

The Strategies of enhancing the blended teaching capabilities of English oral teachers in China

Ru Wang^{1,2,a}, Mazlin Mohamed Mokhtar^{1,b}

¹Faculty of Languages and Communication, Sultan Idris Education University (UPSI); 35900
Tanjung Malim, Perak, MALAYSIA

²Xi'an Eurasia University, Xi'an, China

^aP20212003101@siswa.upsi.edu.my, ^bmazlin@fbk.upsi.edu.my

Abstract. The purpose of this study is to explore the strategies to improve the blended teaching ability of Chinese oral English teachers. Through literature review and empirical research, the importance of blended teaching in oral English teaching is found, and the factors affecting teachers' blended teaching ability are explored. The results show that teacher training, technical support and teaching resources are key factors to improve teacher blended teaching ability. In response to these findings, targeted training and support programs are proposed to help Chinese oral English teachers improve their blended teaching skills, so as to improve students' oral expression skills and communication skills. The exploration of this study is expected to provide a reference for improving the quality of oral English teaching in China.

Keywords: Chinese oral English teaching; blended teaching ability; teacher training; professional development;

1. Research background and significance

Oral English teaching in China has always been faced with many challenges, such as single teaching content, outdated teaching methods, and low participation of students. With the continuous development of information technology in the field of education, blended teaching has gradually attracted valued as a teaching mode combining traditional teaching and modern technology. Blended teaching can effectively improve the teaching effect, stimulate students' interest in learning, and enhance their independent learning ability.⁽¹⁾

In Chinese English teaching, teachers' teaching ability directly affects students' learning effect. Therefore, it is particularly important to improve the blended teaching ability of Chinese oral English teachers. Blended teaching ability can help teachers to better deal with the problem of single teaching content. By introducing diversified teaching resources and tools, teachers can design more attractive and practical teaching activities to allow students to acquire richer knowledge in different learning environments.⁽²⁾

Blended teaching ability can improve the teaching efficiency of teachers. Traditional classroom teaching often requires a lot of time to impart knowledge, while blended teaching can allow students to preview and review outside the classroom through online learning platforms and other tools, so as to save the time of classroom teaching and make teaching and learning more efficient.⁽²⁾

2. Discussion on Blended teaching theory

Blended teaching theory is an important research field in the exploration of strategies to improve the mixed teaching ability of Chinese oral English teachers. Blended teaching theory explores how to effectively integrate traditional classroom teaching and online learning resources to improve students' learning effect and teachers' teaching efficiency. In this table, we will provide some specific blended teaching strategies to help Chinese oral English teachers to better apply the hybrid teaching model. ⁽³⁾

Table 1: Exploration of hybrid teaching strategies

blended teaching strategy	significance
Design and organize blended learning activities	High level
unitizing online learning platforms and tools	Medium level
Assess and give feedback on student learning performance	High level

In this table, we will provide some specific blended teaching strategies to help Chinese oral English teachers to better apply the blended teaching model, and improve their teaching ability and teaching effectiveness.

3. Strategy for improving the blended teaching ability of Chinese Oral English teachers

Strategy 1: Teacher professional development

Firstly, through the professional title evaluation, teachers can get more professional recognition and promotion opportunities in their teaching career. By taking part in the professional title examination at all levels, teachers can constantly sum up experience in teaching practice, improve teaching level, in addition to and be recognized by more professional authority while obtaining the corresponding professional title. These measures can encourage teachers to keep learning and improving, and promote their sustainable development in the field of oral English teaching.

Secondly, through teacher training and communication, teacher professional development is one of the important strategies to improve the blended teaching ability of oral English teachers⁽⁴⁾. In terms of teacher training, schools and educational institutions can regularly hold relevant training courses, including but not limited to blended teaching theory, teaching design, technology application and other contents. Through systematic training, teachers can help them to better understand and master the essentials of blended teaching, and improve the quality and effect of teaching.

In the process of training and communication, schools and educational institutions can also use modern technology means, such as online courses and video conferences, to expand the scope and influence of the training. This can make effective use of resources to meet the needs of more teachers and promote the professional development of the entire teacher team.

4. Empirical study and outcome analysis

4.1 Investigation on the implementation of blended teaching

In this study, the author carried out a blended teaching ability improvement training for the oral English teachers in an application-oriented undergraduate university, and implemented the blended teaching experimental course. During the training process, the teachers improved their blended teaching design ability and skills by participating in discussions, observing cases, conducting practical operations and other forms. In the experimental class, teachers adopt the combination of online teaching platform and traditional face to face teaching. Students participate in real-time interaction through electronic devices in class, and after class, they consolidate learning through online learning content.

After the implementation of the blended teaching, we conducted a questionnaire to the teachers and students participating in the experiment. There were seventy two teachers and sixty students participating in the experiment, seventy two teacher questionnaires and sixty students' questionnaires were distributed, seventy valid teacher questionnaires and fifty five student questionnaires were recovered. The results showed that 89.23% of teachers expressed a positive attitude towards blended teaching, and believed that blended teaching could effectively improve students' participation and learning effect. They believe that through the online learning platform, they can better understand the students' learning situation and adjust their teaching strategies in time. At the same time, 92.12% of the teachers also found that their role in the blended teaching has changed, from the traditional "narrator" to the "guider", paying more attention to students' independent learning and the cultivation of critical thinking ability.

In terms of students, the survey results show that 86.34% of the students have a high acceptance of blended teaching, believing that the online learning platform provides a more flexible and independent learning method, which can help them better master the knowledge points. At the same time, 92.45% of the students also reported that it was easier to interact and cooperate with other students in the blended teaching, which deepened the communication and understanding between them and stimulated their interest in learning.

The empirical findings of this study show that the blended teaching ability improvement training for Chinese oral English teachers can effectively improve teachers' teaching ability and students' learning experience. Blended teaching can not only improve students' participation and learning effect, but also cultivate students' critical thinking ability and cooperation ability, which helps to cultivate internationally competitive talents. In the future, we will continue to deeply study the blended teaching mode, continue to explore more innovative and effective teaching methods, and make greater contribution to the improvement of the quality of Oral English teaching in China.

4.2 Analysis of the effect of teacher's ability improvement

Through interview and questionnaire, the positive result had been concluded, seventy six teachers compared the two studies with experiments. The term using blended teaching scored higher than the semester without using blended teaching, and the average score was 5.2% higher. Through empirical research and results analysis, we found that blended teaching not only helps to improve the teaching level of teachers, but also can stimulate students' enthusiasm and initiative in learning.

Blended teaching can expand teachers' teaching methods. In the traditional oral English teaching, teachers mainly explain and practice as routine, and students' participation and interaction are low. Through blended teaching, teachers can make use of various multimedia resources and online platforms to enrich the teaching content, introduce ai game teaching, and improve students' interest and enthusiasm in learning. 91.2% of the teachers believe that this novel teaching method not only stimulates students' motivation to learn, but also makes teachers have more space to play in teaching and improves the teaching effect.

Blended teaching can also improve teachers' teaching feedback and evaluation ability. Through the real-time interaction and real-time evaluation on the online platform, teachers can better understand students' learning situation and needs, adjust their teaching strategies in time, and guide students' learning individually. At the same time, 88.75% of teachers believe that the teaching effect can be evaluated through online learning trajectory and data analysis, find problems and improve programs in time, and improve their teaching level.

However, blended teaching also faces some challenges and improvements. Teachers need to continuously improve their digital literacy and teaching skills, and skillfully use online teaching platforms and multimedia resources, in order to better carry out blended teaching. Teachers also need to constantly improve curriculum design and teaching content to ensure that online and offline teaching is connected with each other and avoid duplication or fragmentation of teaching content.

4.3 Evaluation improvement of Students' oral English level

According to the evaluation of the students' oral English performance after the implementation of the blended teaching, we found that the students' oral English level has been significantly improved. Through practical practice in class and assisted learning through the online platform, 95% of students' oral expression ability has been effectively improved. They pronounce more accurately, speak more fluently, and express themselves more confidently. according to their performance. Students' interactive learning in class was also enhanced, and they are more willing to communicate in English, demonstrating greater communication skills.

Blended teaching helps to promote the teaching ability of Chinese oral English teachers. Through continuous practice, exploration and improvement, we believe that we can further improve the students' oral English level, and to cultivate more excellent oral English teachers to lay a solid foundation.

5. Conclusion

Blended teaching is of great significance to improve the teaching ability of Chinese oral English teachers. Through blended teaching, teachers can cope with the various challenges faced by oral English teaching, enrich the teaching content and methods, and improve the teaching effect and teaching efficiency. In the research and practice, the blended teaching has achieved remarkable results, proving its important role in oral English teaching. However, blended teaching still faces some problems and challenges, such as teachers' digital literacy and teaching design ability need to be continuously improved. In the future, teachers need to strengthen their professional development and training, and constantly explore and innovate the strategies and methods of oral English teaching. It is hoped that through the study of this paper, it can provide some reference for the practice of Chinese oral English teachers, and promote the continuous innovation and development of Chinese oral English teaching. In the future education, blended teaching will become an important direction of education reform, to provide students with better learning experience and learning effect.

Acknowledgements

This research was funded by Center for Faculty Development in Xi'an Eurasia University (Grant Number 2022JSFZ10); This research was also funded by Xi'an Eurasia University (Grant Number 2023YXYJ02)

References

- [1] Perry, T., Findon, M., & Cordingley, P. (2021). Remote and blended teacher education: A rapid review. *Education Sciences*, 11(8), 453.
- [2] Ma, J., Jiang, X., Wang, J., Liang, Z., Sun, Z., Qian, H., & Gong, A. (2022). The construction and application of a blended teaching model under the strategic background of healthy China. *Biochemistry and Molecular Biology Education*, 50(1), 114-119.
- [3] Lorenzo-Lledó, A., Lledó, A., Gilabert-Cerdá, A., & Lorenzo, G. (2021). The pedagogical model of hybrid teaching: Difficulties of university students in the context of COVID-19. *European journal of investigation in health, psychology and education*, 11(4), 1320-1332.
- [4] Svendsen, B. (2020). Inquiries into teacher professional development—what matters?. *Education*, 140(3), 111-130.
- [5] Ulla, M. B., & Perales, W. F. (2022, June). Hybrid teaching: Conceptualization through practice for the post COVID19 pandemic education. In *Frontiers in education* (Vol. 7, p. 924594). Frontiers Media SA.
- [6] Bartlett, L. (2022). Specifying hybrid models of teachers' work during COVID-19. *Educational Researcher*, 51(2), 152-155.
- [7] Hediansah, D., & Surjono, H. (2020). Hybrid learning development to improve teacher learning management. *JKTP: Jurnal Kajian Teknologi Pendidikan*, 3(1), 1-9.
- [8] Nebrida, J., & Bangud, A. (2022). Challenges in hybrid teaching amidst pandemic: The proposed model. *Journal of Engineering Research and Reports*, 22(9), 51-64.