Research on English Teaching under the Background of "Internet +" Era

Ling Yang

Haojing College of Shaanxi University of Science and Technology, Xi'an City, Shaanxi Province，710000

Abstract: Internet technology is changing people's way of life at an alarming rate, and it is very important to introduce Internet thinking into English teaching. The openness, interaction and globalization of teaching resources in the network environment have had a huge impact on English teaching, making network English teaching a new teaching model. English teachers should make full use of the rich resources on the Internet to assist teaching, create a positive and independent learning atmosphere for students, and strengthen teaching and learning effects.

Keywords: Internet; New Era; English Teaching

In the context of the "Internet +" era, the Internet has gradually penetrated into all walks of life, and all industries are lining up to be revolutionized. Internet English teaching has become a new tool for teachers to teach. English teaching is closer to network application, especially network-assisted teaching provides a wider world for English teaching, and also provides an excellent opportunity for deepening English curriculum reform today. The application and development of computers and the Internet have brought new development opportunities and unprecedented challenges to China's English teaching. Therefore, under the background of the "Internet +" era, China's English teaching must be based on the Internet platform. Use various Internet resources to carry out scientific and diversified reform and development. Only in this way can students' enthusiasm for English learning be mobilized and the quality of English teaching in our country can be improved.

1. The huge challenge faced by English teaching in the era of "Internet +"

1.1 Challenges to traditional teacher roles and various teaching skills

In traditional Chinese teaching activities, teachers have always been the main body of teaching activities. However, in the "Internet +" era, with the rise of MOOCs, flipped classrooms, micro-classes and various mobile English learning platforms, teachers are no longer the main body of teaching activities, but facilitators and assistants of students' English learning. On the other hand, in traditional Chinese teaching activities, teachers must have profound professional knowledge [1]. In the "Internet +" era, teachers must not only have profound professional qualities, but also be proficient in various computer technologies and network application technologies, be able to efficiently use computer skills to make courseware, conduct multimedia teaching, and conduct online and offline English learning with students interaction etc.

1.2 Challenges to traditional teaching methods and teaching methods

Traditional Chinese teaching methods are mainly based on blackboards, textbooks, and chalk. In the "Internet +" era, teaching methods are gradually diversified, and computer network equipment, mobile smart devices, etc. have gradually become new English teaching methods in China. In terms of teaching methods, the teacher is the leader of the entire teaching activity, and the students are only the passive recipients of knowledge, so the teaching effect is not ideal[2]. With the application and development of network technology and the rise of various English online platforms such as MOOCs and micro-courses, English teaching methods in China are becoming more and more diversified.

1.3 Challenges to traditional English learning concepts and learning methods

The traditional concept of English is that students learn passively under the supervision of teachers, but in the "Internet +" era, students can obtain English teaching resources in a variety of ways, and they can actively choose teaching resources that suit them,

transforming from passive learning to active learning [3]. In terms of learning methods, listening to teachers' lectures and reading textbooks were the main methods for students to learn English before, but in the "Internet +" era, there are various English learning methods such as MOOCs, flipped classrooms, and micro-classes for students to choose from.

2. Practical problems and deficiencies in English teaching in the era of "Internet +"

With the development of English listening and speaking teaching practice in the network environment, teachers' understanding of the concept of curriculum integration has undergone fundamental changes. Teachers use the Internet to transform auxiliary teaching methods into a way for students to learn independently. English listening and speaking teaching has shifted from knowledge center to language Use center shift. But at the same time, there are some problems in teaching:

2.1 Confused subject relationship

Due to the large amount of listening and speaking teaching information provided by the network environment, teachers worry that students will not be easy to accept, and only mechanically practice vocabulary and sentence patterns. Students are always in passive learning and fall into the misunderstanding of "teacher-centered". In teaching, teachers have prepared many "situational" resources and no necessary inspiration and guidance, and classroom teaching is easy to get out of control.

2.2 Outdated and inefficient teaching model

Some teachers design teaching rigidly and mechanically "in order to use the Internet", thus making teaching rigid. Therefore, teachers should not only use the model flexibly, but also continue to innovate on this basis. In traditional teaching, teachers pay more attention to the edification of students' morality and emotion, students focus on studying hard, teachers are positioned in the role of "indoctrination", and seldom consider students' psychological needs. The Internet connects these media into a language environment. Teachers, as instructional designers, should understand the characteristics of English learning for students in their own countries, understand the strategies and principles of English teaching, and design reasonable teaching plans according to teaching content and student characteristics.

2.3 Uninspiring training mode

Some teachers are too single from content to form, which is not conducive to the development of students' thinking. Therefore, in teaching, teachers should use various forms of teaching activities to activate students' logical thinking and creative thinking, provide students with sufficient opportunities for expression and communication, and improve their comprehensive ability to use language.

3. Effective strategies to promote the reform and development of English teaching

3.1 Strengthen the teaching concept of "Internet +"

Information sharing in the "Internet +" era has broken the status quo of China's unbalanced educational resources, enabling teachers and students in many underdeveloped areas to receive the latest English learning resources. Therefore, all schools in China must strengthen the teaching concept of "Internet +", and provide certain financial support for the research and development of "Internet +" teaching technology and teaching platform, so as to facilitate them to purchase Internet equipment and develop English online learning software. English teachers urgently need to update their concepts and learn to use modern methods for teaching.

3.2 Construct a diversified teaching mode

The development of network resources has broken through the narrowness of traditional courses. Sufficient information on the Internet can broaden the mind and provide a simulation situation and operation platform for practice or experiment. Teachers should encourage students to learn to choose network resources reasonably to increase and enrich their learning and living experience. The active development and utilization of curriculum resources is a bright spot in the curriculum reform of basic education. Without the extensive support of curriculum resources, no matter how good the curriculum is, it will be difficult to achieve the expected educational results. Online teaching resources provide a better communication platform for teacher-student education and teaching. English teachers can scientifically use MOOCs to enrich their English teaching ideas, organically combine their classroom teaching content with online MOOCs, start from elementary English textbooks, and expand to MOOC teaching content, thus forming an easy-to-reach a difficult systematic teaching system to better improve the quality of English teaching.

3.3 Actively reform English learning methods

In the context of the "Internet +" era, the traditional Chinese passive English learning method based on teacher lectures and

textbook reading can no longer meet the needs of students in English learning. Therefore, schools must actively encourage students to change their English learning methods so that Students choose English learning resources and learning materials suitable for themselves from the Internet, so that students' enthusiasm and initiative in learning English will be greatly improved [5]. In specific English learning activities, students can find excellent English learning resources from multiple online English platforms. At the same time, some students with higher English skills can also carry out English conversations with others on social platforms; upload English articles they have written, etc. In addition, students should also take advantage of the "sharing" advantages of the Internet to change their previous independent learning methods. Students can also communicate with their English teachers on the Internet. In daily English learning, if they encounter learning difficulties, they can ask their classmates and teachers for help through the network platform, which is very conducive to the improvement of their English scores. Multimedia technology can organically combine and reprocess text, dynamic and static images, sounds and other media information through computers to provide us with a variety of human-computer interaction interfaces, randomly query and extract the required information, and conduct human-computer interaction through spoken language.

To sum up, Internet technology is constantly introducing the latest human scientific and technological achievements into the field of foreign language teaching, supplementing and replacing old teaching forms. It is necessary to deeply understand the great value and development prospects of its development and utilization, and create conditions to give full play to foreign language teaching. In the "Internet +" era, China's English teaching is facing unprecedented challenges, and at the same time, this challenge has brought new opportunities for the development of English teaching in China.

References:

[1] Hadiyanto H, Mukminin A, Makmur M, et al. Teaching in a digital era: English lecturers' readiness toward the internet use in teaching and learning at selected higher education institutions in Indonesia[J]. Asia-Pacific Collaborative Education Journal, 2013, 9(2): 113-124.

[2] Wei L. On the Reform of College English teaching in Chinese Private Universities under the Background of "Internet+" Era[J]. College English, 2021, 4(13): 64-67.

[3] Jiang X. Analysis of Teaching Optimization of Chinese Language and Literature under the Background of Times of Internet +Era[J]. Contemporary Education and Teaching Research, 2021, 2(1): 28-30.

[4] Xie C. Effectiveness of Computer-Aided Technology for Teaching English Courses in the Internet Era [J]. Scientific Programming, 2022.

[5] Zhao Q. Challenge and coping strategies of college English education under the background of MOOC era[C]//2019 International Conference on Arts, Management, Education and Innovation (Icamei 2019). 288-292.