

Strategies for Applying Internet+ Blended Teaching in College English Teaching for Application-Oriented Colleges

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Abstract: “Internet+” has provided abundant teaching resources for college English and set up high-quality conditions to cultivate talents, but has brought with numerous challenges to traditional education concepts, teaching and learning modes and teaching faculty team construction. As college English teaching practitioners, we should learn to utilize Internet-related technologies to modify and enrich our teaching concepts and modes. Applying new media in college English teaching, updating teachers’ thoughts and establishing online English learning platform are the three strategies to cope with innovation of college English teaching in the “Internet+” era.

Keywords: “Internet+”; College English teaching; Blended English teaching

1 Research background.

Chinese Premier LI Keqiang proposed the “Internet+” Initiative in March 2015, which has been extensively known in various different fields. In this background, the current trend requires college English teaching to follow the trend, and fully utilize information-based technologies in class, especially for application-oriented colleges which shall reinforce cultivation of application-oriented talents. Blended teaching can combine internet technologies with college English teaching to improve teaching effects and students’ interest in learning English and practical English ability.

2 Challenges in blended English teaching in “Internet+” background

2.1 Challenges against traditional education concepts in college English teaching

In the traditional English teaching and learning, teaching is dominated teachers. Teacher plays a dominant role in English teaching. However, it now has turned into a time when students play the dominant role. Teaching shall not focus on teachers, but students. Therefore, this firstly requires teachers to adapt to this change, and recognize that students can get much more knowledge from network than from teachers. Compared with traditional learning-teaching communication, online teaching is not limited by space or time. Students are confronted with infinite knowledge and they may propose any question that you cannot answer any time, which requires teachers to be able to utilize various Internet technologies in their teaching.

Besides, teachers shall be the learner and practitioner in Internet teaching, and master Internet learning technologies and knowledge before students do.^[1] (Liao Jinchao, 2005) The new college English teaching mode is more about learning, practicing, innovating and leading in the process. We need to explore for effective ways to improve teaching, innovative methods and connotation-based development.

2.2 Challenges for traditional teaching and learning mode

The “Internet+” has proposed challenges to traditional teaching modes and class teaching mode. In traditional teaching, almost all teachers apply spoon-feeding teaching method, and students are, to some extent, forced to learn in class. And there is no other channels to obtain knowledge, except for from teachers and textbook. This is quite limited, in terms of both teaching method and leaning source. Besides, students have been learning in this mode for almost 20 years. There is no surprise for them, which makes it difficult to attract students’ attention.

Therefore, it is urgent to innovate teaching and learning mode in the Internet+ background, and combination of online teaching and offline teaching is an effective way at present. It can share quality teaching resources and teaching modes, and explore for diversified teaching modes such as MOOC, micro-course and flipped class. Not only can these innovative modes gradually motivate students’ enthusiasm and initiative, but they can also enhance examination and evaluation on teaching effects.

2.3 Challenges for construction of college English faculty team

The increasingly diversified knowledge acquiring method forces college English teacher to turn into knowledge structure designer and learner from the original knowledge conveyer. Therefore, it is another big challenge for teachers to apply Internet technologies to develop online courses and put into practice online teaching in the new times. Information-based technologies have changed or are changing almost all the fields. As relevant technologies have been gradually broken through and drive force to education brought with big data, cloud calculation and AI learning gets gradually remarkably, construction of teaching faculty in has become a critical topic

for relevant competent departments and teachers themselves in the new era.

3 Strategies for applying blended English teaching

3.1 Assist college English teaching with new media

New media is a communication pattern, by virtue of digital technology, to provide users with information and other services through computer network, wireless communication network, satellite and other channels and terminals such as computer, cell phone and digital television. Currently, most college English teachers use multi-media in their teaching, such as English video, music and PPT.^[2](Li Yingmei, 2016) But such a mode seems a bit lagged behind at present, and it is hard to motivate students' learning interest because they are so familiar with this and there is no so much innovation in teaching form. However, with new media, we can do much more than those we do with multi-media. For example, we may introduce micro-course to English class. It takes students only a few minutes to master an English language point. This enhances learning efficiency in class, thus leaving much more time in class. Now, new media becomes a creative measure to promote modernized education in colleges and universities. Application of new media in English teaching will gain us numerous advantages, such as turning dull and boring class into media experiencing class involving different sensing organs, show English language in a more vivid and solid way, and extending students' knowledge horizon.

3.2 Updating teaching thoughts

There exist many problems in the application of multi-media technologies in English teaching practice. For example, some older teachers may not easily master such teaching technologies. Therefore, it is necessary to change teaching concepts to apply blended teaching mode in college English teaching in the background of "Internet+", and learn to use new media technologies and equipment.

Therefore, in terms of upgrading teaching concept, we need to require teachers that refuse to accept innovative teaching mode, set up conditions for them to realize the differences in teaching effect between new and old teaching modes, and enable them to experience positive functions of mixed English teaching mode in college English teaching. Besides, in the aspect of technology, we also need to reinforce our learning, establishing multi-media teaching technology group or organizing free training courses to obtain such technologies.

3.3 Establishment of online English learning platform

Online English learning platform is a product generated from mixed college English teaching mode, and an effective measure to build up blended college English teaching mode as well.^[3] (Deng Tianwei et al. 2017) For example, English teachers can enter learning materials to be taught in class on the English teaching platform, and ask students to preview such content before the next class and search for relevant other knowledge in their spare time, so as to save more time in class. They may also propose on the platform questions on the difficult knowledge points that students may not be able to accurately understand in class, so as to reinforce students' learning effect. Besides these, they can even organize English tests on the platform, which cannot only gain students such special experience with electronic equipment, but also enable them to integrate the traditional three English learning elements, namely reading, listening and writing, thus improving English teaching efficiency. With online English learning platform, not only can students feel the convenience of the mixed teaching mode in the background of "Internet +", they can also get more knowledge on English and western culture and feel more about charm of this language.

4 Conclusion

With development of communication technologies and taking online courses for almost a year due to COVID-19, college students have basically adapted to the electronic learning environment with cell phone or computer. Teachers shall also learn about new media technologies and learn to apply innovative relevant technologies. Besides, they also need to keep pace with time and keep enriching their knowledge and innovating teaching mode and class design. For teachers, knowledge is never the only thing that teachers are supposed to teach students. What's more important, teachers shall teach students how to learn and explore.

The education target of college English is to cultivate talents with international horizon and cross-culture communicating capability. In the background of upgrading economic structure, education industry shows huge "Internet+" potential. English teachers can bring to college students bi-language and bi-culture comparison education with preset purposes and targets, so as to cultivate comprehensive talents and build up a lifelong learning society that suits for time development. This is more urgent in application-oriented colleges.

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