# Construction of a Blended Learning Mode for Foreign Language Teaching in Colleges and Universities under the Background of "Internet +"

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**Abstract**: In the context of "Internet +", optimizing the learning mode with the help of cutting-edge information technology is a key focus for improving the quality of foreign language teaching in colleges and universities. The blended learning mode attaches great importance to the combination of online and offline teaching modules, which can improve foreign language teaching in institutions of high learning. The blended learning model can help implement independent learning guidance, meet the requirements of personalized teaching in foreign language teaching, and optimize the structure of foreign language teaching. Colleges and universities have initially applied some modules in the blended learning model, but there are problems of insufficient online learning function, weak online and offline learning connection, and incomplete coverage of teaching evaluation. In order to build an efficient blended learning model, we should start with the application of MOOC + SPOC learning mode, platform automation feedback, and oral learning app so as to enrich online learning functions, focus on module convergence, and build a new teaching evaluation system that reflects the quality of online learning.

Internet technology has profoundly changed the form of practice in various fields. "Internet + Education" requires deep integration of Internet technology and educational practice to achieve breakthroughs and innovations based on traditional models. Fully tapping and using the value of Internet tools is a must for foreign language teaching reforms in colleges and universities. As a course featuring multi-modal information output, foreign languages should be actively connected with cutting-edge information education technology. The mixed teaching model emphasizes the integration of online and offline teaching modules, so that the two are organically integrated to improve the flexibility of learning activities and adapt to the needs of learning subjects. This article begins with the connotation analysis of blended learning mode and explores the path to construct a hybrid learning model for foreign language teaching in colleges and universities based on the core advantage of information technology.

## 1 Connotation Analysis of Blended Learning

The concept of Blending Learning has a long history. In 2002, Smith J and Elliott Masie combined the pure technology environment of networked learning with traditional learning activities, and proposed the concept of Blended Learning. Blended learning is the product of a combination of face-to-face classroom learning and online learning in the context of the information age.□ With the continuous upgrading of information technology, more and more learning activities take place in the online environment. Online learning and offline learning activities go hand in hand, which has become a universal pattern in teaching. Each foreign language teacher must have online and online Mixed teaching thinking. Therefore, the basic connotation of blended learning refers to the blending of two learning channels. Because the environment that occurs in each channel is different, the connotation of blended learning can be analyzed from the perspective of other elements. Blended learning in teaching is also a mixture of learning concepts, learning resources, and learning methods. With the increasing improvement of Internet displaying functions, students

can complete more and more learning activities on online learning channels, and the requirements for offline teaching will also change. Teachers must follow the teaching rules in order to achieve a blending of the two and make it an efficient and normalized learning mode.

## 2 Advantages of Blended Learning Mode in College Foreign Language Teaching

Foreign language learning is an indispensable course in colleges and universities. It attaches high requirements to learning and practice, and there are significant differences among individual learners. Coordinating the relationship between teaching and learning and building a student-centered teaching model is an urgent need. Blended learning can play a role in this area and has many unique advantages.

### 2.1 Implementation of Self-Directed Learning Guidance

Foreign language courses require a large amount of autonomous learning activities outside the classroom. Students must engage in sufficient follow-up pronunciation, text reading, practical exercises and other activities, and autonomous learning should be based on sufficient guidance. Take pronunciation activities as an example. It can provide an effective support for learning guidance. It is easy for students to repeat the wrong pattern and it is difficult to correct basic pronunciation problems. If they do not learn enough guidance, learners have insufficient self-efficacy and frequently experience frustration. Autonomous learning outside the classroom is very It is easy to be put aside. Under the mixed teaching mode, the convenient information technology carrier enables students to obtain independent learning guidance outside the physical classroom to improve learning efficiency. Students can use PC, tablet, mobile phone and other terminal devices to conduct pre-class and autonomous learning after class, which involves modules such as listening, words, reading, grammar, translation, writing, etc., and can use the fragmented time of life to learn. [1] With the support of virtual learning environment, there is a complete set of learner-friendly resources which enable students to be more clear about the learning objects and methods outside the classroom, and to be able to evaluate individuals in a timely manner. Learning effect, which helps to improve the initiative of the learning subject and enable students to self-educate.

### 2.2 Meeting the Requirements of Personalized Teaching

Most foreign language teaching in universities is carried out in the form of large classes, and how to achieve personalized teaching has become an important teaching topic. [2] Each learner has a different knowledge base, level of interest, and learning style, which is very significant in foreign language teaching Taking the learning style as an example, some students tend to study in detail and are good at memorizing and organizing, while some students are accustomed to grasping the thick lines first to form a general impression before solving the details. In the physical classroom as a single teaching channel under the framework, students can only follow the path set by the teacher, and their individual learning advantages are difficult to play. Due to the principle of giving priority to teaching efficiency, teachers also envision students as a homogeneous and unified whole, and students can only passively adapt to teachers, if you have insufficient ability, it is easy to fall behind. Supporting students to complete many learning activities through online learning under the mixed learning mode can make foreign language teaching better reflect the personality characteristics of students. Students can rely on the resources in online courses to adjust independently Teaching progress and management of learning behaviors based on personal habits. The degree of freedom of learning subjects increases, and learning time, methods and approaches. With more choices, teachers can better understand the individual differences between students by interpreting the data generated in the pre-class learning module to adjust the teaching content and strategies in the class.

### 2.3 Restructuring Foreign Language Teaching

The hybrid teaching model makes the teaching structure of foreign languages in colleges and universities more three-dimensional. From teaching to learning to teaching, students also have more

room for debugging and learning activities. The hybrid teaching structure covers three classes before, during and after class. This module allows students to adapt to the learning activities of each module. The learning activities are pre-trained, and students can complete the learning of basic knowledge with their own ability with the support of online learning carriers, referring to the gap between learning standards and knowledge base. Positioning learning problems make teaching-led learning activities more targeted and effective. On-line learning platforms in the mobile network environment have the feature of being able to log in anytime, anywhere, so the teaching structure is not only optimized on the learning lines, but also enriched The ubiquitous learning environment promotes borderless learning methods, allowing students to learn foreign language knowledge at any time and consolidate foreign language knowledge. The existence of a knowledge reference system facilitates students to conduct self-inspection and seek help from teachers. The role of teachers as supporters of learning can be better highlighted, and the drawbacks of the unbalanced information in previous teaching structures is incorrect, in large extent, be overcome.

## 3. The Status Quo and Problems of Applying Blended Learning in Foreign Language Teaching In Colleges and Universities

Online and offline parallel teaching formats have developed preliminarily in foreign language teaching in colleges and universities. In some teaching steps, online learning has become a routine method, which reflects the basic characteristics of blended learning, but far from a perfectly complementary, mutually dependent and wholly ecological hybrid relationship. [3] The value of the Internet's tools has not been fully reflected, and there are some problems that need to be solved urgently.

### 3.1 Limited Online Learning Channels and Functions

The Internet has multiple functions such as display, communication, interaction, and information recording. It can build a multi-level systematic learning system. At present, the online learning channels and functions used in foreign language teaching in colleges and universities are relatively limited. Module carrier transfer. Some highly autonomous learning activities such as listening and written assignments are transplanted to extracurricular online learning, but the informatization process of other learning modules is relatively lagging. Teaching optimization is limited to the optimization of teaching time, and the optimization of the speed of educational information transmission has not yet reached the optimization of the structure. The function of the online learning module is mainly content display, which can judge the right and wrong of learning, but it lacks the ability to interpret the learning traces and generate characteristic content according to the learning characteristics of students. Due to limitations in educational concepts and technical conditions, many schools have placed a large number of resources on the network platform without selecting them. [4] Students must have strong observation and judgment to properly select resources, and the platform cannot highly automatically integrate information, and the characteristics of Internet "smart learning" based on cutting-edge algorithms are to be manifested. In addition, most students engage in online learning in a "man-computer interaction" manner, and the teacher-student interaction and student-student interaction pattern that can flexibly convey educational information is far from being realized.

### 3.2 Weak Connection Between Online and Offline Modules

Most of the existing online and offline modules in foreign language teaching in colleges and universities are complementary. Some conventional learning content is separated into online channels, and the connection between online and offline modules is weak. According to constructionist learning theory, knowledge acquisition and deepening is a process of continuous construction of the subject, and teaching at the connection between knowledge and knowledge is the proper meaning of achieving learning effectiveness. The problem of weak module connectivity affects the construction of foreign language knowledge. First, the online course module with the goal of maximizing autonomous learning is not strong enough. It is often just a prerequisite for the

basic knowledge module and supports the traditional preparatory activities in an informatized way, but the informatization construction of the entire curriculum system is lagging behind. The deepening of some pre-learning activities is ignored in the physical classroom teaching, making autonomous learning an isolated module, and the feedback on the questions and interests of learners in learning is not strong, and the teacher's role in integrating the modules is not significant. Because the connection of teaching modules is not strong, some of the learning activities are still blind. Taking listening activities as an example, students will listen to English resources after class, complete the exercise library, and and constantly improve the feedback system at practice, but individual teachers are not concerned about this module, which resulted in the accumulation of learning difficulties, affecting the effectiveness of learning.

### 3.3 Incomplete Coverage of Teaching Evaluation

The evaluation mechanism is the same as the learning process and learning method. It is an important factor that affects learning activities. Under the mixed teaching mode, a suitable teaching evaluation system should be applied. However, foreign language teaching activities in colleges and universities are still mainly used in the classroom learning environment. The evaluation model formed under the conditions of environmental protection is mostly based on classroom attendance, comprehensive learning activities, and homework assignments, and the evaluation scale lags behind the information reform process of teaching. Although traditional evaluation activities can examine students' comprehensive literacy, but it is difficult to play the role of monitoring the online learning process, evaluation of online courses has become a general weakness. When students engage in learning activities using the Internet as a carrier, the learners are in a dispersed state, and teachers and students are separated in time and space, causing Students lack strategic assistance in the learning process and are prone to emotional deprivation. This is an inherent deficiency of the blended learning model and should be overcome by teaching evaluation. It is important to use process evaluation to motivate learning activities. Some teaching evaluations cannot play a positive role in the online learning process, which may weaken students learning motivation, resulting in a mismatch of teaching and learning.

### 4 Construction Path of Blended Learning Mode for Foreign Language Teaching in Colleges and Universities

In order to build a new paradigm based on blended learning and practice student-centered educational thinking, colleges and universities in foreign language teaching should focus on the problems in the status quo and optimize them in terms of learning resources, ideas and methods. Start with the following aspects.

### 4.1 Improve Online Teaching Functions Based on Learning Needs

The increasing proportion of online learning modules is an important source of the superiority of the mixed learning mode. Therefore, when implementing foreign language teaching, colleges and universities should improve the function of online teaching according to teaching needs in order to improve the effectiveness of this part of learning activities. The technological advantages of the Internet translate into teaching advantages.

### 4.1.1 Carry out Course Teaching Based on MOOC + SPOC Mode

Colleges and universities can build a foreign language teaching system relying on MOOC + SPOC, so that students can learn autonomously with online courses. Colleges and universities can strengthen foreign language teaching research, introduce some high-quality MOOC and SPOC resources, and conduct them in a manner consistent with the school's academic situation. Appropriate editors are launched in the school's teaching platform. College foreign language teachers can also analyze the needs of public and professional foreign language courses and develop self-built SPOC courses on the premise of sufficient preliminary research. Courses should be decomposed and detailed; it constitutes a foreign language video teaching resource that is

convenient for supporting teaching materials, and combines existing curriculum content with school education knowledge [5]. For language translation courses, it can be divided into major differences between Chinese and foreign languages. Extension, transformation of words, positive and negative expressions, and foreign language translation.

Curriculum mode can be based online and supplemented offline. Cross-school credits are taken through MOOC and SPOC courses, and the assessment system provided by the curriculum is used as the basis for academic performance evaluation. This model uses artificial intelligence technology in many aspects and has a high knowledge density. , Learning is highly interactive; it can also be supplemented online and offline. In this mode, the teaching function of the MOOC or SPOC course is close to the teacher's self-made micro-learning, and the emphasis is on promoting deep learning with the enhanced pre-learning module. Let students establish knowledge preparation before subject-based teaching activities. However, compared to micro-lecture resources, it can display richer knowledge content. The knowledge system obtained by students online is more complete, and the initiative of learning subjects is stronger. It plays an important role in the construction process. [6]

### 4.1.2 Use Information Technology to Implement Automatic Feedback

In order to achieve the effect of online learning in digital space, computer algorithms should be used to implement automatic feedback on students' foreign language learning activities, in order to overcome the problems caused by the separation of teachers and students in the network environment. Computers can automatically feedback a variety of students Learning activities to reduce the waiting process in learning activities. For example, when students learn to write in foreign languages, teachers guide students to submit assignments in the school's online platform. Students use their personal accounts to log in to the platform, complete the composition according to format requirements and topic requirements, and then the system's built-in The program analyzes the student's composition and displays an analysis report. The report displays the results of word spelling troubleshooting, analysis of wrong grammar, and gives suggestions for highlights in the composition, such as higher-level vocabulary, phrases, and sentence patterns used the composition feedback activities that foreign language teachers can complete under traditional conditions can be replaced by artificial intelligence.

For the use of information technology to implement automatic feedback learning activities, teachers should strengthen self-directed learning guidance, introduce students to strategies for deep learning with the help of system resources, and improve students' learning management capabilities. When engaging in the design of feedback systems, students can be allowed to submit multiple times Assignments and comparison of feedback results generated by the system under the condition of submitting different content, allowing students to summarize and reflect in the process of vertical comparison, and improve foreign language application ability.

### 4.1.3 Use the App to Achieve Personalized Speaking Learning

Spoken language learning is the top priority in foreign language teaching, so that students can truly acquire the ability to apply foreign languages without intensifying the learning of spoken language. In most cases, students are in a condition of staying away from the foreign language user group when learning foreign languages. However, the lack of a corresponding foreign language learning environment, so the organization of oral learning activities is always a difficult problem in foreign language teaching. Many students do not carry out oral learning unconditionally after class. There has always been "learning and speaking" in class. The problem of "disconnected learning". Foreign language teachers can use the speaking app to guide students to carry out personalized speaking learning, so that the speaking learning activities can be effectively extended to the extracurricular modules.

Teachers can use the class time to introduce the function of the spoken language learning app to students, and then all students sign up for the app. Students use real names and mantissas as nicknames to facilitate teacher identification. Teachers then link personal accounts with student accounts to form a networked Class groups. Students use the function of the app to conduct

self-checks and complete self-defined activities. Teachers pay attention to the progress and effectiveness of students' oral learning at any time and supervise their learning activities. When citing language material cases in the classroom, you can use some language material from the app to build a consistent learning environment.

## 4.2 Realize Organic Mixing With Module Connection

In the blended learning model, the two basic modules should reflect cohesion in teaching design and implementation, and form a continuum with continuity and interpenetration. With the increasing proportion of online autonomous learning modules, teachers need to take a reasonable look at the role of teachers in the Internet environment and adjust classroom teaching activities from the following aspects.

### 4.2.1 Optimize Classroom Instructional Design

Under the mixed teaching mode, students have formed sufficient knowledge preparation before the lesson. In the case of different learning starting points, the classroom teaching design should be adjusted appropriately to reflect the inherent value of traditional teaching. Teaching activities should be based on pre-class learning Based on the results, effectively use the atmosphere in the physical classroom. In the activities, leave more space for the role of students, so that students can express themselves on the basis of their own abilities.

For example, in the teaching of cross-cultural modules, previous teaching activities were for display and explanation. Students used the projector to watch teaching materials in the classroom, and teachers provided some materials to guide students to experience the differences between Chinese and foreign cultures. Under the learning mode, students have learned a lot of factual knowledge through studying online courses before class, and have a certain understanding of the shape of foreign language culture, so teachers can carry out topic discussion activities to allow students to compare cultural similarities and differences. You can also omit the cultural introduction part and explain how to apply foreign languages based on cross-cultural differences in order to achieve effective communication for language applications.

### 4.2.2 Assess the Effectiveness of Online Learning

Effective evaluation of online learning and mastering the knowledge base of students is the basic mechanism to achieve convergence. Before the teacher logs in to the teaching platform through the teacher's end, he can use the report data generated by the platform to understand the students' autonomous learning results, which has a certain reference. Function, but it is not intuitive enough. Therefore, in the physical classroom, teachers need to use the first few minutes of the classroom to evaluate the effect of online learning by asking questions. [7]

Teachers can ask general and open-ended questions, such as asking students to describe the content of the article in a foreign language for the reading module, and asking a few more students to answer the questions, which will complement each other. Students can be allowed to translate or explain the new sentence patterns and new grammar points involved in this article. In this process, we should pay attention to teacher-student interaction and guide students' thinking activities. Teachers then compare students' answers and analyze teaching students' thinking levels in conjunction with teaching feedback. Then, based on the results of the students 'questions and answers, determine the quality of the students' autonomous learning activities, and use this as a basis to determine the angle of knowledge interpretation. By evaluating the effect of online learning, teachers can save teaching resources and aim at the most core learning content to teach and reflect Targeted and targeted teaching.

### 4.2.3 Classroom Practice and Application

The offline module of the blended learning mode should highlight practicality and applicability. In a real communication situation, students are required to comprehensively grasp the elements of speech, grammar, and speed of speech, and teachers can also provide on-the-spot guidance. For example, teachers can follow the curriculum content, Develop presentation tasks using PPT for

lectures. When students are studying before class, they use the method of taking notes to record the main points of thinking, form an outline, and then make a presentation. Students form a group and choose the starting point for presentation based on common discussion. In the classroom teaching session, the group will give a speech, and the teacher will make a comprehensive comment. [8]

Under the blended learning mode, the language practice in the physical classroom can also be carried out relying on digital technology to carry out activities with the help of professional foreign language classrooms. For some foreign language professional courses, students can use the SPOC course to practice pronunciation before class. In the classroom, pronunciation is corrected, and then simultaneous interpretation is practiced through the language of instruction. Teachers play foreign language audio and translate by different students. With the use of voice equipment in the classroom, each student can receive speech. Teachers ask students to follow what is heard, mutual evaluation of the correctness of the interpreted content, and jointly analyzed whether the language use of the students reflects the requirements of simultaneous interpretation. In this way, students have a completely new way of viewing, listening, and speaking English. [9] After the completion of the foreign language practice, the teacher summarizes the problems encountered by the students in simultaneous interpretation, sorts out the points in a detailed manner, and provides guidance for students to consolidate and practice after class.

## 4.3 Supporting the Application of Multiple Evaluation Systems

Evaluation is a part of the teaching model, which can reflect the actual effectiveness of teaching and also an intermediate mechanism that affects the quality of teaching. In order to promote the comprehensive application of the blended learning model, a multi-module teaching evaluation system should be constructed and used in the evaluation system, reflecting the characteristics of Internet technology.

### 4.3.1 Academic Evaluation

Student-oriented academic evaluation should highlight the evaluation of online learning modules and play an effective role in behavior guidance, which can be started from the following two aspects. First, adjust the evaluation method for autonomous learning activities based on reliable data. It reflects the quality and attitude of students' foreign language learning. For example, in the context of the Internet, it is inevitable that the number of visits will be affected. Some data about resource access have a large amount of water. It highlights the evaluation of assignments and other projects. Teachers provide personalized assignment requirements, and each student's assignment topic has nuances to urge students to complete independently and improve the authenticity of evaluation activities. Second, improve the evaluation of online learning activities in The proportion of the entire academic evaluation activity. At the end of each semester, the teacher must comprehensively analyze the quality of online learning, including MOOC and SPOC course learning, online evaluation system results, student assignment completion status, online interaction data, etc., and give true scores. Then integrate it with the evaluation of learning activities in the physical classroom to generate a comprehensive evaluation. Students getting efficient learning results should be given high marks to constitute positive reinforcement and lead teaching and learning to a virtuous circle.

### 4.3.2 Evaluation of Teaching Quality

Teaching quality evaluation refers to the evaluation of the curriculum itself, and more points to "teaching" activities, reflecting whether the teaching meets the teaching requirements of the school and the law of foreign language education. Most colleges and universities already have relatively mature teaching quality The evaluation mechanism is reflected in the basic structure of combining student evaluation and expert evaluation. On this basis, colleges and universities can incorporate the characteristics of the blended learning model to comprehensively evaluate teaching in both online and offline channels. Foreign language teachers can be organized to school The implementation of the quality evaluation of the MOOC and SPOC courses, giving comprehensive scores in terms of course duration, content quality, and teaching interactivity, and attaches importance to collecting data about student learning experiences through online student messages. When colleges implement

teaching quality evaluation at the end of the semester, A special area can be set up in the evaluation system to allow students to evaluate the quality of online learning resources, such as the quality of courses, the quality of homework design, and the experience of using the learning platform, reflecting students' views on individual teachers and the design of the education platform system. On the part of the traditional physical classroom teaching modules, on-site teaching observation can be trusted to obtain enough details of teaching, and the evaluation of convergence of online and offline learning should be emphasized.

## 5 Conclusion

The establishment of online and offline interactive parallel learning models has become the mainstream of foreign language teaching reform in colleges and universities and is an important fulcrum for teaching innovation. The construction of hybrid learning models not only reflects the basic direction of improving the utilization of information technology, but also includes Apply the requirements of universal laws in educational activities. College foreign language teachers should grasp the online and online teaching modules on the basis of establishing Internet thinking, so that teaching content and technology are closely integrated. College education managers should attach importance to supporting evaluation systems the construction of the model can reflect the learning quality of the online part of the blended learning module. There is still plenty of room for continued research in the field of blended learning, and future research can be carried out in depth with specific foreign languages as the starting point. Deeper researches based on teaching practice process of specific schools are to be expected to demonstrate the main points of the implementation of the blended learning model and promote the reform of foreign language teaching in colleges and universities.

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