmosphere of common learning and progress. By PLBCs, teachers can grow up as soon as possible, which can improve their English teaching ability. Under the traditional training mode, the communication and exchange of course teachers are mostly carried out around the teaching schedule, which needs to maintain the consistency of the main content of teaching. In order to prepare for the competition, English teachers must have high quality, which can make teachers design teaching content around the competition content [4,5]. By selecting teaching materials, the team can explore the best teaching methods, which creates a more conducive atmosphere for communication. Through joint
discussion, the teaching team will be updated in the new teaching ideas and teaching methods, which will improve the overall quality of the teaching team.

2.3. Change the state of passive learning

The activity of "PLBC" can help students know their own shortcomings more clearly, which makes the students' goal of learning English more clear. Through the competition, students can objectively understand their own English level and ability, which can help students constantly learn from experience. At the same time, through online and offline hybrid teaching, colleges and universities enrich the teaching resources, which can stimulate the enthusiasm of students. Through the NP, colleges and universities can carry out BETM, which will help colleges and universities reform the traditional English teaching mode [6-8]. It can also improve students' practical English application ability. By PLBC, colleges and universities can create a real work scene, which can make students play a real role in the virtual learning environment. Through situational teaching, students can devote themselves to the learning environment, which can enhance their learning enthusiasm. Therefore, PLBC can change the state of students' passive learning.

3. Empirical study of BETM

3.1. Research data analysis

In this paper, 400 students of the same level in a university were selected and randomly divided into two groups, the experimental class and the control class, with 200 students in each group. Through the activity of PLBC, this paper evaluates various abilities. The results were analyzed by spss22.0 [9].

3.2. No significant difference in the sample english scores

In this paper, the independent sample t-test was used to compare the results of the control class and the experimental class. The homogeneity of variance test p=0.020<0.05. Therefore, under the significance standard of 0.05, there is no significant difference between the experimental group and the control group, as shown in Table 1.

Table 1. Independent sample t-test of pre study performance.

| Inspection items                  | Variance equality test | T-test for the equality of means |
|-----------------------------------|------------------------|---------------------------------|
|                                   | F | Sig | t   | freedom | Sig (bilateral) | Mean difference | Standard error value |
| Assumed homogeneity of variance   | 5.608 | 0.02 | 1.096 | 108 | 0.275 | 1.364 | 1.244 |
| Unassumed homogeneity of variance | / | / | 1.096 | 91.983 | 0.276 | 1.364 | 1.244 |

3.3. Results of English proficiency after study

For the two classes after the study results. Through the average score, we can see that the experimental class's score after research is significantly higher than that of the control class, as shown in Table 2 [10,11].

Table 2. English proficiency scores after the study.

| Group         | Average (E) | standard deviation | Mean standard error |
|---------------|-------------|--------------------|--------------------|
| Control class | 80.45       | 4.122              | .556               |
| Experimental class | 87.18     | 4.933              | .665               |

3.4. The average score of the experimental group changed before and after the study

This paper analyzes that the average test score (71.76 points) of the students in the experimental class after PLBC is significantly higher than that in the pre-test (60.71 points), which shows that the learning initiative of the experimental class is significantly higher than that of a year ago, as shown in Table 3.
Table 3. Changes of average scores of the experimental group before and after the study.

| Group          | Average (E) | standard deviation | Mean standard error |
|----------------|-------------|--------------------|---------------------|
| Control class  | 60.71       | 5.974              | .806                |
| Experimental class | 71.76   | 6.925              | .934                |

3.5. Empirical research conclusion
Blended teaching helps to improve students' English level. Compared with the students in the control class, the students in the experimental class not only improve their English proficiency test scores significantly, but also improve their ability to use the language in the specific business context. Through self-study of new knowledge points, students' self-confidence in the classroom is improved. In the classroom, the interaction between teachers and students and the group cooperation between students increase, which improves the students' English level. At the same time, students' learning interest and initiative are improved. The NP has rich teaching resources, which can selectively learn according to their own needs [12]. By grasping the progress of learning, learning enthusiasm and interest have been greatly improved.

4. Suggestions on BETM promoted by competition

4.1. Combination of online teaching and offline teaching
Blended teaching is the combination of online teaching and offline education mode, which complement each other. Blended teaching mode has the advantages of breaking through the time and space constraints of online teaching and large-scale teaching, which can help college students learn English anytime and anywhere. Through the form of playback, students can understand the classroom content. Network teaching has rich high-quality resources, which can form a good communication in the student group. At the same time, BETM has the advantages of offline teaching, which can enhance the interaction between students and teachers. By establishing a good classroom relationship, teachers can restrict and restrict students' behavior, which can ensure that they will not indulge themselves too much because of online teaching. The combination of online teaching and offline teaching is an innovation of traditional teaching mode, which promotes the all-round development of students.

4.2. Individualized and targeted teaching
In the BETM based on the network teaching platform, the role of teachers has been weakened compared with the traditional classroom. The role of students in classroom learning and actual English teaching is gradually increasing. Teachers and students can strengthen the interaction, which can enhance the communication and exchange in learning. Through the NP, students can better grasp their fragmented time. Therefore, students prefer Autonomous English learning, which can promote students' personalized development. BETM mode can bring more opportunities for students to communicate with teachers alone [13]. Teachers can give targeted guidance to students. When students' thirst for knowledge is satisfied, students will be able to learn more actively.

4.3. Strengthen the overall professional quality construction of the instructor team
Colleges and universities have the advantages of integrated development of production, learning and research. With the clear division of teaching and scientific research, the requirements for teaching posts in Colleges and universities will be more stringent. Therefore, English teachers' professional quality and comprehensive ability will play a qualitative change. English teachers play an important role in PLBC in Colleges and universities, which will directly affect students' thinking and the quality of homework. Therefore, colleges and universities should create convenient conditions for English teachers to study, which can urge teachers to obtain corresponding academic research. Through regular cross regional academic investigation, exchange and observation, colleges and universities can improve the overall professional quality and comprehensive ability of English teachers, which can enhance the quality of talents in teaching.
5. Conclusion
Through the activity of PLBC, colleges and universities can effectively test the quality and efficiency of teaching, which can stimulate the enthusiasm of educators. Through the NP, colleges and universities can carry out BETM, which will help colleges and universities reform the traditional English teaching mode. Through online and offline blended teaching, college teachers can not only enrich teaching resources, but also improve students' practical English application ability.

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