



Research on blended teaching of English interpretation in vocational colleges under the background of informatization

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Abstract

With the development of educational informationization, the traditional English teaching model is faced with severe challenges in cultivating students' English communicative ability. In developing educational system, the traditional English teaching model has serious obstacles in developing the communication skills of pupils. The present paper analyses the current situation of English learning in vocational colleges for exploring the intent and application of the Blended English learning approach, to combine traditional classroom learning with online teaching, and to improve the quality of English learning in vocational colleges effectively. The way individuals get information has dramatically changed with the advent of the information era. It also has the wave of higher education information, with the continuously innovative methods of teaching and teaching content. Recently, researchers are concerned about the integration of information technology organically into education system for supporting learning experiences and for encouraging the refinement of new abilities. It is the need of the day to be focused on the education technology. The undertaken study aims at elaborating the significance of Blended teaching English in the present era. There are currently only a few courses using the blended teaching approach. With the continual update of teaching concepts and the latest technology, the focus of forthcoming research is expected to be on the individual development of the blended teaching mode.

Keywords: Blended English learning approach; communication skills; traditional English teaching model; vocational colleges.

1. Introduction

Under the ten-year Technical Information Development Plan (2011-2020), announced by the Ministry of Education, "B "In 2020, teachers at all levels in colleges will essentially achieve the required standards for education technology. Various approaches and methods will be employed to enable teachers successfully use information technology, update teaching concepts and improve methods of teaching and quality of teaching". In English, however, many teachers employed only PPT training software for education information technology, and other multimedia tools were not used as much as they might be. Blended learning is an enhancement in the concept of learning which modifies

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the students' perception and teaching models, teaching tactics and roles. "The function of teachers in computer network instruction must be deconstructed and recreated"

2. Profile of "Blended" English Learning Approach

English teaching focuses on training students to listen, talk, read, write, and translate as well as improve their international communication skills. "There is a way of teaching, but no precise method". Blended learning is a teaching strategy that integrates multiple learning theories, methodologies, methods and applications. It's become a prominent trend in "mixed" apps through the integration of two traditional ways to face-to-face teaching and digital online learning.

3. Classification Of "Blended Learning"

'Blended learning' can be classified into 4 aspects, such as 'learning object,' 'learning environment,' 'learning methods,' and 'learning evaluations.' Mixed" learning has become an increasingly fresh direction for studies, emphasising the "blending" of different parts, concentrating on "case-by-case analytics" and optimised learning. The realisation of the complementing benefits and better effects of education and learning is in line according to the criteria of English coaching transformation and development in new professional and technical colleges and plays a positive role in English teaching reform.

3.1. Definitions

Today's scholars recognise that both face-to-face and online learning milieus have multiple advantages and disadvantages to consider. They start combining fundamentals of these two distinct scholarship milieus in an effort to maximise the benefits of both while minimising the drawbacks. This is done in an effort to capitalise on the advantages of both while minimising the drawbacks. This type of educational delivery is universally referred to as 'Blended Learning,' and it can include a variety of different approaches to combining pedagogical approaches in order to produce the best possible learning outcomes (Boyle, Bradley, Chalk, Jones, & Pickard, 2003; Driscoll, 2002). Mortera-Gutiérrez (2006) asserted that the various explanations of blended learning cause us to pay attention on the intricacy and richness that can be found in this type of learning and educational process. Laster (2004) elaborated that "at the other extreme, one could argue that blended learning can be any kind of learning."

In the literature, blended learning was also defined as the process of combining Web-based technology with traditional classroom instruction in order to achieve a specific educational goal. According to Reay (2001) and Rothery (2004), blended learning is a combination of online and face-to-face coaching. In a similar vein, Osguthorpe and Graham (2003) stated that, "Blended learning is a combination of face-to-face instruction and distance learning delivery systems."

4. Related Work

Blended learning in the realm of education seems moderately a new term. This term had been initially exploited in merging recreational and educational components into pre-schools (Mo et al., 2020). Several pedagogical specialists kept under observation and examined the mixed learning classroom and the learning status of pupils. Eventually, they concluded that views regarding mixed learning typically approve and oppose both (Gao et al., 2018). First of all, pupils' outlooks and their opinions are expressed through this method, whereas, the pupils having opposite opinions, want to get tutoring in a traditional and simple way from the instructors. And they are not highly recognised for

the self-employed learning. While several pupils are appearing with strong support for this learning and demanding such type of educational milieu having Blended learning approach. They believe that they acquire the knowledge in an easy way using this approach. They can have more flexibility in learning, organise their own learning plans on the basis of their own learning rhythm and take their own initiative fully into consideration (Xu & Ma, 2021).

Blended learning is understood as "a combination of traditional face-to-face and online learning" and the flexible design of the curriculum enables classroom learning to occur without time limitations. Moreover, some overseas educational professionals have researched the definition and significance of Blended learning (Xu & Ma, 2021). The meaning 'Blended learning' got different concepts according to the exterior milieu and time by covering different concepts, that is to combine different teaching approaches to achieve optimum learning consequences through a variety of teaching procedures.

Owing to continued upgrading and development of mixed teaching research and practise, the Sloan Consortium in the USA, for example, highlighted the importance of this approach by stating that almost 31 – 80 % content is delivered to the pupils through online methods. It is claimed that mixed learning blends face to face mechanisms with mechanisms of distance. Blended learning can be defined in many ways: combining outmoded education with online learning; combining media and instruments exploited in online learning settings; and combining a range of education methodologies that do not relate to technology use. They view mixed learning as a simple and difficult idea. Mixed learning is simply the proper combination of online and classroom learning (Xie & Ma, 2018).

Earlier, the blended learning idea focuses at this stage on interaction and modifications to the interaction between mixed learning settings and related change in educational design. Researchers, for example, it is an approach that leads to a full exchange of pupils, pupils and instructors, and pupils and properties. To that end, scientists consider it "a fundamental change and redesign of the educational model." They propose that it makes the learning process from teacher centre to student-centric learning and improves interaction between pupils, students and teachers, students and content.

The OECD presented a framework to analyse the levels of IT adoption and use in the industry, covering three characteristics of readiness, intensity and impact. As an IT-driven approach to educational changes, we believe that mixed learning can be based on the OECD framework expressing ready to use when it comes to designing and implementing blended learning. The "structure" can comprise two separate layers of structure from the standpoint of blended design and enactment: the blended learning model and theoretical framework (Birt et al., 2019). Scholars have various views regarding these models and academics presented models that are based on attitudes, skills and competency. Specifically, the behaviour model is the coordination of integration of conventional face-to-face teaching and online learning. These have solved the numerous learning difficulties (Wang, 2020). A great research and discussion have been carried out on the meaning of the blended teaching concept, its features, style and effect, as have the changing environment and time of external technologies.

4.1. Significance of Blended Learning

Blended learning provides instructors with more techniques and options when it comes to structuring training. While face-to-face classroom contacts between students, teachers, and other students are limited, blended learning enables for similar interactions to take place in an online setting at various times during the day (Singh, 2003). Additional common motivation for combining different modes of instruction delivery is that it facilitates the implementation of successful pedagogical techniques. It makes the learning and teaching process interesting for both students and teachers. From the perspective of administrators, in addition to gaining a reputation for implementing the most

up-to-date instructional delivery models in their institutions, the ability to reduce functioning costs of courses over the long-term due to a reduction in the number of students seated in classrooms is the most compelling reason for implementing blended learning in the vocational institutions, according to the research.

5. The Role of Internet and Information Technology in Vocational Education

“Internet + education” is a new form of education that combines Internet technology and education with the unceasing expansion of science and technology today (Xie & Tsai, 2021). The Internet+ education emphasizes the application of Internet technology in bringing about innovation and expansion in the sector of education.

Instead of just playing PPTs in class, and employing multimedia, instructors utilize the internet's accessibility that also accelerates the development of "Internet". In the following respects, it greatly accelerated simultaneously the development of 'Internet' teaching reforms: (1) It extended the perspectives of teachers and improved the knowledge system for senior public teachers; and (2) It gave rise to the notion of 'Internet education.' It has produced the demand for innovative change in "Internet+ education" and (3) It provided more convenient access to information and processing capacity for all participants in public English instruction. Internet provides students with independent information resources, videos, blogs, public websites, teaching software and multimedia etc. It provides teaching equipment in a variety of different ways necessary for classrooms, including projectors, computers, and microphones. It is the cornerstone intended the effective deployment of "online" teaching in vocational educational system (Zhiyong, Sidhu, & Muthukrishnan, 2020).

English mixed teaching takes the 'online + offline' method, where great training software can effectively help students to learn and to understand the knowledge required. The "Internet " introduced social software along with other interactive societal software to restricted areas. Teachers can utilise these digital platforms to interact with higher education in mixed public English instruction. "Internet+" provides technological support network for the mixed interaction of teaching (Grublješič, Coelho, & Jaklič, 2019) in advance.

The interactive design of the content of the learning encompasses the design of the content structure, multimedia presentation design, and the functionality design of teaching tasks. The application of a mobile platform may inflate the classroom space significantly; professors are able to engage with students in BBS, QQ groups, blogs, and others before and after the class and keep them alert to their learning situations and feedback. Resultantly, online learning platforms like mobile applications and blackboard platforms are now beginning to be genuinely incorporated into the learning of students, and they are becoming part and parcel of their learning lives. In short, "Internet" allows students to have access to online educational resources, participate in online classroom training, and engage in independent, focused study and communication using mobile platforms, every time and anywhere.

The process of implementing blended teaching encompasses several areas which in reality constitutes the complicated system by encountering the administration of blended teaching. It is observed that almost 77% of teachers regarded students' interest and initiative as key elements in the survey of factors impacting the efficiency of combined teaching in public English and almost 70% regarded the sense of self-control as the primary aspect. It indicates that the inventiveness and curiosity of students in integrated public English education is vital. However, “Internet+” gives an excellent option which offers technical assistance for managing the blended teaching system. Teachers can teach, assign, review and answer questions on the internet. For example, the instructor uploads the teaching material to the teaching platform on the online learning stage, the pupils can update

information and finish the teacher's homework online after the course period, while the instructor may concentrate on responding the interrogations the pupils make. This learning platform emphasises the real-world connection in English instruction and increases the student's capacity to listen, read, write and translate.

There are numerous concerns with vocational education traditional public English instruction. Students have a few opportunities to practise English, their skills cannot be educated and strengthened efficiently. The employment of Internet tools and methods can effectively resolve these challenges in the "Internet" environment. It enables faster access and promotes more convenient and effective instructional deployment. Teachers can also utilise different Internet technologies to develop rich and up to date educational materials and can employ Internet communication tools to strengthen student interaction and enhance the teaching form. The "Internet" may be stated to support the combination of the online and offline public English language teaching techniques in higher education and to complement each other by enhancing the content of mixed public English teaching in vocational education and enhancing the effect of education. The teaching tools provided by "Internet" accelerated the production of teaching curricula and teaching materials and break the traditional blackboard teaching and updated methods of teaching and made the teaching methods more colourful.

Self-directed learning is intended to fully support the students' main role in educational activities, encourage student awareness of subjects, transform the passive way of learning into a flexible and active way of learning and provide students with sufficient time and space to choose and internalise learning content, thus enabling students to become a master's degree. The absence of basic English skills and understanding results in their lack of interest in independent learning and reliance on teachers. During 'internet,' teachers may use modern IT to produce courseware or videos with contents and additional knowledge, highlight the main points and problems in the knowledge and show it to students through the mobile network platform, while students can use their time after class to study on their own by watching class ware and relevant teaching. Students can take self-tests to comprehend new knowledge. Students can also complement their own English skills and speed, and repeated learning and testing, whenever and wherever they are based.

6. Current Situation of English Learning in Vocational Colleges

Students in higher vocational and technical colleges in China currently have a complicated source of information including regular high schools (Pu Gao), secondary schools (Zhong Zhi), secondary schools and technical schools. The diversity of student sources has led to considerable disparities in English learning between professional students. Likewise, their English linguistic background is different in the school because of the clear variances in pre-English learning material and difficulties. Students are less confident, less focused and less persistent in learning. It is clearer that students at different levels of English have varying comprehensions in the same materials and approaches while teaching. Secondly, in English learning, pupils have varied demands. Not only students of other undergraduates but even students of English undergraduates have substantial variations in teaching and English education due to their plans and career development. Moreover, students in vocational colleges have usually weak learning habits and learning capacities when compared to students in conventional institutions, which makes it often very difficult to focus on English learning for a long time. The following qualities of the student source and the English study indicate that in English teaching in higher professional and technical schools, the core concept of "Individualized instructions; Individualized materials; Individualized needs" needs must be adopted. This concept can only be applied in practise to get greater results, and "blended" English is a good attempt.

7. Promote English Classroom Teaching with "Blended" Learning as the Leading Method

"Blended" teaching is to increase the quality of teaching and to promote better English learning for students. The key to "blended" English education for vocational schools is to maximise the design of classroom teaching. Teachers should concentrate on the concept of "mixed" teaching and organise specific teaching procedures to exhibit the student's content fully and vividly. So far, certain courses at Beijing Information Technology College have taken 'blended learning.' Existing tools include "Wenhua Online" and "Stanford English," which include interactive teaching services, cloud teaching, and teaching and service integration. For certain courses focusing on hearing and speaking, teaching development includes mainly introduction to courses, tasks and organisation of activities, as well as on-line support for learning and teaching assessment. The combination of Online and Offline Teaching has created the integrity system of the teaching process "online-offline-online." Classroom education covers primarily online learning, customised learning and group learning, "regular" studying in school and "practise" out of school, teaching theory and teaching skills.

The blended style of learning demonstrates a wide range of achievements and a more flexible technique of evaluation. This is only the start of the teaching paradigm and is still on the way to practical exploration. Blended learning is an upgrade of the notion of learning that has transformed the cognitive way of the students and the teaching role, model and strategy of the teachers. Therefore, online learning breaks the constraint of learning space and time, regardless of language acquisition or professional information accumulation or enhancement of working abilities. English, however, is a practical language subject, but more practise between teachers and students, as well as between students themselves, must be trained under the leadership of teachers. The objective achievement of learning is evaluated using 'student self-evaluation,' 'student mutual assessment,' 'teacher assessment' and other instruments. In the meantime, teachers will link language skills, professional knowledge and professional abilities effectively to support students in their weaknesses and grasp their online learning.

8. Micro-course and WeChat Informatization

As things are, the pupils are often addicted to the mobile phone and swipe the screen throughout the day. The teachers reflect on how students' interest in learning might be stimulated, how to adopt acceptable ways of teaching, and how to accomplish "individualised instructions; personalised content; individual needs." How can the kid learn with a cell phone swiping? Micro courses are a good choice and refer to a teaching approach aimed towards online mobile learning. The focus of the course will be popular and acceptable for the pupils. It is really helpful to increase their learning skills and performance. The micro course has short and concise content and subjects cover content that is independent and integrative. A 5–10-minute film, or not longer than 20 minutes long, would effectively answer the principal and difficult difficulties of English education through interpretation and training, easier for students to understand and grasp the essential issues of grammar and knowledge. They are more confident in learning and can be achieved, and their negative psychological aspects in learning are eliminated.

The micro course is also a teaching of scenarios, notably in listening, oral and vocational courses. The themes with emphasis, clear guidance and somewhat comprehensive teaching environment often constitute appropriate materials for scenario teaching. To establish a real, accurate and usual learning setting, students use their language skills to practise. By learning and reproducing micro class video contents, students can transfer and enhance their language knowledge and skill to boost their learning effect and ultimately actualize what they have learned. Students frequently easily accept teaching

techniques with certain content of information technology. The video resources are often stream media in RM, WMV, FLV format for 12-to-10 megabytes, so students can watch it online or download it from other devices, such as laptops, mobile phones, and MP4s for repeated learning. In the same way, video education is more attractive and exciting in English learning in line with the characteristics of students in vocational and technical colleges. Moreover, WeChat has increasingly played an important role in education and teaching. WeChat group and WeChat public platform for the construction of the interactive classroom "WeChat English learning" and the creation of the mobile English learning model requires additional English teachers.

9. Result

Mixed learning is the ideal learning model "Internet + teaching," which is also well known in all areas of society, including instructors and students. It focuses on increasing modern literacy and skills, enhancing their competitiveness and general quality internationally and transforming them into a new race of highly qualified human resources. The learning model concentrates on improving the ability of learners to organise and analysis resources and their independent learning skills; face-to-face classroom sessions primarily address the ability of learner to overcome challenges and team work; online or offline interaction between professors and students mainly promotes communication and collaborative skills amongst learners.

10. Discussion and Conclusion

English teaching at Higher Vocational and Technical Colleges is currently facing many pressures and obstacles, and reform is urgently needed. Because of their respective restrictions, traditional teaching and single network teaching in classrooms do not meet the needs of English in higher professional and technical colleges. It encourages the unification of the leadership role of teachers with student dominance and suggests a number of ways of evaluating pupils. This course not only improves the quality of English instruction in Higher Professional and Technical Colleges, but also enhances the ability of students to learn independently, solve problems, cooperate and lead with the growth of the time. It is the natural tendency towards reforming and developing English instruction at higher professional and technical colleges. In parallel, the mixed learning model presents higher quality and ability requirements for teachers and "the role of the teachers in computer teaching should be deconstructed and reconstructed," while the concept and the application of English teaching-based teaching are less than that of other major teachers, and therefore it is important that their design be cultivated, implemented, and maintained.

Teachers should be given more opportunity to learn from and communicate with the outside world to widen their perspectives. English teachers should however research associated software programmes actively, improve their design and teaching resources capacity, and combine information technology and English courses.

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