

Research on the deepening application path of blended teaching mode in foreign language teaching in colleges and universities

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Abstract

The digital era has put forward higher requirements for the development of foreign language talents, and the blended teaching mode can precisely play to its advantages, integrate online and offline teaching resources, and cultivate high-quality foreign language talents. The project mainly adopts the questionnaire survey method, combined with the current status quo of foreign language education reform in colleges and universities, and researches the application of blended teaching mode in foreign language teaching in colleges and universities. It analyzes the current situation of the application of blended teaching mode in college foreign language teaching and the existing problems, concludes that strengthening the deepening application of blended teaching mode in college foreign language teaching can effectively improve the teaching effect, and puts forward improvement strategies for the current problems of blended teaching mode.

Keywords

Higher education, foreign language teaching, blended teaching model.

1. Introduction

The wave of economic globalization has inevitably promoted the development of the foreign language learning field, which to a certain extent has contributed to the overall improvement of foreign language learners' willingness to learn and learning ability. With the construction of foreign language catechism and microcourse and the popularization of foreign language learning platforms, blended teaching has become a commonly adopted foreign language teaching reform initiative in the majority of colleges and universities. However, the application of blended teaching mode in the reform of foreign language teaching in most colleges and universities only stays in the shallow stage, and how to promote the deepening application of blended teaching mode in foreign language teaching in colleges and universities is a problem that needs to be solved urgently at present.

The article combines the current status quo of foreign language education reform in colleges and universities, and researches the path of deepening the application of blended teaching mode in foreign language teaching in colleges and universities. It analyzes the problems of blended teaching mode in foreign language teaching in colleges and universities in the digital era, and provides suggestions for the deepening application strategy of blended teaching mode in foreign language teaching in colleges and universities.

2. Current status of domestic and international research

2.1. Current status of research in the country

In China, with the continuous promotion of education informatization, blended teaching has gradually become an important direction of foreign language teaching reform in colleges and universities. More and more colleges and universities have begun to establish their own online

course platforms, integrating online and offline teaching resources in order to enrich the teaching means and improve the teaching effect, for example, some colleges and universities, such as Peking University and Shanghai Jiaotong University, have realized the organic fusion of online and offline by constructing network teaching platforms and digital resource libraries. At the same time, domestic scholars have been deepening the theoretical research on blended teaching and exploring the advantages of blended teaching in improving students' learning effect, independent learning ability, cooperative learning and other aspects.

In terms of defining the concept of blended teaching, domestic scholars have discussed in depth the definition, characteristics, and implementation strategies of blended teaching. For example, Li Kedong (2018) put forward the concept of "Internet + education" and advocated the deep integration of Internet technology and education in order to promote the development of education informatization. In terms of the significance of blended teaching, Xu Chunlan (2021) suggests that blended foreign language teaching frees teachers from heavy mechanical labor and transfers more energy and time to some creative teaching activities. At the same time, it alleviates the contradiction between the general reduction of university foreign language class hours and the heavy teaching load. At the level of blended learning implementation strategies, Qi Yuanyuan (2021) suggests that students are the main actors in the construction of knowledge, and should be actively involved in learning. For this reason, teachers should pay attention to the individual needs of students, set reasonable learning goals for students, and plan learning with students to ensure that students can actively participate in learning activities.

2.2. Current status of foreign research

In foreign countries, blended teaching has been widely used and deeply studied. Many famous universities, such as the University of California, Berkeley and Stanford University, have achieved remarkable results in blended teaching. They have constructed a perfect online teaching platform by using online course resources, learning management systems and digital tools to realize the effective connection between online and offline. At the same time, foreign scholars have made more in-depth and extensive theoretical research on blended teaching, exploring the positive effects of blended teaching in improving students' learning satisfaction, independent learning ability, and cooperation ability.

In recent years, a lot of empirical studies on blended foreign language teaching model have appeared. The findings of researchers such as Lozano et al. (2020) show that the blended teaching model demonstrates significant advantages in several aspects. It can not only stimulate students' motivation, adjust their emotional state, enhance their learning satisfaction, but also effectively improve their English language proficiency. Alfaifi (2022) further applied the blended teaching model to the writing classroom, and through metacognitive teaching, he found that the experimental group of students' scores on the writing test improved significantly compared with that of the control group, which reaffirmed the effectiveness of the blended teaching model in the second language teaching of students. This result reaffirms the positive effect of the blended learning model in second language writing teaching.

Researchers such as Graham et al. (2019) have explored teachers' readiness for blended instruction at the basic education level through qualitative analysis, but the readiness of foreign language teachers in the new teaching mode is still a topic that needs to be studied in depth.

2.3. Review of research

As an important teaching mode under the wave of education informatization, blended teaching has received extensive attention and research both at home and abroad in recent years. Judging from the current research situation at home and abroad, blended teaching is gradually becoming an important direction of foreign language teaching reform in colleges and universities. With more and more colleges and universities establishing their own online course

platforms and integrating online and offline teaching resources, blended teaching not only enriches the teaching means, but also improves the teaching effect. However, colleges and universities at home and abroad still face many challenges in the practice of blended teaching. For example, the effective connection of teachers' online and offline teaching, the stimulation of students' learning autonomy and other issues still need to be further researched and solved. The existence of these challenges not only affects the implementation effect of blended teaching, but also restricts its in-depth application in the reform of foreign language teaching in colleges and universities.

Synthesizing the research status at home and abroad, we can find that blended teaching has a broad application prospect and important research value in the reform of foreign language teaching in colleges and universities. However, the research at this stage still has deficiencies such as less research on the function of online platforms, less research on teacher readiness, and less research on students' learning experience and learning effect. This study aims to make up for these shortcomings and further explore the application effect and implementation strategy of blended teaching in foreign language teaching in colleges and universities. Through the method of questionnaire survey, we will analyze the effects of blended teaching on students' learning effect, independent learning ability, cooperation ability, etc., and explore teachers' preparation and role change under the new teaching mode. At the same time, this study will also combine specific teaching cases and practical experience to put forward more specific and feasible implementation suggestions, which will provide useful references and lessons for the reform and development of foreign language teaching in colleges and universities.

3. Significance of the study

3.1. Promoting the deep integration of online platforms with foreign language teaching and learning

Under the background of the rapid development of information technology, the application of network teaching platform in foreign language teaching is becoming more and more extensive, and the blended teaching mode has become the primary choice for foreign language teaching reform in colleges and universities because of its significant advantages. Blended teaching combines traditional face-to-face teaching with network platform teaching and traditional classroom with virtual classroom, and realizes the enrichment of teaching content, diversification of teaching methods and personalized learning through the use of network teaching resources and modern information technology.

3.2. Innovating the mode of foreign language teaching and improving the efficiency and effectiveness of teaching.

In traditional foreign language teaching in colleges and universities, teachers are often the main body of teaching, and there are limitations in the evaluation of the educational process and teaching, making it difficult to meet the individual needs of students. In recent years, with the arrival of the "Internet +" era, the mixed mode of teaching has been welcomed by colleges and universities. In the mixed mode of teaching in colleges and universities, teachers are not limited to time, space or even content reasons for teaching by adopting the method of combining "online + offline" teaching mode, which realizes the diversification of the form of education and the diversification of teaching perspectives, and makes the means of students' access to knowledge more flexible. At the same time, the online evaluation system is conducive to students without space and time constraints, objective course advice, but also conducive to students to reflect on their own learning experience, and thus achieve the improvement of teachers' teaching efficiency and teaching effectiveness.

3.3. Adapting to the development trend of globalization and cultivating high-quality and complex foreign language talents

Globalization is a major trend in the development of today's world, which has not only changed the world's economic pattern, but also profoundly affected the way of life of human beings. In this process, the importance of foreign language as a bridge connecting different cultures and countries is self-evident. The mixed mode teaching of foreign language is conducive to the cultivation of compound foreign language talents. On the one hand, teachers teach through multiple channels, at multiple levels and from multiple perspectives, which truly realizes the student-oriented teaching concept, awakens the students' thinking and behavior, and the students have the ability to apply and innovate knowledge while mastering knowledge, which provides a favorable support for the cultivation of innovative talents; on the other hand, the mixed-mode teaching in colleges and universities provides students with learning resources in addition to the foreign language. On the other hand, the mixed-mode teaching of foreign languages in colleges and universities provides students with learning resources other than foreign languages. On the network teaching platform of resource sharing, students can learn according to their needs and interests, which makes students develop in other aspects while emphasizing on the development of foreign languages, so as to cultivate "one-percentage-multiple-knowledge, one-percentage-multiple-ability" composite and application-oriented foreign language talents. Foreign language talents.

4. The status quo and problems of the application of blended teaching mode in foreign language teaching in colleges and universities

4.1. The current situation of the application of blended teaching mode in foreign language teaching in colleges and universities

4.1.1. In line with the general trend of reform and development of higher education, the blended teaching mode has gained attention

In 2018, the Central Committee of the Communist Party of China (CPC) officially put forward the concept of "New Liberal Arts", and Wu Yan, Director of the Department of Higher Education of the Ministry of Education, put forward the educational ideology of "New Mission, Big Pattern, New Liberal Arts, and Big Foreign Language". The concept of "New Liberal Arts" points out that we need to integrate new technologies into the language curriculum and realize the cross-fertilization of multiple disciplines. In the context of the new liberal arts, it has become a historical trend to implement a mixed-mode teaching mode of foreign languages in colleges and universities to cultivate high-quality composite foreign language talents. The report of the 20th Party Congress clearly states that "high-quality development is the primary task of building a socialist modernized country in an all-round way." Higher education, as an important combination of science and technology, talent and innovation, is an important force to serve high-quality development. The high-quality development of higher education provides an important impetus for the high-quality development of the country. The blended teaching mode conforms to the general trend of reform and development of higher education, and mainly adopts the teaching method of "online + offline" to teach, which has the dual advantages of offline classroom and online network classroom, and meets the needs of the reform of foreign language education and teaching. Therefore, in recent years, blended teaching mode has received extensive attention from foreign language majors in colleges and universities. Foreign language majors in colleges and universities have gradually introduced the concepts of flipped classroom and catechism, and the blended teaching mode has been widely used in foreign language majors in colleges and universities.

4.1.2. Combined with information technology, the blended teaching model is mainly based on the online teaching platform

At present, China's education informatization has achieved leapfrog development, the "National Wisdom Education Public Service Platform" is on line, and the large-scale application has made a major breakthrough, and the network teaching platform has become a new form of teaching in modern education, injecting a strong impetus for China's education development. The blended teaching mode is mainly based on the network teaching platform to carry out online foreign language teaching activities, relying on the network teaching platform to carry out a variety of foreign language teaching forms, help innovate a variety of foreign language teaching methods, carry out a variety of teaching activities, to complete the teaching task, to achieve the teaching goals. It not only breaks the time and space constraints of offline foreign language classroom, but also strengthens the "information communication" between teachers and students, improves students' participation in class, and meets the quantitative requirements of teachers' assessment of students' foreign language learning process. At the same time, it strengthens students' mastery of knowledge and focuses on the personalized training of students. Relying on the network teaching platform, blended teaching is more in line with students' fragmented learning habits, and provides convenience for students to learn foreign languages anytime and anywhere.

4.1.3. "Online + offline" teaching activities are closely integrated, and the blended teaching application model is gradually improved

China's online education started late, but has been in a booming state. The state's support for intelligent education has pushed the blended teaching mode into the reform of foreign language teaching in colleges and universities. The blended teaching mode mainly adopts the teaching mode of "online + offline", providing students with rich learning tools online and answering questions and solving problems offline, emphasizing students' enthusiasm and initiative in learning. In blended foreign language teaching in colleges and universities, teachers adhere to the student-oriented, constantly reflect on teaching from the teaching effect, teaching supervision, teaching evaluation and other aspects of teaching, and constantly improve online and offline teaching activities in practical application, strengthen the online and offline teaching convergence, improve the teaching effect of the blended teaching mode, and improve the blended teaching mode in foreign language teaching in colleges and universities.

4.2. Survey and Analysis of the Application of Blended Teaching Models in Foreign Language Teaching in Colleges and Universities

4.2.1. Questionnaire design and administration

This study focuses on distributing questionnaires to college students and using Questionnaire Star online questionnaire answering to investigate the application of blended teaching mode in foreign language teaching in colleges and universities. The questionnaire mainly includes four parts: students' basic information, the degree of students' participation in the blended teaching mode in college foreign language teaching, the evaluation of the implementation effect of the blended teaching mode in college foreign language teaching, and the problems and improvement suggestions of the blended teaching mode in college foreign language teaching.

This study is mainly based on the survey method, quantitative data for descriptive statistics, qualitative description with transcription analysis. Firstly, the research team released the questionnaire through Questionnaire Star; secondly, the college students used their cell phones to identify the QR code of Questionnaire Star research to answer the questionnaire online, and the questionnaire was automatically recovered by Questionnaire Star after the college students finished answering the questionnaires; lastly, the study statistically analyzed the questionnaires. The survey time is March 28-31, 2024, a total of 201 people recovered

questionnaires effectively filled out. Among them, 49 were freshmen, 48 were sophomores, 52 were juniors, and 52 were seniors; the IP address of the questionnaire included Anhui, Jiangsu, and Zhejiang provinces.

4.2.2. Questionnaire data analysis

(1) Application of blended teaching models

In this survey conducted on college students about the application of blended teaching mode in foreign language teaching in colleges and universities, it is found that blended teaching mode is more commonly applied in foreign language teaching in colleges and universities, but the frequency of application is not high. Most of the students said that teachers occasionally apply blended teaching mode, accounting for 52.24%. More students said that teachers apply the blended teaching mode more frequently, accounting for 43.28%. A very small percentage of students (4.48%) reported that teachers never use blended learning.

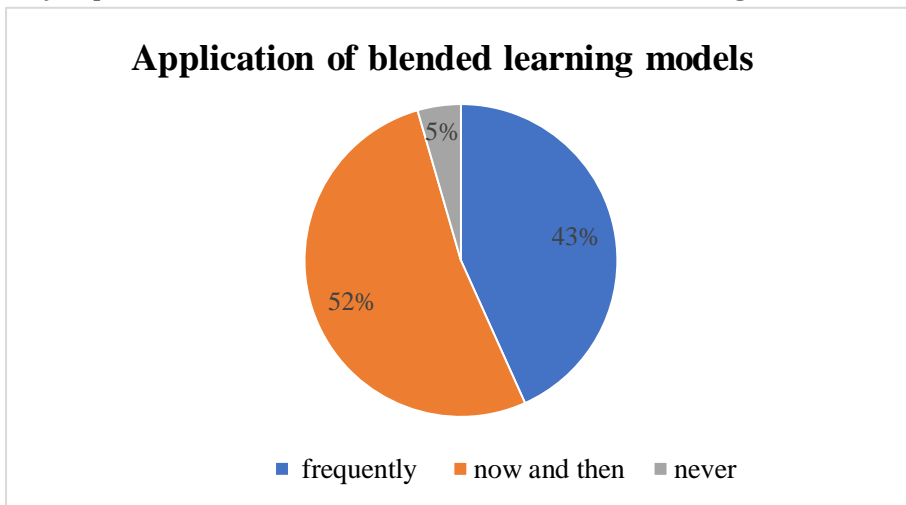


Figure 1: Application of blended learning model

(2) Survey on students' learning status of online course videos

For the online course video student learning status survey, survey data show that most students for the course video is simply watch the video, if there is a problem generally wait for class to ask the teacher. Among them, 43.78% of the students said that for online course video knowledge simply watch the video, 41.79% of the students are to watch the video once, if there is a problem wait for the class to ask the teacher, only 14.43% of the students said that they will carefully watch all the video, understand all the problems.

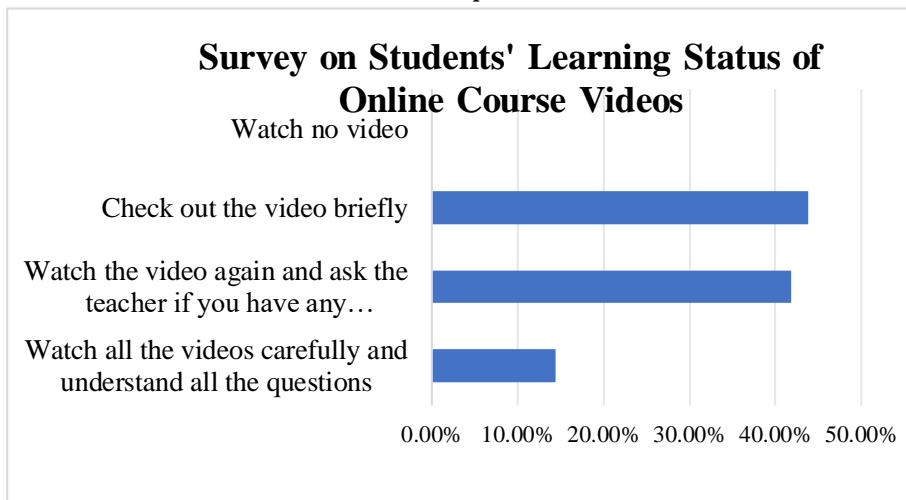


Figure 2: Survey of students' learning status in online course videos

(3) A survey of major problems in blended learning

A survey of students' major problems in blended teaching found that most students believe that the problems in blended teaching mainly lie in the fact that the blended teaching mode requires students to learn independently, while most students are less capable of learning independently, and their online learning is less efficient, so that they can't keep up with their learning, and they don't have enough time to complete their tasks. Students who think that the time for completing tasks in online learning is tight accounted for 79.6%, those who think that classroom learning can't keep up accounted for 77.11%, and 76.12% of the students think that the learning efficiency is low in the blended learning mode.

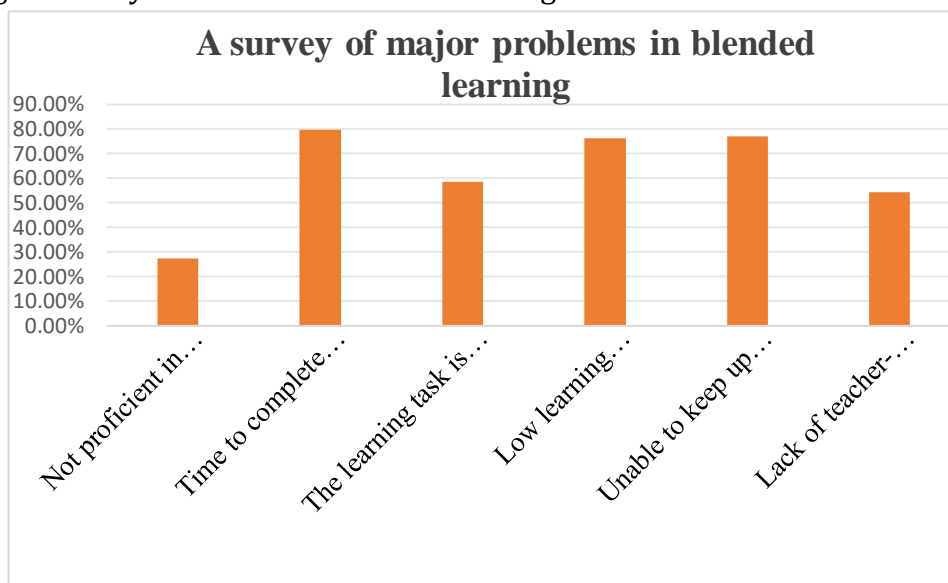


Figure 3: Survey of major problems in blended learning

(4) A survey of major problems with offline courses in blended learning models

This survey found that many students think that the offline courses of the blended teaching mode have the problems of insufficient interaction between teachers and students, poor articulation between offline courses and online teaching, and single design of teachers' offline classroom activities. Among them, 31% of the students think that the interaction between teachers and students is not enough, 30% of the students think that the connection between offline courses and online teaching is not good, and 28% of the students think that the design of teachers' offline classroom activities is single.

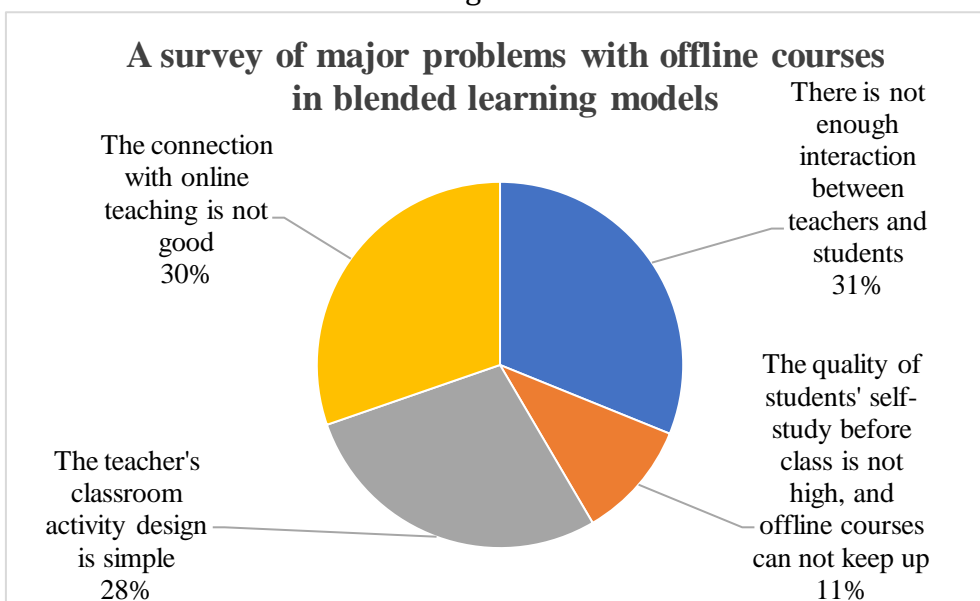


Figure 4: Survey of major problems with offline courses in the blended learning model

(5) A survey of major problems with online courses in blended learning models

The survey data shows that most of the students think that the main problem of online courses in the blended teaching mode is the lack of supervision of online learning, accounting for 79.1%. Some students think that the main problem is the lack of centralized teaching resources for online learning, accounting for 58.71%. A small number of students think that the main problem is that the online teaching platform is not stable enough, accounting for 39.3%.

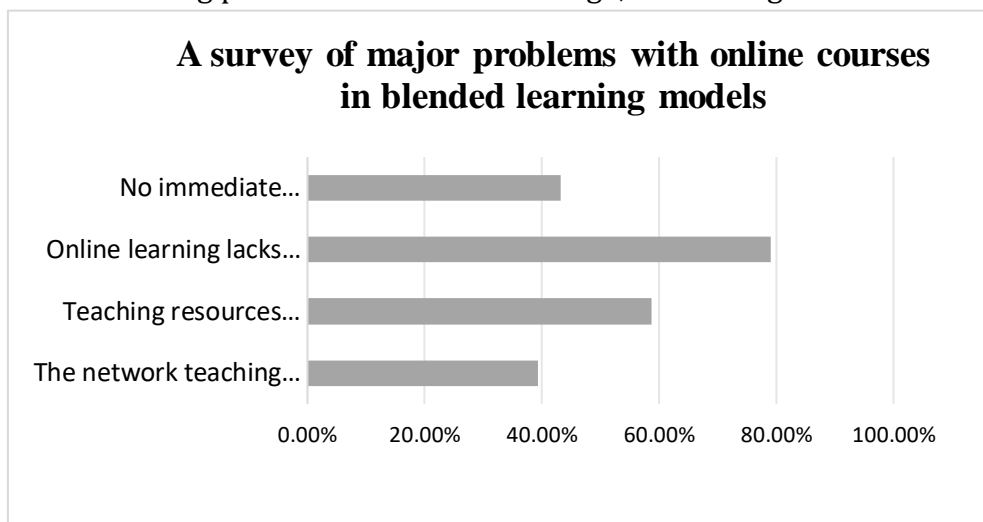


Figure 5: Survey of major problems with online courses in blended learning models

4.2.3. Problems in the Application of Blended Teaching Models in Foreign Language Teaching in Colleges and Universities

(1) The function of the network platform is not perfect, and it is difficult to meet the needs of teacher-student interaction in blended teaching.

At present, the blended teaching mode in foreign language teaching in colleges and universities mostly relies on network teaching platforms, which are utilized to share teaching resources, assign homework and other teaching activities. However, after investigation and analysis, it is found that although the network teaching platform can meet the needs of teachers and students for learning flexibility and convenience, it cannot meet the needs of instant information interaction between teachers and students. Some platforms have the problems of old resources, lagging follow-up services, and insufficient accuracy and effectiveness. The platform lacks the functions of in-depth inquiry and communication and feedback between teachers and students. Relying on the online teaching platform for online course teaching, the lack of teacher supervision and guidance, it is difficult for students to enter the deep learning state, and it is also difficult to participate in the teaching as a learning subject. And the network teaching platform lacks teacher intelligent evaluation function, teachers can not understand the learning status of students in the online learning process through the platform as well as the learning effect of the students, the discussion and communication between teachers and students lacks due depth and hierarchy, the teaching effect of blended teaching mode is naturally difficult to ensure.

(2) The application of the blended learning model is still at a shallow stage, and the way it is implemented needs to be improved

Teachers play a key role in the successful implementation of any teaching model, and blended teaching is no exception. The advancement of educational and teaching reform in colleges and universities has brought attention to the blended teaching model in foreign language majors. However, how foreign language teachers can change their traditional classroom roles and quickly adapt to the broader and more complex roles in blended teaching is an issue that deserves in-depth consideration by every foreign language teacher. This survey found that

most teachers' application of the blended teaching model only stays at a superficial stage, and the implementation is rather rigid. Online teaching is only as a teaching supplement to the offline classroom, and the offline classroom is not affected by online learning. Thus, it seems that it is only a simple forward shift of the lecture time, the organization of the traditional teaching mode and the essence of the teaching has not changed, is still a teacher-led "indoctrination" mode of teaching, and does not touch the deep core issues behind the teaching, the students are always passive acceptance of knowledge. Some teachers even teach with the help of PPTs, materials or course resources obtained from the Internet in their daily teaching. In the recording of e-learning courses, the teaching is still mainly "duck-filling", and students have fewer chances to think or practice on their own. As a result, the students' ability to utilize the foreign language in practice is not improved.

(3) Lack of teacher guidance, poor learning status of students and poor articulation between online and offline learning

The blended teaching mode advocates "online + offline" mixed teaching, which requires higher independent learning ability of students. Moreover, foreign language teaching emphasizes high interactivity, and only when students are truly involved in foreign language teaching activities can they transform the input of knowledge into the output of ability. However, this survey found that many students, when accepting online foreign language teaching, mostly aim at completing the learning tasks, lack of in-depth thinking about the learning of knowledge points, and the learning effect is not good. Due to students' limited cognitive ability and insufficient life experience, they can only appreciate certain aspects of knowledge in the process of independent exploration, and it is difficult for them to take care of knowledge as a whole, or stop at the surface level of knowledge, and it is difficult for them to reach the inner core of knowledge, so it is difficult for them to realize the internalization of knowledge. And many colleges and universities in the application of blended teaching mode, only the teacher's lectures from the previous class into the present before class and outside the classroom, from the previous collective space into the present individual space, did not actively guide the students' independent learning, can not give full play to and improve the students' independent learning ability.

5. Strategies for Deepening the Application of Blended Teaching Model in Foreign Language Teaching in Colleges and Universities

5.1. Further improve the function of online teaching platform

5.1.1. Enrich platform functions and optimize platform resources

Based on the blended teaching mode, the online teaching platform should provide diversified foreign language teaching resources, such as electronic teaching materials, teaching videos and audios, learning materials, etc., to meet the learning needs of different students. These teaching resources should also be planned and designed according to the characteristics and objectives of foreign language teaching, ensuring that they cover all aspects of listening, speaking, reading and writing, and are committed to improving students' comprehensive language skills. At the same time, resources are regularly updated and quality teaching resources and courses are introduced to provide students with broader learning horizons and richer learning experiences. In addition, the blended teaching mode focuses on students' interaction and cooperation, so the online teaching platform should strengthen its real-time interactive functions, such as online Q&A, group discussion, timely feedback, etc., to encourage students to actively participate in the discussion, so that they can get timely help and guidance in the learning process. Teachers can organize online collaborative tasks through the platform, monitor students' learning progress and effects, and adjust teaching strategies in time. At the same time, the platform should add an intelligent recommendation function to recommend appropriate learning

content and difficulty according to students' learning progress, interest and level, so that students can realize personalized learning.

5.1.2. Strengthening intelligent assessment and technical support

Utilizing big data and artificial intelligence technology, the online teaching platform should build a comprehensive intelligent assessment system to deeply mine and analyze students' learning data, including learning progress, learning outcomes, language skills and other aspects, to form a comprehensive and objective learning evaluation, so as to discover students' learning difficulties and weaknesses, which will facilitate teachers to more accurately grasp the students' learning status and formulate a more reasonable teaching plan. Enhance the teaching effect. In addition, the online teaching platform should strengthen its technical support to ensure the stable, safe and efficient operation of online classrooms. Regular system maintenance and upgrading should be carried out to prevent students' learning experience from being affected by technical failures. At the same time, the interface design and user experience of the platform should be emphasized, so that it is clear and easy to operate. Based on students' habits and feedback, we constantly optimize the platform functions to improve the user experience.

5.2. Teachers improve their teaching methods and deepen the application of blended learning models

Teachers need to master the basic principles and methods of the blended teaching mode, and combine them with the characteristics and needs of foreign language teaching in colleges and universities to formulate reasonable teaching plans and implementation programs. They should change the traditional classroom teaching methods, clarify the distribution of online and offline teaching tasks, the selection and integration of teaching resources, and the design and organization of teaching activities, rather than simply using online teaching as a supplement to offline teaching, and strive to achieve the effect of "1+1>2". At the same time, teachers should also actively adapt to the rapid development of modern technology, improve their own information technology skills, and be skilled in the use of online teaching platforms and related tools to provide technical support for the implementation of blended teaching. Blended teaching is a process of continuous exploration and practice, teachers need to continuously reflect on their teaching methods and strategies, summarize the lessons learned in a timely manner, and continuously improve and perfect. By communicating and cooperating with other teachers and sharing teaching experiences and resources, teachers can work together to promote the deepening application of blended teaching mode in foreign language teaching.

5.3. Improve students' independent learning ability and realize smooth online and offline connection

5.3.1. Teachers take the lead

The blended teaching mode provides teachers with a variety of teaching methods, and teachers can adopt flexible and diverse teaching methods, such as offline lectures, online discussions, mutual collaboration, classroom practice, etc., according to the course content and student characteristics, to maximize the independent learning ability of students in the classroom. For example, teachers can play a leading role by asking a question in class and posting it on the platform. Students can express their views and discuss it together in the online discussion forum, and through this combination of online and offline, they can actively play the role of the main body of the classroom and enhance the teaching effect. In addition, teachers can guide and stimulate students' learning motivation. By setting clear learning objectives, students can clearly understand the gap between their existing learning level and the learning level they need to achieve, so as to stimulate students' learning motivation. Secondly, teachers can stimulate students' curiosity and spirit of exploration by issuing challenging tasks and projects,

so that they can gain a sense of achievement in the process of solving problems and completing tasks, thus enhancing their independent learning ability.

5.3.2. Students increase their sense of autonomy

One of the features of the blended teaching mode is the combination of online and offline, which provides students with a wealth of online learning resources and tools, such as online courses, e-books and learning platforms. Students should actively utilize these resources for independent learning and consolidation of knowledge, and gradually enhance their awareness of independent learning and cultivate self-driven learning habits by actively exploring and choosing learning materials suitable for themselves. In the process of independent learning, it is inevitable to encounter various problems and difficulties. At this time, students should learn to think independently and solve problems on their own, looking for solutions by consulting relevant materials, participating in online discussions or consulting others. This not only enhances independent learning ability, but also cultivates innovative thinking. In addition, students should regularly reflect on and summarize their own learning and receive timely feedback from teachers and classmates, so as to adjust their learning strategies and methods and improve the effect of independent learning. Only in this way can students make better use of online resources and maximize the effect of the blended teaching model.

6. Concluding remarks

Teaching reform should always be combined with the times, and under the background of the informationization era, the blended teaching mode has been the general trend and become the new normal of teaching reform in colleges and universities. In order to better play the role of blended teaching mode in foreign language teaching in colleges and universities, this paper analyzes the current situation and problems of the application of blended teaching mode in college and university foreign language, and puts forward the strategy of deepening the application of this mode in a targeted way. In order to promote the development of technology and foreign language majors closely linked to promote the deep development of foreign language blended teaching practice.

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