

Blended Learning Using Video Blogs in Teaching English as a Second Language— A Case Study of International Trade Practice Course

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Abstract—Blended learning starts late but develops rapidly in China owing to the advancement of information technology. In the last decade, researches on blended learning have drawn much attention in the field of interdisciplinary education and have become relatively mature. International Trade Practice Course, one of optional courses for English majors, features as systematization and practicality with the aim of cultivating cross-disciplined and multiple talents. Nevertheless, the practical requirements of the course are hard to fulfill due to the limitation and restriction of the traditional teaching method. The emergence and promotion of video blogs provide a new approach for blended learning that makes up for the deficiency of unitary teaching method. This paper intends to study the status quo and the effect of blended learning using video blogs in international trade practice course. By using the methods of questionnaire, field trip and interview, the author collected the effective data and information in order to offer some rational suggestions on blended learning in second language learning.

Index Terms—blended learning, video blogs, international trade practice course

I. INTRODUCTION

With the rapid evolution of modern information technology, the reform of teaching method is highly demanded. Therefore, blended learning on the basis of internet has become a new educational means. In the meanwhile, video blog has become the trend among the masses owing to the popularity of popular media. The emergence of video blog brings new vitality into blended learning. Nevertheless, there still remains an unsolved problem concerning how to integrate online and traditional learning. This study will focus on the application of the new notion called blended learning in the field of second language acquisition. International trade practice course has been concerned by English majors, especially those who are engaged in Business English. However, cases and knowledge in the textbook can't keep pace with changing world. Taking international trade practice course as an example, we will focus on how M-learning, especially using video blogs, compensates for the restrictions of traditional and single learning mode. Accordingly, instructors can fully exert the advantages of blended learning through providing sufficient and comprehensible language input so as to enhance the harmony between teacher-directed learning and student-oriented learning.

II. THE BACKGROUND OF STUDY

A. Policy Background

At the end of February, a blueprint of China's education development in the upcoming decade was promulgated by the Communist Party of China Central Committee and the State Council. China's Education Modernization 2035 plan illuminates the direction of the modern educational system that enhances the higher education and vocational education. With the aim of making China a powerhouse in aspects of education, talent and human resources by 2035, one of its missions is accelerating the pace of education reform in the era of information. The Action Plan 2.0 for Information Technology Application in Education is an effective approach to realize educational modernization in China. Education informatization has distinct superiority due to multitudes of presentation modes, rapid dissemination and without temporal and spatial restrictions. In turn, the educational reform will provide a solid foundation for rejuvenating China and realizing the Chinese dream.

With a new conception of Internet Plus Education advancing, the education has been transformed into blended learning which integrating online learning into traditional learning. In the era of data, online learning materials are mushrooming, which will change the education landscape.

B. Theoretical Background

Stephen Krashen, one of celebrated American linguists, put forward the input hypothesis which has laid a major cornerstone for further studies in the field of SLA. The input hypothesis places great emphasis on the comprehensible input (CI), which also named as “i+1”. In the process, “i” indicates learners’ current level of knowledge; the next stage is “i+1”. Moving from stage i to stage i+1 involves a vital condition that the acquirers understand the input so as to output automatically (Stephen Krashen, 1983). This process is accomplished with the aid of context and extra information. Runqing Liu (2005) echoed the idea of that input is a critical element of pragmatic acquisition. Kasper and Schmidt (1996) pointed out that the definition of pragmatics determines the close relationship between pragmatic knowledge and social knowledge. Lambert (1955) holds the view that motivations of learning another language include the emotional input of the language community as well as the interest of the language.

In spite of the thought behind blended learning can be traced back to 1960s, the formal description of it did not exist until the late 1990s. Margaret (2002) put forward a fairly detailed description of blended learning. She expounded the process of blending learning which integrates Web technology to achieve instructional aim. Graham (2006) flagged up the blended learning system as an integrated system combining traditional face-to-face instruction with online instruction.

The studies and researches on blended learning in China started late. As the advance of information technology, the amount of research activities been growing promptly and reach its peak in 2015. Wenyu Liu and Jian Zha (2009) investigated into the effectiveness of English learning by means of blended learning. Weidong Dai and Xuemei Wang (2011) concluded a research concerning foreign language teaching in the backdrop of Internet plus. Runqing Liu (2014) pointed out that studying anywhere at any time has gained popularity, and the boundary of conventional learning and online learning has become blurred.

Blended learning places emphasis on self-directed learning. In other words, the premise of blended learning is that students study with spontaneity. The effect of autonomous learning depends on learning motivation and learning strategy. Oxford and Nyikos (1989) made the definition of strategy, which means a concrete action of learner with the purpose of making study more easy, effective and self-oriented. In addition, Qiufang Wen stressed that motivation is one of the most essential elements of learning strategy. Chunxing Zhang (1998) stated that motivation is the key to coping with difficulties in study.

C. The Introduction of Video Blogs

A video blog, usually abbreviated as Vlog, is the most prominent form of computer-mediated communication (CMC) in the web 2.0 era. The origin of video blogs can retrospect to the 1980s. At that time, an eminent artist called Nelson Sullivan recorded videos around South Carolina and New York. In 2000, Adam Kontras posted a video together with a blog entry with the aim of informing his family and friends about his relocation in Los Angeles in chase of show business, which later become the longest-running one in history. In November of that year, Adrian Miles coined vlog as the abbreviation of his video blog, which comprises still images with changing texts. 2004 is marked as the year of the video blog by Steve Garfield who launched his own video blog. Moreover, thanks to the establishment of YouTube which is the leading video sharing site, video blogs have enjoyed considerable popularity since 2005.

Video blogs is a variant of blog by means of videos instead of texts or pictures. The widespread application of the video blog is due to its unique characteristics. Initially, since everyone can be a video blogger, video blogs cover various fields and are rapid updated. Through video blogs, people can find what is happening recently in a certain field. Besides, the majority of video blogs are short, so watching video blogs is an excellent method to take full advantage of fragmented spare time to learn something. In addition, unlike documentaries which are time-consuming in post production, editing video blogs is much effortless so that they can be posted in time.

For instance, there is an ESL (English as a Second Language) American English learning channel in YouTube called Rachel’s English. The video in this channel is posted every week and the duration is approximately 5 to 20 minutes. With the aim of helping non-native speakers learn English in the aspects of pronunciation, vocabulary and grammar, Rachel posts English videos concerning some social hot topics or hit TV series. Recently, she posted a video with several brief clip from a TV show named Grey’s Anatomy. Subscribers can learn English at the speed and pace that native speakers use by studying TV show scenes in great depth. Furthermore, China Daily also releases multitudes of English video blogs about some important events which take place recently in China, such as the National People’s Congress and the Chinese Political Consultative Conference (NPC&CPPCC), and the Second Belt and Road Forum for International Cooperation.

III. RESEARCH DESIGN AND FINDINGS

A. Research Objects

This study carried out questionnaire investigation to university students who have learned International Trade Practice Course mainly from Zhejiang, Hainan, Wuhan and Sichuan provinces. The author randomly selected 112 students in different grades from the research objects as satisfied samples. A total of 112 questionnaires were collected in SO JUMP, a professional online platform in respect of questionnaire survey. 103 respondents in collecting samples have learned International Trade Practice Course, with effective rate of 91.96%.

Among the respondents, 58.93% are from school of foreign languages, and the rest 46 students, accounting for 41.07%, are from other schools. 4.46% students are freshmen, 20.54% students are in sophomore year, a large proportion of respondents (58.04%) are in junior year, and the rest 16.96% are in senior year. Since most universities set up International Trade Practice Course in the third year curriculum, the majority of respondents are junior students.

B. Research Methods

At the beginning of the year, the author established the project of “Blended Learning Using Video Blogs in Teaching English as a Second Language— A Case Study of International Trade Practice Course”. With the aim of collecting information and figuring out vulnerabilities, the author then sent the online questionnaire in SO JUMP to the respondents for random sample collection. The content of the questionnaire covers the basic information of the students, the students’ attitudes toward blended learning as well as the condition of using video blogs in International Trade Practice Course. And the questionnaire which lasted a month was closed on May 22nd with full validity. In order to get comprehensive understanding, the author also did on-the-spot investigation and interview in International Trade Practice Course.

C. Research Results and Data Analysis

TABLE I.
RESPONDENTS’ DEGREE OF FAMILIARITY WITH BLENDED LEARNING

	Number	Rate
Yes	48	42.86%
No	64	57.14%

From table 1, it is apparent that there are still a large number of students who have not known about blended learning though the notion of blended learning is put forward many years ago and developed for decades.

TABLE II.
OPINIONS TO ADVANTAGES OF BLENDED LEARNING COMPARED WITH TRADITIONAL LEARNING METHOD

Advantages	Strongly Disagree	Disagree	Maintain Neutrality	Agree	Strongly Agree
More Learning Materials Are Advancing With Time	1 (0.89%)	4 (3.57%)	22 (19.64%)	73 (65.18%)	12 (10.71%)
Higher Learning Motivation	0 (0%)	3 (2.68%)	30 (26.79%)	64 (57.14%)	15 (13.39%)
More Prominent Student-Based Orientation	1 (0.89%)	3 (2.68%)	33 (29.46%)	64 (57.14%)	12 (10.71%)
Easier to Understand and Acquire Knowledge	1 (0.89%)	4 (3.57%)	33 (29.46%)	57 (50.89%)	17 (15.18%)

From table 2, scores are determined as -2, -1, 0, 1, and 2 according to the degree that strongly disagree, disagree, maintain neutrality, agree and strongly agree respectively. As for advantages of blended learning, compared with the traditional learning method, both more learning materials and higher learning motivation (score 91) rank the top1. The number of respondents who agree and strongly agree with more learning materials which are advancing with time is slightly higher than higher learning motivation. Thus, the respondents consider that the obvious benefit of blended learning is more learning materials which are advancing with time. More prominent student-based orientation (scores 85) rank second only to these two benefits, while the feature that it is easier to understand and acquire knowledge (scores 83) is regarded as the least important one.

TABLE III.
RESPONDENTS’ INTEREST IN WATCHING VIDEO BLOGS IN SPARE TIME

	Number	Rate
Yes	83	74.11%
No	29	25.89%

TABLE IV.
ATTITUDES TOWARD BLENDED LEARNING BY MEANS OF USING VIDEO BLOGS

Attitude	Number	Rate
Support	71	63.39%
Neutrality	41	36.61%
Oppose	0	0%

The table 3 and table 4 indicated that the video blog has become the trend owing to 74.11% students are interested in watching video blogs in their spare time as leisure activity. As for their attitudes toward blended learning by means of

using video blogs, 63.39% students are in favor of it, and the rest students (36.61%) are on the fence, while no one is opposed to it.

TABLE V.
RESPONDENTS' OPINION ON THE FOUR SKILLS PRACTICE IN CLASS

Aspects	Number	Rate
Listening	77	74.76%
Speaking	94	91.26%
Reading	40	38.83%
Writing	55	53.4%

From the table 5, it is easy to notice that the majority of respondents (91.26%) have a desire for improving speaking skill in class. And the need of listening skill improvement (74.76%) is next to speaking skill improvement. Nevertheless, the improvement of reading skill (38.83%) and the improvement of writing skill (53.4%) are considered as relatively less important focuses.

TABLE VI.
THE CONDITIONS OF USING VIDEO BLOGS IN INTERNATIONAL TRADE PRACTICE COURSE

Frequency	Number	Rate
Every class	24	23.3%
Sometimes	59	57.28%
Seldom	20	19.42%

Timeliness	Number	Rate
Three months	40	38.83%
Six months	26	25.24%
One year	21	20.39%
Three years	16	15.53%

Relevance with knowledge	Number	Rate
Totally consistent	16	15.53%
Generally consistent	81	78.64%
Slightly inconsistent	6	5.83%
Totally inconsistent	0	0%

Duration	Number	Rate
Three to five minutes	50	48.54%
Five to ten minutes	43	41.75%
Ten to fifteen minutes	10	9.71%

In terms of the condition of using video blogs in international trade practice course, the application of video blogs is not frequent on account of that 57.28% respondents said that usage of video blogs in class is occasional, and only 23.3% respondents watch video blogs in every class. Thanks to that video blogs are posted in time, the video posted within three months takes the lead accounting for 38.83%, and second to it is the video posted within six months (25.24%). Nevertheless, still 15.53% respondents said that the videos that they watched in class are a little bit out-dated as the timeliness of these video is about recent three years. As for the relevance between videos and knowledge taught in class, the great mass of video blogs (78.64%) are generally consistent with the knowledge taught in class, and no one is totally inconsistent with the knowledge. Besides, teachers give prominence to short videos as videos lasted for three to five minutes (48.54%) are used most frequently, and five-to-ten-minute videos (41.75%) also take a large part in class.

TABLE VII.
THE IMPROVEMENTS MADE THROUGH MEANS OF VIDEO BLOGS IN INTERNATIONAL TRADE PRACTICE COURSE

Improvements	Strongly Disagree	Disagree	Maintain Neutrality	Agree	Strongly Agree
Broaden the Knowledge of International Trade	1 (0.97%)	0 (0%)	32 (31.07%)	60 (58.25%)	10 (9.71%)
The Range of Vocabulary in Business English	1 (0.97%)	0 (0%)	30 (29.13%)	60 (58.25%)	13 (12.62%)
Spoken English	1 (0.97%)	1 (0.97%)	27 (26.21%)	55 (53.4%)	19 (18.45%)
Learning Initiative	0 (0%)	2 (1.94%)	36 (34.95%)	48 (46.6%)	17 (16.5%)

From table 7, scores are determined as -2, -1, 0, 1, and 2 according to the degree that strongly disagree, disagree, maintain neutrality, agree and strongly agree respectively. From the perspective of the improvements made through means of video blogs in international trade practice course, most of the respondents hold the view that the improvement in spoken English (scores 90) is significant, following by increasing the range of vocabulary in business English (scores 84) and enhancing students' learning motivation (scores 80). However, the improvement in the knowledge of

international trade (scores 78) is considered as relatively less prominent.

TABLE VIII.
THINGS THAT STUDENTS WOULD DO WHEN PLAYING VIDEOS IN CLASS

Things	Number	Rate
Watching with certain questions	47	45.63%
Watching just out of interest	54	52.43%
Do other unrelated things	2	1.94%

TABLE IX.
ATTITUDE TO ASSIGNMENTS IN THE FORM OF WATCHING VIDEOS IN MOVING PLATFORM

Attitude	Number	Rate
Learning immediately	22	21.36%
Learning before the next class	59	57.28%
Forget learning	22	21.36%

The table 8 shows that 52.43% respondents watch videos played in class just out of interest, and 45.63% students watch video with certain question hoping to eliminate the confusion in knowledge, while only 1.94% respondents said that they would do other unrelated things.

From the table 9, it is illustrated that 57.28% students would finish the assignments in the form of watching videos in platform immediately, and 21.36% respondents said that they would learn before the next class. However, 21.36% students explain that they are apt to forget learning due to some particular reasons.

IV. DISCUSSION ABOUT THE PROBLEMS

A. The Restriction of the Textbook

In the interview, when the author asked students about their views towards international trade practice course, a majority of them voiced that the cases in the textbook are slightly behind the times. Nevertheless, one of the requirements of international trade practice course is to advance with the times. The renewal and edition of textbook is time-consuming so that the cases in the textbook can't keep pace with the changing world. Therefore, students cannot acquire the latest information through traditional teaching method, such as the notion of Comprehensive Progressive Trans-Pacific Partnership (CPTPP) and the current situation of Sino-US trade friction.

As a participant in international trade practice course, the author holds the view that the course emphasizes on practice, but the textbook merely remains theoretical. Students just learn several trade terms, such as FOB (Free On Board), CIF (Cost, Insurance and Freight) and CFR (Cost and Freight), but seldom put the theory into practice. Thus, students are not familiar with the practical problems happened in international trade.

B. A Lack of Sufficient Comprehensible Input

In the on-the-spot investigation, the author found that the terms and concepts in business English are elusive. Besides, the textbook just illustrates the abstract knowledge in words. Therefore, a large number of students expressed that what they learned in class is easy to forget. The knowledge that teachers instill into students is considered as indirect knowledge. It is forgettable for lacking students' own experience. What's more, the traditional unitary teaching method merely focuses on the textbook. Compared with native speakers, students lack the appropriate language environment apparently, and they don't have sufficient opportunities to practice, particularly after class.

C. Low Learning Motivation of Students

Through the interview, the teacher showed her concern that most students tend to lose interest for the abstract knowledge and a lack of participation. The application of case study and documentary in class seems to affect them little. In addition, playing videos dose arise their interest in some degree, but multitudes of students just watch it without independent thinking so that it doesn't deepen their understanding of knowledge. Besides, few students show a willingness to broaden the knowledge of international trade after class. In other words, the limitation of traditional teaching method leads to low learning motivation of students.

V. SUGGESTIONS

This paper takes international trade practice course as an example to probe into the condition concerning using video blogs in teaching English as a second language on the basis of blended learning. In view of the above data-analysis, the author identifies multitudes of problems unsolved, and proposes the following suggestions so as to enhance blended learning mode in English acquisition and interdisciplinary study.

A. Popularizing Blended Learning among Students

Blended learning has been a hot trend in education, which integrates online learning with traditional method together. It combines the cutting-edge technology in online learning and participation and interaction offered by traditional teaching method. In the last decade, a great number of researchers have dedicated to this field. However, the data from

the questionnaire indicates that a lot of students are still unfamiliar with blended learning. Apparently, traditional learning method has been limited to the textbooks so that unitary teaching method is no longer applicable to students. The concept of blended learning emphasizes on the integration of new and old methods working seamlessly together to enhance learners' comprehension and get a better achievement.

With the advancement of information technology, electronic devices are not merely a tool for entertainment, but also a new approach to broaden the knowledge. Blended learning has transferred from E-learning to M-learning, which means that students can learn more than in traditional classroom teaching. In the Internet Plus age, a variety of the online learning platforms are mushrooming, such as Massive Open Online Courses (MOOC) and NetEase Open Course, characterizing of studying without the restriction of time and space, convenient to review as well as low payment.

B. Strengthening Student-oriented Teaching

In the age of big data, the role of the teacher in class has transferred from a sage on the stage to a guide on the side (Runqing Liu, 2014). In other words, the teacher has changed into a councilor or facilitator rather than the only source of knowledge, reflecting the student-oriented. The knowledge teachers instructed into learners is apt to be forgettable owing to that it is indirect knowledge. Therefore, it is essential to combine with participating learning in class, which is student-oriented in terms of teaching process. In order to guarantee every student is engaged in class, the number of students in class should be limited within 20 to make sure the classroom efficiency.

Arousing the initiative of students is the core of improving the teaching quality and also the key to reflecting student-oriented teaching. The data from the questionnaire in the table 5 illustrates that a majority of students yearn for improving their spoken English in class due to their lack of sufficient opportunities to practice it after class. In the future English teaching, efforts should be made to highlight the core point of the improvement in English speaking skill by means of presentations and group work. The special-design classroom arrangement that students sit in a circle rather than in a line as customary is a proper way to help them discuss without reserve. In addition, simulating international trade in online platform is also a good choice to cultivate interest. In this way, Students can learn the business process in the real multinational trade through their own experience by imitating the role of exporter, importer or factory.

C. Utilizing Video Blogs in English Teaching

Nothing is more significant than the fact that learning materials should be filled with creativeness and strong timeliness. Nevertheless, the cases in the textbook can't keep pace with the changing world for the reason that the renewal of textbook is slow. Since video blogs renew quickly and are posted in time, utilizing video blogs in teaching is an excellent method to enhance the timeliness and arouse the interest in the meanwhile. For instance, China Daily has posted a series of video blogs in its WeChat official account during the period of the National People's Congress and the Chinese Political Consultative Conference (NPC&CPPCC) and The Second Belt and Road Forum for International Cooperation.

International trade practice course is one of optional courses for English majors with the aim of cultivating their cross-disciplined and comprehensive capacity. Students can expand their scope of knowledge in the field of international trade through case study, but this course emphasizes on language learning in essence. Compared with native speakers, second language learners lack sufficient language input. Those video blogs posted by China Daily which are mainly about interviewing foreign journalists and representatives and other video blogs in YouTube can make up the disadvantages of traditional teaching method. Students can take full advantage of video blogs by listening and imitating what the native speaker said, which is also called as comprehensible input and output in second language acquisition.

D. Improving Teaching Evaluation and Feedback

Teaching evaluation and feedback should be contained in a complete teaching design. Although blended learning put emphasis on autonomy and freedom, it is vital for teachers to have some feedback from students and conduct a process evaluation so that they can appraise academic accomplishment of students.

The data from the questionnaire in the table 8 and table 9 shows that students are inclined to watch videos in class just out of interest and finish the assignment merely before the next class rather than immediately. Thus, teachers should raise several correlative questions before playing videos in class, and invite students to answer the question randomly. After class, teachers should assign some integrated exercises to deepen students' comprehension. Teaching evaluation here should be integrated formative assessment with summative assessment, which is not necessarily synonymous with dictations, quizzes etc. More presentations and group work can motivate students to learn instead of just study for examinations owing to the result which combines students' self-evaluation, peer assessment and teacher's assessment.

VI. CONCLUSION

Blended learning is the integration of traditional teaching method and online learning, which stems from the need of the actual teaching process. In the era of information technology, the electronic device is more than a tool for entertainment, but a new approach for online learning. Although the development of blended learning is on the track, multitudes of students are still unacquainted with it. Therefore, it is necessary to promote blended learning among

college students.

According to the characteristics of the video blog, it serves as a form of fragmented learning, which converts the image of the abstract knowledge to deepen students' comprehension. Utilizing video blogs in English teaching breaks the restrictions of the textbook, instilling students with sufficient comprehensible input in the native language environment.

In addition, international trade practice course is a course with high requirement of keeping pace with the changing world, while the textbook is considered as slightly out-dated. Thus, video blogs are regarded as a proper option to serve as seasonable learning materials. However, only when students watch video blogs with the purpose to figure out certain questions, can this truly mobilize learning initiative. Besides, international trade practice course also emphasizes on practical application. English majors can improve their language skills by means of watching video blogs; at the meanwhile they can also put the theory into practice through stimulating the international trade process in the certain online platform.

Nevertheless, this survey is tentative in this field aiming at proffering several suggestions geared to the need of blended learning by using video blogs. There may be some errors in the data gathered by the questionnaire owing to that the respondents may have ambiguous standards towards particular questions.

All in all, keeping the wheels of history, it is beyond doubt that blended learning, especially utilizing video blogs in English teaching, is the suitable method for second language acquisition and highlights the student-oriented teaching as well.

APPENDIX. QUESTIONNAIRE

国际贸易课程中基于视频博客为媒介的混合学习调查问卷

本问卷旨在研究以视频博客为媒介的混合学习在国际贸易课程中的现状及有效性。问卷采用匿名的方式，题量少，仅用于学术上的统计和分析，感谢大家的填写。

一. 您所在的学院

- 1) 外国语学院 2) 非外国语学院

二. 您所处的年级段

- 1) 大一 2) 大二 3) 大三 4) 大四

三. 之前是否听说过混合学习

- 1) 是 2) 否

四. 与传统的教学方法相比，混合学习的优势有哪些

- | | | | | | |
|----------------|---------|--------|-------|-------|---------|
| 1. 学习语料与时俱进 | 1) 很不同意 | 2) 不同意 | 3) 一般 | 4) 同意 | 5) 非常同意 |
| 2. 学生学习积极性更高 | 1) 很不同意 | 2) 不同意 | 3) 一般 | 4) 同意 | 5) 非常同意 |
| 3. 学生主体地位更突出 | 1) 很不同意 | 2) 不同意 | 3) 一般 | 4) 同意 | 5) 非常同意 |
| 4. 更容易理解和掌握知识点 | 1) 很不同意 | 2) 不同意 | 3) 一般 | 4) 同意 | 5) 非常同意 |

五. 平时生活中是否喜欢观看国外的视频博客 (Vlog)

- 1) 是 2) 否

六. 您对移动学习，特别是以外语视频博客为媒介的混合学习持有什么态度

- 1) 支持 2) 中立 3) 反对

七. 所在学院是否有开设国际贸易课程 (若选择“否”，则结束问卷)

- 1) 是 2) 否

八. 在课堂学习中希望侧重于哪些方面的练习 (可多选)

- 1) 听 2) 说 3) 读 4) 写

九. 在课堂中外语视频博客的运用频率如何

- 1) 每堂课都有 2) 偶尔一次 3) 非常少

十. 课堂中视频的内容题材时效性如何

- 1) 近三个月 2) 近半年 3) 近一年 4) 近三年

十一. 课堂中的视频与知识点相关性如何

- 1) 非常符合 2) 大致符合 3) 有些不符 4) 非常不符合

十二. 课堂中的视频资源一般时长为多久

- 1) 3-5 分钟 2) 5-10 分钟 3) 10-15 分钟

十三. 在课堂播放视频时

- 1) 会带着对知识点的问题观看 2) 出于有趣的目的观看 3) 干其他的事情

十四. 您觉得在国际贸易课程中运用视频博客进行学习哪些方面得到了提升

- | | | | | | |
|-------------|---------|--------|-------|-------|---------|
| 1. 国际贸易的知识面 | 1) 很不同意 | 2) 不同意 | 3) 一般 | 4) 同意 | 5) 非常同意 |
| 2. 外贸英语的词汇量 | 1) 很不同意 | 2) 不同意 | 3) 一般 | 4) 同意 | 5) 非常同意 |

- 3.英语口语的表达方式 1) 很不同意 2) 不同意 3) 一般 4) 同意 5) 非常同意
 4.学习的积极性 1) 很不同意 2) 不同意 3) 一般 4) 同意 5) 非常同意
 十五. 老师在移动平台上布置的视频资源会及时学习吗
 1) 立即进行学习 2) 下次上课前学习 3) 会忘记学习
 十六. 对于这种以视频博客为媒介的混合学习的模式还有什么建议?

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