Ecological Construction of Diversified College English Teaching Model at the Times of "Internet+"

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Abstract: With the help of internet, this paper explores the present situation and existing problems of college English teaching, and also analyzes the influences of "Internet +" on it. On the basis of "Internet +", guided by the theory of multiple intelligences, this paper tries using information technology to build diversified ecological concepts, teaching targets, contents, modes and evaluation system so as to make the teaching model multi-leveled, diversified and three-dimensional, which will better develop students' multiple intelligences, meet the demand of the individual differences and their personalized learning, and help to achieve the ecosystem balance of college English teaching and learning.

1. The Theory of Multiple Intelligences

In 1983, Howard Gardner, a psychologist at Harvard University, put forward the Theory of Multiple Intelligences in his book *Frames of Mind*. Gardner argued that everyone has eight intelligences simultaneously: 1) Verbal/Linguistic Intelligence, an individual's abilities of listening, speaking, reading, writing, and translating; 2) Logical/Mathematical Intelligence, an individual's abilities of calculating and reasoning; 3) Visual/Spatial Intelligence, an individual's abilities of feeling, identifying, memorizing, and changing the spatial relationship of objects to express their own thoughts and emotions; 4) Bodily/Kinesthetic Intelligence, an individual's abilities of applying the limbs and trunk; 5) Musical/Rhythmic Intelligence, an individual's abilities of feeling, identifying, memorizing, changing and expressing music; 6) Interpersonal Intelligence, an individual's abilities of getting along and associating with others; 7) Intrapersonal Intelligence, an individual's abilities of recognizing, perceiving and reflecting on themselves; 8) Naturalist Intelligence, an individual's abilities of observing, classifying and distinguishing natural phenomena, as well as being sensitive to it and loving exploring the nature [1].

The above eight intelligences are relatively independent, but in multiple ways they are combined in individuals with different methods and degrees, so that each person's intelligence development direction and degree have their own characteristics. In other words, human intelligence is diversified, and the eight intelligences, existing independently in individuals and relating to specific cognitive fields or knowledge categories, constitute the basic structure of the theory of multiple intelligences [2].

2. Current Situation of College English Teaching

For a long time, influenced by "two factor theory" put forward by the British psychologist Charles Spearman, and because of not knowing well the intelligence distribution of each student, college English teaching in China gives priority to cultivating students' verbal/linguistic intelligence and logical/mathematical intelligence, focuses on their English reading and writing abilities, and takes exams as the main goal.

The concrete manifestation is as follows:

1) Obsolete teaching concept: most English teachers still follow the old teaching concept, lacking new teaching theories for guidance. In the process of teaching, teachers are still the subjects, ignore that students are the core of the whole teaching, and can't take students' learning as the

teaching subject.

2) Single teaching target: aiming at exams, teachers ignore students' individual differences as well as special traits, unable to find that students have different motivations and needs for English learning, to set targeted perspectives, or to explore other intelligences and promote the development of multiple intelligences for students. As a result, students' initiative in English learning is not enough, and the learning effect is not good.

3) Outdated teaching content: textbooks are still the main materials. Teaching emphasis is placed on language knowledge, and the cultivation of the overall language abilities is neglected. Unable to keep pace with the times, lacking the application of multimedia aids, teachers can't provide students with massive resources with the help of internet and information technology, resulting in the lack of English learning resources. Gradually, teachers fail in stimulating students' interests and love in English learning.

4) Monochrome teaching mode: classroom is still the main place for teaching, teaching equipment is obsolete, and teaching methods are outdated. Teaching mode and strategies are simple, and it is very common to find that students mainly depend on teachers for their learning. Teachers still use the traditional cramming teaching, while students use rote learning. Internet functions and information technology are minimized or even completely replaced. Although some teachers can use low-end multimedia technology, such as PPT, the quality is not high, and even very poor, so the teaching effect is not satisfied, unable to improve students' learning, understanding or thinking abilities effectively. Similarly, students are unable to carry out their independent or mutual learning as well as discussion with the help of internet technology.

5) Simplistic teaching evaluation: teaching evaluation is simplistic, without paying attention to its situationality, expansibility and diversity **[3]**. The teaching evaluation system is unreasonable, focusing on students' verbal/linguistic intelligence and logical/mathematical intelligence, ignoring students' multiple intelligences, and takes the final exam as the main evaluation method, mostly relying on the paper-and-pencil exam. And the exam-oriented education is very common. In English evaluation, the internet is not used to assess and evaluate students' English learning process, or to stimulate the coordinated development of students' multiple intelligences.

The backwardness of teaching leads to the ecological imbalance in college English, with the result of students' low enthusiasm in learning and poor learning effects.

3.   The Influence of "Internet +" on Ecological College English Teaching

In 2007, the Ministry of Education of the People's Republic of China issued *College English curriculum requirements,* in which it claims: colleges and universities should make full use of modern information technology, adopt computer-based and classroom-based English teaching model, and improve the single teacher-centered teaching mode. The new teaching model should be supported by modern information technology, especially network technology, so that English teaching and learning can develop towards personalization and autonomous learning, free from the limit of time and place to a certain extent.

"Internet+" has been continuously promoted and widely applied in various industries since it was first proposed by Yu Yang in 2012, and now it is a supplement, improvement and innovation to tradition. However, with the introduction of information technology into college English teaching, the traditional teaching concepts, targets, contents, methods and means, courses, evaluation and other factors have changed correspondingly, which break the original ecological balance of college English education and lead to many imbalance.

In recent years, the reform of college English teaching is deepened and promoted constantly. English teachers and researchers have tried to provide new ideas and thoughts for the reform by using "Internet +", reshape educational forms, promote the ecological fusion between information technology and the traditional college English teaching, search for a new equilibrium point, and try to achieve the ecological balance for it. At the times of "Internet +", information technology has provided a vaster potentiality for the traditional college English teaching, and the concepts of education have undergone significant changes [4]**.** As a new teaching tool, Internet has been applied

in the field of teaching, breaking through the limitations of classroom teaching and prescribed textbooks, and provides new resources and approaches for it [5]. With the emergence and widespread use of MOOCs，Micro-Courses, Microblogs, WeChat, various learning apps and independent learning platforms, online and offline college English learning as well as other colorful variety of teaching activities by using Internet have been highly appreciated by the researchers on the modern applied linguistics and English pedagogy **[6].**

4. The Ecological Construction of Diversified Teaching Model

The theory of multiple intelligences has brought many inspirations to the practice of teaching in China. Firstly, the teaching targets should focus on the organic combination of students' all-round and personality development. Secondly, the teaching model should be multi-leveled and varied. Finally, teaching evaluation should be diversified, paying attention to the situationality and development **[7]**. "Internet +" has brought great convenience to the reform of college English teaching. With the development of modern information technology, a variety of teaching aids are widely used in English teaching activities. With the help of modern information technology, people can construct a diversified college English ecological teaching model, promote the coordinated development between teachers and students, and achieve a balance for the college English teaching ecosystem.

4.1. The Ecological Concept of Diversified College English Teaching

To adapt to the "Internet +" environment, it has become the trend of the times to carry out college English teaching reform. College English teachers must update their concepts, reform their ideas, keep an open attitude, change the traditional role as course leaders, and become into course organizers, guiders, promoter, answerers and solvers to questions. What's more, in order to meet the times demand of the information technology development, English teachers should improve their own professional abilities and comprehensive qualities, take an active part in and learn constantly all kinds of education information technology training, promote their own development, grasp new teaching technology and methods in time, take an positive application of all kinds of new teaching platforms on network, and strive to build network teaching platforms which not only contain rich contents but can be used quickly and conveniently, so to construct an English course system with the combination of online and offline. At the same time, while improving themselves, college English teachers should realize clearly that their teaching must be centered on students' learning. On the other hand, students should also reform their English learning concepts which focus on exams, explore and tap their own multiple intelligences, and take advantage of multimedia technology and network platforms, so as to further develop and improve English learning in an ecological balance.

4.2. Ecological Targets of Diversified College English Teaching

In 2007, *College English curriculum requirements* define the teaching targets of college English as follows: college English should cultivate students' English comprehensive application capacities, especially their listening and speaking skills, so that they can effectively communicate in English both orally and in writing in future work and social interactions. Additionally, college English should enhance students' independent learning abilities and improve their comprehensive cultural literacy, so as to meet the demands of social development and international exchanges. At the same time, the requirements propose: college English should maintain the principles of classified guidance and individualized teaching, so as to meet the actual demands of personalized education. According to the requirements, the targets of college English teaching should conform to the ecology of students' learning, focusing on the organic combination of students' all-round and personality development.

While setting specific ecological targets of diversified college English teaching, it should be realized that influenced by origin, basic education, environment and other factors as well, college students' English foundation is totally different, so differentiated teaching targets should be set

accordingly. In addition, differentiated teaching contents as well as processes should be designed for students of different levels.

Due to different interests, hobbies and influences from career destinations, families, and other aspects, students' needs in listening, speaking, reading, writing, and translating differ from one another. Therefore, it is necessary to carry out targeted English modular teaching according to their different needs and hobbies, so that students can improve certain skills and abilities accordingly. Because majors are not the same, students have different purposes for English learning, so, it is required to carry out specific professional English teaching, so that English can serve students' professional learning and research better. by setting different teaching targets, students can learn English according to their own situations, which conforms to the ecology of English teaching. And such targets setting can promote the coordinated development of multiple intelligences by cultivating some specific one.

4.3. Ecological Contents of Diversified College English Teaching

The traditional college English teaching contents are textbooks mostly, and students' learning resources mainly come from classroom and materials provided by teachers. With the increasing maturity and development of information technology, especially the coming of 5G era, "Internet +" can provide students with infinitely rich learning resources, so that students have more channels to choose and get different English knowledge. Teaching resources include classroom learning resources + extracurricular learning resources + textbooks + digital resources/self-made learning resources + others' learning resources [8]. As the organizer and promoter of the course, teachers should help students identify those massive resources, select the contents which are suitable for students' development and in line with their learning targets, so push students to participate in learning actively. While teaching the contents in class, teachers should provide rich teaching materials, guide students to love English, and make them study it involuntarily, so that students' unique intelligence can be stimulated effectively. In the part of course contents design, teachers should combine students' characteristics with different majors, taking innovation as the goal, and help students explore learning methods around questions. Additionally, On the basis of respecting students' individual development, teachers should combine students' English knowledge with their practical operation capacities to promote the development of students' multiple intelligences. In combination with the industry needs of the society, teachers should selects effective teaching information and resources, design rich and colorful teaching contents, and realize high-quality college English teaching, so that students can put what they have learned into practice.

4.4. Ecological Modes of Diversified College English Teaching

In the times of "Internet +", the combination between student- oriented vs. teacher-led teaching mode and advanced network technology is the development trend of future college English teaching and research [9]. "Internet +" provides a multi-dimensional, open, personalized, assisted and equal model for college English teaching. With the help of Internet technology, new teaching modes combined online with offline such as Micro-Courses and MOOCs can be constructed, enabling students to break through the limits of time and space, to carry out learning anytime and anywhere. So that students' independence, autonomy and initiative of English learning will be improved.

Just as Xi Jinping pointed out in his report to the 19th CPC national congress in March 2019, "we should give full play to the internet, broaden learning channels and create an environment in which everyone can learn anywhere and anytime." While using mobile terminals and networks for independent learning, students can also use platforms and software to establish learning groups, carry out discussions and conduct interactive cooperative learning. By using internet, teachers can participate in students' discussions and solve students' difficulties and problems promptly, thus stimulating students' interests in learning. Students use online learning to supplement and expand their offline learning, improve the learning efficiency, achieve better learning effects, and push   the development of students' multiple intelligences, thus to promote the ecological balance of college English education and teaching.

4.5.　Ecological Evaluation System of Diversified College English Teaching

Teaching evaluation is a process which tests, analyzes and compares teachers' teaching results and students' comprehensive qualities, and then makes a judgement by using effective evaluation means and methods under the guidance of educational values and on the basis of teaching targets **[10]**. The evaluation system aims to promote the ecological development of college English teaching by constructing a diversified evaluation system, which includes the evaluation subjects, contents, means, methods alike. In the process of evaluation, there are many kinds of ways, for example: teachers evaluate students, students evaluate teachers, students evaluate one another, experts and teaching management departments evaluate teaching and so on. The diversity of evaluation subjects makes the evaluation more objective and comprehensive. The diversity of evaluation contents is reflected in not only evaluating each step of teaching and students' learning abilities as well as effects, but also students' learning motivation, goals, interests, attitudes, strategies, etc., so as to help students understand themselves better, tap their potentials, and promote the development of multiple intelligences, which meet the ecological needs of teaching. Besides those traditional means, the evaluation also uses flexible and varied means and methods, make full use of internet technology, and adopt qualitative evaluation methods, such as classroom presentation, group discussion, debate, activity record, oral test, learning portfolios record and so on. Questionnaires, interviews and reflective journals can be used to learn about students' learning and problems while teaching, so as to analyze teaching effects and students' learning progress in time **[11]**. Evaluation methods not only include the summative, but the formative. Using the internet technology, the evaluation tracks the whole process of college English teaching, get to know and find the problems timely, give feedback, make further revision and improvement, give a dynamic evaluation both on the process and on the results, so as to improve college English teaching and learning.

5.　Conclusion

The rapid development of "Internet +" has greatly pushed the intelligent development of college English teaching. At present, "Internet + Education", MOOCs, Micro-Courses, SPOC, flipped classroom, online and offline blended learning, etc. have become the key words in educational informatization. With the help of internet technology, students no longer acquire knowledge just through textbooks or teachers, while the increasingly diversified and convenient sources give them a lot of choices. Nowadays internet coverage has been realized in most colleges and universities, almost every student has a smart phone, and iPads as well as laptops become more and more popular. Anytime and anywhere, students can get massive learning materials and information on internet according to their own needs, which has changed the traditional knowledge transmission in ways and speed. In the times of "Internet +", college English teachers and researchers should adjust their thinking and change their teaching model, so that they can stimulate the development of students' multiple intelligences and promote the ecology of college English teaching.

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