Research on the Application Status and Countermeasures of College English Blended Teaching Model under Big Data

Zhaoxia Ding
Inner Mongolia University of Science & Technology, Baotou, Inner Mongolia Autonomous Region, China 014030
465884083425@dlvtc.edu.cn

Abstract: Under the background of the development of big data, the mixed teaching mode has been widely used in college English teaching, which can make full use of the advantages of big data and realize the sharing of teaching resources. Especially for the English teaching of science and engineering major, the application of big data can provide students with more opportunities for autonomous learning and practical application, which greatly enhances the English thinking ability, inquiry ability and application ability of college students. This paper analyzes the role of hybrid teaching in college English teaching under big data, probes into the present situation of hybrid teaching, and puts forward the strategy of applying hybrid teaching in college English.

1. INTRODUCTION
The application of big data provides more abundant resources and content for college English teaching, and combines the mixed teaching method to construct the online and offline teaching system for college students. It extends the English knowledge of science and engineering students and enables college students to accumulate more English vocabulary, phrases and sentence patterns, which greatly enhances college students' English language sense and English thinking ability.

2. THE ROLE OF BLENDED TEACHING MODEL IN COLLEGE ENGLISH TEACHING
The so-called mixed teaching mode is to combine the traditional classroom education with the online education supported by information technology, and combine the online and offline teaching to form a systematic and comprehensive English teaching structure. Compared with the traditional college English teaching, the mixed teaching can improve the efficiency of 30%-50% classroom time in application, students can download and watch the teacher's teaching courseware independently after class, and then complete the pre-class preview, classroom interaction and after-class exercises. At the same time, under the mixed teaching mode, teachers can rely on the support of big data to follow up on the students' learning progress and the actual situation of learning. It can build corresponding learning records or databases for students at different levels. In this way, we can gradually improve the English learning ability of college students and lay a solid foundation for college students' English.

Secondly, the mixed teaching innovates a single theoretical explanation in the past. Under big data, teachers can collect and aggregate more English learning materials for students with the help of the Internet. It can not only enrich college students' English knowledge, but also insert some interesting English video or animation in teaching courseware, which makes the classroom atmosphere more active and students more active. Hybrid teaching, the interaction and communication between teachers and students will be closer, no longer limited by the traditional classroom restrictions, teachers can complete
online communication with students. Students can also send problems to teachers in real time. This can build a good interactive teaching model, greatly improve the efficiency of English learning [1].

In addition, English learning is a process of continuous accumulation and digestion. According to the requirements of the syllabus, students need to master more than 800 routine words after completing the stage of study. In mixed English teaching, teachers can also give more opportunities to think and discuss, college students become the dominant English learning, teachers help students to resolve the difficulties and difficulties encountered in learning. It has played a great role in promoting the cultivation of college students' English thinking ability and oral expression ability. At the same time, the combination of online and offline teaching system can make college English teaching more vivid and intuitive, rely on big data, constantly innovate and optimize the methods of college English teaching, and adjust the teaching plan and train of thought in time. And with the support of big data, mixed teaching can also form an effective supervisory role for students' English learning, greatly enhance college students' awareness of autonomous learning, and guide college students to actively participate in English learning.

3. THE APPLICATION STATUS OF BLENDED TEACHING IN COLLEGE ENGLISH TEACHING

3.1. There is A Misunderstanding of Blended Teaching
Although in the new era, college English teachers are actively innovating teaching models and adopting diversified teaching methods to improve the effectiveness of college English teaching. However, there are still some shortcomings in the process of blended teaching. In this way, teachers need to correct and strengthen the emphasis on blended teaching. First of all, many college English teachers do not know enough about the connotation and value of blended teaching. They have a certain understanding bias in building online and offline teaching systems for students. The blended teaching courseware designed by some teachers is not reasonable enough and does not fully utilize the advantages of big data to dig in-depth teaching resources for students. At present, more than 60% of colleges and universities still reconstruct online and offline teaching, and only change the traditional teaching method to online education. This does not highlight the value and role of blended teaching. Secondly, some teachers did not show students' initiative in English language training and the application of grammar knowledge, and many students did not pay enough attention to mixed teaching. Especially in online learning, most students will experience inattention. Some students rely too much on the face-to-face teaching methods in the classroom, making it difficult to adapt to online learning in a relatively short period of time. In online learning, the enthusiasm for communication among students is not high, and the sense of interaction is not strong. Besides, some teachers are still inadequate in the application of online teaching resources, and there is a certain bias between the teaching content retrieved and summarized by the students and the actual learning situation of the students. This has led to many uncertain factors in mixed education, which hindered the further development and improvement of mixed education in college English teaching [2].

3.2. The Setting of Teaching Content is Unreasonable
The application of blended education in college English teaching requires college English teachers to closely integrate online education and offline education to provide students with more systematic and interesting teaching content. This can enrich the links of college English teaching and enable students to actively participate in the thinking and practical application of English knowledge. At present, some college English teachers are not reasonable enough in the selection of teaching materials, the setting of teaching activities and after-class exercises in the process of constructing mixed teaching content. The content of teaching is still relatively boring and difficult to attract the attention of college students. The content of blended teaching is not that the richer the more beneficial, but the more refined and interesting content for students. In this way, it can show the key points of teaching and help college students break through the difficulties in English learning, and improve the quality of college English teaching. At present, many teachers rely excessively on network resources to provide students with a
large amount of learning content. In this way, the selection of teaching resources is not scientific enough, but it will affect students' interest in English learning. Otherwise, in the blended teaching, some teachers did not update the students' teaching evaluation, and only used the students' theoretical examination as the evaluation standard of the students' English proficiency. This will cause some students with low English test scores to have an inferiority complex, which has an adverse effect on the in-depth development of blended teaching.

4. APPLICATION STRATEGIES OF BLENDED TEACHING IN COLLEGE ENGLISH UNDER BIG DATA

4.1. Innovate Teaching Ideas and Create A Relaxed Learning Atmosphere
In the past, in college English teaching, many English teachers explained theoretical knowledge to students in a straightforward manner, and the classroom atmosphere was rather dull. Coupled with the influence of test-oriented education, teachers will devote more energy to the explanation of the content of the teaching materials. This kind of outdated teaching mode does not achieve the best teaching effect, which affects the improvement of students' learning ability and thinking ability. Therefore, in blended English teaching, teachers must recognize the advantages and functions of big data, and fully understand the value of blended teaching. Teachers need to innovate the old and single teaching ideas in the past, provide students with diversified teaching content, and use information technology to create a relaxed and pleasant English learning atmosphere.

For example: using teaching equipment such as micro-class or admiration class, the content of the teaching is presented through about 10 minutes of teaching video; the remaining 20-30 minutes are used to display some reading materials, film and television works or animation in the teaching, so that students can watch. For example: BBC forum articles, the Wall Street Journal and students like star reports and so on. After appreciating and watching, let the students extract the grammatical structure, sentence pattern characteristics and beautiful vocabulary, and then combine the learning content in the teaching materials; help the students accumulate more vocabulary, improve the language sense ability of college students, and achieve the effect of learning to use. Secondly, teachers can also use micro-class to collect and sort out the cultural customs of some English-speaking countries, such as food culture, etiquette, appellation, etc., in the mixed teaching, which can help students understand English grammar and master English knowledge through the study of English culture. At the same time, in the mixed teaching, teachers should also strengthen the interaction and communication with students, can set up some open thinking problems or exercises after class, and through the classroom interaction module of micro-class, let students upload questions in learning to the interactive platform. Then use group discussion, concentrated explanation and other ways to help students resolve. By creating a good learning atmosphere and classroom interactive guidance, students can think about English knowledge from different angles and fields, and improve the quality of college English teaching[3].

4.2. Optimize Teaching Content and Make Suitable Teaching Courseware
In blended teaching, teachers should closely integrate online education with offline education, optimize teaching content, and combine the actual learning situation of college students to produce English teaching courseware at different levels or stages. Teachers need to consolidate the English foundation of college students first, and then start uplifting training to gradually improve the English proficiency of college students. The length of online teaching needs to be effectively controlled by the teacher in conjunction with the teaching progress. The weekly teaching video should preferably be within four hours. Moreover, the teacher can set up some classified teaching in the video teaching, and divide the teaching courseware into different small units or small modules. Because each student's thinking and learning styles are different, differences will inevitably occur between students. Teachers also respect the differences between students, and use big data to analyze students' learning differences and establish a hierarchical teaching database. After completing the basic vocabulary, grammar and sentence structure learning, students can enter the modules of systematic reading, topic writing, oral practice and listening training, and then expand the learning process from simple to complex, from basic to
deepening. In this way, a clear knowledge structure can be constructed for students and targeted teaching can be carried out.

Secondly, in video teaching, teachers should effectively combine classroom exercises and homework modules to evaluate students' learning effects and further consolidate their English knowledge. For example, teachers can set up about ten minutes of listening exercises or oral exercises in online teaching so that students can use their own language to repeat the main idea of the article. At the same time, teachers can also set up some interactive thinking questions to guide students to concentrate through random questions or online interaction. The design of the hierarchical teaching courseware and the inquiry link in the classroom can enable students to master more English knowledge in the mixed teaching, which reflects the individuality of the mixed teaching. This has also innovated the previous mode of boring teachers to explain theoretical knowledge in college English teaching, which will help improve the efficiency of blended teaching.

What'smore, teachers should effectively screen teaching resources under big data. Teachers should not rely excessively on network resources, but should analyze network teaching resources. Teachers should extract teaching resources suitable for college students and apply them to prevent blindness or randomness in the collection and application of network teaching resources. The selection of online teaching resources must not only combine the actual learning situation of college students in English, but also analyze the content of teaching materials based on the requirements of quality education. This will make the network teaching resources and the content of the textbook more relevant, and only in this way can we achieve an effective connection between in-class teaching and extra-curricular teaching.

4.3. Carry out Dynamic Teaching Activities

Blended teaching requires a close combination of online education and offline education. After teachers construct good online education courseware and links for students, they should also pay attention to offline education so that students can flexibly switch between online and offline learning modes. At the same time, college English teaching should not just stop at explaining and teaching students' theoretical knowledge, but should also cultivate students' application ability, inquiry consciousness, and innovative thinking. In this way, dynamic teaching activities can be carried out for students and the English level of college students can be improved. With the support of big data, teachers can integrate video teaching, group discussion, topic research, role playing, and scene reproduction. In the meantime, teachers can also use the WeChat public account, English learning APP to encourage students to learn word cards and word solitaire every day. In addition, teachers can also dub film and television dramas, and carry out keynote speeches or debate competitions in classroom teaching [4].

Taking English writing teaching as a teaching case, in blended teaching, teachers need to integrate information technology, through setting theme writing training and online guidance. Teachers need to strengthen students' writing skills by combining classroom writing competitions and writing game activities. Teachers can use letter writing as a guide for mixed teaching. First, let students work in groups to explore the similarities and differences between letter writing in the Chinese context and English letter writing. Then, teachers need to show students some classic English correspondence articles on the micro-class platform, so that students can appreciate the letter format, title, and vocabulary used. Teachers should master the overall structure of letter writing, allowing students to write a letter for their parents, friends, etc. and send it to the recipient by email. In the mixed English teaching activities, students' autonomous practicality will be greatly enhanced, and the English classroom will be more enriched. This can improve students' oral communication, vocabulary application, and English thinking.
4.4. Optimize Teaching Evaluation System

In the past college English teaching, the teaching evaluation standard is relatively single, more than 80% colleges and universities, will use 20% of the usual results of 80% of the examination results to evaluate the learning situation, not enough attention to the daily evaluation and assessment. This relatively single evaluation method does not meet the requirements of quality education, so it is difficult to evaluate the comprehensive quality of college students. Therefore, in the mixed teaching, we also need to optimize and innovate the evaluation system of college English teaching, combine with various evaluation criteria, evaluate students' English thinking, oral communication, reading level and writing ability, and add online interaction, attendance statistics, classroom exercises and after-school homework modules to make the English evaluation system more rational. For example, at present, more than 95% students will use WeChat as the main carrier of daily social interaction. Teachers can set up random evaluation modules in mixed teaching. Teachers can send them to other students randomly through WeChat group or QQ group. Or teachers can also use the evaluation system in micro-class and admiration class to evaluate students' English reading, writing, listening training and so on online. As a result, it can not only guide students and learn the strengths and advantages of other students, but also think about their problems in English learning, and play a [5] role in mutual promotion and promotion. Table 1 is a statistical chart of the results of a college English mixed teaching model questionnaire.

Table 1. A Statistical Chart of the Questionnaire Results of a College English Blended Teaching Model

| Problem | Mean | Standard Deviation | Approval Rate |
|---------|------|--------------------|---------------|
| (1) I think the students in this class are very involved in listening and speaking English. | 4.16 | 0.56 | 91.30% |
| (2) I don't feel anxious in English listening and speaking class. | 3.94 | 0.62 | 81.20% |
| (3) I think self-directed learning is very important for English listening and speaking. | 4.12 | 0.63 | 88.40% |
| (4) I can log in to the New Vision Autonomous Learning Platform on time and complete various learning tasks independently. | 4.09 | 0.61 | 85.50% |
| (5) I think the existing content on the New Vision Autonomous Learning Platform is suitable for my current level and needs. | 3.77 | 0.69 | 76.80% |
| (6) I think using online communication tools such as WeChat and QQ will help improve English listening and speaking skills. | 3.84 | 0.76 | 81.20% |
| (7) I often use online communication tools such as WeChat and QQ for English listening and speaking training. | 3.87 | 0.59 | 78.30% |
| (8) I think the learning materials pushed by the WeChat public account "JIT English Listening and Speaking Course" are suitable for my current level and needs. | 3.10 | 1.14 | 40.60% |
| (9) I can put the unit learning results and representative learning materials into the electronic file on time. | 3.99 | 0.65 | 84.10% |
| (10) By comparing the content of each unit in the e-learning file, I can see my progress in listening and speaking English. | 3.81 | 0.71 | 72.50% |
From the statistical data in Table 1, it can be seen that students are more satisfied with the college English blended teaching job, and the English blended teaching effect is good.

Secondly, teachers should also sort out the common problems of students through online communication, and then conduct centralized guidance to check for missing and fill vacancies. Teaching evaluation is very important for teachers' teaching feedback and the analysis of students' learning situation. Blended teaching also requires comprehensive and systematic evaluation of students with the help of multiple evaluation standards. Teachers should also allow students to participate in the evaluation process by using self-evaluation and mutual evaluation to demonstrate the initiative of college students in blended teaching. In addition, in blended teaching, teachers should also continue to enhance their professional level and professional quality, actively learn new teaching models, and strengthen discussions and exchanges among English teachers. This is conducive to improving the efficiency of college English teachers' application of the blended teaching model, and organically unifies online and offline teaching. Only in this way can the efficiency of blended teaching be strengthened and the students' ability to learn college English can be improved.

5. CONCLUSION

With the application of big data, the construction of a blended teaching model in college English teaching can greatly enhance college students' English learning ability and practical application ability. Therefore, teachers should fully realize the advantages and functions of blended teaching, and combine the actual situation of college students to optimize teaching content and provide students with more suitable teaching courseware. Teachers should link online teaching with offline teaching, enrich the content of English teaching, and expand the English vision and knowledge of college students. In addition, interesting teaching activities should be carried out in blended teaching. Teachers can use group exploration, classroom discussion, situational simulation and other methods to guide students to understand English knowledge and content; and make comprehensive evaluations of students.

Acknowledgements
2019-2020 Scientific Research Project of Teaching Reform in Higher Education Institutions in Inner Mongolia Autonomous Region

Project Title: Practice and Research on the Blended College English Teaching in Inner Mongolia Universities of Science and Engineering with the Teaching App of "Mosoteach"

Project Number: 2019NMGJ017

REFERENCES
[1] Su Bude. Under the background of the era of artificial intelligence and big data, a study on the blended teaching of college English in applied technology-based colleges and universities based on the bisection classroom model [J]. Invention and Innovation (Vocational Education), 2020(12):81-82+106.
[2] Zhao Mingming. Research on Online and Offline Blended Teaching of College English in the Internet Environment[J]. Journal of Jilin Radio and Television University, 2020(11): 52-53.
[3] Zhang Li. Research on the Application Status and Countermeasures of College English Blended Teaching Model under Big Data[J]. Theoretical Research and Practice of Innovation and Entrepreneurship, 2020, 3(11):117-118.
[4] Wang Jing. Exploration of college English audio-visual teaching mode in the era of big data——a hybrid teaching mode based on micro-classes[J]. Writer World, 2019(19): 48-49.
[5] Guo Xin. Research on the MOOC-based Blended Teaching Model of College English in the Context of Big Data[J]. Journal of Kaifeng Institute of Education, 2018, 38(02): 91-92.