The Mode Response of English Linguistics Online Teaching Based on the "Internet plus" Perspective

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Abstract: *This paper discusses the online teaching mode of English linguistics based on the "Internet plus" perspective. This paper analyzes on the influence of the "Internet plus" perspective on English linguistics teaching, as well as the characteristics and advantages of online teaching, and probes into the present situation and development trend of the online teaching mode of English linguistics. On this basis, it proposes the design of online teaching mode of English linguistics based on the "Internet plus" perspective, including the construction of teaching content and resources, the selection of teaching methods and tools, the analysis of learners' needs and personalized teaching, and the design of interaction and feedback mechanism. In response to future development and challenges, strategies and suggestions are proposed to increase infrastructure construction, increase investment in teacher training and professional development, as well as home school cooperation, and cultivate students' autonomous learning and management abilities. This paper comprehensively discusses the online teaching mode of English linguistics from the perspective of "Internet plus", hoping to provide useful reference and guidance for teaching practice in related fields.*

Keywords: *"Internet plus", English linguistics, online teaching, teaching mode*

1. Introduction

With the arrival of the "Internet plus" era, the rapid development and popularization of Internet technology has brought far-reaching impact on the field of education[1]. In this context, online teaching of English linguistics, as an innovative form of educational mode, is gradually receiving widespread attention and application. The online teaching mode of English linguistics based on the "Internet plus" perspective has become a research hotspot in the field of education.

2. Online teaching mode of English linguistics from the perspective of "Internet plus"

With the advent of the "Internet plus" era, the rapid development and popularization of information technology have had a profound impact on English linguistics teaching.

In today's "Internet plus" era, the Internet provides learners with a wide range of knowledge acquisition channels, greatly expanding their access to learning resources and possibilities. Through search engines, learners can easily find various materials, papers, and research results related to English linguistics, satisfying their thirst for knowledge [2]. At the same time, online course platforms also provide learners with rich and diverse learning resources, including professional courses, teaching videos, interactive learning tools, etc., enabling them to independently choose learning content and methods based on their own needs and learning progress. In addition to search engines and online course platforms, learners can also access authoritative information and academic papers on English linguistics through various digital libraries and academic databases, and delve deeper into research achievements in related fields. At the same time, social media and online learning communities also provide learners with a platform for communication and sharing, where they can discuss learning issues and share learning experiences with others, thereby obtaining more learning inspiration and assistance.

The extensive learning channels provided by the Internet not only provide convenience and flexibility for learners, but also promote their autonomous learning and self-improvement. Learners can choose and acquire learning resources based on their own interests and needs, in order to better mobilize their learning enthusiasm and initiative. This mode of autonomous access to learning resources also helps to cultivate learners' information literacy and autonomous learning ability, laying a

more solid foundation for their future learning and development. Therefore, as the "smart web" of learners, the Internet is building an open, shared, and convenient learning environment, providing more possibilities for personalized learning and comprehensive development of learners.

In today's "Internet plus" era, online social media and online learning communities provide learners with opportunities to communicate and share learning experiences with others, thus promoting interaction and cooperation among learners. Through social media platforms, learners can easily communicate and interact in real-time with other learners, education experts, and people interested in the field from around the world. They can join different learning groups or communities on these platforms, discuss specific topics, share their learning experiences and experiences, and even work together to solve problems encountered in learning.

In such interactions, learners can not only receive inspiration and help from others, but also meet like-minded learning partners and establish good learning relationships. This kind of interaction and cooperation not only helps to broaden learners' horizons, but also stimulates their learning enthusiasm and enthusiasm. At the same time, cooperation among learners also promotes resource sharing and mutual assistance, making learning more efficient and interesting.

In addition, through online learning communities, learners can gain different interpretations and understandings of learning content. On this open platform, they have the opportunity to obtain information from different perspectives and ways of thinking, which helps to expand their cognitive scope and improve the depth and breadth of learning. More importantly, learners can establish critical thinking and expression skills through communication with others, making their viewpoints clearer and more powerful. Therefore, the emergence of online social media and online learning communities provides learners with an open, shared, and interactive learning platform, promoting communication and cooperation among learners, and promoting their comprehensive development and growth.

As an important component of modern education, online teaching platforms provide teachers with more diverse and diverse teaching tools and resources, thereby significantly improving the flexibility and efficiency of teaching. Firstly, through online teaching platforms, teachers can easily access various digital teaching resources, including teaching videos, PPT courseware, online exercises, etc. These resources enrich teaching content, provide more diversified choices for teaching, make teaching more vivid and interesting, attract students' attention, and improve teaching effectiveness. Secondly, the online teaching platform also provides various teaching tools, such as online quizzes, interactive whiteboards, real-time voting, etc. These tools can help teachers better interact with students, mobilize their participation enthusiasm, promote an active classroom atmosphere, and improve the flexibility and fun of teaching. At the same time, these tools also provide real-time feedback and evaluation functions for teachers, helping them better understand students' learning situations, adjust teaching strategies in a timely manner, and improve the pertinence and effectiveness of teaching. Thirdly, online teaching platforms also provide convenient teaching management tools for teachers, such as course management systems, student performance management systems, etc. These tools can greatly simplify the teaching management process, save teachers' time and energy, and make teaching work more efficient and convenient.

3. Design of online teaching mode of English linguistics based on the "Internet plus" perspective

3.1 Teaching content and resource construction is the core of online teaching

At this stage, teachers need to have a deep understanding of course objectives and students' learning needs in order to design teaching content that aligns with the characteristics of online teaching. The characteristics of online teaching include flexibility, interactivity, and diversity, so teachers need to choose textbooks and teaching resources that are suitable for this teaching environment. Teachers can choose to use multimedia teaching materials such as textbooks, courseware, videos, and audio to enrich students' learning experience. These multimedia teaching resources can be displayed and shared through online platforms, allowing students to more intuitively understand and master knowledge. For example, teachers can use teaching videos to showcase actual scenarios and allow students to experience the application of English language firsthand [3]. In addition, teachers can also obtain more learning resources through online searches, online libraries, and other channels, providing students with a wider range of learning materials. The richness of online resources provides teachers with more choices, as they can search for suitable learning resources based on students' learning needs and interests. Integrating relevant teaching resources can not only enrich students' learning experience, but

also improve teaching effectiveness. Through diversified teaching resources, teachers can meet students' different learning needs and styles, stimulate their interest and motivation in learning. At the same time, teachers can also adjust and optimize teaching resources in a timely manner based on students' feedback and performance, in order to provide more effective learning support.

3.2 Teaching methods and tool selection is key to online teaching

Teachers can choose appropriate teaching methods based on course content and student characteristics in online teaching, such as lectures, discussions, case studies, etc., to provide a rich and diverse teaching experience. Combining the functions and tools of online teaching platforms, such as instant messaging, online voting, virtual experiments, etc., can further enhance the interactivity and fun of teaching. For example, teachers can organize online group discussions among students and use instant messaging tools to promote communication and cooperation between students. Meanwhile, through tools such as online voting and virtual experiments, teachers can guide students to actively participate and deepen their understanding and application of knowledge.

In addition, teachers can also make full use of online auxiliary tools, such as speech recognition software and grammar correction tools, to help students improve the effectiveness of language learning. Through speech recognition software, students can perform voice input and receive timely voice correction and guidance, thereby improving their oral expression ability. At the same time, grammar correction tools can help students discover and correct grammar errors in a timely manner, improving the accuracy and fluency of writing expression. The use of these online auxiliary tools helps to personalize student learning, meet the learning needs of different students, and improve overall teaching effectiveness.

3.3 Analysis of learner needs and personalized teaching are important links in online teaching

In order to better meet students' learning needs and interests, teachers can use methods such as learner surveys and study logs to understand individual differences among students. Through learner survey questionnaires, teachers can collect students' feedback and opinions on learning content, teaching methods, and textbook selection. This information can help teachers more accurately grasp students' learning needs and develop personalized learning plans. Based on an understanding of students' learning needs and interests, teachers can customize personalized learning plans for students. This includes selecting teaching resources and textbooks that are suitable for students, designing teaching activities that align with their interests, and providing targeted learning support and feedback. Through personalized learning plans and guidance, teachers can better meet students' learning needs and expectations, enhance their learning motivation and confidence.

Not only that, teachers should also make timely adjustments and follow-up based on students' learning progress and feedback. By observing students' learning performance and listening to their opinions, teachers can understand the difficulties and problems that students face during the learning process. Based on this information, teachers can flexibly adjust teaching content and methods, providing more accurate guidance and support. At the same time, teachers can also have one-on-one communication and feedback with students, promptly answer their questions, and stimulate their interest and enthusiasm in learning.

3.4 Interactive and feedback mechanism design is one of the characteristics of online teaching

The online teaching platform provides various interactive methods for students and teachers, such as real-time chat, discussion areas, online question answering, etc. These functions not only facilitate communication between students and teachers, but also promote communication and cooperation between students, stimulate their learning interest and participation.

Through the real-time chat function, students can have real-time communication and questioning with teachers. They can consult with teachers at any time to obtain timely answers and guidance. This interactive approach not only improves students' learning efficiency, but also enhances their understanding and memory of the learning content. The discussion area is an important place for students to engage in academic exchange and collaborative learning. Students can raise questions, share viewpoints, and engage in discussions and debates with other classmates in the discussion area. This interactive approach not only strengthens cooperation and communication among students, but also broadens their thinking and perspectives. Online question answering is an effective way to improve

students' participation and self-learning ability. By answering questions online, students can conduct real-time knowledge detection and consolidation in the course. Teachers can design various types of questions to test students' mastery of knowledge. In addition, online homework submission and quizzes are also important functions of the online teaching platform. Students can submit assignments and complete exams through online platforms, and teachers can evaluate and provide feedback on their learning outcomes.

4. The future development and challenges of online teaching mode for English linguistics

In the era of "Internet plus", online teaching of English linguistics will continue to usher in broad space for development. Personalized learning will become mainstream. With the continuous progress of technology, educational platforms can provide customized learning content and teaching plans based on students' learning needs and levels. Students can learn according to their own pace and interests, improving learning effectiveness and satisfaction. AI technology will be widely applied. Through artificial intelligence technology, educational platforms can intelligently analyze and evaluate students' learning situations, providing personalized learning suggestions and feedback. At the same time, artificial intelligence can also assist teachers in teaching design and evaluation, improving teaching quality and efficiency. Online collaborative learning will be promoted. Students can collaborate with other students through online platforms to complete tasks and projects together. This collaborative learning model can promote communication and cooperation among students, cultivate teamwork and communication skills. However, online teaching of English linguistics also faces some challenges and problems [4].

4.1 Unbalanced technical support and equipment conditions

Although the internet has gained popularity globally, there are still some regions and students who can't access stable network connections and suitable devices. This digital divide has led to an uneven distribution of educational resources, limiting the popularization and promotion of online teaching. For students in remote areas or with poor economic conditions, they may face the dilemma of not being able to smoothly access online learning, which not only affects their right to acquire knowledge, but also exacerbates the phenomenon of educational inequality. Therefore, in addition to focusing on innovation in educational content and teaching methods, efforts need to be made to address the issue of the digital divide and ensure that every student can equally enjoy the convenience and opportunities brought by digital education. The government and relevant departments should take action to increase investment in infrastructure construction, provide more network coverage and equipment support, especially for students in remote or economically underdeveloped areas. At the same time, relevant training and guidance are also needed to help teachers and students better master the skills and methods of online learning, thereby narrowing the digital divide and achieving fair sharing of educational resources.

4.2 Teacher training and professional development needs

Online teaching of English linguistics requires teachers to possess certain technical and instructional design abilities [5]. Teachers need to be familiar with the operation of online teaching platforms, master the skills of multimedia teaching, and be able to flexibly use various network resources for teaching. At the same time, they also need to have the ability to design courses and teaching strategies for online teaching environments to ensure the vividness, fun, and interactivity of teaching content. Therefore, training and supporting teachers' professional development is an important issue that requires investment of resources to address. Investing resources to support teachers' professional development is crucial for promoting online teaching of English linguistics. Only when teachers have the necessary technical and instructional design skills can they better cope with the challenges of online teaching and provide high-quality English linguistics education services for students.

4.3 The cultivation of students' self-learning and management abilities also faces challenges

Online teaching emphasizes students' self-learning ability and encourages them to learn and explore in a relatively free learning environment. However, this also means that students need to have good time management and self-discipline skills in order to effectively arrange learning time, plan learning

tasks reasonably, and maintain the continuity and efficiency of learning. For some students, this may be an insurmountable challenge.

In order to cultivate students' autonomous learning ability, schools and educational institutions can help them improve their self-management ability by offering courses on relevant learning methods and time management. At the same time, teachers can also guide students to develop good learning habits during the teaching process, provide guidance on the formulation and execution of learning plans, and regularly track and provide feedback on students' learning status to help them establish effective self-discipline mechanisms for learning. In addition, parents can also provide corresponding support and guidance to students in the family environment, helping them gradually cultivate their ability to learn independently. Families can create a good learning atmosphere, encourage students to solve problems independently, cultivate their learning initiative and sense of responsibility, and provide necessary supervision and support when necessary.

In short, students' self-directed learning ability needs to be supported and cultivated through various means. Schools, teachers, and parents need to work together to help students gradually develop good time management and self-discipline abilities, in order to better adapt to and leverage the advantages of online teaching.

5. Discussion

5.1 Increase infrastructure construction to ensure stable network and suitable equipment for students in the entire region

In today's digital age, the future of education has become integrated with technology. The government and educational institutions should increase investment in infrastructure construction to ensure stable network connectivity and suitable equipment for all regions and students. This is not only to meet the basic needs of education and teaching, but also to improve the fairness and accessibility of education. Stable network connectivity and suitable equipment are prerequisites for online teaching, remote learning, and digital education, especially important for remote areas or economically disadvantaged households. Only when every student has equal access to digital educational resources can we truly achieve inclusive and inclusive education. Therefore, the government and educational institutions need to work together to formulate long-term plans, increase financial investment, and promote the comprehensive development of infrastructure construction. At the same time, it is also necessary to strengthen relevant training for teachers, students, and parents to enhance their ability to use and manage technology, in order to better adapt to the development trend of digital education. In this way, a more fair, inclusive, and advanced education system can be established, providing high-quality educational resources and learning environment for each student.

5.2 Increase investment in teacher training and professional development

Teacher training and professional development require long-term support and investment. Educational institutions should be aware that in order to improve teachers' online teaching skills, continuous support and resources are needed [6]. This includes providing relevant training courses, teaching resources, and technical support to help teachers master online teaching skills and instructional design abilities. Educational institutions can organize regular teacher training activities, invite senior online teaching experts for guidance, and provide targeted teaching practice guidance to help teachers better cope with the challenges of online teaching.

In addition to providing training courses and resources, it is also crucial to establish a teacher mutual assistance platform and communication mechanism. Educational institutions can establish online platforms or social groups for teachers to communicate and interact, sharing their teaching experiences, resources, and case studies. This communication mechanism can not only promote experience sharing and professional growth among teachers, but also reduce their sense of isolation in teaching practice, enhance their teaching confidence and professional identity.

In addition, educational institutions can also incentivize teachers' professional development through incentive mechanisms. For example, through the establishment of an excellent teacher reward plan by the school, the school regularly selects excellent teachers in online teaching and provides corresponding honorary titles and rewards, encouraging teachers to continuously explore and innovate in the field of online teaching and improve their teaching level.

5.3 Family school cooperation to cultivate students' self-directed learning and management abilities

Schools and families should jointly cultivate students' autonomous learning and management abilities to help them better develop and grow in their learning. Schools play a crucial role in this regard, providing necessary support by strengthening students' learning guidance and time management training. Schools can offer courses on relevant learning methods and time management, teaching students how to develop effective learning plans, arrange learning time reasonably, and cultivate their good learning habits and self-discipline. In addition, schools can also establish learning tutoring groups or provide individual tutoring to provide personalized learning guidance and feedback to students, helping them solve learning problems and confusion.

At the same time, the family also plays an important role. Families should provide students with appropriate support and supervision, and create a good learning environment and atmosphere. Parents can work with students to develop learning plans and help them set reasonable learning goals. Families can provide students with necessary learning resources and tools, encouraging them to actively participate in learning activities. In addition, parents can also share and exchange learning with their students, encouraging them to learn from each other and grow together.

In the process of cultivating students' autonomous learning and management abilities, schools and families should maintain close communication and cooperation. Schools can regularly communicate with parents to understand students' learning situation and provide necessary advice and guidance. Parents can also keep in touch with the school to keep abreast of the school's teaching arrangements and students' learning progress, in order to better support students' learning. Schools and families should work together to strengthen students' learning guidance and time management training, provide them with appropriate support and supervision, and jointly cultivate their autonomous learning and management abilities. Only by working together with schools and families can we provide students with a good learning environment and help them achieve their full personal potential.

6. Conclusion

To sum up, in the era of "Internet plus", online teaching of English linguistics has broad prospects for development, but it also faces some challenges and problems. By increasing infrastructure construction, teacher training and professional development, as well as cultivating students' autonomous learning abilities, these issues can be effectively addressed and the sustainable development of online English linguistics teaching can be promoted.

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