

On the Reform of College English teaching in Chinese Private Universities under the Background of “Internet +” Era

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Abstract: *In the era of “Internet+”, traditional college English teaching in private universities and colleges in China is facing great challenges. Meanwhile, the rapid development of internet information technology has brought about rare opportunities and vitality into College English teaching, which accelerated the structural reform of College English teaching in China. This paper analyzes the problems and challenges faced by Chinese private universities under the background of the “Internet +” era. At the same time, aiming at these problems, this paper puts forward some countermeasures of reforming College English teaching in Chinese private universities, hoping to provide some advice for improving the quality of College English Teaching in Chinese private universities.*

Keywords: *“Internet+”era; College English teaching; private universities*

1. Introduction

“Internet +” refers to the integration of the Internet with the traditional industries with the help of modern information technology and the Internet technology. “Internet+” is an important driving force for the future development of education. “Internet+ education” was first written into Chinese government work report in 2019 NPC and CPPCC. Thus, the role of the Internet in the reform and development of education in China should not be underestimated. Under the background of “Internet+”, traditional college English teaching in Chinese private universities is obviously unable to meet Chinese students’ needs to realize the individualized learning, to improve the comprehensive ability and to promote the occupational development in the new era. The teaching of College English in Chinese private universities is often unsatisfactory. It is difficult to achieve the educational goal of cultivating excellent English talents for Chinese society. Under the background of “Internet +”era, it is imperative to optimize the reform of College English Teaching in Chinese private universities.

2. Challenges Faced by Chinese Private Universities in College English Teaching

2.1. Challenges in Educational Concept

The essence of educational modernization is not only the modernization of people, but also the modernization of educational ideas and educational concepts. Lei chaozi, the director of the Science and Technology Department of the Ministry of education, stressed the need to innovate educational concepts at the Internet Yuelu summit in 2019, and he also pointed out that in the era of educational informatization, “we should promote the personalized development of students, cultivate talents with innovative ability, cooperative spirit, international vision.” Under the background of “Internet+”era, teachers in Chinese private universities should change their outdated educational concepts, get rid of the shackles of exam-oriented education, and give emphasis to the cultivation of students’ autonomous learning ability and creative thinking rather than their exam scores.

2.2. Challenges in Teaching Modes

With the continuous advancement of educational informatization, new teaching modes such as micro lectures, MOOC and flipped class emerge. The traditional teaching mode of “teacher + chalk + blackboard” can not satisfy the new requirements of modern education. The traditional classroom has transitioned to be the multimedia classroom, and is turning to the mobile classroom. This requires that

college English teachers in Chinese private colleges should take the initiative to learn and master advanced network information technology, effectively integrate network teaching resources, and realize the information-based teaching of College English.

2.3. Challenges in Teacher-Student Relationship

In traditional English teaching, teachers are the only resource from which students could get knowledge, and they have absolute discourse power in the classroom and are in a "dominant" position in the teaching process. Due to the knowledge gap between teachers and students, teachers are always regarded as the leaders of the classroom and are unwilling to accept students' doubts and different opinions. What's more, most Chinese students are weak in learning autonomy, and lack independent thinking, so they have strong dependence on their teachers, and dare not challenge teachers' authority in classroom. However, with the development of Internet mobile communication technology and the popularity of electronic devices such as smart phones, students have more and more channels to obtain knowledge, and their dependence on teachers has gradually decreased. Teachers' authority is inevitably challenged.

3. Reform Strategies for College English Teaching in Chinese Private Universities in the "Internet+" Era

3.1. Construct Multi-blended Teaching Mode

3.1.1. Construct "Flipped Classroom" Blended Teaching Mode based on Mooc

Mooc is short for "massive open online course", which is an innovative form of education based on Internet platform. At present, the well-known Mooc platforms in China include CMOOC, IMOOC, Icourse, , CNMOOC, etc. These Mooc platforms collect much excellent teaching resource, and students can obtain these learning materials on the platform for free. Flipped classroom, also known as inverted classroom is a new teaching model. Utilizing flipped classroom, English teachers can make students learn the knowledge before class, and internalize knowledge through teacher-student discussion and group cooperation in class, and consolidate knowledge through expansive training after class. Flipped classroom ensures students' learning time and helps to better achieve teaching objectives. College English teachers in Chinese private colleges and universities can combine Mooc with flipped class, introduce high-quality curriculum resources into English teaching activities, enrich classroom teaching activities and improve students' autonomous learning ability. When selecting Mooc resources, teachers should consider the learning habits and physical and mental state of their students, guide students to learn with the help of network online communication platform, and provide one-to-one targeted teaching guidance.

3.1.2. Construct "Flipped Classroom" Blended Teaching Mode based on Micro-class

Micro class is one of the most popular teaching methods in the "Internet +" era. Micro class videos are mainly designed and recorded by teachers, which are mainly centered around a difficult or an important knowledge point in the teaching process, and then these videos are shared with students on the learning network platform. Micro lecture videos are usually short and concise, and can be watched repeatedly anytime and anywhere. So, by utilizing micro class model, teachers can help college students realize personalized learning and fragmented learning under the background of ubiquitous learning era. When making videos, teachers in Chinese private universities need to consider the learning characteristics of different students in different majors and classes. Before recording micro lecture videos, they need to clarify the teaching objectives and consider the teaching content to be presented in the videos. On the network teaching platform, teachers upload task lists, videos, PPT, documents, etc. before class. Students complete self-learning and testing before class by watching teaching videos and studying related materials online. Since students have completed the learning of the teaching content before class, high-quality learning activities in class become particularly important. In class, teachers can carry out project-based teaching activities, guide students to cooperate in the study group and complete group assignments. The flipped classroom teaching model based on micro-class makes up for the disadvantages of traditional college English teaching and stimulates students' initiative and enthusiasm in English learning.

3.2. Create Multi-interaction Learning Environment

In the "Internet +" era, teaching and learning is no longer the activity confined to the classroom.

Teachers can do real-time communication with students by using modern information technology before and after class. Rather than traditional instructors, teachers in the flipped class serve more as providers of learning resources, organizers and guides of classroom activities, and motivators and collaborators of learning. What's more, the college students nowadays are a group of post-2000s generation, who are called "digital natives" in the Internet era with strong learning ability to master modern science and technology and strong ability to accept new things in a short time. The rapid popularization of internet and the wide use of electronic mobile devices such as mobile phones have enabled students to do mobile learning and to engage in active learning. With the promotion of "Internet + education", various English learning APPs emerged and became more and more popular among college students. At present, the English learning apps loved by College English teachers and students include *Fluent English in Speaking*, *Youdao Dictionary*, *Kekenet English*, *Interesting English Dubbing*, etc. Teachers can check students' timing record on these learning software to supervise students' self-study. Teachers can also use social platforms such as QQ and wechat to promote communication and interaction with students. According to the survey, the proportion of college students using wechat is almost 100%, and wechat has become the most important social software for college students. This also provides opportunities and possibilities for teachers to teach through wechat. The teacher can set up WeChat official accounts, release learning tasks, upload learning resources, and conduct real-time communication and interaction. There are many excellent Wechat official accounts about English learning, such as China Daily, EnglishStyle, FT daily English, etc. English learning APPs and WeChat learning official accounts create multi-interactive learning environment for students and teachers, making English learning an interesting game and at the same time, cultivating students' learning autonomy.

3.3. Create Multiple and Dynamic Evaluation Mechanism

Evaluation is an important step for teachers to test their teaching results and students' learning outcome. With the continuous development of educational informatization, the traditional evaluation system can not be suitable for the new multiple and blended teaching mode and the characteristic of fragmented learning. The multiple and dynamic evaluation system can reflect comprehensively and dynamically the students' autonomous learning, learning process and learning outcome under the multiple-mixed teaching modes such as Mooc, micro class and flipped class. Take Zhejiang Yuexiu University, a private university in southeast China as an example. Scores of College English mainly consist of scores for daily performance (formative evaluation) and final exam scores (summative evaluation). Scores for daily performance include homework scores, attendance and classroom performance. The most common homework are word dictation, translation, composition and other paper homework. With the popularization of multi-blended teaching mode, teachers have realized the combination of online evaluation and offline evaluation, and the combination of behavioral evaluation and formative evaluation. In addition to the paper homework, teachers also assign audio and video homework, such as singing English songs, dubbing English films, reading classics, imitating English speech, etc. With the help of the network platform, teachers can supervise students' self-study, group work and their participation in online discussion in real time. Summative evaluation mainly includes classroom test, mid-term examination and final examination. The test results at different stages reflect the effectiveness of students' autonomous learning and the improvement of learning skills.

4. Summary

In the "Internet +" era, the teaching of College English in Chinese private universities is facing great challenges and new opportunities. Teachers in private colleges and universities should change their educational concepts and improve their ability to integrate teaching resources. At the same time, they should constantly strengthen their learning ability and master various information technologies. In order to realize the deep integration of education and information technology, university teachers need to construct a multi-blended teaching model, create multi- interaction learning environment for students, and build a multiple and dynamic evaluation mechanism, so as to promote the reform of College English teaching and ensure the quality of College English Teaching in Chinese private universities.

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