

# Exploration on the Reform and Innovation of College English Teaching Against the Background of "Internet Plus"

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**Abstract**—With the rapid development of economy and technology, Internet has long been integrated into all aspects of our lives and has changed our way of life. In this context, College English as the foundation of higher education is also undergoing reform and innovation. Based on the "Internet plus" mode, College English classroom teaching has been changed in teaching methods, teaching means, teacher-student roles and learning methods. It is different from the originally traditional single teaching mode, and is also a challenge and opportunity for both teachers and students. Starting with the current situation of College English teaching mode, this paper analyzes the necessity and feasibility of College English teaching reform and innovation against the background of "Internet plus", and the innovation and application of Internet in College English classroom teaching, in order to effectively improve the quality of College English classroom teaching, cultivate students' self-learning ability and improve their English language application ability and comprehensive quality.

**Keywords**—"Internet plus"; College English teaching; reform and innovation

## I. INTRODUCTION

Today, with the highly developed information technology, people's lives of all aspects have become inseparable from the Internet and modern mobile devices. Meanwhile, such College English courses as closely related to social development and national progress are also facing the same opportunities and challenges. As pointed out in the latest edition of "Guide to College English Teaching" issued by the Ministry of Education in 2017, "Improving quality is the core task of higher education development according to the spirit of the *Outline of National Medium and Long Term Education Reform and Development Plan (2010-2020)*." Teaching means are the tools, media or equipment used in class hour. In the age of Internet, computer network technology has become an indispensable modern teaching mean for foreign language teaching." [1] The single traditional College English education mode is teacher-centered, where students passively receive the knowledge imparted by teachers. Students enthusiasm and interest in the learning are not strong that, and this backward teaching means can neither longer meet the demand of modern

college students nor possible for students to calmly face the employment competition and working pressure brought about by the rapid development in the information age. Therefore, in the current situation that the class hour and score of College English are both reduced, the reform and innovation of College English teaching becomes imperative, and the key point in the reform is to fully recognize the importance of IT, integrate the traditional College English teaching mode with the new "Internet +" teaching mode to complement each other and learn from each other's strengths. Namely, the focus is to provide a platform for students to learn English by using the huge resources on the Internet and using various communication devices to realize an organic integration and innovative development of College English classroom teaching and internet-based teaching mode, and further improve the effect of College English teaching, enrich teaching resources, broaden the teaching approaches of teachers and make students' learn positively.

## II. STATUS QUO OF COLLEGE ENGLISH TEACHING MODE AGAINST THE "INTERNET PLUS" BACKGROUND

College English is indispensable in the teaching arrangements of various universities, which shows its importance and necessity. Therefore in the past decade, constant explorations have been made on the reform of College English teaching mode, and various new teaching modes have constantly emerged. The traditional teaching mode is just in teacher-textbook-students pattern. Nowadays, PPT classroom teaching has been widely applied. Till recent years, the rapid development of IT has also provided wider space for creation of College English classroom teaching. For example, the teaching methods combined modern network technology and English classroom such as micro-courses, flipped English classroom, and MOOCs have become a popular application and technology for English teaching. However in this circumstance, there has been no much improvement in the enthusiasm and activity of students to learn English. This is actually related to the constraints of objective factors such as students and teachers.

First of all, from the perspective of students: Most students have started learning English from primary school stage and even have got in touch with English earlier.

However, English teaching in primary school is mainly for passing examinations, so that teachers are the center and still require students to memorize mechanically, lacking oral teaching environment and practice atmosphere as well as interaction between students and teacher. It is precisely because of such lack of interaction that teachers cannot know about the learning status of students in time, not to mention giving targeted guidance and help. Due to this long-term passive learning, students gradually lose their interest and enthusiasm for learning English. Moreover, they have adapted to the old traditional teaching mode. So when new teaching mode and advanced teaching resources appear, they still cannot accept them and does not know how to apply it to their learning.

Secondly, from the perspective of teachers: in the context of rapid development of mobile Internet technology, it is of great challenge for the traditional English teaching means and mode relying on blackboard, chalks, slides and projectors [2]. At present, most teachers still use courseware to teach lessons. They can complete a classroom teaching as long as they can make simple courseware. There is still lack of interaction between students and teacher in the class and lack of communication after class. However, this single and traditional teaching method has been quickly eliminated. Teachers must rethink their own value, and reposition their role in English classroom teaching. Throughout the teaching process, teachers are both initiators of knowledge and users of advanced teaching modes. Therefore under the requirements of the Internet age, teachers must master the high-tech network technology, learn to use the network and mobile devices to prepare lessons, lectures and arrange and correct homework. Those techniques are a challenge for most teachers. On one hand, as most English teachers are women, they are intrinsically weak in using electronic devices and network technology. On the other hand, for some older teachers, they still like to adopt the traditional teaching mode; they think that the traditional teaching mode is more direct, and people's mind is more reliable than machine. So, they are neither interested in emerging technologies nor willing to learn the technologies. This directly affects the enthusiasm of teachers to use the network for teaching and also further hinders the application of new teaching modes.

### III. THE NECESSITY AND FEASIBILITY OF COLLEGE ENGLISH TEACHING REFORM AND INNOVATION AGAINST THE BACKGROUND OF "INTERNET PLUS"

#### A. *The Necessity of Internet Technology in College English Teaching Reform and Innovation*

Although application of Internet technology may encounter various difficulties in the reform of College English teaching mode, no reform can be realized in just one step. It involves a multi-faceted curriculum reform and is more a huge project. As pointed out in the "Guide to College English Teaching" issued by the Ministry of Education in 2017, the goal of College English teaching is to cultivate students' English application ability, enhance the cross-cultural communication awareness and communication skills,

and at the same time develop self-learning ability, improve comprehensive cultural literacy, and enable them to effectively use English in study, life, social interaction and future work to meet the development needs of China, society, school and students. [3] With the continuous deepening of China's reform and opening up, the burgeoning "Belt and Road" and the constant establishment of free trade zones, the trend of economic globalization have become more apparent. Against such a great background, China's economic and cultural interaction with the world becomes more frequent, followed by which English plays an irreplaceable role in international exchanges and cooperation. Therefore, the teaching tasks of College English courses are becoming more and more important. Only by cultivating professional English talents can colleges and universities be able to be needed by the society and make contribution to the development of China. However, the current situation of College English teaching in China is very embarrassing. Namely, students of non-English majors generally have weak English foundation. Over many years of teaching in the traditional teaching mode, students become lacking the ability to learn independently. After learning English for more than ten years, they still cannot communicate in English basically. Hence, it is imperative to make reform and innovation on College English teaching mode.

#### B. *The Feasibility of Internet Technology in College English Teaching Reform and Innovation*

With the rapid development of Internet technology, Internet technology has created a good space for the development of College English teaching both in content and practice, and also provided a powerful resource for the teaching. The rise of "Internet +" era has led to emergence of many new teaching methods such as multimedia network-based teaching, flipped classrooms, MOOCs, and micro-courses. In this context, campus networks, multimedia classrooms, and online courses are also increasing day by day. Those online teaching resources become important auxiliary tools in college English teaching. In this way, students can acquire knowledge without being restricted by time and space, so that the traditional single way of acquiring knowledge only from teachers' teaching in classroom is changed. In the context of "Internet +", the teaching mode of teachers has also undergone tremendous changes. It is no longer as teacher-led as before. The online teaching platform provided by school and the emergence of micro-courses and MOOCs can enable students to participate in the whole learning process, determine their own learning progress and make clear their learning goals. Teachers' teaching spaces are not just limited to the small podium any more. In the classroom, they can not only use multimedia teaching mode, but also realize interactive teaching through mobile phones or computers. This combination of online and offline teaching modes not only satisfies the requirements of students at different levels, but also greatly improves the teaching effect of teachers and the learning efficiency of students. Therefore, all-round application of internet technology has become the main approach to realize the reform and innovation of College English teaching.

#### IV. INNOVATION AND APPLICATION OF COLLEGE ENGLISH TEACHING AGAINST THE "INTERNET PLUS" BACKGROUND

##### A. *Innovation of Online English Resources in College English Teaching*

Applying Internet technology to college English classroom teaching is an auxiliary means for the traditional single teaching mode. It effectively compensates for the drawbacks of traditional teacher-textbook-student pattern, and gets the inflexible language teaching mode changed into a lively and vivid teaching mode. The creativity of this application is mainly reflected in the following three aspects:

1) *The Internet can combine textbooks and Internet resources together:* In current College English class, many teachers can produce and use PPT. But this teaching mode still lacks flexible interaction. Some teachers simply copy the knowledge on textbook to the computer. And now computer is combined with Internet to make knowledge dynamic. Internet resources are a collection of text, pictures, animations, sounds, and images. It can be updated in real time. So if teachers use Internet English resources to teach in class and show student the teaching content in sound and images, the teaching content can be more vivid, intuitionistic and visual. This way can avoid the tiredness brought to the students when explaining knowledge points. This dynamic mode can mobilize the interest of students to learn and strengthen the learning motivation of the students. It is of promotion function for both teaching and learning.

2) *The Internet can go beyond the text of the textbook:* In traditional teaching, textbook is the soul of the classroom; textbook plays a key role in the process of teacher's preparing lessons to teaching and students' pre-study to learning. However, the texts of some textbooks can no longer keep up with the development of the times; one courseware produced by teacher can be used for teaching generation and generation of students. And in this age of information explosion, students can not receive any fresh and interesting information from this kind of old textbook. Nevertheless, the network can provide very rich teaching information and make full use of Internet technology. Through internet, both teachers and students can effectively and quickly find other information related to the textbook, and no longer get stuck in the restriction of textbook.

3) *The Internet can be used to achieve a multi-mixed teaching mode:* The traditional teaching mode is formed by a classroom, a blackboard, a teacher and a group of students, where the teaching can be completed if only the teacher know about how to produce courseware and operate the computer. Since the rise of online platform, the teaching method of teachers has no longer been limited by time and space. Teachers can produce and show the videos related to the teaching content before class, and in class guide students to internalize such knowledge as known about before class. This teaching mode is the flipped classroom developed on

the basis of Internet. It reverses the order of teaching and learning, cultivates students' self-learning ability, and improves their comprehensive English literacy. Internet technology also poses huge influence on learning methods. The traditional teaching mode mainly mobilizes students' visual and auditory abilities, while the teaching mode based on Internet technology is no longer a simple paper version. Based on Internet technology, teachers can put words, pictures and sounds together so that students can use their various senses to jointly receive information in learning. Based on this, the MOOCs came into being. The MOOCs is a product highly combined modern information technology and curriculum teaching together. It is created on the basis of platform and operated on the internet. It is intrinsically different from traditional course in aspects of "number of students, time and space in classroom, learning motivation, learning subject, interaction method, curriculum design and evaluation and other sections", and realizes in-depth interaction among platform, teachers, learners and learning resources. [4] Through the large amount of teaching resources provided by MOOC, students can learn without time and space restrictions, so that more learners can obtain more fair learning opportunities. Above all, it can be clearly seen that Internet technology has become a necessary means of college English classroom teaching. Only by combining traditional teaching mode with modern network technologies together (such as flipped classrooms, MOOCs, and micro-courses) can it be available to truly realize the "student-centered" teaching objective.

##### B. *Application of "Internet Plus" Technology in College English Teaching Mode*

It must be a hard way from the rise of emerging technology to its universal use, but no power can stop its development. So, the reform of College English teaching in the context of "Internet +" is the desire of all people and is needed in order to adapt to the development of the times. However, both teachers and students need to make great efforts to apply this new teaching mode to real teaching and learning.

1) *Change in roles of teacher and students:* In traditional teaching mode, teachers are in an absolute leadership position in the classroom. Teacher controls the progress and teaching flow of the course. In this teaching mode, teacher is responsible for continuously teach lessons and student is responsible for passively receive the teaching contents, lacking effective interaction in the classroom, so that student listens to the lesson mechanically and keeps record of all teaching contents without focus. Therefore, the students cultivated in traditional teaching mode for ten years can only take exams; some of them even cannot pass the exams, not to mention communication. As a result, many students become less and less confident, and College English course become a burdensome that they can't get rid of. In the era of highly developed Internet technology, the roles of teachers and students must be changed. Teachers are the

instructors for "teaching and explaining the puzzle" instead of leaders. It is needed to improve student's dominant position and achieve the benign interaction between teacher and students; in the new teaching mode, students can actively learn and participate in the teaching arrangements before, in and after class to practically improve their efficiency in learning English.

2) *Change in the "teaching and learning" tasks of teacher and students:* The rapid development of Internet technology and the tremendous change in teaching mode have urged teachers to not be reluctant to leave the traditional teaching mode. Teaching can no longer be completed just by producing and using a courseware. College English teachers should keep up with the times, learn and make full use of such network technologies to share English curriculum resources, and guide students to learn to use those technologies and enjoy the convenience in the open and fair English learning environment. In addition, teachers should pay attention to the design of teaching links, because the change of teaching mode will surely lead to changes in teaching design. If only technology is used and the classroom design still copies the original teaching links, this change is failed. Thereby, teachers should realize that teaching design plays a key role in the completion of teaching objectives. It is necessary to make good use of Internet technology and make scientific and rational planning for the curriculum design according to the level of students, so as to truly ensure realizing the teaching objectives. For students, in the context of "Internet +", the rise of many electronic mobile devices should not be a hindrance to their learning, but become a good assistance for their learning as there are large number of online learning resources available to be acquired by just typing fingertips. Students can search interesting information and learning materials relevant to the textbook via mobile multimedia, consciously conduct online self-learning, and adapt to such new teaching mode as combined online learning and classroom learning as soon as possible.

## V. CONCLUSION

Against the background of rapid development of Internet technology, the reform and innovation of College English teaching mode is in full swing. The traditional single teaching mode can no longer meet the needs of the development of the times. This is both a challenge and opportunity for teachers and students. Teachers should make full use of the huge English teaching resources provided on the internet, continuously improve their comprehensive ability, scientifically and rationally integrate Internet technology into classroom teaching, and use mobile media to improve the quality of classroom teaching, enrich the content of classroom teaching, cultivate students' self-learning ability and English application ability, enhance their cross-cultural communication awareness and communication skills, improve students' comprehensive cultural accomplishment, and become the talents that the country really needs.

In summary, the combination of "Internet +" technology and College English teaching reform and innovation is the only way to achieve College English teaching objectives and improve students' English application ability. Teachers and students must firmly take this opportunity to truly improve the teaching and learning quality in College English classroom.

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