



## **On the Blended Teaching Mode of College English Follow-up Courses**

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**Abstract:** Due to the outbreak of COVID-19, the follow-up course of college English in the second half of 2019 adopted the online teaching model, and in the post-epidemic era we returned to offline classroom teaching, but the online teaching experience and advantages during the epidemic should be continued and inherited. At the same time, on May 28, 2020, the Ministry of Education issued the Guidelines for the Construction of Ideological and Political Theories teaching in All Courses of Colleges and Universities, which further promotes its construction and emphasizes its importance, so it is very necessary and meaningful to explore the online and offline teaching mode of the follow-up courses of College English. Combined with the reality of the post-epidemic era, this paper discusses the difficulties of realizing online and offline blended teaching for the follow-up courses of college English and formulate a suitable and feasible blended teaching model.

**Keywords:** Follow-Up Courses; Blended Teaching; Ideological and Political Teaching.

### **1. Introduction**

The sudden global outbreak of COVID-19 has led to a radical change in our teaching model. Adhering to the basic concept of "Stopping classroom-teaching, but never stop teaching and learning", the whole country actively explored a variety of teaching platforms and tools to conduct online teaching. The follow-up course of college English is no exception. Set up to meet the national requirements of "four-year continuous college English teaching", the follow-up courses of college English aim to improve the language application skills and cross-cultural communication ability of students who have already passed the College English Test Band 4 (CET4). Meanwhile, on May 28, 2020, the Ministry of Education issued the Guidelines for the Construction of Curriculum Thought and Politics in Colleges and Universities, which is a key measure to carry out the important discourse of General Secretary Xi Jinping on ideological and political education in colleges and universities under the current situation, which is

enough to show the importance attached to ideological and political education in all courses at the national level, and also provides important guidance for universities to further deepen the reform of education and give full play to the educational role of each course.

At present, the epidemic is basically stable, students have returned to the campus for offline classroom learning, but with the high degree of social electronization, modernization, informatization and networked, it's a general trend for parts of the curriculum content to be moved from offline to online. Therefore, teachers should make full use of the experience of online teaching to explore the teaching mode of blended teaching which integrate language teaching and ideological and political education.

## **2. Possibility and Necessity**

There is an old saying in China: "A teacher is one who could propagate the doctrine, impart professional knowledge, and resolve doubts", meaning that teachers should not only teach students knowledge and answer students' questions in the study and life, but also should teach students the truth of life, and cultivate students' healthy and sound outlook on the world, life, values and morality. As the students of the College English follow-up course are about to finish their college learning and enter the society, it is very necessary and worthwhile to do ideological and political education in the course. Also because the students who take this course have already passed CET 4, so the course does not have the utilitarian nature of exams, thus teachers do not need to spend most of their energy and time improving students' test-taking skills and abilities. In that case, teachers have more time and energy to find out the integration points of language teaching and ideological and political education in the teaching materials, increasing possibilities of the integration. Moreover, under the current situation of promoting the construction of curriculum thinking and politics in colleges and universities up and down the country, it is a basic requirement for teachers who keep up with the times to study and research the practice and teaching effectiveness of ideological and political education in language teaching.

Besides, after studying and analyzing the articles published on the Chinese Knowledge Network, the author finds that after many years of research and summary, Chinese scholars have studied the various angles of ideological and political education of College English courses, but seldom have mentioned how to integrate language education with ideological and political education in ideological and political education of college English, especially in online and offline blended teaching, so this paper can, to a certain extent, make up for the gap.

Since teachers will pay more attention to integrate ideological and political education

into language learning through the research, students can improve their overall quality and comprehensive soft power through various forms of resources while learning relevant language knowledge, so as to become high-quality high-skilled personnel with cultural self-confidence, positive attitude and social responsibility.

### **3. Problems**

Realizing the integration of language teaching and ideological and political education in the blended teaching of follow-up courses of college English is not easy. Teachers face a lot of problems in this process, the three biggest ones of which are listed below. First, online teaching technology is difficult to master. Online teaching during the outbreak is a helpless move. All teachers have to use all kinds of online teaching tools to conduct online teaching. After the outbreak stabilized, students go back to school, and most teachers have returned to their familiar offline teaching model, and abandoned the experience gained in online teaching. That is mainly because blended teaching usually requires teachers to record video and finish a series of complicated video processing work, which require teachers to have relatively high technical skills. However, those skills are not easy for common teachers to master, which restricts teachers to conduct online and offline teaching in a large scale.

Second, teachers are not familiar with the theory of ideology and politics. To achieve the integration of language teaching and ideological and political education in the follow-up courses of college English, teachers need to be very familiar with ideological and political theory. However, in fact, except those Party members teachers, other teachers lack systematic learning of the theory of ideology and politics, thus are not familiar with that. Their daily teaching research mainly focus more on the teaching methods and effects of language knowledge and skills instead of ideological and political education, which are the job of ideological and political teachers.

Third, lack of institutional support. The exploration of online and offline blended teaching mode is the product of the COVID-19, although many teachers are actively exploring the possibility of blended teaching mode after returning to the campus. However, as it is a new thing, the implementation of blended offline and online teaching still lacks of institutional support from the universities, and the course schedules are still the same as before the epidemic. The lack of high-level institutional support will bring difficulties to the realization of the blended teaching of the follow-up courses of college English, not to mention exploring the possibility of integration of language teaching and ideological and political education in the courses.

### **4. Blended Teaching Mode of College English Follow-up Courses**

The experience of online teaching during the epidemic laid a solid foundation for online

and offline blended teaching in the post-epidemic period. Blended teaching, like traditional teaching, can be divided into three stages: pre-class, in-class and after-class. Therefore, teachers can integrate ideological and political thought into the language learning through "online learning before class", "in-class off-line classroom learning" and "after-class online learning". Through students' learning, practice, understanding and appropriate guidance of teachers, the objective of ideological and political education in the follow-up courses of college English can be realized unknowingly step by step.

The online and offline blended teaching mode of the college English follow-up courses which integrates language and ideological and political education, makes full use of the World University City, Ketangpai, Chaoxing, U Campus and other mobile terminal tools. After teachers upload the teaching resources containing the elements of ideology and politics to the learning platform, students can use their fragmented time to learn, practice and discuss independently online, and teachers can actively guide and teach on the online platforms and in the offline traditional classrooms, so as to improve the students' enthusiasm for independent learning and make up for the lack of class time and realize the maximum optimization of teaching resources. Through this way, language teaching and ideological and political education can be realized at the same time and can achieve good effects.

#### Online Preparation Before the Class

Teachers are the leaders and guide of blended online and offline teaching of follow-up courses of college English. Therefore, before class, in addition to uploading text recordings, courseware, and background materials to the learning platform, teachers also need to determine the unit's objective of ideological and political education according to the theme of the unit and also explore the elements and materials used to do ideological and political education through various channels combined with the core values of socialism, innovative thinking, craftsmanship spirit and traditional Chinese culture. For example, when teaching Unit 2 *Jobs and Responsibilities of Business Spoken English*, teachers need to find the integration point of ideological and political education and determine "dedication" as the unit moral education goal, which is one part of the core values of socialism. Through searching networks, periodicals, and magazines, we find the examples of Academician Zhongnanshan, professional basketball player Jordan, and the great artisan Li Wanjun, 2020 Touching China's winner can be used to illustrate this topic. After finding the materials, certain degree of course designing should be adopted. For example, the story of Academician Zhongnanshan can be placed in the "warming-up" part in the form of online video watching, thinking and discussion or offline Q & A. The story of Jordan can be used as an offline listening task and the story of Li Wanjun can be used as a discussion

material. Word materials of other core values of socialism should also be provided to students to learn. All of these materials should be uploaded to the platform before the class for students to watch, read or think about.

#### Offline Integration in the Class

Under the blended teaching mode of follow-up courses of college English based on ideology and politics, students become active participants; ask and share their concerns on certain topic. Teachers can focus on the problems that are reflected or questions that are asked on the online learning platforms, focus on the consolidation and expansion of knowledge in this unit. By learning the examples of Zhong Nanshan, Li Wanjun and Jordon, students should have prepared for the discussion and be ready to share their opinions in the class. At the same time, students may raise questions, and teachers would answer them.

Through the positive guidance of teachers in the offline classroom, on the one hand, students can improve the comprehensive application of English and cross-cultural communication ability; on the other hand, students have also learned to look at Western culture and core values in a rational perspective, establish the core values of socialism, enhance cultural self-confidence, but also enhance the recognition of China's mainstream culture, in the process of integrating language learning and ideological and political education.

#### Online Consolidation after the Class

Through the integration of offline classroom, the teaching of English knowledge and moral education are further strengthened. After finishing the off-line classroom teaching, teachers, in accordance with the current social hot spots, can make use of China Daily, Beijing Weekly and other applications or websites to find some effective resources to integrate the elements of moral education into after-class exercises and homework. For example, the description of the "professional dedication" part of the socialist core values can be designed to a translation exercise and uploaded to the learning platform for students to complete. In the process of completing the exercise, the students will unconsciously receive the moral education of the socialist core values. At the same time, teachers can use the learning platform to arrange group discussions according to the unit theme, and students can complete the discussion tasks on the learning platform just like chatting. After class, the teacher reviews the students' exercises and tests on the learning platform to learn students' learning conditions and give feedback to students timely. Online and offline blended teaching can free teachers from manual statistics and analysis of students' performance and can also facilitate students' communication with each other, strengthen the knowledge learned, and complete moral and disciplinary teaching objectives.

## 5. Conclusion

To realize language teaching and ideological and political education in the follow-up courses of college English is not easy but through the carefully-prepared online resources uploaded before class by teachers, the clever integration in classroom teaching and online consolidation after class, language teaching and ideological and political education are integrated organically without pure oral teaching, making the elements of ideology and politics run through the whole process of college English teaching. By guiding students to care about current affairs, understand social hot spots, enhance cultural self-confidence, teachers penetrate the elements of ideology and politics in the process of college English teaching, achieving the dual purpose of moral education and intellectual education, and the maximum effectiveness of college English courses.

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