

Innovative Strategies of College English Education in the Era of Big Data

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ABSTRACT

The era of big data provides opportunities and challenges for college English education. There are some deficiencies in current college English teaching which restrict the development of teaching activities. By analysing the problems in college English teaching, this paper points out teachers should make use of the advantages of the Internet, improve teachers' network technology application ability, actively innovate the teaching mode and method, highlight students' subjectivity, reform teaching evaluation system, construct English teaching resources and multimodal classroom, push college English education to a new height.

Keywords: *big data; college English; innovation*

1. INTRODUCTION

The rapid development of information technology and multimedia technology promotes the continuous advancement of the era of big data. With the continuous application of advanced technologies such as cloud technology, the speed and quality of information transmission have been greatly improved.[1] Relevant research shows that under the background of big data era, College English teaching has unprecedented good conditions, which is an important opportunity to promote college English teaching reform. Therefore, based on the background of education big data, the research on College English teaching reform is an important topic of College English teaching.

2. PROBLEMD OF COLLEGE ENGLISH EDUCATION

Under the background of big data era, the requirements for students' competence are increasing. However, due to the difference between English and mother tongue and the lack of natural English environment, there are some problems in current college English teaching activities, which restrict the development of teaching activities. In this case, only by deeply understanding the problems in college English teaching, finding solutions and taking corresponding measures, can college English education have a way out and cultivate talents to meet the needs of the times.

2.1. The Outdated Teaching Mode and Method

Teaching mode can reflect teachers' teaching ideas and educational ideas.[2]At present, many college English teachers are not sensitive to the change of era, and do not pay attention to the innovation of English education mode. Most teachers just play some English videos through the projector to attract students' interest and attention in class. They can't learn to apply high-tech media technology in class teaching. We can say in the practice of college English education, many teachers still stay in the traditional era, and the educational thinking based on the big data era has not formed, which restricts the further innovation of college English education mode. So teachers need to establish the "Internet+" thinking, make rational use of the opportunities brought by big data to promote the reform of college English education mode, so as to build a diversified and new education mode suitable for the Internet era.[3]

Teaching methods not only reflect teachers' education ideology, but also directly affect teachers' leading role. At present, many college English teachers, not aware of researching teaching methods, still hold the traditional idea that teachers should dominate the class teaching activities. The simple and dull English education mode restricts the exertion of teachers' leading role, and also makes students become the passive learners. Students' English learning initiative is well not developed. In addition, this unitary education mode ignores the practical application of English, hinders the development of comprehensive English talents, directly leads to the decline of the effectiveness of college English education. Therefore, it is urgent to innovate college English education methods and enrich students' English learning experience through diversified teaching methods based on the new environment of the Internet era.

2.2. The Weakening of Students' Subjectivity

Students are the object of the implementation of English education, but also the basic foothold of the implementation of English curriculum. However, many college English teachers are bound by traditional education ideas, and the teaching design focus on curriculum only. It is the curriculum that determines how to teach, rather than how to use the curriculum to promote the development of students' English literacy. This directly leads to the weakening of students' dominant position in English education. Students' interest in learning is not aroused, their initiative and creativity are restricted.

2.3. The Few Practical Training

In English teaching, teachers not only teach students the theoretical knowledge, but also enhance their practical ability. However, at present, there are few practical activities in college English education, which is reflected in two aspects: first, there are fewer practice activities. Students do not have enough internship opportunity to practice English and apply English to specific work. Second, spare time activities are not rich enough. Students mainly learn English through classroom learning. The improvement of comprehensive quality is rather slow. Therefore, it is necessary to carry out some practical activities to enhance students' ability.

Traditional college English teaching is mainly "cramming" teaching, and the arrival of big data era brings about a great innovation and improvements to college English teaching mode and teaching methods. Especially in the aspect of teaching resources, through the Internet platform, many teaching materials can be used for teaching; teachers can access to all kinds of innovative and practical knowledge points, which is very important for expanding students' knowledge and innovative thinking.

2.4. The Low Quality of Teachers

Teachers play a leading role in English teaching. They are the direct implementers of college classroom teaching, the participants and guides of students' English learning. However, many college teachers have serious empiricism and lack of self-improvement consciousness in English education. Some teachers' quality is not suitable for the needs of the internet era. It is urgent for teachers to change their educational ideas and concepts, and optimize their teaching skills to meet the needs in the big data era.

3. INNOVATIVE STRATEGIES OF COLLEGE ENGLISH EDUCATION IN THE ERA OF BIG DATA

College English teaching aims at cultivating college students' proficiency in English. Therefore, teachers must

recognize the essence of language teaching and fully integrate the basic nature and basic features of big data era to realize the innovation, transformation and development of College English teaching mode, and guide students to study actively, fully reflecting the students' dominant position in learning. In view of the problems existing in college English education, teachers should make full use of the advantages of the Internet and actively promote the innovation of college English education.

3.1. Innovating Teaching Mode

Big data era has brought abundant educational resources and accelerated the arrival of college English education resources. Teachers should further open their minds, promote the innovation of college English education, and construct digital teaching resource library. First of all, using internet resources to promote the integration of college English and students' majors. College English teachers should choose educational resources related to students' major and their future jobs to enrich English education contents. Secondly, using Internet resources to expand classroom teaching content. If the content of college English teaching is limited to the content of teaching materials, obviously, it is not conducive to students' English learning. This requires teachers to make use of the advantages of big data, build a three-dimensional resource system, and moderately expand the English teaching content. Only in this way can we enrich students' English learning accumulation, broaden their English learning vision, enhance the vitality and sense of the times of English teaching content, make students interested in English learning and actively participate in English learning.

Modern education advocates the development of students' autonomous learning ability. College English education should take advantage of big data to innovate English education mode. First, the use of a flipped classroom. Teachers should use big data resources and education platform to provide a platform for students' autonomous learning before class. For example, teachers can provide micro class for students, and let students preview independently. On the basis of students' autonomous learning, classroom teaching implements guidance, gives play to the leading role of teachers, improves the pertinence and effectiveness of teachers' teaching, rather than blindly implement education. Secondly, the use of the internet classroom. Online learning has become an important part of classroom teaching. Unlike the traditional English classroom, online classroom is not limited by learning time and space. Students can choose their own learning content according to their own time arrangement, so it is flexible. In the era of big data, teachers should make use of the Internet's unlimited interconnection advantages to construct online classroom, so as to make it an important part of college English teaching system, providing students with online and offline three-dimensional learning channels, and promoting the innovation of teaching mode.

College English teachers should make use of the advantages of resources and platforms in the era of big data, build an efficient English classroom, and provide students with online and offline multimodal interactive platform.[4] Teachers should use information technology to innovate teaching situation. For example, teachers can use Internet digital teaching resources, such as students' future career video resources, to construct professional pragmatic situation, so that students can learn English in vivid situation. Also, teachers can use Internet resources to carry out case teaching. Teachers can make use of the advantages of Internet technology and resources, cite rich English teaching cases in life, and build a multimodal English classroom, so as to make English teaching more intuitive. In addition, teachers should use QQ platform, Dingtalk platform and Wechat platform to build online learning community, creating an interactive platform for students and teachers. Finally, college English teaching should provide students with multi-modal classroom, give students the opportunity to choose a variety of choices, thus improving the quality of college English education.

3.2. Highlighting Students' Subjectivity

Students are the main body of education. Under the traditional education mode, students' subjectivity cannot be effectively developed. How to realize the subjectivity of students requires teachers to optimize the design of English education activities, so that students can get real experience in rich activities, and highlight the dominant position of students. First, teaching activities should meet the students' interests and activate the students' interest points. For example, in role-playing teaching method, teachers can organize students to play the corresponding roles and carry out pragmatic activities, so that students can immerse themselves in the role, thus highlighting the students' subjectivity. Secondly, teachers should pay attention to the diversity of teaching activities when designing students' activities, so as to stimulate students' interest in participating in teaching activities, make students' English learning experience more diversified and profound. Finally, teachers should respect students in organizing teaching activities. From activity design to activity participation and activity evaluation, students' subjectivity should be fully respected so that students can truly become masters of English activities and active constructors of English learning.

Traditional English teaching always emphasizes "teaching" but neglects "quality", which makes students very passive in the process of learning English and lacks clear learning purpose, which will make students lose their enthusiasm for learning English over time. [5]Under the background of big data era, the application of Internet technology and multimedia technology makes college English teaching more effective and flexible. For example, the application of flipped classroom and micro class teaching mode has greatly improved the effect of College English teaching.

3.3. Carrying out Practical Training

At present, college English curriculum design is basically based on theoretical teaching, and there is little practical English training. In the era of big data, information sources are expanding. College English teachers can cooperate with foreign trade enterprises, arrange students to engage in relevant internships in foreign trade companies. Students can apply their professional knowledge to practical work, so that students can better understand the shortcomings in their knowledge learning and make targeted adjustments. The internship also make students better understand the needs of enterprises and provide help for students' future employment. In addition, some speech and debate activities can be carried out in college English teaching to enrich students' spare time cultural life, and enhance students' English application ability.

3.4. Improving Teachers' Network Technology Application Ability

With the advent of the Internet era, great changes have been made in College English teaching. Advanced Internet technology and multimedia technology have been applied in the process of College English teaching. However, Many teachers lack the basic application of information technology from the traditional teaching mode transformation process, which is not conducive to the promotion of College English teaching reform.

In view of the important role of teachers in college English teaching, it is necessary for teachers to further strengthen their sense of self-development to meet the needs of the era of big data. First, colleges and universities should carry out special training activities, strengthen teachers' awareness of using the Internet, help teachers form "Internet+" thinking, and constantly improve teachers' information literacy. [6]Secondly, colleges and universities should carry out the corresponding network teaching and research activities to help teachers keep pace with the times, Therefore, in order to ensure the teaching quality of College English in the era of big data, teachers should strengthen the study of Internet technology and multimedia application technology, comprehensively improve the application level of network technology, and better meet the requirements of College English Teaching in the new era.

3.5. Construction of English Teaching Evaluation System

At present, Internet information technology has become an indispensable means of College English teaching. For example, search for teaching resources through the Internet, students submit homework through the Internet, and teachers comment on students' learning through the Internet and teach through the Internet and so on, these related teaching activities are closely related to Internet

technology, but an effective teaching evaluation system is needed to support the evaluation of teaching quality. Therefore, it is necessary to construct an effective college English teaching evaluation system, fully realize the effective integration of teaching evaluation and teaching activities, and improve the quality of College English teaching by updating English teaching resources and optimizing teaching methods.

3.6. Construction and Sharing of English Teaching Resources with the Help of Big Data

In addition to the above measures, in order to further improve the effectiveness of College English teaching and the quality of student training, the author suggests that teachers should also use big data to promote the construction and sharing of English teaching resources. In this regard, we can start from the following aspects: first, in combination with the actual situation of students, with the help of big data technology, we can screen the teaching materials used in our teaching, and focus on the selection of those textbooks that are both universal, practical and personalized. In this way, we can not only meet the needs of the integration of course, but also realize hierarchical and personalized teaching, effectively improving students' English ability, and their training quality. Second, we should build English resource database with the help of big data technology. This is mainly through the big data sharing WeChat official account, QQ group, cloud or website or other software or platforms. Then teachers integrate their contents effectively and build an English resource pool. After that, in the teaching process, the contents of the English resource library are used, and the resources in the database are also used in the assignments, discussion topics and other projects completed by the students, so that they can make full use of the English resource library.

4. CONCLUSION

In the era of big data, great changes have taken place in college English education. Teachers should be deeply aware of the challenges and opportunities brought by the new era, and change the current rigid educational concept and mode. Teachers should deeply analyze the current situation of college English teaching, make use of the advantages of the Internet, actively innovate the teaching mode and method, highlight students' subjectivity, Improve teachers' network technology application ability, reform teaching evaluation system, construct English teaching resources and multimodal classroom, push college English education to a new height.

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