

Academic English Hybrid Teaching System Construction

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Abstract

Based on the current situation of academic English courses for graduate students, this study reviews the hybrid teaching method, outcome-oriented teaching concept and project-based teaching method. A hybrid teaching system of academic English is constructed, and the practical effectiveness of this teaching system is analyzed.

Keywords

Hybrid teaching; OBE; PBL; Academic English.

1. Introduction

In recent years, graduate education in China has been developing, and the enrollment of graduate students has been on the rise. In the stage of postgraduate education, although students have acquired a certain amount of English language knowledge, their academic attainments have just started, and their ability to conduct academic discussions, to make academic speeches and to write papers with English thinking needs to be improved. As one of the important tools to broaden learners' perspective on scientific research, academic English greatly helps learners to keep abreast of cutting-edge research trends and keep in line with global academic research. However, there are still a considerable number of graduate students who have not been exposed to academic English during their undergraduate study, and do not know how to carry out academic activities in English during their postgraduate study. Even at the postgraduate stage, they are still focusing on College English Band-4 and Band-6, and focusing on taking exams rather than ability cultivation.

Hybrid teaching is not a new teaching method or theory, but with the deepening of educational informatization, has gradually received attention and recognition in the educational circle. Hybrid teaching can give full play to the autonomy of teachers and students, and fully reflects the initiative, enthusiasm and creativity of students as the main body of the learning process. The teaching method advocates combining the advantages of traditional teaching and digital teaching, and complementing the advantages of the two, so as to obtain better teaching effect. Therefore, academically oriented exploration and practice of hybrid English teaching is an important part of postgraduate education and teaching, as well as one of the effective ways to improve students' scientific research ability.

2. Research Basis

Guided by the concept of Outcome- Based Education (OBE), this study adopts Project-based Learning method (PBL) to carry out the research and practice of academically oriented hybrid teaching of English.

2.1. Hybrid Teaching

The theoretical basis of hybrid teaching is constructivism theory and hybrid learning concept. From the perspective of students, hybrid learning was initially defined as the mixture of various learning methods, and later as the fusion of face-to-face learning and online learning. From the

perspective of teachers, it emphasizes the application of online education in traditional classroom teaching and gives full play to the advantages of both online and offline teaching. Online teaching is not an optional auxiliary activity of teaching, but an indispensable part of the complete teaching, while delivering the development trend of the times and future education, highlighting the learner centrality, focusing on improving the personalized level of education. Teaching design should have online resources, which should explain knowledge points. Offline activities should be designed to test and consolidate online knowledge learning. The process must be evaluated, both online and offline. As a continuous innovation of classroom teaching, hybrid teaching can provide students with services beyond the existing education and teaching system, and also a broader space for the development of teachers' teaching and academic development [1].

2.2. Outcome-Based Education

Outcome-Based Education (OBE) is a teaching mode based on learning output, which was first practiced in the United States and Australia. The outcome-oriented concept has been highly recognized and widely used in many disciplines all over the world with remarkable results. In the study "Outcome-based education: Critical issues and answers", American scholar Spady WG. defines OBE as "clearly focusing and organizing the education system around ensuring that students get the experience to achieve substantial success in future life." [2]

This concept is student-centered, paying attention to what students have learned, attaching importance to their learning results, clarifying their ability goals, and carrying out reverse design based on the output results. The teaching process is to design the output goals firstly, then design the teaching according to the goals, and select suitable teaching methods and teaching means, etc., to ensure that students achieve these expected goals. This is a structure and a system in which learning output drives the whole course activities and students' learning output and evaluation [3].

2.3. Project-based Learning (PBL)

Project-based Learning (PBL) is a set of project-oriented teaching methods designed for learning situations, which originated from medical education in the 1950s [4]. Barrows defined PBL as "PBL is both a course and a way of learning" [5]. The protagonists in the project context are students. Teachers arrange courses around a complete project design and assign students to learn project-related knowledge. At the same time, teachers help students to create a learning environment, stimulate students to think, encourage students to ask questions, and constantly guide students to understand problems in depth, and explore, build, research and evaluate project results together in the form of team cooperation. The teaching method makes students' learning exploratory, active and participatory, which can not only stimulate students' interest in learning, but also cultivate their problem-solving ability, critical thinking ability and teamwork ability

3. Teaching Design

Under the guidance of OBE concept and with Postgraduate English as the research course, the paper carries out the explorations and practices of the academically oriented hybrid teaching based on Chaoxing "One-platform and Three-terminal", and finally achieves the effective cultivation of the three levels of English competence that should be possessed by the students: linguistic competence, academic practice competence and comprehensive competence.

3.1. Setting Teaching Objectives

The research sets teaching objectives from three levels--- knowledge, ability and comprehensive competence. In terms of knowledge, this is to focus on improving English

language skills in listening, speaking, reading, writing and translation, and is to master academic speech, academic writing and academic reading skills. At the ability level, it focuses on the application of acquired knowledge to improve the ability of oral and written English communication in academic or future career fields, and effectively participate in cross-cultural communication and international competition activities. At the comprehensive competence level, it focuses on cultivating learners to form active learning ability, team cooperation ability and critical and innovative thinking to solve problems, shaping ideological and political qualities such as craftsman spirit and national feelings, and practicing the learning concept of whole person development.

3.2. Constructing Teaching Resources System

Based on Chaoxing “One-platform and Three-terminal”, teaching materials from textbooks, self-built resources and extended resources are scientifically integrated. Materials from academic reading, academic writing, academic lectures, traditional cultural publicity materials, Ted talks and China Daily English website, are selected to build diversified and multi-dimensional teaching resources, and to reconstruct the teaching content in three dimensions.

The teaching materials from texts are integrated according to different academic themes. Six units are designed, and five modules are built for each teaching unit according to the teaching objectives, including audio-visual module, speaking module, reading module, writing module and translation module. The five modules are matched with academic learning skills and practical exercises. Based on the self-built hybrid teaching resources in Chaoxing, the resources are divided into three parts according to the use of three stages, which are before class, during class and after class respectively. Selecting materials from the website of Chinadaily, Ted talks and English resources of Chinese traditional culture publicity, etc., to build an expanded resource repository.

3.3. Application of Teaching Design

Conduct academically oriented teaching activities based on Chaoxing platform. The specific execution method of each activity is as follows:

The first stage (before class) : the teacher matches the teaching theme of the unit, sends academic task materials through Chaoxing platform, and determines the research project theme. Students can study the materials sent by the teacher on their own and do the pre-test.

The second stage (in-class) : The main process of this stage is as follows:

Teachers distribute PBL group tasks, explain task objectives to all students, distribute and explain activity rubrics. The whole class is assigned into several groups, each group is made up of 4 students, and roles are determined, including group leader, group secretary, group encourager and group reporter. Group leader is in charge of organizing the development of group activities. Group secretary is responsible for taking notes of the discussion. Group encourager is responsible for monitoring the participation of each group member, praising the group members who contribute more to the group discussion, paying attention to and encouraging the group members who contribute less to the group discussion to contribute more. Group reporter is responsible for reporting the discussion results in front of the whole class on behalf of the group. Teachers and students work together to give suggestions and advice for improvement. Students and teachers make summaries of this activity respectively.

The third stage (after class) : Students submit the achievements of the activity to the PBL task module in Chaoxing platform. Teachers assess the students' achievements, students assess their own jobs, and group members assess all the other groups. Teachers post the typical task achievements on discussion board, and the whole class learn together.

3.4. Teaching Assessment

Based on the scoring activity and PBL module in Chaoxing platform, two sets of assessment system are implemented, which are “student self-assessment + student mutual assessment + teacher assessment”, and “formative assessment + summative assessment”. Based on the learning group task module, set the proportion of assessment scores, assessment rubrics, explain the task rules, and guide students to carry out self-assessment and mutual assessment. Teachers give timely feedback. Combined with learning through examination, in-class tests, questionnaires, paper examinations and face to face tests in various forms.

4. Teaching Effectiveness

The results of the questionnaire survey and interview analysis show that the academically oriented hybrid English teaching method plays a positive role in both teaching and learning.

4.1. Changes of Students

Students have significantly improved their academic English listening, speaking, reading, writing and translation skills. They can carry out tasks on academic reading, academic writing and academic keynote speeches independently or through teamwork. They can conduct oral and written English communication based on their major and future career, and participate in cross-cultural communication activities effectively. The ability to learn with the help of information technology is improved. Students are proficient in all kinds of learning, interaction and presentation based on the network platform. Students are able to make short academic videos and present them in English during class time, share critical thinking writing with each other, and appreciate their own role plays. The spirit of craftsman and patriotism are sublimated through individual display and team work.

4.2. Changes of Teachers

By means of sharing teaching experience and participate in all kinds of seminars and teaching competitions, teachers' teaching competence rose. In the era of information technology-based teaching, the application of this teaching concept is fruitful to keep up with the times. Meanwhile, teachers are committed to becoming good teachers with ideals, beliefs, morality, solid knowledge and loving heart.

5. Conclusion

Academic English will be the mainstream of students' English learning in the future. With the steady progress of information education, hybrid teaching will be further standardized. At the same time, due to the impact of objective factors such as COVID-19, hybrid teaching will be further normalized. Based on the academic orientation concept, guided by the outcomes-oriented concept and combined with the hybrid teaching practice, it can promote teaching interaction, promote deep learning, innovate the application of learning technology, stimulate learners' positive emotions, and finally achieve effective teaching.

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