

# College English Teaching under the Internet Plus Background

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## Abstract

The development and promotion of Internet emerging technology has brought incomparable practical significance and new development ecology for College English education industry. As a significant part of College English teaching, University English audio-visual-oral course undertakes the significant task of strengthening English listening and speaking ability, broadening international vision and improving intercultural communication ability. Due to the "Internet plus", the education pattern of College English reading, writing, oral English and listening can adopt a blended teaching mode to boost the on-and offline education of audio-visual and intelligent education. The paper first analyzes the common problems in the traditional college and university English language education mode, and puts forward the concept of blended teaching mode, and concludes the path and measures of the reform of College English language teaching mode under the Internet Plus background.

**Keyword:** College English Language teaching; College English audio-visual-oral course; Internet plus; Blended English education model

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## 1. Introduction

In the wave of "Internet plus traditional industries", education industry has changed. College English integrates teaching and learning into teaching environment and resources, so that English classroom can be fully interconnected with "Internet plus", and form an interactive and intelligent teaching model [1]. Due to the rapid increase of Internet, the construction of College English ecological course should not only highlight the ascendent position of students, but also from the perspective of network course construction and network ecological classroom construction, require teachers to use diversified teaching resources, innovate high-quality network teaching methods, and strengthen the communication and interaction with students.

In this way, a variety of online courses will not only enhance students' enthusiasm for learning English, but also enable them to choose the course content according to their own interests, thus laying a solid foundation for cultivating college students' intercultural communication ability [2]. College English Viewing, listening and speaking course is a course to cultivate students' language ability and cultural literacy. It can organically combine the network platform and classroom teaching, fully reflect the real, scientific and diversified new English teaching instruction, and promote students' language application ability and cross-cultural communication thinking [3]. Hence, it is of great significance to explore the education pattern of audio-visual speaking course in the context of "Internet plus".

## 2. Analysis of the current situation of College English Education

Some scholars believe that the content of CET-4 determines the content of College English language education to a certain boundary. However, the requirements and scoring standards of CET-4 have a negative effect on Teachers' teaching construction and students' English training. It is under the influence of this objective situation that teachers overly focus on the students' use of core vocabulary and important grammatical structures in teaching, and mistakenly believe that as long as students reach a certain vocabulary and master important sentences, the purpose of English training can be achieved [4]. Teachers ignore that English writing is a long-term work that needs deep accumulation, so the teaching content of its design also presents the characteristics of simplification.

For a long time, the cultivation of students' English learning abilities such as listening, reading, writing and translation has been a significant goal of teaching instruction of College English. As a general English course which focuses on improving students' listening and communicating ability, the teaching value of College English audio-visual oral course has not been paid enough attention. The increase of curriculum construction is slow, unable to form an effective feedback mode of teaching and learning. This course should fully utilize the characteristics and advantages of this course with the help of the Internet plus new educational philosophy and technical means [5]. With internet plus technology innovation in College English teaching, we need to build a perfect Internet teaching platform with the help of strong professional skills, so as to achieve effective coordination of software, hardware and platform, and achieve deep matching. However, the innovation of College English teaching is still in its infancy, lacking sufficient platform to build experience and overall plan, which leads to the problem that online teaching platform pays attention to external form and ignores internal meaning [6]. Some colleges online teaching platform hardware facilities and software facilities configuration is not coordinated, only upgrade each part of the equipment to the best level, lack of overall control of the platform construction, restricting the development of teaching platform resource library. These problems are embodied in three aspects: first,

there is no unified standard for the existing teaching platform. The docking of teaching platforms between universities is difficult, and it is difficult to realize the information normalization management and application [7,8]. Second, the University online teaching platform for data analysis is not thorough enough to allow full play to the role of information. Third, the function of the platform is not fully developed, which limits the application effect of teaching platform of College English.

College and university English audio-visual and oral courses are generally faced with the following problems: most of the audio-visual and oral courses, as a supplement to the intensive reading course, do not form an independent curriculum operation system. They only follow the way of the intensive reading course, focus on the grammar knowledge and style types of textbooks, and cannot arrange students to carry out interactive and interesting listening and speaking activities in the multimedia classroom. Teachers of audio-visual and oral courses lack the new internet teaching thinking. Most of them rely on the established resources of teaching materials to carry out teaching. They use the way that teachers play the supporting audio materials of teaching materials and students complete the corresponding exercises [9]. They lack the supplement and mining of teaching materials and the visual design of teaching materials. In the evaluation of students, only two or three traditional coefficients are selected as the evaluation benchmark. The process evaluation of students stays in the way of combining the attendance rate in class with the completion of homework after class. The final examination results, as a summative evaluation, account for a large proportion. It is difficult to directly reflect the change track of students' English listening and speaking ability and form a personalized scientific evaluation system.

Some teachers do not fully know the definition of the concordance of Internet and English language teaching content, and only choose some entertaining English movies to attract students' attention from a novel perspective [10-12]. They do not intercept teaching resources from the Internet that can not only meet students' interest development, but also improve students' learning ability. Therefore, there is a situation of paying attention to one

thing and losing the other. Even some college English teachers are lack of advantages in Internet application due to their higher age, which makes it more laborious to mobilize students' initiative in studying English [13]. In the procedure of College English ecological curriculum, in addition to optimizing the course content and teaching methods, teachers are also required to carry out effective teaching management, evaluation and supervision, and constantly optimize the teaching function from the view of understanding students' feedback. However, in practice, some teachers still take a simple assessment, that is the test paper assessment. In teaching management, it is only based on attendance inspection, which completely ignores the development of students' autonomy, interest and thinking diversity. Especially in the Internet age, there is no timely online evaluation or online inspection of students' learning ability, which is not only based on a single basis, but also easy to cause the imbalance of performance, which is non-objective [14,15].

In the era of Internet plus, the relationship between teachers and students in College English teaching has been greatly changed. College English teachers need to gradually change from organizer and guide to assistant in answering questions [16]. The low application ability of Internet technology leads to the difficulty of English information teaching. Compared with teachers, although college students have a higher degree of acceptance of the Internet and are more familiar with the use of the Internet, most of them still tend to have recreational activities in the process of using the Internet and lack of interest in online English learning. Even if some students use the Internet to explore learning, but in the process of collecting and searching English resources, college students show great randomness, there is the problem of blind search.

### 3. Reform measures of College English Teaching under the context of "Internet plus"

With the rapid improvement of information technology, great fluctuations have been made in teaching mode and learning style. The teaching guide points out that "College English should vigorously promote the integration of information technology and curriculum teaching, and continue to play the important

role of modern educational technology, especially information technology in foreign language teaching". With the rapid development of artificial intelligence, big data, block chain and other technologies, various foreign language intelligent education platforms emerge as the times require, which makes foreign language learning develop in the direction of initiative and individuation, breaks the space-time limit of traditional teaching, and enables students to obtain learning resources anytime and anywhere, choose learning content independently, and arrange learning time. With the fragmentation of learning content and time, mobile learning mode relying on smart phones, tablet computers and other electronic devices is becoming increasingly popular. The development of Internet and the emergence of mobile learning platform provide advanced teaching ideas and technical support for the reform of audio-visual teaching mode. The listening and speaking module of mobile learning platform not only provides students with rich audio-visual practice materials, but also provides students with a natural and relaxed interactive place. Here, students are individuals with equal status. They can freely express their views, upload their own audio and video works, and upload their own speeches and sitcoms according to their interests. The interaction between students can continuously improve students' learning enthusiasm and autonomous learning ability. The Internet has rich information resources, the amount of information is far more than textbooks, and the network resources are vivid and interesting, which is easier to stimulate learners' interest in learning. In order to train students' oral ability, teachers can arrange language activities tasks, such as arranging each group to record English short plays. The scripts of short plays are required to be written by the group independently, and the theme is not limited, but a certain number of words and expressions in the text should be used. In order to better complete the learning task, the team members will cooperate and divide the work, some are responsible for finding network resources, some are responsible for writing scripts, and some are responsible for revising scripts. In the division of labor and cooperation, the team members truly realize active learning through communication, which not only improves the ability of autonomous learning, but also enhances the

friendship between them. As shown in Figure 1, teachers should establish appropriate teaching objectives, including the teaching objectives of knowledge and ability, as well as the objectives of emotion, attitude and values. Teachers should design teaching according to teaching objectives, push college English knowledge content and related ideological and political learning content,

and guide students to learn the content in advance. As shown in Figure 2, students can learn autonomously through online resources.

Figure 1 Teacher's class mode based on mixed teaching mode

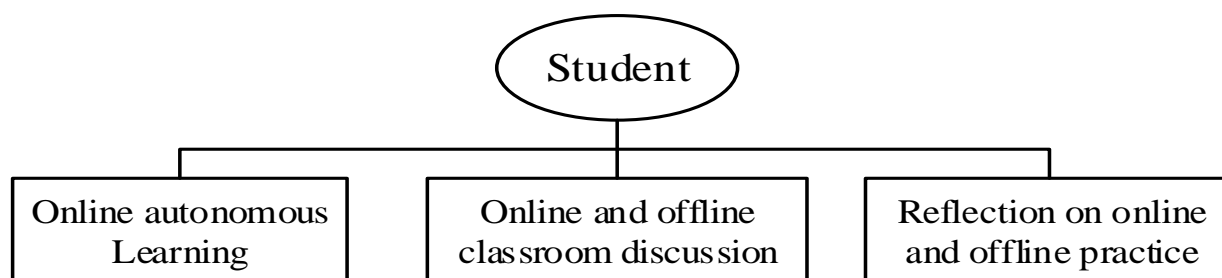
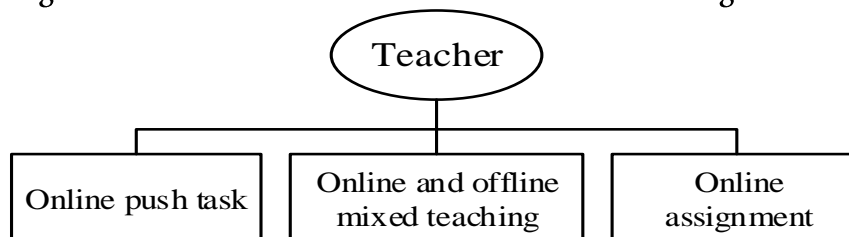


Figure 2 The advantages of students' learning with the help of Internet resources

Colleges should create a diversified teaching form with multi-media, multi-mode and multi activities to create a relaxed and pleasant learning atmosphere for college students. First, colleges should create a multimedia teaching environment. Teachers need to build a number of English classes supported by we media, make a number of original teaching videos, introduce rich high-quality teaching resources, and design corresponding games to improve the learning enthusiasm of college students. Second, teachers should create a multimodal teaching environment. Teachers can use a variety of modal information, such as text, pictures, video and audio, to show students English language knowledge, and organize specific classroom activities, such as telling English stories, to enhance teaching interest. Third, colleges can carry out diversified extracurricular practice teaching activities. Based on the advantages of traditional classroom, the school can hold a variety of extracurricular English practical teaching activities, such as English writing

competition, exhibition interpretation volunteer social practice, etc. By carrying out all kinds of relaxed and pleasant extracurricular practice activities, we can enhance the enthusiasm of College Students' autonomous learning and cooperative learning, help college students consolidate their basic professional ability and increase their practical ability. At the same time, teachers should actively guide students to learn how to improve their media literacy in the mass media environment, teach students how to choose, how to learn, how to organize and use information, how to supervise their self-learning, so as to cultivate students' habit of self-learning and lifelong learning. In the mixed teaching practice based on high-quality MOOCS, teachers can even creatively adopt the form of teacher-student cooperative discussion, build a zero distance communication channel between teachers and students, help students search, integrate and output information, effectively solve the problems students encounter in learning, so as to help the cultivation of

high-quality talents. As shown in Table 1, there are still many problems in College and university English teaching, but the corresponding problems can be solved by taking corresponding measures.

**Table 1 Problems in College English Teaching and corresponding measures**

Problems in College English Teaching	Innovative approaches of college English Teaching
Lack of perfect Internet Teaching Platform	Building a diversified English Internet Teaching Platform
Lack of perfect College English teaching resources system	Optimizing College English teaching resource sharing system
Lack of Internet oral English Teaching	Construction of Internet English language experiment center
The degree of college teachers and students accepting English information teaching needs to be improved	Creating diversified information teaching forms

Based on the actual listening and speaking ability and aesthetic taste of the students in our school, the teachers deeply excavate the existing audio-visual and oral teaching materials, effectively refine and expand the teaching elements with novelty and operability, and adopt the online and offline blended teaching mode to carry out the audio-visual and oral course. Teachers should integrate the network resources that focus on the training of listening and speaking skills, and establish students' autonomous inquiry learning mode. The construction of inquiry based College English Viewing, listening and speaking network teaching system is an exploration based on constructivism learning theory. In this teaching system, the concept of students' autonomous inquiry learning and computer network-based teaching can be fully reflected. The application of online platform in pre class, in class and after class can improve students' participation and fully reflect the "student-centered" wisdom teaching concept. In the classroom teaching, it is no longer a single teaching mode that teachers teach and students answer questions, but an effective combination of a variety of teaching strategies. Teachers guide students to analyze and refine

the teaching focus in mobile learning, use Internet tools to design questionnaires to obtain scientific and intuitive data, group cooperation to design oral campus interviews, practice independent display of views, inquiry expression of views and critical creation of views and other learning strategies, so as to achieve the sustainable development of students' feeling of foreign culture and improving their English

language ability. At the same time, we should pay attention to the cultivation of students' international vision, appropriately increase foreign high-quality video materials in all aspects of teaching, pay attention to the comparison of Chinese and foreign social life trends, especially the cultural differences, enhance students' sense of cross-cultural communication, and improve students' cross-cultural communication ability. Colleges should further improve the mechanism of teacher evaluation and assessment. First of all, colleges should improve the evaluation system of classroom teaching effect, extend the evaluation of classroom teaching effect to the dimensions of humanistic quality, scientific attitude, sense of social responsibility, environmental ethics and global consciousness, and put the ideological and political standards in the first place in the evaluation of teachers' positions, professional titles and awards, so as to guide teachers to establish correct ideals, beliefs and values. Secondly, we should strengthen the cultivation and training of teachers' Ideological and political education, and improve the theoretical level of teachers' Ideological and political education. Teachers should arm themselves with advanced ideological and political theories, constantly innovate teaching concepts, gradually improve their ideological and political awareness and moral cultivation, and become the backbone of Ideological and political education.

#### 4. Discussion

Internet is not only the guarantee of College and university English teaching, but also the extension of College English teaching. It can also enrich offline teaching methods, improve classroom efficiency, increase the meaningful

communication between teachers and students, and create a good and harmonious relationship. Learners also develop the ability of autonomous learning through division of labor and cooperation. The "Internet plus" background has brought about great changes in College English teaching, and has also cultivated learners' adaptability to the information age, thus providing a guarantee for effective teaching of College English. The establishment of audio-visual mobile teaching system cannot be separated from the "Internet plus" wisdom education concept and the omnidirectional coverage function of new technologies. The new educational concepts and educational techniques formed under the background of "Internet plus" have prompted English teachers to make full use of the latest computer and multimedia technology for auditioning and speaking in class. The teaching links of classroom teaching, interactive communication, autonomous learning and learning evaluation form a close and effective integrated development circle, which breaks the traditional closed teaching ecology in an all-round way, and realizes the audio-visual and oral intelligent classroom environment with teacher-student interaction, real and effective, rich resources and fast information processing. While constantly improving the quality of undergraduate English teaching, it also accumulates rich teaching resources and teaching practice for the design of other general courses of College English, and promotes the sustainable development of public general courses of College English[17].

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