

Research on the Smart Teaching Mode of College English from the Perspective of Internet+

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Abstract: With the continuous development of information technology in recent years, it has begun to be applied in higher education. Smart teaching mode can be applied in College English teaching. It helps to improve college English teaching quality to a certain extent. This paper mainly explores the strategies of applying smart teaching mode in college English from the perspective of Internet +.

1. Introduction

Smart teaching is a product of the rapid development of modern educational informatization. At present, the concept of smart education is being applied in various disciplines of universities. Smart teaching not only imparts theoretical knowledge to students, but also effectively cultivates their innovative and problem-solving abilities, which is conducive to promoting their comprehensive development. Therefore, teachers should adopt effective strategies to carry out smart teaching.

2. The application status of smart teaching in College English

2.1 Using smart teaching platforms

The development of smart education requires the support of smart platforms. Smart education platforms are a one-stop smart education service platform that combines the concept and practical research of smart education, relies on the Internet, and builds an educational environment based on information technology. The platform integrates teaching, learning, management, entertainment, and communication^[1]. The establishment of a smart education platform enables education departments, schools, teachers, students, and other individuals with learning needs, as well as workers in other education fields, to complete different educational work and learning tasks in the same environment according to different needs and permissions, so as to achieve the practical, comprehensive, and scientific development of smart education. At present, many universities are starting to use smart teaching platforms such as Super Star Learning Pass and Rain Classroom, while a small number of universities choose to use foreign language smart teaching platforms such as WE Learn and U Campus^[2]. Each teaching platform has relatively complete teaching functions, including check-in, practice in class, testing, discussion, correction, voting, group chat, etc. At the same time, the FiF smart teaching platform can also assist students in oral practice through AI technology. Each smart teaching platform can use big data to track and record students' learning

processes, providing reference data for teachers to adjust teaching content. Therefore, majority of universities are currently actively using smart teaching platforms to change the traditional classroom teaching mode.

2.2 Building a smart classroom

The main venue for offline classroom teaching activities is the classroom, and the development of smart teaching has led various universities to start building smart classrooms. Universities are building different types of smart classrooms based on their own situation, which has gradually replaced the popular classrooms that used to mainly focus on blackboards, chalk, and projectors. The interactive whiteboard in smart classrooms not only has functions such as drawing, writing, and PPT playback, but also allows for on-site lesson recording. The recording video can be uploaded to the cloud, allowing students to review teaching videos after class.

2.3 Teachers' and students' participation in smart teaching

With the continuous development of smart teaching, teachers and student need to participate in smart teaching. Teachers are mainly responsible for establishing courses, micro course recording, resource library, and exercise library construction on various platforms, and students mainly participate in course learning according to requirements^[3]. Students can learn specific videos and materials through the platform before class, and complete relevant learning tests or exercises on the platform.

3. The design of smart teaching mode of College English from the perspective of Internet +

3.1 Overall design of smart teaching mode

The teaching methods involved in the smart teaching model include interactive learning, collaborative interactive learning, diversified intelligent technologies, hybrid learning methods, etc. It fully integrates these teaching theories with language learning, which can provide effective support for the development of smart teaching. These theories can guide the design of English language teaching to a certain extent, for instance, they can guide the training of language knowledge and skills^[4].

The traditional college English teaching model requires teachers to teach students a lot of language knowledge, and teachers need to conduct more basic language skills training for students in the classroom. For example, teachers need to guide students in learning English vocabulary, in English reading and listening comprehension, in English and Chinese translation, in oral expression and English writing, etc. And online teaching by teachers mainly refers to a series of teaching activities conducted by teachers in the online platform environment for students, for example, teachers will engage in interactive activities with students online during class, require students to engage in voice training activities outside of class and independently carry out exclusive conversation training activities^[5].

3.2 Construction of a supportive environment for online English teaching

When constructing an English online teaching support environment, schools should first scientifically and reasonably select the types of mobile application software, and follow the principle of commercial off the shelf selection. The selected mobile new media application service platform needs to meet the requirements of stability and maturity, and then the platform needs to

provide education related permissions to ensure that the platform can conduct online teaching [6]. When teachers use online platforms for teaching, different types of technical problems may occur. Therefore, it is necessary to build a support service team to fully support teaching. The service team needs to properly guide the teaching practice of teachers and students, and provide effective suggestions for their teaching. At the same time, the service team needs to analyze the technical obstacles that appear on the online teaching platform in a timely manner, and eliminate the faults of the online platform based on the analysis results. The service team can use WeChat groups or QQ groups to build teaching platforms, and can create three types of roles, namely technical service, course assistants, and course teachers. Technical service personnel mainly guide related technologies and troubleshoot. Usually, online customer service for related application software and university network administrators can serve as technical service personnel. And the main job of a course assistant is to assist teachers in their work. The course assistant can manage online class personnel and publish teaching tasks to teachers and students. Teachers are the organizers and managers of the entire class's teaching activities. Teachers need to maintain good communication with course assistants and technical service personnel to ensure that course teaching can proceed smoothly.

3.3 Creation of a closed-loop system for online and offline teaching

The space has caused significant limitations on offline teaching methods, and the limitations of space make it difficult to implement the depth and breadth of the teaching. For example, offline classroom teaching is difficult to implement students' exercises and feedback after class, and it is also difficult to implement students' feedback on teaching effectiveness. Although online teaching can provide students with numerous video course teaching resources, there is a possibility that students may only listen to classes without practice during online teaching, which makes it difficult to consolidate their learning effectiveness and makes it difficult for students to receive personalized learning guidance. Therefore, in English teaching in universities, a closed-loop system of online and offline teaching can be created. Firstly, English teachers pay attention to the closed-loop learning of students' language in terms of knowledge. The rhetorical knowledge, discourse knowledge, grammar knowledge, vocabulary knowledge, and phonetic knowledge that teachers explain to students in the classroom require repeated practice and application by students in order to obtain effective reinforcement [7]. At this point, the teacher organizes students to adopt learning methods such as online and offline text extensive reading, oral tasks, etc., which enables students to practice their language knowledge well and effectively prevents students from learning and acting into mute English. When students encounter problems that they cannot solve during online learning, they can ask the teacher in the offline classroom, so that their problems can be solved smoothly and their English learning efficiency can be further improved. Moreover, teachers need to pay attention to the closed-loop training of language skills. Teachers can provide students with more intuitive and targeted fixed pronunciation and oral real-life training by fully combining online and offline teaching methods, so as to further improve the quality of students' English language extracurricular training. Finally, teachers need to attach importance to the closed-loop development of students' ability to learn English independently. If they want to further improve students' autonomy in learning English, teachers need to cultivate students' metacognitive thinking. Offline English teaching can fully stimulate students' interest in learning, and offline teaching can effectively enrich students' metacognitive knowledge. The online teaching mode can cultivate students' metacognitive awareness, facilitate learning planning and reflection, continuously enrich students' metacognitive experience, and significantly improve their self-learning ability.

3.4 Enhancement of the supervision of students' learning

At present, online and offline intelligent hybrid teaching has become a priority choice for college English. Teachers and students must participate in both online and offline intelligent hybrid teaching. Teachers can use the big data of the intelligent teaching platform to truly master students' specific learning situations, and use the platform's functions to further remind and supervise students to carry out learning tasks on time. And in order to supervise the learning process and effectiveness of students, teachers can effectively enrich the detection forms on the smart platform. They can adopt group cooperation to encourage students to cooperate with each other in learning activities, to achieve mutual learning among students, and effectively prevent students from cheating.

3.5 Improvement of the informationization teaching level of teachers

At present, some teachers have outdated teaching concepts, and their level of information-based teaching also needs to be improved. Before carrying out smart teaching, teachers need to spend a lot of time and energy preparing for class recording, test question production, online discussion, and question answering, etc. Therefore, the requirements for college English teachers in smart teaching have increased. They need to change their educational philosophy and constantly learn new things and knowledge in their daily lives. In addition, schools also need to help teachers transition towards smart teaching. Schools can appropriately expand their funding for course construction and regularly organize teacher training, to further improve their level of information-based teaching.

3.6 Creation of an evaluation index system

Smart teaching not only requires evaluation of students, but also evaluation of teachers. Schools can evaluate teachers' ability to innovate in smart teaching, reflect on smart teaching evaluation, implement smart teaching, and prepare for smart teaching. In other words, schools can construct a specific evaluation index system based on teachers' ability to integrate smart teaching activities, evaluate and design subject thinking and technology, analyze teaching, organize and manage teaching, and design teaching activities. And in the new era, evaluation methods can also be diversified. In the past, teachers played a dominant role in evaluation. However, with the continuous improvement of the intelligent level of teaching equipment in recent years, machine evaluation can be relied on to achieve real-time feedback. Specialized smart teaching platforms for foreign languages have strong subjective and objective evaluation functions, which can facilitate online evaluation for college English teachers. In addition, teachers can also develop evaluation standards in advance, organize mutual evaluation between students, and improve students' participation in evaluation.

4. Conclusion

In a word, smart teaching has made good progress in the perspective of Internet +. College English teachers can scientifically use smart platforms to teach students by fully combining online and offline teaching models, so as to provide convenience for students' learning, and promote the further improvement of college English teaching quality.

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