Research on the "Internet +" Blending Teaching Mode of College English

Xiaofei Yang

Dalian Neusoft University of Information, Dalian, Liaoning, China

yangxiaofei@neusoft.edu.cn

*corresponding author

Abstract. Under the background of "Internet +", traditional education is undergoing a fundamental and important change. College English, as an important public basic course, is gradually changing from closed to open. In the new wave of reform, how to apply the blending learning mode to college English teaching practice in medical colleges with the help of "Internet +" has been widely concerned by scholars in the education circle. Based on the author's learning and practical experience, this paper first analyzed the basic connotation of blending learning mode, and then proposed how to build the blending teaching mode of college English based on "Internet +".

Introduction

As a new era concept, "Internet +" has been applied to almost all aspects of society. It is a symbol of the progress of the times and has been relatively successful in some fields, such as "Internet + finance", "Internet + car" and "Shared bicycle". It is the general trend of college English teaching to make full use of the advantages of "Internet +" and to promote the in-depth application of Internet information technology in college English teaching. The introduction of blending mode is also to meet the requirements of teaching reform and to improve the overall quality and level of college English teaching [1]. However, the blending teaching mode of college English from the perspective of "Internet +" is still in the stage of development and is not very mature in terms of teaching methods and policies. China's higher English education still has a long way to go in this respect [2].

Basic Connotation of Blending Learning Mode

Blending of learning environments. The blending learning mode organically combines the real teaching environment of college English teaching in with the Internet virtual environment of Internet online learning, and aims to give full play to the advantages of both environments. In the real teaching environment, students not only listen to the teacher carefully, but also actively think about all kinds of problems raised by the teacher. In the mutual consultation and discussion with peers, students can broaden their minds and horizons. Teachers play the role of organizer and supervisor in the whole process of college English teaching. When students encounter difficulties and problems in English learning, teachers provide timely answers and guidance to students through face-to-face communication, which is conducive to the establishment of a good relationship between teachers and students. In the Internet virtual environment of online learning, students can timely adjust their plans and pace of college English learning according to their own situations, which can better stimulate students' intrinsic motivation of English learning and can cultivate students' positive emotions and good learning attitude [3]. Through the blending of learning environment, the goal of co-existence of college English classroom teaching and Internet online learning, as well as the goal of co-existence of synchronous learning and asynchronous learning will be finally achieved.

Blending of learning method. There are two kinds of learning methods in blending learning mode. The one is independent learning by students, and the other is cooperative learning with learning peers. In the process of college English Internet learning in medical colleges, students can arrange their own learning schedule independently according to their own understanding ability and

the degree of mastery of knowledge, so as to carry out more flexible autonomous learning. At the same time, students can also log on to the Internet teaching platform, exchange different views and opinions, find clues and ways to solve problems, and carry out various forms of cooperative learning with their peers online. In addition, through face-to-face discussion and sharing between students in college English learning classroom, students will lead to a deeper level of cooperative learning.

Blending of evaluation method. The blending learning mode realizes the comprehensive application of different learning environments and learning methods, and its evaluation method also includes many levels, mainly involving formative evaluation, final evaluation and students' self-evaluation of their college English learning. With the help of the functions of different modules of the network teaching platform, teachers can easily inquire about the situation of submitting homework, the quality and effect of the work completion, and the concrete performance of the work in the learning activities [4]. On the basis of this, the author gives the students fair and reasonable formative evaluation results. In the course of college English term teaching in medical colleges, the school usually arranges unified examinations at the end of the term, and the students' test scores can be used as an important reference for the final evaluation of the results. At the same time, students can also make an objective self-evaluation of the efforts, knowledge and skills that they have made in the course of college English learning this semester.

The Construction of the Blending Teaching Mode of College English Based on "Internet +"

To construct a "Internet +" blending teaching environment. In the era of the rise of the Internet industry, at present, the vast majority of college students' Internet information English learning platform is regarding the computer as the carrier. In recent years, this kind of Internet learning mode has gradually tended to be stable and mature. In the process of the development of Internet learning mode, the rise of WeChat intelligent mobile terminal provides a new direction for blending teaching of college English. In 2011, a new social Internet platform was created in China's Internet industry. The platform is the WeChat app developed by today's famous Tencent, which can operate directly on mobile phones. Because of its brief interface and easy understanding, it is quickly accepted after entering the market. At present, it has become one of the important means of Internet communication used by people. The results of the research show that most of the students who use smart phones are using WeChat, and they are more willing to accept WeChat's English learning application and obtain the corresponding English learning materials through its application [5].

The English learning platform in WeChat gives full play to the advantages of Internet learning, and better realizes the interaction between the students and the teachers. Students use their spare time to accumulate and learn language debris knowledge in the English application of mobile phone clients. English teachers can make reasonable use of the various functions of WeChat platform to optimize teaching, such as file transfer, voice and video, group formation and scanning and so on. With the continuous development of WeChat platform in recent years, a variety of functional official accounts have been launched one after another, among which the official accounts platform for English learning is also emerging one after another. These official accounts of English learning include a variety of English learning forms, covering all aspects of listening, speaking, reading, writing and so on. If students want to gain knowledge of English, they simply click on the option to follow the official account, so that to learn extra-curricular English in the daily WeChat feed. The implementation of the English education by using the WeChat platform in college is the right choice for the educational competitiveness. Compared with the traditional English education platform, the WeChat platform can save the teaching cost of the college to a great extent. As a result, colleges only need to provide comprehensive wireless Internet coverage within their campuses [6]. In this way, students and teachers can carry out English teaching activities through their own mobile devices in a secure and stable Internet environment.

To construct "Internet +" blending teaching system. From the perspective of "Internet +", the construction of the "WeChat + Mobile Learning" mode of college English has better promoted the seamless learning of college students' English. Namely, it is the Pan-learning. Pan-learning may not

be very familiar, but it is known in the field of education. Pan-learning, in short, is that anyone can learn in any way, and can learn at any point and at any time. This learning system can overcome a variety of obstacles, so students can enter the learning mode anytime and anywhere. In the study of college English, the Pan-learning environment refers to an interactive learning environment that can be freely selected. In this kind of environment, mobile Internet information transmission is used as the basic platform for learning to help them freely access the English learning materials whenever and wherever they want. This kind of Pan-learning has the characteristics of free sharing, independent interaction and so on. It has the following functions:

(1) Management features. It realizes the online management and dynamic management of learning activities. Teaching, curriculum, assessment and other information can be released and managed in a unified way. In this way, the teaching management efficiency is higher, and the quality also has the guarantee. At the same time, under this mode, management has realized the information of network computers. This greatly alleviates the work intensity and pressure of teachers and teaching administrators, and gives them more time to study other topics. This has promoted the development of education and teaching..

(2) Teaching function. It realizes the integration, sharing and utilization of various educational resources, and promotes the perfection and sublimation of the traditional college English teaching system. The diversity and variety of teaching resources meet the needs of different students and meet the needs of the individualized teaching of college English [7-8].

(3) Teaching system. This part takes the enhancement of language skills as the core, which divides into three aspects including the foundation, the expansion, the extension, and so on. This can meet the students' multi-language learning needs. Basic courses are mainly language skills, including listening, speaking, reading, writing and so on. Under the background of cross-cultural communication, the expanding curriculum develops the students' international vision, cross-cultural consciousness and intercultural communication competence, and the extended curriculum realizes the integration with professional English [9]. All of the above curriculum teaching resources are on the "Internet +" mobile learning platform, so students can use their mobile phones and tablet computers to view the teaching at any time according to their needs on the WeChat official account. The teaching platform also includes perfect teaching evaluation system, student self-test, teacher formative test, curriculum summary test, language one-way skill test and so on [10]. This can help teachers to better understand the students' learning conditions, advantages and characteristics, so that to facilitate their future teaching individualization and orientation.

Summary

Although the Internet course can provide students with more abundant learning space, more learning information and more convenient application, it can not only strengthen students' learning ability, but also reduce the possibility of students relying on teachers. However, classroom teaching also has the advantage that Internet teaching cannot replace. As an indispensable language major in modern society, English discipline plays a very important role in college English learning. However, the improvement and perfection of teaching methods are very important to improve the quality of English teaching. Therefore, in college English teaching, only by combining these two teaching methods and adopting blending teaching mode can the learning process and learning effect be optimized. Only in this way, can we cultivate more innovative and comprehensive English talents.

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