

Research on the Reform and Development of College English Teaching under the Background of “Internet +” Era

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Abstract: under the Background of “Internet +” Era, the Application of College English Classroom Teaching Has Changed the Traditional Teaching Mode, Achieved Teaching Innovation, and Played a Certain Role in Stimulating Students' Interest in Learning. in College English Teaching, It Plays a Certain Role in Cultivating Students' English Learning Habits to Shape the Information Environment and Guide Students to Have a Positive Sense of English Learning. This is a Typical Embodiment of the Role of Information Technology in College English Classroom Teaching. Shaping the Information Classroom Environment, Using the Micro Class Teaching and Wechat Teaching Mode, Not Only Conforms to the Trend of the Times, But Also Conforms to the Characteristics of Students. Students' Flexible Use of Information Technology is Helpful to Improve Their Learning Efficiency and Application Ability in the Field of English Major. This Thesis Focuses on the Reform and Development of College English Teaching under the Background of “Internet +”.

1. Introduction

Education is changing constantly in the era of “Internet +”. College English teaching should abandon the traditional teaching mode and use information technology reasonably. Knowledge sharing can be realized by introducing wechat and wechat into English teaching and using flipped teaching mode. More importantly, students do not need to be limited by time and space to learn English. They can also use their spare time to learn English, which is very helpful to cultivate students' English learning habits. When students' positive consciousness is aroused, they will study independently, with better learning quality and higher learning efficiency. College English teaching can also achieve the expected results.

2. Problems in College English Teaching in the Context of “Internet +” Era

Under the background of the “Internet +” era, College English teaching needs to abandon the traditional teaching mode, and innovate the teaching mode from the perspective of students' knowledge needs and personality characteristics. However, some college English teachers still stick to the rules in their teaching. Although they have adopted information technology, it has not played its role, which is mainly reflected in the teachers' low level of professional technology, insufficient efforts in information construction and weak awareness of innovation. The details are as follows.

2.1 College English Teachers Lack of Professional Skills

In College English teaching, most of the teachers have certain professional quality and teaching ability, but mainly reflected in the traditional teaching mode. They lack the ability to accept the new technology, and can not effectively integrate the current information technology and teaching content. Therefore, it is difficult to use information technology to carry out effective teaching in College English teaching. In the classroom of information technology application teaching, teachers are required to have the ability of technical production and operation, making courseware according to their own teaching needs, and also the ability of using network technology and computer software technology [1]. However, due to the school's professional level of teachers, there is no new

way to evaluate teachers' teaching ability, which makes teachers ignore the independent training and self-improvement of information technology level. The lack of information technology training for teachers in universities leads to the fact that teachers can not start from the perspective of teaching needs when applying information technology, nor take into account the students' ability to accept it. The application of information technology in teaching is too formalized. It is an important job for English teachers to receive professional training, not only in terms of professional knowledge, but also in terms of teaching to actively introduce information resources, so as to make teaching more contemporary and in line with the characteristics of students. In the process of teaching, College English teachers are lack of innovative consciousness and rational application of information technology, which leads to students' incorrect understanding of information technology in the classroom. Teachers show the function of information technology too much, which leads students to pay too much attention to information technology, ignore the learning of English knowledge, and lead to the teaching clamor. Although stimulating students' interest in English learning, it has not achieved good results.

2.2 College English Teachers' Awareness of Teaching Innovation is Not Strong

It is a good idea for College English teachers to adopt the teaching mode of information technology software in English teaching and let students participate in the making of courseware. Its purpose is to cultivate students' ability of independent innovation. However, in the specific operation, the teacher did not emphasize the importance of knowledge, did not combine technology with English knowledge effectively, resulting in the students' English learning can not reasonably use information technology, teaching efficiency is not high, can not guarantee the quality of students' learning.

2.3 Lack of Information Construction in College English Teaching

Colleges and universities should strengthen the information construction work, do a good job of relevant publicity, encourage teachers to use information technology to carry out teaching, let teachers accept the application of information technology as a new teaching mode, and use it reasonably in English teaching. However, most college English teachers have good English teaching quality, poor technical operation level, can not play the role of information technology well in the classroom, teachers' practical application ability of technology is not high, students' English learning ability can not be effectively cultivated, and students' learning effect is not good [2].

3. Effective Strategies of Applying Information Technology in College English Teaching

In the era of "Internet +", we should give full play to the role of information technology in College English classroom, and integrate information technology and English teaching effectively based on the Internet. Therefore, in College English teaching, we should use information technology resources to guide students to preview, use wechat and wechat in classroom teaching, and play the role of network platform to guide students to review.

3.1 Teachers Guide Students to Preview by Using Micro Class Resources

In order to achieve good learning effect in any subject, preview is essential. There is a positive correlation between the quality of preview and the quality of knowledge learning. If there is no preview before class, there will be no pertinence in classroom learning, resulting in a lack of purpose in learning, which will inevitably affect the learning effect [3]. Under the background of "Internet +", College English teachers can transform the key and difficult knowledge of English teaching into micro class and transfer it to the designated network platform. Students can watch micro class before class, learn English knowledge independently, and communicate with students and teachers online. The video not only plays the teaching content, but also raises some questions, which stimulate the students' thinking, make them have the desire to explore English knowledge, and improve their interest in learning English knowledge. In this way, students are ready before

class, and can be targeted when listening. They can fully communicate with their teachers about problems that are difficult to master, and their study is more targeted. English teachers can also make full use of the interaction between micro class and students in classroom teaching, and explain the teaching content according to the knowledge needs of students. In order to make students think deeply about English knowledge, it is no longer simply learning knowledge, but experiencing knowledge, so as to ensure the quality of learning English [4]. (Figure 1: College English micro course teaching)

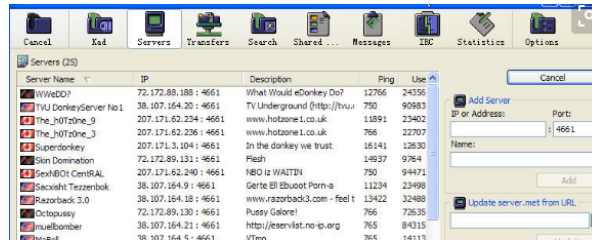


Fig.1 College English Micro Course Teaching

3.2 The Application of Flipped Teaching Mode in Classroom Teaching

Under the background of “Internet +”, in the College English classroom teaching, teachers should break the traditional teaching procedures, first use the courseware broadcast five minutes before class to explain the key content of classroom teaching. Because the students have done a good preview, the place they don't understand is very clear. Playing the courseware before the lecture will also inspire the students to rethink the expected problems. The teacher began to explain the conceptual knowledge and theoretical knowledge in class. The teacher asked the students to ask questions, and the students put forward the questions in their preview. Then the teacher began to explain the students' problems in the way of lectures. This kind of flipped classroom teaching mode can stimulate the students' enthusiasm for learning and pay more attention in the classroom. In the process of explanation, teachers cover classroom teaching knowledge and establish the relevance between knowledge and students' professional content [5]. In order to understand students' learning situation, teachers should test students' English knowledge after teaching, guide students' learning problems, let students learn with correct methods, understand English knowledge correctly and use English knowledge flexibly. From the perspective of students, the teaching content is more targeted, and the teaching form can stimulate students' desire to acquire knowledge. College students mainly pay attention to professional knowledge and improve professional ability. English teachers use flipped teaching mode in students' teaching, combined with the use of animation, to make English knowledge more vivid and interesting, so that students can understand the knowledge in depth. (Figure 2: flipped classroom teaching of College English)



Fig.2 Flipped Classroom Teaching of College English

3.3 Using Wechat to Guide Students to Review after Classroom Teaching

Under the background of “Internet +”, it is very important to review English knowledge after class. In order to learn new knowledge better, students need to review knowledge constantly. Teachers practice the key and difficult knowledge in teaching, and transmit it to students through

wechat. When students watch wechat, they can do exercises as required by teachers [6]. In this way, students can make full use of their spare time to consolidate and practice what they have learned, gradually master the correct learning methods, and enhance the memory and application ability of knowledge points. (Figure 3: College English wechat teaching)



Fig.3 College English Wechat Teaching

4. Conclusion

Through the above research, it can be clear that under the background of “Internet +” era, information technology will be fully used in College English teaching, breaking the traditional boring teaching mode, making students' thinking more active and more eager to learn. In English learning, students can learn independently by watching micro videos and use wechat to learn effectively. In the classroom teaching, teachers can use the flipped classroom teaching mode to teach according to the needs of students, improve the learning quality of students, and improve the teaching quality and efficiency of teachers. College English teachers should make this clear, change their teaching concepts, make full use of information technology and Internet technology, realize knowledge sharing, fully interact with students, and improve the quality of College English teaching.

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