A Study on College English Teaching under the Background of "Internet Plus"

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ABSTRACT. *The social progress inevitably brings a lot of convenience to human life. And many fields have been affected with the concept of "Internet Plus" put forward. English education is one of them. To keep up with the pace of the social development, the traditional college English teaching ideas and methods should be reformed and innovated for the overall efficiency. On the basis of fully understand the merits and demerits of applying "Internet plus" in the college English teaching, and with a view to solving the problems long existed in the traditional teaching, this essay is going to discuss the ways to improve English teaching strategies in colleges and universities under the background of "Internet plus".*

KEYWORDS: *"Internet plus"; college English teaching, merits and demerits, teaching strategies*

With the advent of the era of "Internet plus", great changes have taken place in various fields. As far as English teaching in colleges and universities is concerned, "Internet plus" is of great significance. "Internet plus" education advocates openness and sharing, and can overcome certain shortcomings of traditional college English teaching.

The internet plus college English teaching can realize a new look in the aspects as teaching ideas, teaching methods, teaching subjects, teaching contents, teaching modes, etc., and can meet the needs for language learning autonomy. However, because the "Internet plus" education is still in the exploratory stage, a complete and mature teaching system had not yet been formed, and it is still necessary to further deepen the research.

According to the search for the keywords "Internet plus", "English", "teaching" and "education" in CNKI, the author finds that there are 924 articles, which are mainly published from the year 2015 to 2019, which indicates that English teaching research in China under the background of "Internet plus" is relatively short, and there are very limited resources in the theoretical research.

The research of this paper is not only helpful to supplement the theoretical literature, but also can directly guide the teaching practice. It has certain practical

significance [1].

1. The necessity and characteristics of English teaching in colleges and universities under the background of "Internet plus"

Internet English teaching is a new teaching mode which applies network, multimedia and other information technologies to effectively complement college English teaching.

Compared with traditional English teaching, Internet English teaching has the following characteristics.

The first characteristic is the geographical separation of teachers and students. This is the essential difference between Internet English teaching and other forms of English teaching. Teachers and students are confined in the classroom in the traditional English teaching, while with the Internet English teaching, geographically there is no boundary. Students can choose different teachers' courses according to their interests and needs. In the traditional teaching, however, English can only be taught by few certain teachers in the nearby place. In the developing countries or underdeveloped countries, the excellent teaching resources are very limited, especially in the field of English teaching. Now with the internet plus teaching, there is no boundary for the excellent teaching resources. Students in these countries or in the rural areas can technically get the first class education resource for certain courses like English.

The second characteristic is the flexibility in the arrangement of English teaching and learning. There is more freedom for both teachers and students as regard of time, space and place. In the Internet environment, students can learn anywhere and at any time. This is especially helpful to fulltime workers who want to have further English education. They can set their own learning schedule with the help of the "internet plus".

The third characteristic is its advantage of meeting the needs for personalized learning. In the traditional English teaching, the college English teachers have the same textbooks and have to conduct the classroom according to the same guideline to thousands of students. It is often difficult to take into account of the differences in intelligence and learning ability of the great amount of students. And students seldom have the right to choose the teacher or the material. With the help of big data analysis, the Internet education platform can make individualized English learning content for each English learner, and meet the various learning requirements for different students.

Fourthly, the internet plus college English teaching can provide adequate teaching interactions. In the traditional English teaching environment, students can only study and discuss with students in the same classroom, it is difficult to fully expand their view. Under the background of Internet teaching and learning, students can interact fully with students from different countries, regions or races, share knowledge and experiences with each other, so as to broaden their mindset and

stimulate their thinking.

In a word, the "Internet plus" era has changed the traditional English teaching ideas, models and methods in colleges and universities, and created opportunities for the reform and innovation of English teaching in colleges and universities.

2. English teaching strategies in colleges and universities under the background of "Internet plus"

In the era of "Internet plus", it is necessary to change the traditional English teaching concept, construct the pluralistic mixed teaching mode, create the pluralistic interactive learning environment, and realize the online English teaching through Massive Open Online Course and micro lectures.

2.1 Constructing a pluralistic and mixed teaching model

As a new teaching mode, flipped classroom is the product of education and teaching in the era of "Internet plus", which subverts the traditional teaching process. The flipped classroom teaching mode has been welcomed by the majority of teachers and scholars, and the individualized needs of students' learning have been met, which is not only conducive to improving students' information literacy, but also develops students' autonomous learning ability and comprehensive language use ability.

2.1.1 Flipped classroom teaching Mode based on Massive Open Online Course

Massive Open Online Course is the product of the combination of modern information technology and curriculum teaching in the era of "Internet plus", which is very different from the traditional curriculum. It is mainly reflected in the steps of lecturer, learner subject and number, teaching time and space, learner learning motivation, network feedback model, curriculum evaluation and planning, etc. The way of education makes the network platform; students, teachers and educational content have a deep understanding. The emergence of Massive Open Online Course has promoted the development of English education. Many schools have now organically combined the flipped classroom with the Massive Open Online Course. In the teaching process, students should be taken as the main body, and attention should be paid to improving students' autonomous learning ability and comprehensive language use ability. Learners can get a large number of learning courses by learning Massive Open Online Course, but sometimes the practicability of these courses cannot meet the needs of learners. The Massive Open Online Course is originated from abroad, to some extent, its feasibility had not been tested for the domestic learners, so we can learn from its concept, but not copy it. According to the form of the lesson, we will build a set of educational model consistent with our own situation, for example, to start with the independent learning, and report the results, which is more like the teaching mode of "MOOC+ Flipped classroom". Students study independently and repeatedly before class[2], with Massive Open Online Course, and discuss with the online students or teachers for

anything in doubt, and then exchange their learning results, so as to consolidate the knowledge. Teachers comment on the students' learning effects after class, and make suggestions for anything that needs to be improved. In this process, teachers provide students with learning resources, help students to know the self-learning strategies and evaluate students' learning results. We can optimize and integrate the excellent teaching resources both at home and abroad for our own teaching purposes. The excellent learning results should be praised and shared, and the students' autonomous learning can be urged and encouraged. The flipped classroom teaching mode based on Massive Open Online Course combines the two organically and complements each other, which is beneficial to both teachers and students.

2.1.2 The flipped classroom teaching mode based on Micro lectures

The teaching process of this mode is divided into four steps. The teacher records the video before class, sends it to the students. The students watch and learn the knowledge points from the video, and discuss with online classmates and finish all the tasks. In class, teachers organize group cooperative learning, group members report and exchange learning results, after class students make summaries and present reflections. Microlectures are not only the expansion and extension of classroom teaching, but also an important guarantee to realize the flipped classroom. Microlectures teaching is based on video teaching materials plus in class discussions and after class review. The eco environment of the smart flipped classroom extended form the while class to pre class and after class, it is a combination of the online and offline education [3]. For the pre class session, short videos are uploaded to the Internet so that the learners can watch it over and over again till he or she understands the whole. After the pre class study, students discuss the topics and teachers explain certain teaching links or some knowledge points when necessary. Online learning and mobile learning based on micro lectures will become the norm of English teaching with the development of the technology. The theme of micro lectures is bright, the goal is clear, the resources are rich, the environment is real, and the use is convenient. The time of microvideo is short, usually not more than ten minutes, which is more in line with the cognitive characteristics of students. Teachers design teaching plans and after-class related exercises to check students' learning results. Students should master all the knowledge points before class. In class, teachers guide students to study in groups, cooperate with each other, and check students' learning results. The after class learning reflections and communications promote students' language output, urge them to make common progress, and form a good learning atmosphere. Microvideo highlights the important and difficult points of knowledge, students can watch it over and over again. Classroom learning is effectively expanded and extended after class, and teachers have targeted guidance, which is conducive to personalized learning. The flipped teaching mode based on micro lectures makes fully use of teaching resources, promotes the interaction between teachers and students, arouses students' enthusiasm, and cultivates the students' independent learning abilities.

2.2 Construct multiple interactive learning environments

In the context of the new era, most teachers use computers to teach, but computers are bulky, large in size, not easy to move, and take up a lot of space. We should continue to develop a suitable English learning platform, which is based on mobile network and matches the development of English teaching and information technology. The app like WeChat had solved these problems. At present, students generally own mobile phones, and such apps on mobile phones can provide students with sufficient learning content and materials. The One way teaching in the classroom was gradually replaced. Students can use fragments of time to learn and realize the pluralistic interaction between teaching and learning. Such online English learning platform uses public platform or personal client to transmit data, share teaching resources, interact and communicate. Teachers set up groups and bring students to form a class. Teachers can transmit text, pictures and sounds in the class group, or share knowledge with students in the form of video. In class, teachers can generate QR codes from classroom materials, so that students can download and learn after class by scanning the QR code, which is convenient and time saving. After class, the teacher guides and solves the problems encountered by the students in the learning process in time, so as to make the learning design of the following class more individualized. In addition, there are many English learning platforms, such as fluent English, English dubbing, Mint reading, Water drop reading, Friendly neighbor classes, etc. These public platforms are rich in resources and varied in interesting. Students can read the original English, real-time international news, etc., The school no longer needs to buy a lot of teaching equipment and material, saving the money and manpower to maintain the equipment, as long as it covers the WiFi. The English learning platform based on these applications strengthens the interaction between teachers and students, arouses the enthusiasm of students, and helps the students to learn and consolidate knowledge. And the online resources together with the paper resources construct the 3 dimensional teaching materials. And college English teaching design model driven by "3 dimensional teaching material plus internet resources can help to realize a smarter and more informationized and individualized college English course[4].

3. Problems of Internet plus college English teaching

The problems brought by the Internet plus English teaching are as many as its advances. For instance, the group of people who benefited most from this teaching mode is the people who have the least of money. They live in underdeveloped countries and backward places with very limited good teaching resources. They cannot afford the computer, internet fees as well as the tutoring fee. The government needs to find a way to solve the problem. For example, while the online tutor is having a class, ten or more students share one computer at a time, or the class can be recorded and shared by more students. And trial classes can be taken to test the efficiency and results. The second problem is this teaching method relies wholly on the internet; it is a closed environment, everything is virtual, there is no other interaction other than the language communication. Lack of direct communication is

a problem also. The third problem is that students can have the online lessons everyday for nonstop. They are facing the computers physically alone. They each should have a very good self consciousness in learning. The fourth problem is the less supervision given to the online teachers. Nowadays many online teachers are part-time teachers, the teaching is not stable, they may quit easily because of the supervision mechanism. And their qualifications needs to be verified and regular evaluations and comments should be given to them.

4. Conclusion

The application of "Internet plus" in teaching has created opportunities for the reform in college English teaching. Under the internet plus background, the colleges or universities need to conduct the internet plus English teaching method and construct the combined teaching mode. Bear in mind its merits and demerits, both teachers and students should adapt to the changes of the times and improve the efficiency of teaching and learning.

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