On the Reform of Blended Classroom Teaching in College English Based on Training Application-Oriented Talents

Na Mu

Foreign Languages College, Chongqing College of Mobile Communication, Chongqing, China

Abstract: Blended classroom teaching utilizes information technology to integrate online and offline teaching effectively, providing a new educational ecosystem for classroom teaching. Through SWOT analysis of the reform of blended teaching in college English, it is found that there are great advantages and opportunities for implementing blended teaching reform in Advanced English. At the same time, it also faces disadvantages and challenges such as low information literacy of teachers, weak self-management ability of students, deep-rooted traditional concepts, and network information security. Therefore, this study conducts strategic discussions based on the analysis of the current situation. The research aims to encourage universities to continuously improve the efficiency of English teaching, cultivate compound English talents with practical abilities, and calmly respond to challenges.

Keywords: Training Application-oriented Talents; Blended Classroom; English Teaching; Advanced English

1. Introduction

With the deepening of globalization, it is very important for college students to have good English application skills. Therefore, English teaching in universities should aim to cultivate application-oriented talents and focus on improving students' practical English proficiency and cross-cultural communication skills. Blended teaching is a new teaching mode that integrates online and offline teaching, which can effectively promote students' autonomous learning ability and language practice improvement. This provides new ideas and methods for the reform of English teaching in universities. This paper takes the course *Advanced English* as an example to explore the blended classroom teaching of English in universities based on the cultivation of application-oriented talents, in order to provide useful reference for the reform of English teaching in universities.

2. The Concept and Connotation of Blended Teaching

Blended teaching is a new teaching mode that integrates online and offline teaching elements. It combines the advantages of traditional classroom teaching with the advantages of online teaching, aiming to carry out more efficient and interactive teaching activities.

Firstly, conceptually speaking, blended learning is not simply online or traditional classroom teaching. Instead, it combines two forms of offline physical teaching and online virtual teaching to provide a more attractive teaching model that is more in line with the needs of modern learners. Secondly, blended learning also emphasizes the integration of teaching. It is not only necessary to integrate different teaching platforms and tools, but also to integrate various teaching methods, strategies, and students' learning styles together. This integration provides teachers with more teaching choices and possibilities. At the same time, this can also better meet the personalized learning needs of students. Through blended teaching, teachers can more conveniently engage in teacher-student and student-student interactions, thereby better stimulating students' interest in learning and improving their classroom participation. Overall, blended learning is a comprehensive and diverse teaching model. It cleverly integrates traditional and modern teaching elements, aiming to provide a more efficient, convenient, and personalized learning method.

3. SWOT Analysis of the Blended Teaching Reform of Advanced English in College English Teaching

3.1. Strengths Analysis

Blended teaching utilizes the advantages of

online and offline teaching to better meet students' learning needs. On the online platform, students can learn anytime and anywhere without being limited by time and location. In offline physical classrooms, students can have face-to-face communication and interaction with teachers and classmates to better understand and master knowledge.

Blended teaching can provide richer teaching resources and content. Through online platforms, teachers can introduce various forms of teaching resources, such as videos, audio, text, etc., to help students better understand and master knowledge. In offline classrooms, teachers can provide more in-depth explanations and analysis of teaching content, guiding students to think deeply.

Blended teaching can improve students' autonomous and cooperative learning abilities. Through online platforms, students can independently choose learning content, plan learning progress, and cultivate the habit and ability of self-directed learning. In offline classrooms, students can complete tasks through group discussions, collaboration, and other means to cultivate their awareness and ability for collaborative learning. [1]

3.2. Weaknesses Analysis

Blended teaching requires teachers to possess higher levels of teaching and technical abilities. However, at the current stage, some English teachers in universities are still unable to effectively organize blended learning activities and are not proficient in the production and design of online teaching resources. Therefore, when promoting the blended teaching reform of Advanced English, teachers are often willing but unable to do it. This requires teachers to continuously learn and improve their teaching ability and technical level.

Blended teaching requires students to have a certain level of self-learning and self-management abilities. However, in college English teaching, the problem of students' insufficient self-management and self-learning abilities is still quite obvious. These problems result in students being unable to fully utilize online learning resources during the learning process, unable to arrange their learning time reasonably based on the teaching content, and even unable to independently complete learning tasks. [2]

The insufficient construction of school software and hardware facilities is also one of the disadvantages in the process of English teaching reform in universities. Software and hardware facilities are the foundation for ensuring the smooth implementation of blended learning activities. However, due to the inability of schools to provide a stable network environment and suitable teaching equipment, the security and stability of online platforms cannot be guaranteed. This will directly affect students' learning outcomes and experiences.

3.3. Opportunities Analysis

With the development of Internet technology, blended learning models will become increasingly popular. The continuous development of online platforms and various teaching technologies has provided more advanced basic support for the reform of blended learning. In this way, the blended teaching model has good conditions for development. Furthermore, the advantages of traditional classroom teaching and online teaching can be better combined to meet students' learning needs and improve teaching effectiveness.

The changing demand for talent in society has also to some extent driven the reform of blended English teaching in universities. Nowadays, society requires English talents not only to master necessary English knowledge, but also to have solid application abilities, and blended learning can meet this demand. Through blended learning, students can better master English knowledge and skills, effectively enhance their application abilities, and better adapt to future career development needs. Therefore, social demand is also one of the opportunities to promote the reform of blended learning. [3]

3.4. Threats

The traditional teaching mode is deeply rooted, and there may be certain difficulties and obstacles in accepting and promoting blended learning. Firstly, some teachers believe that traditional teaching models are more stable and reliable, and they tend to adopt traditional models in the education and teaching process. Secondly, some students may be accustomed to passively accepting knowledge and may feel uncomfortable or confused with the autonomous learning method advocated by blended learning.

Network security issues may pose certain threats and challenges to the implementation of blended learning. In the process of reforming blended learning, the use of online platforms is an indispensable link. However, in this process, there may be network security issues such as hacker attacks and virus transmission. These issues will affect data security and also constrain the promotion of blended learning reform.

4. Effective Measures for Promoting the Blended Teaching Reform of Advanced English based on the Cultivation of Application-Oriented Talents

4.1. To Optimize Course Settings and Integrate Online and Offline Teaching Content of Advanced English

Optimizing the curriculum is one of the important measures to promote the blended teaching reform of Advanced English. By integrating and optimizing the content of online and offline courses, we can better meet the training needs of application-oriented talents. Therefore, when integrating content, teachers should first establish reasonable teaching objectives. Based on the objectives, teachers analyze the course content and arrange teaching content reasonably to effectively promote the development of teaching activities. Secondly, content screening should be carried out with the goal of improving application capabilities, and content distinguishing between online and offline teaching resources is also necessary. At the same time, teachers choose different teaching resources based on different teaching content. For example, they could select online teaching resources such as videos, audio, text, etc. Reasonable use of different teaching resources can help students better understand and master knowledge. [4]

4.2. To Innovate Teaching Methods and To Promote the Integration of Online Theoretical Teaching and Offline Practical Teaching

In order to continuously improve the effectiveness of blended teaching, the blended teaching reform of the Advanced English course, with the goal of cultivating application-oriented talents, also requires the combination of online and offline teaching through innovative teaching methods. As for

online teaching, apart from live and video lectures, teachers can also use online platforms for discussions, online tests, and other methods to understand students' learning situation and adjust teaching strategies just in time. [5] As for offline teaching, teachers can organize teaching activities such as role-plays and group discussions. For example, teachers can effectively cultivate students' language practice and cross-cultural communication abilities by creating practical scenarios for applying English theories to practice. Finally, teachers can also guide students to role-play in offline classrooms and engage in discussions and feedback online; Alternatively, teachers can assign preview tasks online and conduct in-depth explanations and practical activities in offline classrooms. It can continuously promote the integration of online and offline teaching and enhance students' practical application abilities.

4.3. To Strengthen Teacher Training and Team Building, and To Enhance the Information Technology Literacy of English Teachers

It's also important to promote the blended teaching reform of Advanced English by strengthening teacher training and team building, by enhancing the information technology literacy of English teachers. Firstly, colleges should provide information technology training courses for teachers. This can greatly enhance teachers' educational technology and digital teaching abilities, thereby effectively improving their technical level. Secondly, colleges should encourage teachers to actively engage in communication and exchange ideas, and jointly explore the significance and implementation strategies of blended teaching for the cultivation of application-oriented talents. In addition, universities also need to provide technical support for teachers' teaching, help them solve information technology difficulties, and ensure the smooth implementation of blended teaching mode.

4.4. To Conduct School Enterprise Cooperation and Construction of Practical Bases, and To Provide Practical Opportunities for Students

In the process of cultivating application-oriented talents, practical abilities are essential for students. Therefore, in the

process of promoting the blended teaching reform of Advanced English, colleges first need to cooperate with enterprises to jointly build practical bases and provide a second classroom for offline teaching activities. Secondly, colleges should work together with enterprises to develop talent cultivation plans, in order to promote the organic connection between practical teaching and theoretical teaching, thereby improving teaching effectiveness and the quality of application-oriented talents cultivation. [6] Finally, enterprises should provide internship opportunities for students, further enrich their practical paths, and exercise their ability to solve practical problems. In short, the joint construction of practical bases by schools and enterprises is an important measure to promote the blended teaching reform of Advanced English, and also a necessary measure to enhance students' practical abilities.

5. Conclusion

In summary, measures such as conducting online and offline teaching, strengthening practical teaching, improving teachers' information technology literacy, and promoting school enterprise cooperation can effectively promote the reform of the Advanced English course. This is also beneficial for improving teaching effectiveness and cultivating the quality of application-oriented talents. Therefore, universities need to continuously practice and explore, gradually improve the

blended teaching mode, promote the effective implementation of blended teaching mode, and cultivate the application-oriented talents needed by society.

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