

Research on Hybrid Foreign Language Teaching Mode Against the Background of "Internet Plus"

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Abstract—With the advent of the era of "big data", network information technology has become necessary for the modernization of all walks of life. In 2015, Premier Li Keqiang first proposed the concept of "Internet plus" in the government work report, opening the road of deep integration between information technology and traditional industries. In recent years, the comprehensive promotion of "Internet plus" in all walks of life has provided new ideas and good opportunities for the construction of educational informationalization. This paper will explore the significance of hybrid teaching model and its application and implementation in the context of "Internet plus" to improve the quality of foreign language teaching in China, and to propose new ideas and feasible methods for cultivating foreign language talents who can adapt to the development of the times based on the topic of foreign language teaching reform and development.

Keywords—internet plus; hybrid learning; foreign language teaching; teaching mode

I. INTRODUCTION

With the advent of the "big data" era, network information technology has become necessary for the modernization of all walks of life. In 2015, Premier Li Keqiang first proposed the concept of "Internet plus" in the government work report, opening the road of deep integration between information technology and traditional industries. As early as 2010, the education authorities emphasized the important role of information technology in education reform and development in the National Medium-and Long-Term Education Reform and Development Plan (2010-2020), requiring all institutions to make full use of information technology to accelerate education reform. Many colleges and universities have also begun to increase their investments in education information construction. [1] It can be said that in recent years, the comprehensive promotion of "Internet plus" in all walks of life has provided new ideas and good opportunities for the construction of educational informationalization. The research, application and promotion of the new teaching mode against the background of "Internet plus" have also become a hot topic in the field of education. With the advancement of globalization and the deepening of China's opening up, the traditional foreign language teaching model has failed to adapt to the social need for foreign language professionals and versatile talents with high foreign language ability. The

disadvantages of curriculum orientation that values theoretical knowledge more than practical ability training, and the traditional foreign language teaching models such as stereotyped classroom teaching with teachers first and students second are becoming more obvious, which have a negative impact on improving students' learning initiative and improving the intercultural communication ability of foreign language talents. It is imperative to make full use of network information technology to accelerate the reform of foreign language teaching by taking advantage of the "Internet plus" trend. This paper will explore the significance of hybrid teaching model and its application and implementation in the context of "Internet plus" to improve the quality of foreign language teaching in China, to facilitate education equality, and to propose new ideas and feasible methods for cultivating foreign language talents who can adapt to the development of the times based on the topic of foreign language teaching reform and development.

II. THE CONNOTATION OF HYBRID LEARNING AND THE SIGNIFICANCE OF HYBRID TEACHING MODE

As an educational concept, hybrid learning has been proposed for many years. Compared with countries such as the United States, China's research on hybrid learning is still relatively lagging behind. The so-called hybrid learning refers to the teaching concepts and learning methods that combine online learning and offline traditional teaching, giving full play to the advantages of the two, and making full use of network information technology in the process of face-to-face classroom teaching. It takes advantage of the rich, efficient and convenient network learning resources, thus forming the complementary advantages of online and offline teaching, and improving the quality and efficiency of learning. [2] The hybrid teaching model based on the hybrid learning concept is not a simple superposition of online learning and traditional classrooms, but a creative and personalized teaching process. It is necessary to give full play to teachers' leading role in guidance, monitoring, etc. through scientific and rational teaching design, fully mobilize the learning initiative and enthusiasm of students, the main body of learning. In the construction of the hybrid teaching mode, what needs to do first is to develop a complete teaching plan based on the teaching object, teaching content, and teaching environment, and comprehensively use a variety of network information technology means to promote the integration of online

learning and classroom teaching, the integration of centralized learning and personalized learning, the integration of self-learning and group collaboration, and the integration of audiovisual materials and blackboards. The exploration and application of the hybrid teaching mode will not only improve the quality of subject teaching, but also have important significance for enriching modern educational theories and promoting educational reform.

A. Breaking the Traditional Teaching Concept and Teaching Mode

In the traditional teaching mode, it is a fixed paradigm of classroom teaching that teachers are responsible for teaching while students are listening. Although such mode can teach more knowledge in limited classroom teaching time, it reduces the subjective initiative of students' learning. Single teaching methods and boring teaching content cannot guarantee the learning effect of students. The hybrid teaching mode is beneficial to improve the comprehensive performance of the classroom. The hybrid teaching model based on the hybrid learning concept changes the traditional teaching concept of teachers as the main body. It strengthens the main role of students in classroom learning and fully exerts the leading role of teachers through developing online learning resources and using informationalized teaching methods. [3] The teaching method that integrates online learning and traditional teaching provides the possibility to create learning situations, conduct group collaborative learning, and realize personalized learning before and after class based on the modern teaching concept with "study" first, breaking the single teaching mode of "speaking" and "listening", stimulating students' interest in learning and improving the quality of classroom teaching.

B. Promoting the Organic Integration of Online Teaching and Classroom Teaching

As early as the beginning of this century, PPT, audio-visual materials, etc. have entered the classroom. In order to enrich the classroom teaching methods, many teachers will alternately use PPT and blackboard in the course of teaching, and appropriately play related video and audio learning materials. Such practice has laid a foundation for the construction of a hybrid teaching model. However, it should be noted that the use of PPT, video and audio materials in classroom teaching is not the same as hybrid teaching. The hybrid teaching mode is not a simple superposition of online learning and traditional teaching, nor is it simply to bring network information technology into the classroom. Instead, the integration of online and offline is reflected in the complete teaching design before class, in the classroom and after class, so as to realize the organic integration of teaching resources and the optimal design of teaching process.

C. Reforming the Teaching Evaluation Model

The traditional teaching evaluation mode is based on examinations, which makes teachers and students pay too much attention to the results in the teaching process and despise the process. The evaluation method of "one for all" is also lack of science. The hybrid teaching mode can give full

play to the advantages of online learning and traditional teaching. While retaining the traditional teaching evaluation methods such as the mid-term final exams and classroom tests, it can rely on network information technology and fully utilize the carrier of the online learning platform to achieve the comprehensive recording, analysis and monitoring of the student's learning process, give feedback of learning situation to teachers and students in a timely and effective manner, thus greatly promoting the evaluation of teaching, both in terms of results and in the process.

D. Autonomous Learning

On the one hand, the hybrid teaching mode takes advantage of the traditional classroom teaching. The classroom teaching environment is conducive to the teacher's control of the teaching activity process, which is conducive to the implementation of the teaching plan and the realization of the teaching objectives. The leading role of the teacher in the teaching process can be fully exerted; On the one hand, using the online learning platform to carry out teaching activities can enrich the teaching form and construct a situation that is conducive to students' mastery of knowledge, thus stimulating students' interest in learning, improving their subjective initiative in completing their learning tasks, and cultivating students' creative ability, thinking ability and strengthening students' dominant position in the teaching process, and then achieve independent learning. [4] The highest form of education is "dialogue". The mixed learning mode can realize online "dialogue" and face-to-face communication between teachers and students, students and students before class, in class and after class, and solve the problem of less communication in traditional education to a large extent, or even "zero communication". Through timely and effective communication, teachers can master the learning progress and learning effectiveness of different students, further develop targeted teaching activities, and consolidate the effectiveness of students' independent learning.

III. THE APPLICATION AND IMPLEMENTATION OF HYBRID FOREIGN LANGUAGE TEACHING MODE

The ultimate goal of foreign language teaching is to cultivate foreign language talents who are suitable for China's opening up and development and have strong intercultural communication skills. The traditional foreign language teaching mode that teacher is responsible for teaching while students for listening have been unable to meet the needs of foreign language talent training in today's society. What students need to learn is not just words and sentences, but more importantly is to improve the ability to use language. In traditional classrooms where lectures and notes are the main forms, it is difficult to create scientific and reasonable teaching situations. It is very difficult to simulate the language environment. Students' ability to use language and cross-cultural communication is difficult to be effectively improved through a single classroom teaching, which has become an urgent problem to be solved in the process of reform and development of foreign language teaching. With the advancement of "Internet plus" in the

field of education, the hybrid foreign language teaching model based on network information technology has become a breakthrough point to improve the quality of foreign language teaching and promote the training of foreign language talents.

As mentioned above, the construction of a hybrid foreign language teaching model requires teachers to change teaching concepts and use information technology to carry out teaching activities in the teaching process, which puts higher demands on teachers' literacy. Teachers must not only have solid professional knowledge, but also play a leading role in teaching activities, creatively "mix" online learning and traditional teaching, and rationally design pre-class, classroom, and after-school teaching activities. [5] The construction of the hybrid teaching mode also puts forward higher requirements for students' self-learning. In mixed learning, students are no longer passive recipients of knowledge, they need not only to make full use of the network teaching platform to prepare for class and after-class review, but also be more proactive in the classroom to participate in teaching activities, take the initiative to acquire knowledge, and actively make "dialogue."

A. Pre-class Preparation Stage

Pre-class preparation mainly refers to teachers' preparing lessons and student preparations, preparing for high-quality classroom teaching activities. In the hybrid teaching mode, the leading role of the teacher can be fully played in the pre-class preparation stage. First, the teacher should design the classroom guiding case and publish it on the network teaching platform according to the teaching objectives and the content of the paper teaching materials. The study plan includes learning objectives, overview of course content, learning priorities and difficulties, and pre-study tests. It can be presented by making micro-courses of 5 to 10 minutes, and it is convenient for students to achieve efficient classes through a combination of audio-visual and listening for a limited time. Through the pre-class test, teacher can understand the overall level of students and individual differences and to facilitate targeted teaching activities in the classroom. Students log on to the online teaching platform before class, conduct online self-study, complete tests and conduct self-assessment, and conduct online communication with teachers according to the assessment. For students with poor foundation, teachers should promptly supplement pre-study content to ensure the effectiveness of collective teaching classroom.

B. Classroom Teaching Stage

In the classroom, the teacher firstly outlines the course according to the course guide published on the online teaching platform, and emphasizes the key points and difficulties of learning. Through the use of multimedia technology, enriching the teaching form, through group study and situation creation, etc., the initiative and enthusiasm of each classmate in the classroom learning should be exerted as much as possible, so that students can experience the fun of self-learning and further promote the exchange and sharing of the content and learning methods

between the students. It sets up learning tasks on different topics such as grammar explanation, reading comprehension, translation, situational dialogue, and cultural differences between China and the West by relying on network information technology. With this as basis, competitions and debates between different study groups are conducted to encourage students to make output practice for knowledge, and cultivate students' language skills and communication skills. The big data processing function on the e-learning platform enable students give timely feedback about the completion of the learning tasks of each learning group in the classroom, so that students can understand their own mastery of the teaching content of the course and the shortcomings in participating in the learning group learning activities. Thus it can provide direction and reference for strengthening review and comprehensive evaluation of teaching achievements after class.

C. Post-class Expansion Stage

Classroom teaching can't make all students fully grasp the learning content for a limited time. The hybrid teaching mode can use the online learning platform to help students strengthen their learning after class, and transfer the learning content that cannot be completed in the classroom to each student. At the same time of translation, composition and other post-class exercises, it can set up review sessions such as situational exercises, foreign language newspapers and foreign language film promotion, and consolidate the learning of the classroom and pay attention to the cultivation of students' foreign language use ability. While completing the prescribed content after class, students can realize self-extended learning according to their own situation, and conduct review and discussion between teachers and students, students and students on the topic in different review sessions. In the post-class expansion stage, teachers should not only publish exercises and expand learning content on the platform, but also comprehensively evaluate each student's pre-study, class performance and after-school review to make up for the single evaluation mode in traditional teaching. The application of big data can realize the convenient operation and timely feedback of comprehensive evaluation. Through the overall evaluation of students and individual comments, teachers can present the learning status and progress of students, and guide the cultivation and improvement of students' foreign language ability. [6]

IV. CONCLUSION

The hybrid foreign language teaching mode is an important innovation to the traditional foreign language teaching mode. The hybrid foreign language teaching mode that combines the advantages of network learning and traditional teaching not only adapts to the development trend of foreign language teaching in the era of "Internet plus", but also caters to the demands for foreign language talents against the background of the deepening of the opening up. Hybrid foreign language teaching mode is undoubtedly a useful exploration in the process of improving students' independent learning ability and cross-cultural

communication ability, which will have an important significance for the improvement of the quality of foreign language teaching.

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