The Practice and Exploration of the Hybrid English Teaching Model for Postgraduates

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Abstract: With the rapid development of the Internet, there are more ways of learning English for graduate students. The hybrid teaching model is the result of the deep integration of online learning and classroom teaching. How to carry out the practice and exploration of the hybrid teaching model of English for postgraduates and improve the quality of English teaching is an urgent problem for the current English teaching of postgraduates. The definition of hybrid teaching model, its connotation and significance are introduced, the theoretical basis of hybrid teaching is analysed, and the requirement of hybrid teaching and its environmental support are discussed. The suggestions on how to develop hybrid teaching of English for postgraduate and the ways of assessments are proposed, so as to effectively improve the quality of postgraduate English teaching, and to provide more convenience for the English leaning of postgraduates and promote the efficiency of postgraduate English teaching and learning.

1. The definition, connotation and significance of hybrid teaching model

1.1 Definition and connotation

With the popularization of computers and the development of the Internet, the hybrid teaching model combines the advantages of online teaching and offline teaching, which has been attached great importance in the field of education. "Hybrid teaching model" was proposed by Smith J in 2002. The combination of traditional learning concept and network learning overcomes the disadvantages of traditional teaching methods. This concept has been applied to the practice of teaching reform in universities, with the American Society for Training and Development (ASTD) listing blended learning as one of the ten most important emerging trends in the knowledge communication industry. And it has caused widespread concern. Professor of Beijing normal university He kekang in the domestic firstly proposed hybrid teaching, namely the advantages of the traditional ways of learning are combined with the advantages of network learning. The leading role of inspiring and monitoring played by the teachers in the teaching process is fully embodied and the students, as the main body of learning are full of enthusiasm, initiative and creativity. [1]Theories of hybrid teaching model are influenced by the theory of constructivism, humanistic theory, and situational cognition theory, etc. The theory of constructivism has a great influence on the hybrid teaching model. Hybrid teaching model is not simply a mixture of two or more teaching forms, but a deep interactive integration of various teaching strategies, such as teaching, discussion, research, case study, online learning, flipped classroom and other forms of interactive teaching. With the continuous development of education technology and social progress, more teaching forms will be mixed, and the appropriate teaching model will be more enriched. In a word, hybrid teaching is the mutual complement of network technology and traditional classroom teaching. In this way, teachers can play a leading role in learners' learning process and fully reflect the principal role of learners in the learning process, which greatly improves the teaching quality and learners' learning effect.

1.2. Significance of hybrid English teaching model for postgraduates

With the popularization of digital network and the development of information technology, hybrid teaching model has been widely welcomed by the education circle at home and abroad.

According to the survey, colleges and universities in the United States, South Korea and other countries have promoted a large number of hybrid teachings. [2] Hybrid teaching is not a new teaching method or theory, which breaks the traditional classroom model and it makes online learning and offline learning complement each other. But with the deepening of education informationization, this new teaching concept has been applied in many universities in China, and has attracted extensive attention in education. Hybrid teaching combines the advantages of traditional teaching and the advantages of digital teaching, which makes the deep fusion and complement of each other. The purpose is to cultivate the students' cooperative learning and the ability of autonomous learning, and improve the teaching efficiency. Hybrid teaching is an organic combination of various teaching models, which can effectively promote the unity of students' cognition, emotion and ability. [3] Hybrid teaching model not only meets the needs of higher education development, but also is an inevitable trend of China's efficient education reform, which has very important practical and theoretical significance.

2. Theoretical basis of hybrid teaching model

2.1. Constructivist learning theory

The autonomous learning of constructivist theory attaches importance to learners' subjectivity under teachers' organization and guidance, and emphasizes learners' dependence on personal experience, knowledge, and analytical ability in context, which is a process of information processing and meaning construction. Context, collaboration, conversation, and meaning construction are elements of the learning environment. It is emphasized that students' learning is the center, and the acquisition of knowledge is completed by students in the process of active construction. Through the analysis of constructivist learning theory, constructivist knowledge and concept, learning and teaching concept, it is concluded that the constructivist theory is the basic theoretical basis of hybrid teaching model.

2.2 Situational cognition theory

The theory of situational cognition is a hot topic of the western learning theory. By creating authentic or "close" real cognitive situations, students are guided to construct their own cognitive structures, and corresponding hybrid teaching design strategies are proposed to guide students to recognize the essence of the problem, activate students' thinking activities, and measure the gap between the learning process and the learning objectives. The theory of situational cognition emphasizes that students are the main body, and the hybrid teaching is organized in a way similar to the real situation of human beings. The teaching concept guided by the perspective of situational cognition theory provides theoretical basis for the integration of information technology and curriculum, computer supported collaborative learning, the construction of virtual learning community and other new areas of educational technology. Hybrid teaching model can provide learners with rich situations and effectively construct new knowledge system for students. Based on the intelligent learning platform, the online learning is integrated with pictures, text, animation, audio, tasks, question answering and other contents.

2.3 Humanistic theory

Humanistic theory holds that learners have potential abilities in learning, which attaches importance to people-oriented teaching and learning, advocate harmonious and equal teacher-student relationship, emphasizes the position of students, and the development of students' potential abilities, the cultivation of learning strategies, and gives play to the principal role of students. These are the basic principles of implementing hybrid English teaching. Providing abundant and high-quality learning resources is the important means of implementing hybrid English teaching. [4] The aim is to realize the individualization of hybrid teaching and guide the

development of hybrid English teaching with humanistic theory.

3. Specific requirements for the hybrid English teaching model for postgraduate

The hybrid teaching model of English for postgraduates is from traditional "teacher-centered" to "student-centered" teaching. Therefore, the hybrid English teaching model for postgraduates is a challenge to teachers. Teachers should not only study on "how to teach", but also on "how to promote learning". There are several specific requirements for carrying out the hybrid teaching model for graduate students.

3.1 How to guide the deep learning of postgraduates

In hybrid English teaching for postgraduates, the teacher can use the Internet and a variety of media resources to optimize the teaching strategies and create more situations to motivate the postgraduates' learning interests and emotional experience to make the fusion of different learning styles of graduate students. The construction of postgraduates' knowledge promote their thinking and cognitive ability, inspire and guide students to think critically and rationally , to explore the problems to form understanding and transfer of knowledge and guide the deep learning of postgraduates.[5]

3.2 How to promote effective interaction in the learning of postgraduates

First, teachers should put emotional factors into the interaction process. Teachers play a very important role in effective interaction. They should give timely feedback on the problems raised by freshmen and arrange different interaction strategies at different learning stages of postgraduates. Second, teachers should guide the interaction between postgraduate students and information knowledge timely. Media literacy is the key to the basic survival skills and lifelong learning of postgraduate students. Third, effective interaction between postgraduates will make them re-conceive their own ideas, to achieve their own development; Fourth, the combination of the online and offline learning together can make the postgraduates take advantage of the intelligent learning platform and network resources to discuss with each other. Learning methods of collaborative learning, team learning, and autonomous learning can be carried out by postgraduate students anytime and anywhere, which manifests the effective interaction between postgraduate students.

3.3 how to build learning community of the postgraduate

With the rapid development of educational informatization, the role of learning community is becoming more and more prominent. Hybrid teaching model is a construction process of learning community, including students and students, teachers and students, teachers and teachers. The three together can be called a learning community. Hybrid English teaching for postgraduates construct a learning community based on the internet, with teachers as the guide, students as the main body, the members share a common vision of learning and learning goals, and form certain dependencies. They have communication, cooperation and sharing, regarding the questions and all members are improved.

3.4 How to manage the learning process of postgraduates

The learning process management of postgraduate students includes the activity dynamics, content transformation and time flow of teachers and students in hybrid teaching. In the process of network learning, postgraduate students can also complete the learning plan according to their own learning habits and learning ability.   The network learning situation of postgraduate students can be effectively monitored, the learning process of graduate students can be managed, the result   of the hybrid English teaching can be assessed. The teachers should make timely planning, inspection, evaluation, feedback and adjustment, so as to ensure the implementation of hybrid English teaching

of postgraduate students.

3.5 How to build an intelligent foreign language learning platform

The intelligent foreign language learning platform is a based on the Internet technology of online learning, process management and comprehensive assessment. Its purpose is to make students' individualized learning more efficient in the innovation of teaching and management. Establish a three-dimensional network of hybrid teaching and diversified learning resources, and integrate educational resources effectively both online and offline, such as the integration of knowledge of different subjects, the integration of online assessment and offline paper-and-pencil test, etc. Integrate resources into a platform as much as possible, establish "one-stop" learning, and make the tacit knowledge explicit, explicit knowledge systematized, systematic knowledge networked, network knowledge integrated to provide postgraduate students with comprehensive, detailed, accurate, rich and diversified learning resources. Hybrid intelligent language learning platform for postgraduate English teaching takes curriculum construction as the center, the students' autonomous learning as the main body, integrating online course learning, E-mail, QQ, WeChat, on-line question-answering room, network chat software, and BBS. Interaction between teachers and students, interaction between students, and group interaction can make the students solve the learning problems through consulting teachers and classmates online. By analyzing the differences between online teaching and traditional teaching, the intelligent foreign language learning platform integrating teaching links and teaching management should be designed. And with the help of artificial intelligence and computer network technology, a shared intelligent foreign language learning platform can be built.

4. The practice of hybrid English teaching for postgraduates

The practice of hybrid teaching model for postgraduate students is divided into student-oriented teaching practice, activity-oriented teaching practice, target-oriented teaching practice and problem-oriented teaching practice.

4.1 Student-oriented teaching practice

In the hybrid teaching, students as the base and starting point of the teaching practice, is the main body and should be put in the first place. The teacher should attache great importance to the students' individual differences, and pay attention to the design of teaching environment. Students can choose suitable teaching courseware for learning according to their own cognitive structure. The combination of online learning and offline learning can cultivate the innovative ability and practical ability of postgraduate students and the educational effect can be achieved in the hybrid teaching.

4.2 Teaching practice based on learning activities

The design of teaching practice based on learning activities put emphasis on student' learning activities. Teachers and students accomplish the teaching objectives and contents together. Teachers design the activities based on the teaching target, teaching plan, and teaching content. Students acquire knowledge from the activities, change the teacher-centered style, and highlight the students' role, through a variety of learning activities. The students' autonomous learning ability, cooperative ability and communicative ability are cultivated.

4.3 Target-oriented teaching practice

In the hybrid teaching, teachers should set the learning objectives for the postgraduate students and prepare for the assessment of the teaching. In order to make the assessment more effective, the classification of objectives should be used to plan and prepare for the learning, and students' ability , knowledge structure and expected objectives should be analyzed before the teaching .

4.4 Problem-oriented teaching practice

(1) In hybrid teaching, teachers guide students to find and solve problems, and the ability to find and solve problems is indispensable in the learning process. Teachers should guide students to conduct divergent thinking from different perspectives, and help students to find and classify new problems.

(2) Find problems in situations. Teachers should guide students to master knowledge in the situational context. The real situation is important in finding the problems.

(3) Discover problems from interactions. Teachers can be contacted through network platforms, E-mail, QQ, WeChat and other channels to make the problem clear in their interpretation.

5. Quality assessment of hybrid English teaching model for postgraduates

The construction of quality assessment system is of great significance to ensure the sustainable development of hybrid teaching. [6] In hybrid teaching, teachers make formative assessment on students' knowledge mastery, and adjust teaching and learning methods according to the results of assessment. Therefore, the quality assessment of hybrid teaching plays an important role in the English teaching of postgraduates. The quality assessment of hybrid teaching includes formative assessment and summative assessment. Formative evaluation is based on online learning. It mainly includes data inquiry, discussion, problem lead-in, autonomous learning, test and so on. The summative assessment is based on the characteristics of hybrid English teaching and consists of comprehensive test, oral test and written test. Through the fusion of formative evaluation and summative evaluation, the assessments are arranged according to students' learning conditions and learning characteristics. This dynamic assessment model will help improve the postgraduate students' learning efficiency, implement the fusion of classroom assessment and online assessment. Quality assessment is not only a kind of effective way to ensure the quality of hybrid teaching, but also a way to stimulate students' enthusiasm and initiative, enhance the effect of English learning. Teachers can also grasp the learning situation of students through the quality assessment system of hybrid teaching, to make reference for their teaching.

6. Conclusion

As a new teaching model, hybrid teaching integrates the traditional classroom teaching model and online teaching model, which effectively improves the efficiency of English teaching. The network environment provides effective support for the hybrid teaching and learning of postgraduates, promotes the interaction of postgraduates and the interest of them in learning, improves the quality of English teaching, and will certainly have a broader space for the development of English teaching.

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