

Strategies for College English Teaching Reform under the “Internet+” Model

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Abstract: Under the “Internet+” model, college English teaching reform has ushered in a new opportunity. It is crucial to promote reform around teaching objectives, teaching content, teaching methods, etc. This is also one of the main tasks of teaching managers and front-line work at this stage. At present, the informatization and modernization of English teaching in colleges and universities are constantly promoted. Many front-line teachers also adhere to reform and innovation, build a scene conducive to students’ English communication and practice, build a more efficient and high-quality classroom model, and further improve the level of college English informatization. In view of this, this paper specifically discusses the problems in college English teaching, and puts forward several teaching strategies and suggestions for improvement based on the “Internet+” model, hoping to provide more reference for front-line educators.

Keywords: Internet+; College English; reform in education

introduction

In terms of basic English teaching in colleges and universities, the teaching reform led by information technology has made many achievements, which has made the college students’ English level have been improved as a whole. Then, how to innovate and develop English curriculum teaching under the “Internet+” model? How should front-line teachers construct a new classroom structure and model? These problems have troubled the majority of front-line teachers, but the author still insists that “practice is the only standard to test the truth”. front-line teachers should try bravely and innovate bravely, and build a good learning environment and conditions for students based on the “people-oriented” education principle. The following is a detailed discussion on the strategies of college English teaching reform under the “Internet+” model:

1. The Importance of College English Teaching Reform under the “Internet+” Model

In the process of college English teaching, various teaching models supported by multimedia technology, big data technology and artificial intelligence technology can effectively enhance the teaching efficiency and quality, build a learning scene suitable for thinking, communication and practice for students, and then effectively enhance students’ learning efficiency and English level. That is to say, the English teaching reform under the “Internet+” mode is of far-reaching significance and is beneficial to students’ future growth and career development. Then, schools and front-line educators should work together to actively build a new educational environment and teaching model, and devote themselves to cultivating the healthy growth and all-round development of college students.

Specifically, the English teaching reform under the “Internet+” mode has promoted the rationality of resource allocation, enabling more students to enjoy better educational conditions, which naturally improves college students’ English learning ability and comprehensive level. From the perspective of China’s education environment, the distribution of educational resources is uneven. Resources are uneven in different regions, regions and schools. Although our overall economic level has improved significantly, there is still a long way to go in education. The emergence of the Internet has undoubtedly provided new learning channels for all students, which also means that more students can enjoy higher quality content resources. As long as the network is connected, college students can also participate in the learning environment such as data collection, method training and experience exchange, which further strengthens the efficiency and quality of students’ English learning.

In the past English teaching process, it was difficult for a teacher to take care of the situation of the whole class, and naturally he would ignore the situation of some students in class, thus failing to achieve the expected teaching goals. Then, students’ autonomous learning and practice become very important. If students have not formed the interest in English learning and the habit of autonomous inquiry, it will undoubtedly be worse for the classroom and students. However, with the support of the Internet+education model, English teaching will reverse. First, teachers can use online teaching channels to monitor students’ autonomous learning, and at the same time, they can guide and manage students online, which is helpful to cultivate students’ interest in English learning and good habits. Secondly, students have new learning channels, and their freshness will also drive them to study new methods of English learning, which can bring students a fresh experience of English learning. Through online teaching channels, learning units have been further reduced. Students can collect information, construct scenes, answer questions and practice independently, further improving students’ English knowledge application ability and comprehensive level. The integration of online teaching and offline teaching can highlight the advantages of hybrid teaching and further enhance the level of college English teaching.

Based on enriching English teaching resources and opening up new teaching channels, English teaching under the “Internet+” mode

can also be extended to practical activities, so that students can master English knowledge in communication and practice. If conditions permit, schools and teachers can also jointly organize speech contests, singing contests, English drama contests, etc. to further expand new ideas of English education and bring a good sense of learning experience and happiness to students. Over time, a good English learning atmosphere will naturally be formed in colleges and universities. Class groups and groups can actively respond to the call of the school, and then actively participate in the above English communication activities, which is beneficial to college students' English learning. It can be seen that the reform of college English teaching under the "Internet+" model is of far-reaching significance and is worth continuing to explore and practice by front-line educators.

2. An Analysis of the Principles of College English Teaching Reform under the "Internet+" Model

2.1 Taking students as the main body of education

Even if different models and atmospheres are constructed to guide students' English communication and practice, teachers should also pay attention to students' subjective feelings, and guide students closely around their real needs and feelings. On the one hand, they should exercise and improve students' English understanding and memory abilities, on the other hand, they should cultivate students' good learning habits and maintain their sense of interest and happiness, so as to effectively enhance college students' internal drive for English learning. Take English major students as an example. It is difficult for ordinary college students to compare their English learning. Most students with strong oral communication and communication skills have also made great efforts, but they can not do without interest. Therefore, college English teaching reform should focus on students as the main body of education, focusing on cultivating students' interests and enhancing their sense of experience and happiness, so as to achieve the educational effect of twice the result with half the effort.

2.2 Students' needs oriented

In order to improve the efficiency and quality of English teaching, college English teachers are required to innovate the teaching model. Therefore, the author believes that it is necessary to guide the optimization and improvement of teaching details, the innovation and development of teaching models, and strive to build a learning space conducive to college students' exploration and practice. Under the "Internet+" mode, teachers can tailor and splice courseware resources, video resources, etc. according to students' needs to bring students a wonderful Chinese lesson; Teachers can organize interaction and interesting activities according to students' needs, which can attract students to participate in efficient and in-depth learning in the classroom, and thus improve students' comprehensive English level. In addition, there are many successful examples of changing the teaching process according to students' needs, which are worthy of in-depth exploration and practice by front-line educators.

2.3 Based on the principle of enhancing students' comprehensive strength

In essence, the purpose of college English teaching is to cultivate students' ability to form a good English foundation and communicate, so as to help students master more competitiveness in job hunting and employment in the future. Therefore, it is necessary to focus on the improvement of students' ability and quality in the reform of college English teaching under the "Internet+" model. The integration of interesting and rich knowledge into English teaching can effectively enhance students' interest in English learning and subtly change students' learning habits. The integration of methodological and technical content in English teaching can promote students' in-depth and efficient learning, and thus lay a good foundation for students' future job search and employment.

2.4 Dynamic adjustment is an important principle for implementation

The integration of the "Internet+" education model into college English teaching is not random and mechanical, but should be designed by the school or educators, and of course it is not immutable. It should be constantly adjusted and optimized in combination with the actual situation to bring students a better learning experience. In other words, English teaching reform in colleges and universities should be carried out around the principle of change, adhere to the educational purpose of achieving all for students and all for students' all-round development, and further plan how to teach and manage students. When the tasks of a stage are completed, English teachers should also summarize and reflect on them in a timely manner, give them a positive evaluation based on the principle of encouraging students, so as to build students' confidence in English learning and guide students to better participate in the future English learning process.

3. An Analysis of College English Teaching Reform Strategies under the "Internet+" Model

3.1 Enrich teaching content by using information technology

By using information technology to enrich teaching content, college English teachers can collect more interesting and attractive English content from Internet resources, which can be used to cultivate students' interest in English learning or guide students to explore various cultural and professional knowledge, so as to strengthen students' abilities in different aspects and ultimately promote their all-round development. Taking engineering students as an example, English teachers can introduce automatic production, intelligent manufacturing

and other English content to enrich students' vocabulary and further learn professional English. Taking marketing oriented students as an example, English teachers can focus on strengthening students' oral ability, expression ability and communication ability, organize more students to answer questions, assign more English conversation and communication assignments, etc., so as to bring students a fresh feeling of English learning. By using information technology, teachers can also ask everyone to submit homework in online software and APP, and the form of homework can also be simulated dialogue videos, independent research reports, etc. This can effectively enhance college students' sense of English learning experience, enrich the teaching content, enrich the students' learning process, and enable more students to think, explore and practice independently under the guidance of interest. In a word, it is very important to enrich English teaching content with information technology, which is worthy of further exploration and practice by English teachers.

3.2 Use information technology to innovate teaching methods

3.2.1 Expand flipped teaching with the help of MOOC resources

Mocha has always been a teaching resource that college English teachers tend to ignore, but in fact, the use of this resource has been common, especially those schools that have developed Mocha resources have made good use of Mocha teaching. In this way, we can introduce Mu lesson into college English teaching, which can not only help students to preview and review independently, but also organize students to take tests and do homework, so as to promote the absorption and mastery of learning knowledge through timely training. In order to help college students make better use of Mu lesson resources to learn independently, English teachers can intercept fragments to teach students how to understand. The so-called "teach others to catch fish" is such a way of thinking. Of course, the school should also take a long-term perspective, recognizing that the information and digital era is full of information, and we can also independently develop and design the MOOC resources, so that we can combine the characteristics of our students to build MOOC resources and MOOC teaching mode that meet the actual teaching situation of our school. Only English teachers do a good job of cooperation and guidance will certainly enhance the efficiency and quality of English teaching, effectively cultivate college students' interest in English learning, and develop students' English learning ability, comprehensive knowledge application ability and overall level. It can be seen that it is feasible and effective to expand flipped teaching with the help of Moke resources, and it is also imperative to integrate into college English teaching process.

3.2.2 Implement information-based teaching with the help of micro course resources

Micro class is a new teaching mode, which can be applied and play a key role in all stages. Its application in English teaching can help clarify knowledge points, promote students' understanding of English words, sentences and articles, and thus effectively enhance students' interest in classroom learning. By using micro lesson resources to organize and carry out English teaching, teachers can first organize students to review the content of the last lesson, so that students can say what they learned from the last lesson in English. This can not only inspect students' independent review, but also provide students with an opportunity to speak and communicate in English. Secondly, teachers can play micro lesson videos related to the knowledge of this lesson to attract students' attention, raise questions, spread students' thinking, and promote students' knowledge understanding, which greatly reduces the difficulty of students' English learning, focuses students' attention, and makes English classroom teaching more efficient. Finally, teachers can organize students to practice and reflect, so that students can share their feelings after classroom tests and independent practice, understand students' understanding and views on micro classes, and follow up on the next teaching reform plan. It can be seen that the use of micro lesson resources to implement information based teaching has far-reaching significance, and English teachers should try to apply it more in the future teaching process.

3.2.3 Deepen mixed teaching

Under the "Internet+" mode, the mobile learning environment has brought many conveniences. Especially, today's college students are equipped with mobile phones, which makes hybrid teaching more effective. Not only can teachers organize students to watch micro lesson videos, animations, etc., but also students can use mobile devices, virtual facilities, etc. to carry out independent learning, which naturally forms a unified education whole, also makes online and offline teaching connected, and promotes students' learning ability and comprehensive level. First of all, English teachers can select songs and movie clips related to the teaching content to introduce and teach, so as to bring students into specific situations, cultivate students' interest in English learning, and let students feel that English learning is relatively easy and enjoyable. Secondly, English teachers can highlight the integration of online and offline teaching. Classroom questioning can use spot check and roll call devices. Online teaching also has the spot check function; Classroom teaching can play videos, while online teaching can also transmit videos and animations, so as to finally cultivate students' good learning habits and strong comprehensive English level. Mixed teaching needs to attach importance to students' subjective feelings. It is also of positive significance to build an English classroom around mixed teaching, which is one of the innovative ideas of English teaching reform under the "Internet+" model.

3.2.4 Innovative and hierarchical teaching

The innovation of multi-level teaching can expand the depth and breadth of English education and further cultivate students' English level and all-round development. The author believes that hierarchical teaching is conducive to the personalized and modern development of English education, and can guide students directly and clearly, so that students can make progress and improve through hard study. Based on the "people-oriented" teaching principle, English teachers can carry out teaching around different teaching purposes such as interest cultivation and special training. For those students with poor foundation, they can use hierarchical teaching to cultivate their interest in

English first, while for those students with good foundation, they can use hierarchical teaching to highlight their special ability, and let those challenging topics urge students to progress and grow. In order to make the English teaching process more vivid, and thus make the teaching process more efficient, English teachers can also organize and carry out “One for One” and “One for One” teaching activities. Students with good English foundation and good grades can lead students with poor foundation to learn. On the one hand, top students can consolidate their knowledge and improve their English level; on the other hand, students with learning difficulties can learn more information about English learning, Then we can learn more from the top students, which can be said to kill two birds with one stone.

4. Conclusion

To sum up, the reform of English teaching in colleges and universities is not achieved overnight. It has a long way to go for college administrators and front-line educators to change the current situation by innovating teaching content and teaching methods to make the English teaching process meet the needs of students and social development. First of all, for schools, we must see the trend of informatization and digitalization of education, update facilities and equipment, strengthen teachers, and prepare for the informatization and digitalization of English teaching. Secondly, for teachers, they must improve the teaching process, optimize the teaching links, optimize the teaching mode, and strive to create a scene conducive to English communication and practice for students, so as to help students grow up healthily and develop in an all-round way.

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