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The Necessity and Feasibility of Blended Learning Mode in Foreign Language Teaching Practice

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Abstract: With the development of modern information technology, blended learning mode has become a new mode in foreign language teaching in universities, which can effectively solve some problems existing in traditional teaching modes. This article combines the necessity and feasibility study of blended learning mode in foreign language teaching practice, proposes the necessity and feasibility study of blended learning mode in foreign language teaching practice, provides some beneficial ideas for future foreign language teaching reform, and hopes to promote the improvement of foreign language teaching level in Chinese universities.

Keywords: Blended Learning Mode; Teaching Practice; Foreign Language Teaching.

1. Introduction

Socialism with Chinese characteristics has entered a new era, and China's economic development has also entered a new era. China's economy has shifted from high-speed growth to high-quality development. In the context of economic transformation, the development of modern information technology adapts to the requirements of high-quality development, promotes changes in educational concepts and ideas, and provides new ideas and outlets for the development of higher education and teaching. *The 14th Five Year Plan for National Informatization* proposes to improve the public service system of national digital education resources and promote educational and teaching reforms that integrate information technology, intelligent technology, and education. The widespread spread of the international concept of "video reeducation" and the popularity of the teaching reform practice of "Flipped classroom" have opened a new journey of mixed teaching reform in higher education. The information platform has become an indispensable auxiliary tool for the development of the education industry. Higher foreign language education is an important component of higher education. To further deepen the reform of higher education and improve the quality of higher education, it is necessary to vigorously promote the reform of foreign language teaching in universities and promote the widespread application of blended learning models in foreign language teaching in universities.

2. The Current Situation and Problems of Blended Learning in Foreign Language Teaching

2.1. Disadvantages of Traditional Teaching Models

The traditional teaching model in foreign language teaching faces problems such as knowledge instillation orientation, lack of personalized attention, lack of interactivity, and practical application ability cultivation. Firstly, traditional teaching often centers around teachers, emphasizing the impartation and memorization of knowledge, while neglecting the active participation and exploration of students. Students often accept information passively, lacking the cultivation of positive thinking and Critical thinking. Secondly, traditional teaching models overly rely on paper textbooks and classroom explanations, lacking diverse learning resources and interactive learning experiences. This limits the development of students' abilities in language application and practical communication. Finally, traditional teaching models emphasize written exams and memory-based assessment methods, which fail to comprehensively evaluate students' language and practical application abilities.

2.2. Defining the Concept of Blended Learning

In foreign countries, blended learning is considered as a combination of E-learning and offline teaching under the Internet environment. In China, Professor Li pointed out that Blended learning is a popular term in the field of education, especially in the field of educational technology, after people reflect on online learning. Its main idea is to integrate the two learning modes of face-to-face teaching and online learning to reduce costs and improve efficiency. Therefore, blended learning is a teaching mode that combines traditional face-to-face teaching with online learning. By integrating multiple teaching methods and learning resources, it achieves personalized, flexible, and interactive learning experiences for students, promoting their learning effectiveness and ability development.

2.3. Problems in Course Teaching

Given the short development time and limited experience of blended learning, there are still some issues worth paying attention to. From a teaching perspective, many online teaching methods are often just a supplement to offline teaching, lacking overall consideration and systematic improvement of the entire course. Therefore, there are shortcomings in the teaching effectiveness, making blended teaching only a very emergency plan that is difficult to widely promote and become a normal mode of teaching. From the perspective of teaching platforms, although there are many E-learning platforms at home and abroad, the system stability of some platforms is not satisfactory, and the teaching quality of related platforms is uneven. At the same time, the

concentration of teaching platform resources is not high enough. These issues greatly affect teaching efficiency and reduce students' learning enthusiasm and interest, posing a certain obstacle to the effective implementation of blended learning.

2.4. Lack of Students' Autonomous Learning Ability

The students' self-learning ability is closely related to the teaching effectiveness of blended learning. Students lack effective learning strategies and skills, such as goal setting, time management, reading comprehension, and learning notes. This makes it difficult for them to effectively organize and plan E-learning tasks, which affects the effect and progress of offline learning and teaching. Some students are accustomed to the traditional face-to-face teaching mode and still rely on direct guidance and answers from teachers, lacking confidence and motivation in autonomous learning. Some students may face technical difficulties in using online learning platforms and tools, such as unfamiliar interfaces and inexperienced functional operations, which may make them resistant to online learning, affecting their active participation and learning effectiveness, and thus affecting teaching effectiveness.

2.5. The Teaching Ability of Teachers Needs to be Improved

In blended learning, teachers are a crucial subject and play an important role in guiding and supporting blended learning. However, due to the short development time and limited successful experience of blended learning, most teachers are in the stage of self-exploration, so there are still some problems. For example, teachers lack the ability to design blended learning courses and teaching activities that cannot meet students' learning needs. Therefore, considering how to balance online and offline learning activities and developing evaluation methods to ensure effective tracking and evaluation of students' learning is a test of teachers' teaching ability.

3. The Necessity of Blended Learning Mode in Foreign Language Teaching

3.1. Blended Learning Mode Adapts to the Inevitable Trend of Current Information Technology Development

In the 21st century after the outbreak of the Internet, the digital wave swept the world with an irreversible trend. The information technology revolution represented by the Internet has brought a huge impact on people's lifestyle. At the same time, cloud computing, big data, artificial intelligence and other information technologies have rapidly penetrated the education field, profoundly changed the traditional teaching and learning environment, and promoted the reform of education concepts and ideas. Many excellent online learning platforms and course management software systems have emerged both domestically and internationally. Informatization platforms have become an essential auxiliary tool for the development of the education industry and provide a good platform for the innovation of foreign language teaching. How to use information platforms to innovate foreign language teaching is an urgent problem that needs to be solved in the current digital era. The blended learning model deeply integrates online teaching platforms with innovative teaching methods, fully leveraging the role of student centeredness and teacher leadership, and is an inevitable trend in adapting to the current development of information technology in higher education reform.

3.2. The Blended Learning Model is the Need of Foreign Language Teaching Model Reform in the New Era

The Blended learning model integrates online and offline teaching elements to adapt to the diverse learning needs of foreign language majors and changes in real life. Not only does it provide a wider range of learning resources and opportunities for foreign language majors, but it can also stimulate students' interest and enthusiasm, cultivate their autonomous learning ability and cross-cultural communication ability. At the same time, the Blended learning model also gives teachers more teaching flexibility and innovation space, which can carry out diversified teaching activities through online platforms and multimedia technology, and provide personalized learning support and feedback. This new teaching model reform helps to improve the quality and effectiveness of foreign language teaching, cultivate students' language abilities and comprehensive qualities required for comprehensive development, and adapt to the changes of the times and the needs of international communication. Therefore, Blended learning has become the inevitable choice of foreign language teaching reform in the new era, creating a more dynamic and effective learning environment for students and teachers.

3.3. Blended Learning Mode is Necessary to Stimulate Students' Autonomous Learning Ability

Autonomous learning mainly refers to students consciously formulating learning plans, clarifying learning directions and goals, independently monitoring the learning process, and evaluating the completion of learning outcomes. Cultivating students' autonomous learning ability is the key to significantly improving classroom learning efficiency, and it is also necessary for foreign language classroom teaching. The blended learning model utilizes information technology to help teachers break free from the limited thinking of textbooks, provide a technical foundation for teachers to develop and expand teaching resources, enrich different forms of teaching presentation, stimulate students' autonomous learning ability, and improve classroom learning efficiency. In blended learning mode, students meet their knowledge learning needs through pre class previewing. Under the leadership of teachers, build an equal, democratic, and relaxed offline classroom atmosphere. Teachers can evaluate students' achievements and provide targeted suggestions for modification, guiding students to engage in exploratory personalized learning. The blended learning model promotes students' autonomous cooperation, communication, and thinking, fully highlighting their subjectivity, and enabling them to acquire better autonomous learning abilities in foreign language learning.

3.4. Blended Learning Mode is a Requirement for Improving the Comprehensive Quality of Foreign Language Teachers

In the context of digitalization, universities are carrying out

educational reforms to promote the deep integration of information technology and educational teaching practices. The core of curriculum reform lies in classroom reform, and the core of classroom reform lies in the professional development of teachers. The key to the success or failure of the implementation of teacher professional development curriculum reform lies in the support, participation, and action of the majority of teachers. The important entry point for the reform of foreign language teaching in universities is teachers, and foreign language teachers are also constantly seeking comprehensive strategies to improve their overall quality. The application of blended learning mode in foreign language teaching promotes foreign language teachers to break free from the constraints of traditional teaching methods on thinking, improve their ability to accept new technologies and equipment, enhance their blended ability, and promote foreign language teachers to improve their teaching methods. At the same time, teachers can convert blended teaching experience into reusable and renewable learning resources and educational reform resources, apply them to scientific research, and promote the improvement of teachers' comprehensive literacy.

3.5. Blended Learning Mode is a Reflection of the Increasing Demand for Foreign Language Talents in Society

The Fifth Plenary Session of the 19th Central Committee of the Communist Party of China proposed to "accelerate the construction of a Dual circulation with domestic circulation as the main body and domestic and international double circulation promoting each other" to form a new advantage in participating in international cooperation and competition. In the Dual circulation, education opening up plays an irreplaceable role. In this context, foreign language education bears the heavy responsibility of talent support. The quality requirements of foreign language talents in society are also constantly improving, and we appreciate highly qualified and versatile foreign language innovative talents with cross-cultural communication abilities. The blended learning model reflects the increasing demand for foreign language talents in society. The blended learning mode, combined with the digital platform of learning communication, breaks the original single and standardized talent cultivation mode, adheres to the basic principle of student-centered, enriches the curriculum, increases students' freedom of choice, provides personalized and autonomous training plans for students, improves their cross-cultural communication ability, cultivates high-quality composite foreign language talents, and meets the increasing demand of society for foreign language talents.

4. The Feasibility of Blended Learning Mode in Foreign Language Teaching

4.1. Analysis from the Learner's Perspective

From the perspective of learners, blended learning mode can achieve seamless connection between online and offline, thereby enhancing learners' learning system and coherence. At the same time, this teaching method can also make teaching activities more reasonable and attractive, promote the smooth implementation of teaching activities, and enable learners to acquire rich knowledge. Learners can access a variety of learning materials through online learning platforms. In addition, the blended teaching model can also achieve diverse forms of interactive collaboration, thereby maximizing the effectiveness of learning. Online and offline interaction and communication help learners view problems from different perspectives and positions, expand their thinking, and stimulate reflection. The blended learning model can also combine different teaching methods, such as group discussions, collaborative projects, and role-playing, to promote the development of learners' interaction and collaborative abilities. Finally, blended learning mode also provides learners with learning opportunities that span time and space. Learners can communicate and collaborate with learning partners from different regions or even countries, expanding their international perspectives and cross-cultural communication abilities.

4.2. Analysis from the Perspective of Teachers

The blended learning model emphasizes the guiding role of teachers. Teachers play the role of guides and supporters in blended learning, guide students to make rational use of learning resources, and cultivate autonomous learning ability and Critical thinking ability. Teachers can provide personalized feedback and guidance based on students' learning needs and performance, helping them overcome learning difficulties and promoting their learning growth. The blended learning model promotes interaction and cooperation between teachers and students. Communicate and interact with teachers and students through online discussions, instant messaging, and email tools. This interactive and collaborative teaching environment can enhance teachers' understanding of students' learning situations, timely solve students' problems and confusions, and provide personalized guidance and support. The blended learning mode provides more flexible teaching time and location. Teachers can teach online or offline based on students' needs and learning progress. This flexibility enables teachers to better arrange teaching activities, adapt to students' time arrangements and individual differences, and improve teaching effectiveness.

4.3. Analysis from the Perspective of Teaching Resources and Teaching Platforms

From the perspective of teaching resources and teaching platforms, blended learning mode is feasible in foreign language teaching. It provides teachers and students with rich and diverse teaching resources and flexible and convenient teaching platforms, supports personalized and differentiated teaching, and promotes Cooperative learning and mutual learning. These characteristics enable teachers to better meet students' learning needs, improve teaching effectiveness, and enhance students' learning outcomes. Firstly, blended learning can enrich foreign language teaching resources. The online learning platform provides a large number of teaching resources, such as teaching videos, audio materials, interactive textbooks, and online courseware. These resources can stimulate students' interest in learning, enhance their motivation and participation in learning. At the same time, blended learning mode provides diverse teaching platforms and tools. Students can conduct classroom interaction, online discussion and Collaborative learning through the online learning platform. Teachers can use online tools to assign homework, test, and evaluate students' learning outcomes. These teaching platforms and tools can provide real-time feedback and communication mechanisms, promote interaction and cooperation between teachers and students, and thus improve teaching effectiveness.

4.4. Analysis from the Perspective of Social Support

Firstly, the comprehensive leadership of the Party over universities enables teachers to not only teach university courses well, but also strengthen their political stance, establish correct beliefs, and firmly grasp the "master switch" of their ideals and beliefs, helping college students to buckle the "first button" of life, and promoting the continuous development of China's higher education industry. Secondly, the further deepening of educational concepts has led to appropriate allocation of online and offline teaching content, natural and smooth connection between online and offline, appropriate and detailed teaching content, timely feedback of teaching results, and dynamic updates of teaching evaluations. Finally, in the setting of university courses, the number of people should be controlled within the range of facilitating mixed teaching, and big data should be used to sort out the details of the classes taught, so as to develop personalized programs to achieve teaching goals.

Overall, the emergence of blended online and offline teaching is inseparable from the rapid development of internet technology and the dissemination and application of advanced educational concepts. However, the most important thing is the resolute reform of the education system. In the context of the "post pandemic era", blended online and offline teaching plays a crucial role in university courses, solving the teaching activities that have stagnated due to spatiotemporal factors in traditional one-dimensional teaching. However, it must also be acknowledged that there are some problems with the specific application of blended learning in university classrooms in China, which require the concerted efforts of all parties in society to form a strong educational force, in order to promote the sustainable development of new paradigms and the continuous upgrading of educational models.

5. Research Significance of Blended Learning Mode in Foreign Language Teaching Practice

5.1. Provide Theoretical Basis for Foreign Language Teaching Reform, Enrich Foreign Language Teaching Methods and Means

The application path analysis of blended learning mode starts from the concept of blended learning, clarifies the development context of foreign language blended learning mode, conducts a comprehensive and in-depth analysis of the value of digital platform based foreign language blended learning mode research, and combines the current problems in foreign language teaching to comprehensively and deeply explore the reform path of foreign language teaching mode. Not only does it enrich the research on effective foreign language blended learning models, but it also plays a certain role in supplementing, extending, and expanding the existing foreign language blended learning models, promoting the systematic and comprehensive development of blended learning models, enriching foreign language teaching methods and means, and providing new ideas for the reform of foreign language teaching in universities. Based on the current background of the times, and on the basis of the combination of theory and practice, this paper studies the application path of blended learning mode from various perspectives, with a view to constantly improving the use of Scientific theory to guide foreign language reform practice and promoting the modernization of foreign language education in colleges and universities.

5.2. It is Conducive to Improving the Teaching Efficiency and Effectiveness of Foreign Language Teachers

By using blended learning mode, teachers can master more effective teaching strategies and methods. Integrating online and offline teaching resources and tools, teachers can utilize diverse teaching resources to present teaching content in a richer, interactive, and personalized manner. This enables teachers to better meet students' learning needs, improve teaching targeting and flexibility. At the same time, blended learning mode provides more teaching feedback and evaluation mechanisms, which is beneficial for teachers to timely understand students' learning situation and make effective teaching adjustments, improve teachers' teaching feedback ability, and enable them to better guide students and enhance learning effectiveness. In addition, blended learning mode provides more teaching resources and learning tools, which can help teachers better organize and manage teaching content. Teachers can also flexibly adjust teaching content and difficulty based on students' learning progress and level, provide personalized learning support, and further improve teaching effectiveness.

5.3. Adapt to the Needs of the Globalization Era and Provide High-Quality Talents for the Country

In the context of today's globalized society, foreign language proficiency has become an important competitive and employment advantage. In order to cultivate excellent foreign language talents with international perspectives and cross-cultural communication abilities, blended learning mode is particularly important. The advantage of blended learning is that it allows students to learn in a diverse learning environment, thus catering to the needs of the era of globalization. Through the internet, students can access a wider range of knowledge and information, understand cutting-edge international research results and development trends, and thus enhance their international perspective and competitiveness. At the same time, blended teaching also helps students better master modern science and technology and information technology, improve information literacy and innovation ability, and make contributions to the cultivation of more outstanding talents for the country. It can be seen that blended learning will be increasingly widely applied and become an important means of promoting the development of China's education and talent cultivation.

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