Study on the Reform and Development of College English Teaching on the Background of Internet Environment

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Abstract: In the English language teaching, the combination of English teaching and modern educational technology in micro classes, overturned classroom and MOOC applications has become a popular English teaching reform. They are in the information age to reform the English teaching model and the traditional teaching mode, teaching methods, teaching ideas and teaching methods of great challenges. In the current college English learning in the reduction of time, credit compression of the status quo, college English teaching reform should focus on improving the computer network in English teaching in the important position of the information technology and college English classroom organic combination, so as to improve the quality of teaching, to stimulate students to learn interest.

1. INTRODUCTION

"Internet" era of the gradual popularization of the network, we can tablet PCs, smart phones and other intelligent terminals anytime, anywhere use of the Internet to obtain information and knowledge, it not only changed the way people access to knowledge and information, but also changed the learning of English learners Way and learning ideas. The development of mobile Internet has changed the traditional teaching methods of "chalk, blackboard, projector, slide" and so on, so that teachers can re-understand and think about their classroom orientation and the space and time limit of students' learning.

Traditional English teaching is mainly around teaching materials to teach knowledge, mainly the use of "spoon-fed" teaching method for teaching. The development of the Internet to micro-class, MOOC and other applications gradually rise, the way of teaching constantly enrichment, expansion, students to break through time and space constraints, the use of the Internet anytime, anywhere access to a variety of language information and a variety of authoritative experts to explain, So that students can break through the limits of textbooks to learn English. In the traditional English teaching model, teachers have been in the subject position of English teaching, and students are usually only passively accepted, but the development of the Internet has changed the traditional English teaching model. English teachers to use the Internet using project, cooperative, exploratory and task-based teaching model to achieve the transformation of teaching, so that students take the initiative to participate in learning, teachers actively inspire and guide as the norm of teaching. Chalk, blackboard era is coming to an end, with intelligent equipment and the Internet convenient, modern and diverse teaching methods. Modern English teaching mode not only to improve the quality and efficiency of teaching, but also to adapt to the "Internet" era of college students learning the way and characteristics.

"Internet" under the age of college students to learn English learning is mainly active learning, self-learning, personalized learning and cooperative learning. The use of the Internet can make it easier for students to acquire knowledge and resources, improve the openness of classroom learning, so that teachers and classrooms are no longer the main way to impart knowledge. Teachers classroom mainly to answer questions and answers, to guide students to acquire learning skills and ability, no longer just to teach knowledge of the place. The combination of modern technology and classroom teaching can make students more inclined to self-study, broaden the learning path and enrich the resources of autonomous learning. Students can be more independent choice of learning materials, such as for a certain skill, he can listen to teachers in the micro-class to explain, you can also choose to listen to other teachers in the class teacher's teaching. As long as you have a wireless network and intelligent terminal can at any time, any place to learn, change the limitations of the previous classroom teaching.

The traditional teaching model will teach teachers as knowledge of the lecturer and pass. But they will still "give students guidance and necessary support when students need help, urging students to learn, and teachers change into a way for students to acquire and use resources and apply knowledge." Teachers in the teaching process not only to impart knowledge, Q & A, but also to enhance their own information technology and capabilities. In the traditional teaching mode, teachers only need to learn to produce courseware, operation of the computer and has a good professionalism can be classroom teaching. But in the new environment, teachers not only to master

the high classroom organization and resource integration capabilities, but also have a certain level of information technology. Internet learning resources will have an impact on student choice and learning, do not know how to choose, teachers need for students to distinguish what is excellent learning resources, and to teach students to provide, such as related courseware and micro-class video The Teachers in the classroom teaching to fully mobilize the enthusiasm of students, and have a certain ability to organize classroom activities, such as game learning, project learning and cooperative learning. In addition, teachers need to master the practical knowledge of information technology, ability and awareness, and learn to produce micro-courses, view the status of learning platform, and students and online and offline interaction skills.

2. BUILD "MOOC + MICRO CLASS + FLIP CLASSROOM" MULTIPLE MIXED TEACHING MODE

As a new teaching model --- flip classroom is known as the Internet age education revolution, reversing the traditional learning process of knowledge transfer and knowledge of the two stages of the requirements of "pre-class students through the teaching of video to complete the teaching of knowledge, class students through a variety of teaching forms to complete the internalization of knowledge. Many domestic scholars have also explored the application of flip classroom in college English teaching. Their research results show that the teaching of the classroom is accepted by most learners and satisfies the individual needs of English learning, which is beneficial to the promotion. Learner information literacy, autonomous learning ability and English comprehensive application ability. Therefore, it is the organic combination of high quality teaching resources and emerging teaching mode, which is the direction and future development trend of college English teaching reform, and constructs and implements the multi-mix teaching model based on the teaching class and the mini class. Based on the classroom teaching model is a modern product of information technology and curriculum teaching a high degree of integration, MOOC based on the platform to rely on the Internet to run, and the traditional courses in the "number of lectures, classroom time and space, learning motivation, learning subject, interactive way, Curriculum design and evaluation and other aspects of the essential differences, "to achieve the" platform, teachers, learners and learning resources, the depth of interaction. " These changes and interactions are conducive to the input and output of language. College English reform should be based on the development of Muji, combining Muji and flip classroom organically, emphasizing "student-centered", cultivating students' English application ability and autonomous learning ability. MOOC

provides a large amount of quality teaching resources, but the completion rate and applicability of these resource courses have been questioned. College English teaching can not simply imitate the form of foreign MOOC, it should be a profound grasp of its connotation of the concept, by force classes to build suitable for English teaching personalized teaching model, that is, "MOOC (autonomous study) + flip classroom (results report)" Teaching model. The implementation of this teaching model should pay attention to three key points: pre-class use of Muji self-learning to enter the language, class discussion, report the results to consolidate the internalization of knowledge, after-school teachers and students feedback in a timely manner to promote students to improve learning strategies. Teachers' roles should be transformed into providers of learning resources, helpers of learning strategies and evaluators of learning outcomes. MOOC resources can be the introduction of foreign high-quality teaching resources, teachers can also work together to build the school-based resources. Before providing the students, teachers need to carefully select the resources suitable for the students' language learning and design students to study the activities of the project content and reporting requirements. In the self-learning stage, students repeatedly watch, listen to Mu-class video to complete the language input stage. Classroom teaching is a student focused language output stage, students group show project learning results. Students are grouped in accordance with the intended content and requirements in the form of oral reports or written reports in the form of output of the results of group cooperative learning, the responsibility of teachers is a report on the students stage of the evaluation. After school teachers and students through the online learning platform to discuss the group learning experience, summed up the problems in learning, feedback to share the outstanding learning outcomes, better supervise and encourage students to adopt reasonable learning methods for independent study. For students, the quality of video resources than classroom teachers face a number of students to teach the input better; students can not be time and place restrictions repeatedly watch, more in line with the needs of students personalized learning; group cooperative learning can improve students Learning initiative and cooperation. For teachers, teachers get rid of the classroom teaching boring and tired; classroom teaching and online discussion, feedback seamless docking, so that teachers more in-depth understanding of students in order to better carry out personalized teaching; in order to give full play to teachers in student learning In the guidance, help and evaluation of the role of teachers need to continuously improve their ability to help teachers career development.

3. BUILD "WE-CHAT + MOBILE NETWORK" MULTI-INTERACTIVE LEARNING ENVIRONMENT

At present, college English teaching generally uses the computer as the carrier, the Internet as the support of the teaching environment, although the development is more mature but there are still many problems: the computer is bulky, easy to move, need a larger space storage, hardware equipment aging faster , Can not adapt to the rapid development of information technology; for teachers, the need for computers to effectively manage teaching resources, can not timely and effective understanding of student learning and feedback information; for students, the need for fixed time, fixed location access to learning resources Self-learning, students can not meet the individual needs of learning. Therefore, it is urgent to develop a college English learning platform suitable for English teaching development and information technology development based on mobile network.

Tencent's 2011 launch of the We-Chat is a multi-platform, multimedia in one free communication service applications, because of its mini, easy to operate, multi-dimensional interactive has become one of the main means of communication. According to Chai Yangli's study, 89% of students with intelligent equipment use We-Chat, and students are generally more willing to accept the way through the We-Chat to accept English learning materials. We-Chat English learning platform for its mobility and performance at any time to break the teacher-centered one-way knowledge transfer model to achieve the teaching of multiple interaction, but also conducive to learners make full use of time to achieve language debris learning. We-Chat English learning platform using We-Chat software personal client and public platform for data transmission, resource sharing, interactive communication and other functions. Teachers use We-Chat of the individual client will be composed of micro-groups of students, the use of We-Chat text, pictures, voice, video communication function to students to send learning resources such as micro-class, URL links, to facilitate students to download autonomous learning. In the course of teaching, teachers can also use two-dimensional code generation software will teach courseware, lesson plans, after-school test materials to generate two-dimensional code, so that students "sweep away" can be downloaded, changing the traditional mode of teaching students Notes and can not concentrate on the problem. After the class, teachers and students use micro-platform to communicate, discuss learning content, to achieve the interaction between teachers and students, students can real-time understanding of students' learning situation and problems, a reasonable guide and timely guidance of students to learn personalized design for students teaching content. Teachers and students can also share useful learning resources through "circle of friends". In addition, students can also use the teacher to guide the use of English learning the public platform to achieve fragmented learning. At present, the English learning We-Chat public platform has a lot, such as improving the ability of students to express their English and English fluency every day to improve students reading, translation and writing ability to enjoy the music class. These public platforms are rich in resources, interesting learning form, students as long as the "attention" can use the sporadic time to learn, to achieve the language of continuous input and fragmented learning. We-Chat English learning platform than the traditional learning platform has the following three advantages: schools, teachers and students into small, easy to use. Schools only need to cover the wireless Internet within the campus, eliminating the need to purchase a large number of equipment, maintenance equipment, updated funds and manpower. Teachers and students do not need to buy new equipment or learn new technology, just use the existing intelligent device to download the software to operate. A variety of teaching resources and timely interaction strengthen the students to consolidate and understand the knowledge. Rich image of the picture and video and other teaching materials, multi-sensory stimulation not only meet the characteristics of modern students learning, but also can greatly stimulate the enthusiasm of students to improve student learning efficiency.

In the learning environment, "learners can obtain the required English language and culture information, enter the optional interactive learning environment, real online or offline language communication activities and get real-time feedback". In the environment of full coverage of mobile Internet, the design and development of teaching management, autonomous learning, curriculum teaching, learning evaluation, interactive communication as one of the English teaching system is conducive to expanding the teaching space, reflecting the pan-learning interaction, sharing, Autonomy and other characteristics.

Pan in the learning environment of the English teaching system is conducive to the realization of management, teaching, evaluation and other aspects of the organic combination of teaching. The management function allows the teaching manager and the teacher to carry on the real-time dynamic management to the student's learning activity. Teaching information, curriculum information, test information, test results and other unified release and management makes teaching management efficient and orderly. Teaching system integration and optimization of learning resources, the construction of ubiquitous curriculum teaching system to meet the diverse student, personalized learning needs. The teaching system is divided into three basic modules: basic course, extension course and extension course, which satisfies the students' diverse language

learning needs. Basic courses include language skills to meet students' needs to improve their listening, speaking, reading, writing and translation skills. Expand the course covers intercultural learning, broadening students' international horizons, cultivating students' cross-cultural awareness and cross-culture communicative competence; extended courses and professional English courses, the students of English comprehensive ability and professional ability to enhance the play a significant supporting role. All the teaching resources of the course are put in the mobile teaching system, students can choose according to their own learning objectives suitable courses, to achieve personalized, ubiquitous self-learning. The teaching system also includes the ubiquitous learning interaction platform to realize the organic interaction of teachers, students, teaching resources and learning platform. The evaluation system of the system is an important guarantee for the realization of efficient teaching management. The use of teaching system to carry out a variety of evaluation system, including student self-test, teacher's formation test, the end of the course test, individual language skills test, comprehensive language proficiency testing and other diversification assessment mechanism. With the teaching system testing and management results, to achieve scientific testing standards, test indicators comprehensive, diversified test methods. The construction of the ubiquitous learning environment based on the wireless Internet requires the support of the intelligent terminal, the network technology and the software equipment. It also needs the teacher's knowledge and ability to improve the information technology, and requires a lot of manpower, capital investment and educational technology research department. The reliable combination of ubiquitous English teaching system and wireless network and intelligent terminal can realize the generalization of learning environment, teaching management, teaching interaction and teaching test.

4. CONCLUSION

As a great challenge to university and teacher orientation, teaching model, and concept, the "Internet" era is also an opportunity for modern universities to achieve teaching transformation. Teachers should not only continue to improve their teaching ability and teaching literacy, but also good at using modern technology to change the previous teaching methods and means. The use of flip classroom, micro-class and MOOC and other teaching platform enhance the quality of teaching to meet the diverse needs of students to improve students' learning ability.

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