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Internet Plus University and College Foreign Language Teaching Reform

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ABSTRACT

The “Internet Plus” on-line platforms provide many innovative approach to learning; but providing convenient college education on-line also poses many new challenges that have not been explored. Some of these educational challenges are explored in the development of an innovative foreign language teaching program in China Universities. Foreign language education networks can be designed on “Internet Plus” platforms to enhance teachers' teaching capabilities. Using "Internet Plus" platforms is key to foreign language teaching reform in colleges and universities.

1. Introduction

The “Internet Plus” platforms integrate the traditional internet with Internet information technology. For example, channels such as business model improvement of production or economic transformation are integrated with traditional Internet resources. This instructional model reflects a new social form for using Internet technology to access social resources, enhance social productivity, and achieve information development^[1].

The emergence of “Internet Plus” provides resources for new college and university teaching models that use information technology principles to organize new and traditional internet resources. “Internet Plus” adds the best educational resources, blocking the authority of the monopoly of knowledge, and further expansion of the traditional learning methods of the students. “Internet Plus” gives learners more access to education resources which allows college students and instructors the freedom to break cultural space-time limitations. In traditional teaching knowledge and theories come from textbooks and

teacher’s lectures. The authors’ of this paper will explore the educational assets and difficulties of using the “Internet Plus” platform for foreign language instruction and learning.

2 “Internet Plus” for College and University Teaching Reform

2.1 Opportunities for Reform of Traditional Teaching Mode

The traditional education and teaching mode has a teachers in the main position and a textbooks as the main resource. This single explanation model when teaching English frequently does not lead to high quality of foreign language teaching because college students lack learning English consciousness and usually cannot meet the teachers’ goals^[2].

The development of “Internet Plus” allows many educational platforms to improved to improve using Information Technology principles, such as the widespread

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use of Massive Open Online Courses (MOOC) and micro lectures. These resources especially enrich the teaching of foreign language in context. Students can interact with the curriculum, location, and practice on the education platform, and obtain experts' as teaching resources. For example, searching for foreign languages resources within the platform to locate explanation videos empowers the students. The platform facilities variety of resources which increases the theoretical knowledge of foreign languages instruction. Student not only learn more, but also cultivates a motivation and consciousness for learning. Teachers' can transform their teaching by making use of the student access to more technology to require exploration of foreign language teaching forms and methods which will promote a cooperative learning environment for students. "Internet Plus" allows for and strengthens the Reform of Foreign Language Teaching while improving teaching efficiency.

2.2 Opportunities for Changing the Traditional Ways of Knowing and Learning

The new open educational model offers students more learning opportunities than the single textbook and teacher's explanations. The Internet's diversified platform allows for access to immense information. Former students required a physical classrooms and access to only those present. Using background of the "Internet Plus" teachers can build a students' centered platform that combines the always available convenience of the Internet, to further broaden the foreign language teaching space and learning space. Free arrangement of teaching and learning time changes address the issues of teacher, resource, and classroom spaces shortages.

2.3 "Internet Plus" Will Bring Opportunities for Teachers' Instruction Capabilities

My country's education model has always been the form of teachers' face-to-face teaching students. Teachers are defined as a tutorial of knowledge, which is also the standard of traditional teaching. This form of instruction only requires teachers to have good knowledge and literacy of the foreign language. Some mastery of basic computer operations is required to use some multimedia resources to carry out foreign language teaching. The arrival of "Internet Plus" provides foreign language teachers with new challenges and opportunities. In the new era, teachers facilitate instruction by empowering students to use internet resources to achieve learning goals. Teachers help students set and achieve learning goals and help when students encounter difficulties and ask questions of

their qualified companion^[3].

From the surface, the teacher's teaching task is simplified, but the teaching requirements of "Internet Plus" require teachers to improve their operational skills of new media classroom and continuously enhance their expertise and teaching skills for productive discourse. Such teaching changes require teachers to develop strength in using information technology and constantly strengthen their own technical level of the Internet. In the reform of college foreign language teaching, teachers must learn how the internet resources can used to learn foreign languages, students must master new internet learning methods, and universities must support advanced technologies for the reform foreign language instruction brought by "Internet Plus".

3. The Insufficient Foreign Language Teaching Reform in "Internet Plus"

3.1 Students' Side

Although "Internet Plus" brings a lot of convenience to students, it provides a lot of high-quality learning platforms. However, foreign languages have always been a compulsory course, which includes a wide range, and professional vocabulary, many composite sentences are more complicated, and many college students have no interest in learning, unwilling to communicate with teachers in foreign language teaching, leading to Many students have not developed a good study habit. On the free-arranged foreign language network learning platform, some students have lacked the interest of learning foreign languages, learning motive shorts, and some learning methods are not properly, and have not developed the attitude of active learning. Because the teaching of the new era mainly student is the subject of learning, if the students don't have independent learning attitudes, it will lead to the reform effect of foreign language teaching in colleges^[4].

3.2 Teachers' Side

The teaching concept of foreign language teachers is an important influencing factor in foreign language teaching reform. Teachers' teaching philosophy is the single most important factor in promoting reform of foreign language teaching. Some universities have formed a fixed teaching philosophy where teaching activities are dependent on the single knowledge of the instructor. This philosophy lacks flexibility in teaching practices and thus constrains students' foreign language development and hinders advancement of teaching reform. Also, teachers' knowledge and social learning structures affect what changes teachers are capable of making. The work pressure of teachers is

high not allowing teachers enough time to improve their expertise and develop new media skills, which restrict the reform of foreign language teaching.

Foreign language teachers must have professional English foreign language teaching with the addition of high quality reading, listening, speaking, and writing skills. With “Internet Plus” learning platforms teacher must also master advanced technology skills such as searching for foreign languages suitable for college students. Teachers’ teaching skills must affect the students’ practical ability to learn a foreign language, if it does not meet the corresponding requirements in teaching, it will not improving the students’ learning of foreign languages ^[5].

3.3 Teaching Management

The premise of conducting foreign language teaching is to configure advanced teaching facilities and mechanisms for students and teachers, but in actual reforms, some universities of basic teaching facilities are still relatively backward, and they cannot provide “Internet Plus” technology. Teaching reform is restricted when student’s lives are not coordinated to their learning goals, there is a lack of strong teachers, and the proportion of teachers to students is unreasonable. If effective management mechanisms are dominant in teaching reform and favorable conditions for foreign language teaching cannot be provided reform innovation will be difficult. Universities must strive to create positive reform and optimization of capabilities to provide a good atmosphere for teachers’ teaching and student learning.

4. Thoughts on the Reform of Foreign Language Teaching in the “Internet Plus”

4.1 Cultivate Students’ Consciousness

The reform of foreign language teaching must focus on students’ learning. If you want to improve students’ foreign language scores, then students need to be more invested in the learning process. Learning cannot focus on teachers and teachers cannot be single source of knowledge. Students must be more involved in their own learning by use flexible and diverse teaching methods. Let students learn, mobilize college students enthusiasm for English by actively building a cooperative relaxed learning environment that guides students to express their own views and thus promote learning efficiency ^[6].

Foreign language learning is complicated which causes many students to lose their interest in learning, which requires teachers of foreign language to a learning design that relates foreign language knowledge to students’ interests. For example, when teaching vocabulary, the basis of

learning foreign languages, many students have difficulty remembering the spelling and meaning of words. When reading foreign language articles familiar word are identified, but translation will mix the meaning between words. Therefore, rote learning of vocabulary does not work well, but corresponding skills such as learn to learn words in a single sentence, mastering words in the article; church all kinds of memory methods, strengthen memory, such as contrast Memory, put the same symbol, synonym, etc promote true comprehension.

4.2 Improve Teachers’ Comprehensive Capacity, Promote Teaching Reform, and Internet Integration

A first-class university teacher team promotes teaching reform. Reform of foreign language teaching expects the teaching effects and changes to be comprehensive in quality. Therefore, university foreign language teachers should actively participate in the training of foreign language expertise to increase their own foreign language knowledge, master new teaching skills, and update their teaching knowledge. For example, teachers can actively participate in English-speaking activities while enhancing their foreign language skills by watching foreign language movies, listening to professional research reports, and especially reading the research of foreign experts.

According to studies involving actual students, when teachers implement new teaching innovations and successful teaching modes in foreign language teaching, their teaching quality improves. Foreign language teachers must develop comprehensive expertise, but also keep pace with their information technology practical ability. They must learn to search for quality teaching content, so that students quickly adapted to diversified learning forms. The “Internet Plus” increases access to these resources by broaden the knowledge of teachers and students. Teachers can use high efficiency teaching methods to transform and innovate their own teaching methods ^[7].

For example, a teachers can design a lesson using “Internet Plus” functions to prepare interesting reading textbook content that including Chinese materials to increase students’ understanding of reading material. Students understand the reading material but are curious about English material and are encouraged to actively explore the English resources.

Teachers can use MOOC to require students to study the language of an article and then pose their own ideas which can be consolidated into a review for the whole class. After class, teachers can use social platform features for students to exchange communication. Online students can actively participate in discussion, targeted to help them think and learn. In such online communications,

teachers guide learning by posing questions and clarifying ideas. They are the judges of the students' learning results; the teachers should actively find resources that provide effective teaching tasks for their students and pay attention to students' learning. Help students handle tricky problems in a timely manner.

For example, you can introduce micro lecture and MOOC into foreign language teaching by designing a variety of open small problems or topics. These learning tasks are presented through video or small games which allows students to discuss answers to interesting culture rich media. You can also create a corresponding foreign language scenario and context to improve students' ability to organize their own learning. It is also possible to combine the psychology of contemporary college students interests to help the teacher design effective new media context for learning. Teachers can transform the customs of the Western traditional culture to China classroom thus causing a motivating learning environment for students.

In advanced teachers should carefully consider teaching content, carefully organize the teaching form of college students, and fully think about classroom arrangements. They must master the necessary new education methods and technologies, master video, images, shooting, editing, etc., learn to use diversified technology to optimize the interest and practicability of courseware, and continue to increase their information literacy and technical capabilities.

4.3 Increase School Infrastructure and Management

Combined with China's national conditions, teaching reform should promote a diversified teaching model, provide teaching resources, and promote methods for teachers to help teachers' innovate teaching. Teaching reforms need teachers who love to teach and learn; but also, use scientific management means to promote learning of foreign languages. The reform of teaching requires everyone's identity and scientific attitude. The universities need to cooperate with teachers in accordance with their needs to build an environment that is conducive to student learning. The introduction of "Internet Plus" functions and technical equipment is a great tool for this because it is a great teaching management mechanism.

For example, the school needs to share high quality teaching resources. In the context of "Internet Plus", the improvement of foreign language teaching resources is reflected in the degree of adaptation of new teaching models and materials using a information technology teaching platform. Colleges and universities should actively participate in the development, sharing and common progress of teaching platforms. Each university has its own teach-

ing resources and excellent platforms which can be used to build foreign language teaching platforms to meet the learning needs of their students. In the platform, students have free learning choices and quality learning conditions.

Establish a reasonable scientific reform management mechanism, standardize the management for all teachers, and transform the teaching philosophy of foreign language. Foreign language teaching reform means making foreign language more modern. According to the students' point of view, improving foreign language teachings means improving technology equipment to build a scientific foreign language information receiving system. "Internet Plus" allows the building of a reasonable analysis and test system according to the actual situation of the campus service networks, improve the management of teachers, the development and improvement of educational teams in colleges and universities. Important tasks of reform requires regularly training for teachers on the modern technology applications to make full use of advanced teaching equipment.

5. Conclusion

In summary, in the context of "Internet Plus", the foreign language teaching reforms in colleges belong must involve new teaching practices such as changes to the foreign language examination system and language environment construction. Teaching and learning innovation formed according to market demands formulated from talent training objectives must be used to optimize every link in foreign language teaching. The teaching practices must increase the scientific nature of reform and then realize the purpose of foreign language teaching reform in colleges and universities.

The arrival of "Internet Plus" allows reform of the foreign language teaching mode in universities. Each university and course have its own challenges, but it is a good opportunity for foreign language teaching to make improvements. Therefore, teachers should keep pace with the times, gradually improve their cultivation and expertise in teaching, and timely mastery of information technology. Combined with the "Internet Plus", good features of foreign language teaching methods and resources, can contribute to meaningful change and development of the country's education and universities.

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