

The Study of College English Teaching in Internet Plus Era

Wencao Sun

School of Foreign Languages, Wuhan Polytechnic University, Wuhan, China

Abstract—Internet plus has brought new opportunities and has posed challenges to college English teaching. This paper analyzes the influence of Internet on college English, and introduces new modes of college English teaching and learning in Internet plus era.

Keywords—internet plus; college English; teaching mode

I. INTRODUCTION

Internet plus was written into the government's work report in 2015, and has become an important national strategy of social development. It has a revolutionary impact on educational ideas, modes and future. Diffusion of Internet plus in college English equips it with advanced information technology and improves students' English comprehensive ability and autonomous learning ability.

II. THE INFLUENCE OF INTERNET ON COLLEGE ENGLISH LEARNING

A. The Change of Teaching Resources

Under the traditional teaching mode, educational resources are mainly in the classroom, library, laboratory and other places, and the teaching resources are relatively closed. In the Internet age, education resources go beyond the boundary of different campuses, regions and even countries, covering all over the world. The sixth Plenary Session of the 18th CPC Central Committee put forward clear requirements on informationization of education-to build an effective mechanism to expand coverage of quality educational resources by means of informationization, and gradually narrow the gap between different schools, cities and countries. Its core is to build an effective mechanism to expand the coverage of high-quality educational resources. The Internet enables high quality education resources to open to all, and share with each other. At the same time, teaching resources are not limited to paper-based materials. A variety of electronic resources, such as videos, network platforms, network test database have become three-dimensional and have provided students with a personalized and autonomous learning environment.

B. Changes in the Form of Teaching Form

In the Internet plus era, teachers' teaching mode and students' learning mode have greatly changed. As for traditional teaching, teaching takes place in classrooms which are equipped merely with chalk and blackboard and students'

study is limited to the classroom and the book, resulting in passive learning. In Internet era, teaching has become a combination of classroom teaching based on network and students' autonomous learning, and student's learning has evolved into a trinity of teachers, students, and network. At the same time, information technology has exceeded the constraints of time and space, expanding learning space to any place with network. Micro class, MOOC, flipped classroom, mobile class are emerging one after another. Nowadays, "Mobile Internet plus class" is the latest trend at colleges. Through bullet screen, micro assistant software, teachers can manage students efficiently, strengthen teacher-student interaction, and create a harmonious classroom atmosphere. After class, through online courses, students can effectively control the progress of learning, and study independently.

C. The Reconstruction of Teacher's Role

In the traditional sense, teachers are defined as the knowledge imparter, and are considered to have "discourse authority" ". China has a long tradition of respecting teachers, who are considered to propagate the doctrine, impart professional knowledge, and resolve doubts. However, with the advent of Internet plus era, resources are more accessible, channels are diversified and teachers' role has changed. The main role of a teacher has shifted from a knowledge imparter to a course designer, a guide, a helper, and a participant in students' study. In the Internet plus environment, students differ individually in learning interest, ability and motivation to varying degrees, so the teacher should design personalized learning models according to learners' different learning conditions. At the same time, in the learning process, the teacher tests the effect of students' learning through formative assessment, and guides the students to complete the established learning goals. Furthermore, when students meet with difficulties and bottlenecks in the learning process, teachers should analyze the reasons and provide help. In teaching practice, teachers should design situations in the classroom, and participate in learning activities; after class teachers should broaden the channels of communication, strengthen the relations, and be good partners and friends with students through information technology. In Internet plus era, college English teachers should timely change the role, sometimes even play multiple roles, so as to mobilize the enthusiasm and initiative of students, improve the students' comprehensive English ability.

III. THE AUTONOMOUS LEARNING MODE OF COLLEGE ENGLISH FROM THE PERSPECTIVE OF INTERNET PLUS

A. *Micro Class, MOOC, Flipped Classroom*

The emergence of micro class, MOOC and flipped classroom has brought about the reform of education. Hu Tiesheng from Foshan Education Bureau in Guangdong Province regards micro class as the "mini video network course", and thinks it is based on micro videos, and is designed to aim at some certain key and difficult points for one subject or teaching procedures such as learning activities, themes, experiments and tasks. It contains video online learning resources which support a variety of learning forms.[1] Micro courses can satisfy students' individual learning, and are essential resources to MOOC and flipped classroom. MOOC stands for Massive, Open Online Courses. Massive refers to the size of the students; online means that the teaching process is completed through network; open means curriculum resources are open to all people. MOOC breaks the barriers of time and space in education so that learners can share the world's quality education resources together. The flipped classroom is a new teaching mode under the environment of Internet plus education. The concept of flipped classroom is relative to the traditional classroom. Before class, teachers provide teaching videos, courseware and other teaching resources, and students finish autonomous learning through network platform. In class teachers answer students' questions and guide them to collaborate, inquire and innovate. In flipped classroom teaching mode, knowledge acquisition takes place after class, and the knowledge is internalized in the classroom by the cooperation between teachers and students. Students and teachers can have effective communication in this way. Teachers have a clearer understanding of students' learning problems, teach students in accordance with their aptitude, and make students center of learning process, thus truly realizing personalized teaching.

Chen Jianlin(2015) states that the development of big data has triggered a deeper level of informationization, and informationization urges the birth and development of MOOC. The comprehensive integration of information technology and foreign language courses makes it an integral part of the curriculum, and the three concepts--big data, MOOC and foreign language teaching, seem to have connotative and logical links.[2]Micro class, MOOC, and flipped classroom have changed traditional college English teaching mode, reduced teachers' teaching time, increased students' extracurricular learning, stimulated students' learning motivation, and cultivated learning initiative and self-consciousness. Through online and offline blended learning, students have three-dimensional contact with English language materials, thus enhancing the comprehensive ability to use language.

B. *Mobile Learning*

In 2007, the "College English curriculum requirements" put forward by Ministry of Education promulgated that universities should make full use of modern information technology, change teacher-centered teaching mode and adopt new English teaching mode which is based on computer and network. The new teaching mode is free from the restrictions of time and

space, leading to personalized and autonomous learning. Also, the curriculum requirements emphasize that College English curriculum design should fully consider how to cultivate students' English proficiency, use advanced information technology, develop courses based on computer and network, and provide students with a good language learning environment. [3]College English teaching integrated with mobile technology, which came into being under the environment of Internet plus education, meets the requirement of Teaching Outline of Ministry of Education.

Mobile learning refers to the use of mobile terminal equipment to help break through the limitation of space and time, and it is the combination of Internet technology, wireless communication technology and educational information technology. Mobile terminal devices mainly include smart phones, laptops, IPAD, etc.. Mobile learning is an informal learning outside of the classroom. The advantages are as follows: Universal. As long as there is Internet, it is convenient for students to browse and review English material; Flexibility. According to constructivism, English learning is a process which selects and processes context based on experience and construct learners' own knowledge. Through mobile learning, learners can use spare time to review and internalize English knowledge efficiently; Situationalization. Mobile learning tools can help build a virtual learning environment, and create language learning conditions, thus facilitating the practical application of language; Interactivity. Learners can not only interact with resources, but also share learning experience with teachers and other learners, which enables learners to realize good interpersonal interaction and meets psychological needs of social communication. Mobile learning, as an expansion and assistance of traditional classroom teaching, is helpful for college English teachers to introduce related background knowledge cultural factors and language skills, and can effectively overcome the defects of traditional classroom teaching. Students use fragmented time to learn English at any place and develop lifelong learning awareness and independent learning ability.

C. *Maker Teaching*

The concept of maker has a narrow sense and a broad sense. In the narrow sense, Chris Anderson, in his book *Maker: the New Industrial Revolution* defined it as the person who uses 3D printing technology and a variety of open-source hardware to transform creativity into reality without aiming at making profits.[3]The broad sense of makers are those who can put the idea into practice and innovation. With the maturity of the Internet and 3D printing technology, maker education has brought an upsurge of global education reform. On March 11th, 2015, the general office of the State Council in China issued the guidance on the development of public innovation space and public entrepreneurship and put forward eight tasks for promoting public innovation and entrepreneurship, which laid a foundation for maker education at colleges.

China's maker education not only gains policy support from national level, but also meets the needs of China's educational reform, and has a guiding significance to college English teaching. Firstly, maker education integrates a variety of mature education concepts, such as experience teaching,

project teaching, DIY education, etc.. It emphasizes the deep involvement and practice teaching in experience teaching, attaches importance to task-based teaching method in project teaching, inherits the idea of DIY education and focuses on training students' hands-on skills. The concept of maker education promotes students to use English in real life, and solve practical problems in English. Secondly, information technology is an important engine of maker education. It provides resources for maker education, creates favorable conditions for maker members to communicate with each other, and provides a platform for social assessment. Through maker education, college English class develops students' ability to use information technology and cultivate multiple intelligence. Finally, the ultimate goal of maker education is to train the whole person. Maker education is not only the innovation of educational concept, content and methods, but is also related to the development of critical thinking, innovative thinking, team spirit, and professional skills, etc.. Maker education is a teaching mode focusing on unity of knowing and doing, and it meets the needs of the development of students and social demand.

IV. CONCLUSION

The teaching mode based on Internet plus injects vigor and vitality to college English class. Teaching resources change from closed to open, teaching form breaks the barrier of time and space and teachers' role changes dramatically. These changes urge students to learn English at any time and at any place and stimulate their learning motivation and cultivate students' autonomous learning.

The emergence of Micro class, MOOC, flipped classroom, and mobile learning has changed the form of education. Learners can customize learning plans according to their own level to achieve personalized teaching. Maker education helps cultivate students' ability to solve problems in real life, and effectively put the theory into practice.

Internet plus education makes learning more flexible and convenient, learning environment more comfortable. However, because of uncertainty of the network environment, it is necessary for college English teachers to think about how to monitor and guide students to learn, and help students to select suitable English materials from massive resources.

REFERENCES

- [1] Hu Tiesheng. "Micro lesson": the new trend of the development of regional educational information resources (J). *Research on audio-visual education*, 2011 (10): 61-65.
- [2] Chen Jianlin. Research on MOOC and foreign language teaching in big data era: challenges and opportunities [J]. *Foreign language teaching*, 2015 (1): 3-8.
- [3] Department of higher education of the Ministry of education. *College English curriculum requirements* [M]. Shanghai: Shanghai foreign language education press, 2007.