Exploration on the teaching mode of public English based on learning link App

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Abstract. Under the condition of information technology, with the mobile teaching APPS help, it has become a new scenic spot in the classroom. The application of Chaoxing learning link in Higher Vocational English classroom provides a way to explore the online and offline English teaching mode. On the premise of investigating the mobile learning needs of higher vocational students, this study explores the online and offline public English teaching design, and provides a new perspective for the teaching strategies of English teaching.

Keywords: Learning link, Teaching mode, Mobile teaching.

1 Introduction

With the development of information technology, smart phones are increasingly used for learning in the classroom. The intelligent learning environment, combined with multimedia video and online app, the digital learning mode is more popular with students and teachers [1]. Due to the COVID- 19 epidemic, the exploration of this app online and offline mixed teaching mode has been accelerated. This way of learning will also have a profound impact on the revolution of the Teaching & Learning.

It is a platform that can be used through smart phones, pads and other mobile terminals. It can be downloaded through applications and is easy to use. Different from the previous multimedia learning methods, the learning link is equipped with various functions. Students can freely use in their spare time in to consult the library collection and download electronic resources. Learning link also carries some functions of traditional teaching, such as check-in, group discussion, voting, questionnaire, homework examination, etc. Students' learning process has a dynamic electronic record. It is convenient for students to complete their own learning files, and teachers can understand students' learning difficulties and have feedback in time.

2 Analysis of student's survey

In order to better understand students' learning habits and learning requirements, a questionnaire survey was conducted on Higher Vocational Students' learning preference,

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learning investment and teaching mode cognition.

2.1 Learning preference

Most higher vocational students prefer the learning method of "teacher teaching", and the higher the grade is, the more obvious it is. Computer majors prefer autonomy. Therefore, the mobile teaching mode is more suitable for computer majors, and the grade should also start from freshman year. Therefore, teachers' intensive lectures should be based on students' online learning information to ensure the pertinence and efficiency of intensive lectures. Before the overall curriculum design, teachers can also "reserve some content" for the intensive lectures in the class.

2.2 Learning input

The investment before class is directly related to the effect of flipped classroom implementation. More than 50% of Higher Vocational Students "don't preview" class discussion, and 15% of students "don't have interest in participating in class discussion". With the increase of grade, students' participation in class discussion decreases. 40% students' after-school learning time is "within 1 hour", and the time of media art major is longer than that of other majors. This is related to its different majors. Therefore, short and concise videos or tests should be considered when considering content. The time should not be too long, and it should be selected carefully. With teachers' great efforts, 5-10 minute short videos for students' preview are provided before class.

2.3 Teaching mode cognition

For the traditional classroom teaching mode, 20% of students do not accept it, 47% accept it and 33% like it. However, they all agree that the current classroom teaching mode is "not conducive to giving full play to students' initiative" and "single teaching method, boring content and lack of teacher-student interaction". For the mobile teaching mode, 43% are feasible and 32% are not feasible. Girls agree with it higher, and the higher the grade, the higher the proportion of considering it feasible. English majors think that the highest proportion is feasible, accounting for 78.6%, and the least feasible is advertising.

3 "Online + offline" mixed teaching design of public English

3.1 "Online" teaching design

3.1.1 Interesting is the first factor. Interesting is the best teacher

In the design process of Public English courses, teachers put the content suitable for online learning, word preview, listening and reading comprehension on the learning platform. Students can get teaching feedback in time and do a good job in pre class organization. It is conducive to students' follow-up in-depth learning. The theme of unit 4 is shopping list, which   is relatively concentrated. You can also write out the food in your refrigerator at home through mind map. These topics are relatively life-oriented, and students can also arouse interest in learning. For example, some students design typical hotpot ingredients, including various kinds of meat, seafood, vegetables, bean products, mushrooms, egg products, etc.

3.1.2 The course content is extended and reading push.

Public English learning cannot be completely limited to the text reading of textbooks. Teachers can push article reading before class, such as 100 word cutting reading, mint reading, lighthouse reading, etc.

3.1.3 After class diagnostic communication

You can diagnose your own problems through the pre-test and post-test of learning. It is difficult to monitor students' learning track and form process evaluation. The questionnaire, discussion, voting and other learning activities of learning pass can record students' learning data. The teaching test data can help students reflect on their learning, adjust their learning strategies and improve their learning effect. Timely feedback on learning activities helps students reflect on learning effects and clarify confused concepts. For example, the difference between choose and option, choose is a verb choice, and option is a noun "selectable things, choice, right of choice; freedom of choice".Eg: she had to choose between giving up her job or hiring a nanny. She had to choose between giving up her job and hiring a nanny. As you see it, we have three options. You see, we have three options. Let students evaluate and reflect on the learning effect, think about their own shortcomings, and make use of rich online resources for exploratory learning.

3.2 "Offline" teaching design

3.2.1 Select typical life cases as examples

As for the writing content of the complaint letter, the student union feels that it is not close to life. In fact, when our living standards are generally improved, we often buy foreign daily necessities and often need to safeguard our legitimate rights and interests. Taking the Social hot event as an example, on October 28, 2021, Ms. Jia complained to the store manager of "Canada goose" store of Guojin center and asked for return. On November 14, Ms. Jia wrote another email and sent the details of clothes, photos and other vouchers to the mailbox of the Canadian goose testing centre in the form of email attachments (ce@canadagoose.com). Such a real-life case can stimulate students' interest in learning, according to the format of complaint letter and the importance of safeguarding their rights. First describe the problem of your product, I'm writing to complain about... Then describe your problem, I have thought a fake Jack .Finally, put forward their own requirements. I request an refund for this jacket.

3.2.2 Make life videos to stimulate learning motivation of student

Taking the new generation English as an example, each unit has a good topic to choose from, such as unit 1 what does he look like? Commenting on people's appearance, they pay more attention to the appearance than any group. The expectation for the other half is also an important psychology in adolescence. Therefore, shooting their own requirements for the other half and a simple self-introduction is also an important topic to guide students to establish a correct outlook on love and life. This can be extended to job self-introduction and job interview on line.

3.2.3 Make use of the network to provide rich learning resources

Video, Ted speech, app and other ways to expand students' learning content, such as English

listening practice, can develop the practice of one song a day, lemon tree, halo, fearless, wake me up and Scarborough Fair. Such songs are popular and have beautiful melody. Students fill in words in beautiful tunes and do listening exercises. Learning efficiency and interest have been improved. This knowledge will enable students to generate enough learning motivation and devote themselves to classroom activities. The 5-minute podium allows students to show their interests and topics, and can also fully mobilize students' learning enthusiasm. The learning topics and teaching contents that students are interested in can confirm and supplement each other, or even combine perfectly. When the course talks about tourism, students' keynote speeches include introducing the scenic spots and delicious food of their hometown, Beijing miscellaneous sauce noodles, Anhui Tianzhu Mountain, Henan stewed noodles and Anhui baked cakes. Let students understand their environment and share life experience and feelings together! Students are not passive knowledge absorbers; It is also the digester, sharer, experiencer and creator of knowledge.

3.2.4 Embedded learning and memory method

Remembering the English words is a difficult and painful point in English learning. Teachers should properly let students learn some memory methods to promote students to overcome the barrier of word memory. For example, using block memory method, train – spring sprain can also play association. It is easy to sprain your ankle in rainy days. For example, using the interesting memory method, iodine sounds like "I'll die", and students can remember it instantly. Using word form homophonic memory, such as alcohol, Love to pick (the door) and drink, encourage students' imagination, and let them learn words to become the connection of their own life. For example, when teaching two words, optimistic and pessimistic, both have the same suffix - mistic. Using the voting function of learning pass, what kind of personality do you think you are? Class voting has immediate results and timely feedback.

4. Conclusion

The feasibility research report of online and offline teaching mode based on mobile app mobile teaching mode can be implemented in different professional disciplines in the current higher vocational environment. Combined with the learning characteristics of students, the traditional teaching methods of teachers cannot be opposed because of the mobile classroom mode. They should complement each other to achieve good learning results. Therefore, combined with online and offline "Online + offline" College English hybrid teaching is an important trend in the development of College English curriculum education and teaching in the future, and it is the main form of English Curriculum Teaching in Higher Vocational Colleges in the future.

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