

## Exploring the Mixed Teaching Mode of College English in the Background of “Internet +”

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**Keywords:** “Internet +”, mixed teaching mode, application ability

**Abstract:** In order to maintain long-term cooperation with customers, enterprises need a comprehensive and effective management plan, and customer relationship management is a comprehensive information technology born under such a background. Through the construction of customer relationship management, various theoretical and practical methods are used to solve the relationship between enterprises and customers. CRM is the product of the traditional enterprise management model change, and is an effective tool to assist enterprises to optimize customer resources, thus creating better economic benefits for enterprises. The paper will discuss the service problems in the development of forest tourism service industry around CRM, and use CRM theory and technology to study how to improve the quality of forest tourism service industry in China. The paper develops CRM software system based on the development status of CRM.

### 1. Introduction

With the popularization and application of mobile Internet, education and teaching is also advancing with the times, fully combining Internet technology and teaching. In 2010, China’s higher education English curriculum syllabus pointed out that schools should use computer, network technology and other modern, high-tech means as teaching aids, master the methods of rational use of digital teaching resources, and establish innovative teaching models to improve students’ self-learning ability is the goal; using virtual reality technology to create professional work situations, in order to provide students with the necessary conditions to exercise oral English skills and strengthen oral English communication skills. In 2012, the Ministry of Education made important instructions on the development of educational information in the next decade, encouraging the development of vocational education information, and requiring universities to use high-tech and information technology to train high-quality talents. Therefore, the mixed teaching model formed by means of Internet technology has been promoted in many university classrooms in China, and its teaching effect is more remarkable. This paper focuses on the actual situation of college English teaching under the background of “Internet +”, focusing on the strategies of applying the mixed teaching mode in the process of college English teaching to improve students’ English application ability.

### 2. “Internet +” Concept and Characteristics

In March 2015, Premier Li Keqiang presented the “Internet +” strategic people’s congress for the first time. As the name suggests, “Internet+” is to fully integrate Internet technology into traditional industries, break through the fixed development model of traditional industries, and innovate the form of cross-border development.

Integrating Internet technology into the education industry, traditional schools and classrooms are replaced by computers and mobile terminals. Through the establishment of educational websites, students are provided with an online education platform where students can choose courses and teachers. The integration of the Internet into the education industry is not a substitute for the traditional education industry. Internet technology brings more opportunities for development in traditional education.

### **3. The Concept and Characteristics of the Mixed Teaching Model**

With the in-depth application of educational information technology, the mixed teaching mode makes people fully aware of the characteristics and favorable conditions of digital teaching. The traditional teaching mode combined with the digital teaching mode, the two complement each other, improving the teaching effect and teaching quality. In 2002, American scholars Smith J and Elite Masier discovered that the traditional learning model and E-learning technology were combined to propose the concept of mixed teaching. Professor He Kebei of East China Normal University believes that the merits of extracting the traditional teaching mode, combined with the convenience of networked teaching and wide coverage, can not only give full play to the guidance and supervision role of teachers in teaching work, but also improve their students. Self-learning ability, broadening horizons, and improving innovation capabilities bring benefits. Therefore, the mixed teaching theory is an innovative theory that combines constructivist learning theory, humanistic learning theory, and structuralist learning theory. The mixed teaching model focuses on students actively learning, and students are the processors who receive information.

### **4. Current Situation of College English Teaching**

Higher education is the highest level of China's education system, and has trained a large number of outstanding talents for the society. These talents include not only academic but also skilled and high-quality talents. College English is a compulsory course. Professor Liu Yulin believes that the study of English courses will directly affect the improvement of students' professional skills and professional accomplishment. It also helps students to master English language application. English is an international language. Learning English is good for college students to adapt to the workplace. At present, all universities in China are carrying out English teaching reforms. Some colleges and universities have achieved remarkable results in English teaching reform. However, there are still some problems to be solved. The survey found that the English teaching situation in most colleges and universities in the province and abroad has the following problems:

#### **4.1. The English foundation of students is weak**

College students come from different regions and their enrollment methods are different, so the English foundation of students is not solid. For example, most of the college students in the author are from Jiangxi Province, and a small number are from other provinces in the country. Students in the city have a good English foundation, while rural students generally have a poor English foundation. With the implementation of the individual admissions policy of the college entrance examination, some students can't be admitted to the university by the college entrance examination scores. However, with the help of the single-entry examination, they can still enter the school. These students have poor English proficiency. In addition, English courses in elementary, middle, and high schools are designed to take the test. Therefore, the traces of exam-oriented education are more obvious, and the ability of college students to actually use English is poor.

#### **4.2. There are few college English classes.**

Usually, students in several classes in a large classroom attend classes at the same time. There are a large number of students in the class, and it is impossible to carry out interactive activities in the classroom. At this stage, colleges and universities have more time-based courses for technical and professional courses. However, theoretical and basic courses only have fewer class hours, while college English is a basic course. The author found that in my college, there are four hours of college English courses per week, and classes in the lecture halls. The total number of students attending each class is about 100. There are many students, which leads to few opportunities for interaction with teachers in English courses. If you can't answer questions actively, you may not be given the opportunity to answer questions by the teacher during the semester. In the sophomore year, students' interest in English learning gradually decreased, and they were tired of taking English classes. In the classroom, students are unable to communicate with teachers in English, and there is

no interaction between teachers and students.

### **4.3 College English teachers' poor information technology,**

College English teachers generally do not understand information technology, and can not flexibly use the multimedia teaching aids of multimedia classrooms. College English teachers generally can not flexibly use the multimedia teaching aids of multimedia classrooms; therefore, even if they teach in multimedia classrooms, they still cannot take advantage of information technology. Most of the college English teachers graduated from college English language and literature majors. Many years of English majors have made them have a solid English language foundation. However, they have less theoretical knowledge of information technology. At this stage, many colleges and universities have established multimedia classrooms. The teacher has a computer, a projector, and a wireless network interface. When teaching, college English teachers can make multimedia courseware and use multimedia functions. However, it is still difficult to integrate information technology into the classroom. The flexible application of information technology will show students more rich content, expand students' horizons, and better motivate students' English learning enthusiasm.

### **4.4 College English Textbooks' Shortcoming**

The content of college English textbooks involves many aspects and many fields, but the practicality is obviously poor. At present, college English textbooks are the ultimate embodiment of university foreign language teaching reform. In undergraduate colleges, college English textbooks focus on the study of theoretical content. In colleges and universities, college English textbooks focus on the cultivation of students' English proficiency. The College English published by the Higher Education Press aims to stimulate students' interest in English learning. Language forms and language content use various scenes as background to emphasize the practicality of language. This kind of teaching materials emphasizes students' self-learning and self-exploration ability. At the same time, it also provides opportunities for communication between teachers and students and communication between students. However, the study of language-based is more focused on actual communication and dialogue in various professional situations, otherwise it will not reflect its professionalism and practicality.

## **5. Mixed teaching mode under the “Internet +” era to improve students' English application ability strategies**

The evolution and development of “Internet +” is closely related to big data, and information technology has promoted the formation of a smart learning environment. In the “Internet +” era, the infiltration of a mixed teaching model in college English teaching will enhance students' ability to apply English flexibly. Specifically embodied in the following aspects:

### **5.1. To establish an online teaching platform**

The teacher use information technology to establish an online teaching platform to help students improve their English proficiency. The mixed teaching model does not abandon the merits of the traditional teaching mode, and incorporates the convenience of network teaching, and uses the constructivist learning theory as a theoretical reference for constructing a network education platform. The mixed teaching mode can stimulate students to self-learn and increase their subjective initiative. Although some students have low English proficiency, their initiative in English learning is stimulated and students will be more active in exploring new knowledge. The mixed teaching mode requires teachers to teach on the Internet, find digital teaching materials in the network for lesson preparation, arrange and correct homework on the network platform, and answer various questions of students online. This teaching mode reflects the interaction between teachers and students. The teacher uploads the class materials on the teaching platform. The students have laid a solid foundation by browsing the materials, which helps them to successfully complete the homework after class, and the knowledge has been accumulated. The online learning platform pays

more attention to practical teaching, and provides professional teaching for English listening, speaking, reading, writing, and translation, so that students can truly experience the language communication function.

## **5.2. To create a real workplace situation**

The mixed teaching mode attaches importance to creating a real workplace situation in teaching, which is used to cultivate students' English professional accomplishment and improve their English communication ability. In the college English class, teachers edit the relevant audio and video material in the network and use it as a multimedia courseware to play in the classroom. These digital materials can create a more realistic workplace environment, allowing students to feel the workplace scene in advance, so that students' interest in English learning is gradually increasing. In addition, the mixed teaching mode provides a variety of teacher-student interaction methods, Q&A exchanges between teachers and students in the classroom, and QQ, WeChat and other social tools exchanges after class. This kind of communication has no time and space restrictions, and communication is smoother. The author's class has independent QQ group and WeChat group, which provides convenience for communication. Each class's English class representative is responsible for publishing relevant course information in the group, summarizing the students' questions, sending them to the teacher, and the teacher concentrates on answering questions for the students. This group approach creates a work team atmosphere and then allows the students to advance. Experience the real workplace.

## **5.3. To improve English teachers' information technology application ability**

The application of the mixed teaching mode has stimulated the improvement of English teachers' information technology application ability. By applying the mixed teaching mode, it is possible to express difficult grammar and language knowledge points in the form of micro-courses, so that students can intuitively feel the key points and difficulties. In addition, in the process of making micro-courses, teachers can form pictures, videos, and audio into the lesson plans to attract students' attention. During the lectures, students are more interested in this flexible and varied digital material. MOOC helps students learn at any time and any place. At present, the use of micro-courses and MOOCs in the university has greatly improved the efficiency of teaching and motivated teachers to continuously improve their technical skills. In this way can the college improve the quality of college English, and improve the English ability of college students', and improve the level of English of public.

## **6. Conclusion**

In the era of Internet+, college English should also change the traditional teaching mode with the times, and make full use of the advanced mixed teaching mode, which will improve the quality of English classroom teaching and change the training methods of international talents.

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