

Research on the Reform and Development of College English Teaching Based on Project Curriculum under the Background of “Internet Plus”

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Abstract: In the reform of teaching mode under the background of “internet plus”, college English teaching mode and college students' learning methods are also facing brand-new changes, at the same time, it also brings innovative opportunities for college English teaching. Project course is widely used in classroom teaching of various subjects because of its practicality. Under the background of “internet plus”, it is necessary to combine the implementation of project curriculum with network, so as to highlight the advantages of project curriculum, broaden students' learning space, arouse students' awareness of autonomous learning and enhance students' comprehensive ability. This paper analyzes the reform and development of college English project course teaching under the environment of “internet plus”, hoping to help innovate college English teaching mode, improve English teaching efficiency and assist universities in training applied talents.

1. Introduction

The teaching goal of college English is to cultivate students' comprehensive ability to use English on the basis of imparting knowledge, so as to improve the overall level of national English to meet the needs of China's social development and international exchanges. Under the development trend of college English credits compression and class hours reduction in the new era, college English reform should highlight the “supporting position of computer network in foreign language courses” [1]. This is not only a challenge to traditional teaching methods and ideas, but also an opportunity for the reform and innovation of college English teaching under the platform of “internet plus”. Connect all aspects of English teaching with modern mobile devices organically [2]. Under the existing conditions, teachers can fully apply the popular flip classroom and project teaching to online and offline teaching activities.

2. Theoretical Basis and Meaning of Teaching Method of Project Course

Project education mode is a form of modern education based on industrial society and information society. It takes the unity of mass production and sociality as its content, socializes the educated, and makes the educated adapt to the social reality and development of the unity of modern productive forces and production relations, which is a talent training mode with the direct purpose of training practical talents for the society. This kind of project teaching no longer transfers

the ready-made knowledge and skills mastered by teachers to students as the pursuit goal, or simply lets students get a result according to the arrangement and teaching of teachers, but under the guidance of teachers, students look for ways to get this result and finally get this result.

The learning process of project curriculum is an action-oriented self-construction process, which is based on the completion of work-oriented project tasks, and accumulates practical skills and acquires theoretical knowledge in targeted action-oriented learning. The project curriculum model truly integrates theory with practice, brains with hands-on, and people with work, establishing an almost “zero distance” channel between “what they have learned” and “what they have used”, and realizing the comprehensive training of vocational skills and vocational awareness [3].

3. Challenges Faced by Teaching under the Background of “Internet Plus”

3.1 Challenge the Traditional Teaching Methods and Means

Traditional college English teaching is to teach language knowledge step by step around teaching materials, and to carry out “cramming” teaching with teachers as the main body. With the development of the Internet and the rise of massive open online course and micro-courses, the teaching contents are constantly expanding, rich and diverse. Students can get all kinds of authentic language materials and authoritative explanations from language experts anytime and anywhere through the Internet. Language input breaks through the limitations of textbooks, and language learning breaks through the separation of time and region. Teachers make full use of modern information technology and adopt task-based, cooperative, project-based and inquiry-based teaching methods, realizing the transformation of “teaching” and “learning”, and forming a normal teaching mode characterized by teachers' guidance and inspiration and students' active participation. Modern teaching methods can not only adapt to the learning characteristics and learning styles of college students in the “internet plus” era, but also improve the efficiency and quality of college English teaching.

3.2 Bring Challenges to Learning Concepts and Learning Methods

Under the background of “internet plus”, the main methods of college English students' learning are autonomous learning, cooperative learning, personalized learning and so on. For the classroom, it is not only the only platform for imparting knowledge, but also the place for students to exchange learning methods and strategies and solve doubts. The introduction of modern information technology broadens the way for students to learn independently, enriches students' learning resources to the maximum extent, improves students' learning initiative, and enhances students' autonomy in choosing resources. Students can arrange their own study time and place freely, and they can learn English knowledge at any time and place through smart devices and wireless networks. Moreover, the introduction of modern information technology can also improve the interactivity of learning. Students and teachers can realize teacher-student interaction with the help of online interactive learning platform, and can also record students' learning process in detail. Teachers can also know students' learning records in real time and strengthen the timeliness of information feedback.

3.3 Challenges Faced by Traditional Teaching Activities

Under the background of “internet plus”, the professional knowledge and comprehensive ability of university teachers have stricter requirements. University teachers should not only have the ability to refine teaching resources and coordinate in class, but also master various practical

application methods of information technology. Under the network environment, learning resources have become rich and varied, and teachers should guide students to choose learning resources that are beneficial to their own development [4]. Teachers need to carefully analyze each student's personality characteristics, and construct various teaching methods according to teaching contents and objectives, so as to arouse students' learning enthusiasm. However, teachers also need to keep learning, enrich their knowledge and improve their comprehensive quality, so that they can play a leading role in teaching activities.

4. College English Teaching Design Based on Project Curriculum in “Internet Plus” Environment

Based on the previous project-based teaching mode, our research group constructed a project-based college English teaching mode. This model is divided into six operable stages: goal setting stage, project determination stage, task formulation stage, task implementation stage, effect evaluation stage and teaching summary stage, combining English knowledge, language function and professional practice, as shown in Figure 1 below.

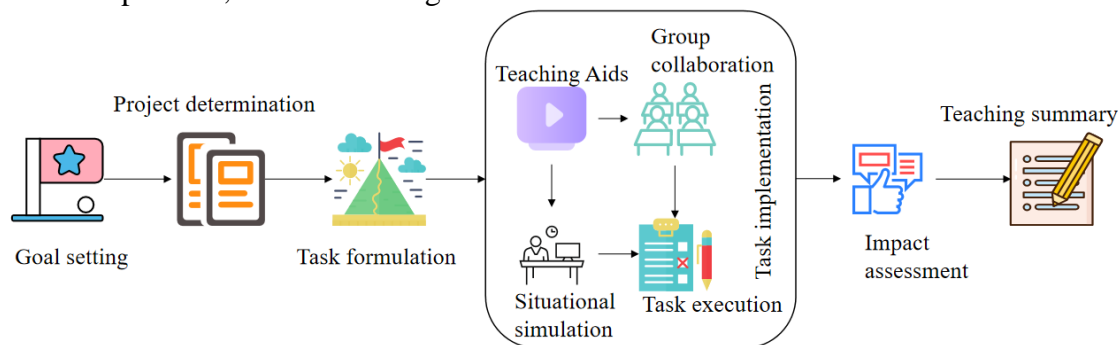


Fig.1 Teaching Mode Diagram of College English Course Based on Project Course

(1)Goal setting stage: pay equal attention to skills and professional quality. College English teaching is a kind of skill teaching. Therefore, when setting goals, it should be emphasized that students can really learn and use what they have learned.

(2)Project determination stage: based on the analysis of the overall objectives of the course, the project is decomposed. Determine sub-projects, and each project and sub-project should contain a certain amount of operation skills and cooperation ability, involving the related knowledge and operation methods of learning.

(3)Task drafting stage: drafting tasks according to the actual application situation. Organize the teaching process with task drive to achieve the teaching goal.

(4)Task implementation stage: teachers guide students to think about the purpose of tasks and the ways and means to perform tasks. Such as organization and expression. Students cooperate in groups, use props, simulate scenes, perform tasks, and finally complete the implementation of tasks.

(5)Effect evaluation stage: students' self-evaluation and group mutual evaluation are adopted in the effect evaluation, and the deficiency of students' self-evaluation and group mutual evaluation is compensated by the usual portfolio. Quantify the usual learning behavior into the usual grades, and put the written examination into practice.

(6)Teaching summary stage: after the students complete the whole project, they are required to write an internship report, and analyze and summarize the improvement and deficiency of the ability in the process of project implementation. Teachers reflect, summarize the process of project implementation, affirm achievements and analyze problems.

4.1 Project Planning

Guided by the training plan of college English writing ability and the requirements of mastering writing knowledge, and in combination with the students' learning progress, teachers make corresponding project plans according to the designed writing projects, including project objectives, requirements, completion time, evaluation criteria, etc. The reform of college English writing teaching, which takes the project as the center and aims at improving English writing ability, is implemented. Students can master different genres of writing knowledge and improve their writing skills in the practice of writing practical writing, argumentative writing, narrative writing and expository writing projects.

4.2 Classroom Practice Exchange

The main content of classroom teaching is to complete project tasks, and the development of project tasks is based on the understanding of theoretical knowledge and the mastery of operational skills. At the same time, the theoretical knowledge can guide the practical operation, and the practical operation can also promote the study of theoretical knowledge. Only when the two aspects complement each other can the project result be finally obtained [5].

In class, teachers use group cooperative learning or individual counseling to guide and answer questions, so as to help students at different learning levels master knowledge points. For the study of operation skills, on the one hand, students can use mobile terminals to watch operation demonstration micro-videos and practice themselves; On the other hand, teachers can demonstrate by hand until students master it. Classroom teaching based on autonomous learning before class is beneficial to the smooth development of the project and the realization of teaching students in accordance with their aptitude, so that most students can complete the internalization process of knowledge and skills.

4.3 Stimulate Students' Interest in Learning by Using Project Courses

At present, English teaching students' learning motivation and interest need to be strengthened. Through project courses, we will set up study groups, select suitable cases, assist each group to formulate feasible English writing process, and guide students to solve problems in English writing process independently. In the team building of study groups, it is necessary to formulate a reasonable team-building scheme of study groups, pay attention to the balance of knowledge level of each group of students, consider the character composition of each group of students, try to match the inside and outside, and take the completion of project tasks as the main principle of grouping.

The construction of students' learning team can not only cultivate students' professional ability, but also effectively improve their team consciousness and cooperation ability. At the same time, a good student innovation team is a powerful supplement to teaching and scientific research. Under the project course, let students learn relevant knowledge spontaneously according to specific cases, and try to solve problems encountered in learning actively, so as to maximize students' interest in learning [6]. This learning model can not only enhance students' learning enthusiasm, but also help to improve students' learning ability.

4.4 Teaching Process Design

Flipping the classroom teaching mode is to make students become the protagonists of the classroom. After class, students will complete the background knowledge needed for course

learning, and teachers will focus on the key knowledge in class time. Especially listening and speaking ability, so that they can effectively communicate orally and in writing in future work and social communication, and at the same time enhance their autonomous learning ability and improve their comprehensive cultural accomplishment [7].

Classroom teaching is carried out in accordance with the implementation process of the project, and teaching methods such as situational teaching and question inspiration are used. Make full use of network teaching platform, mobile terminal, video, PPT and other information means, and adopt the mode of flipping classroom to study theoretical knowledge points, so that students can complete the improvement of theoretical knowledge and operational skills in diversified teaching environment. The teaching process design is shown in Figure 2.

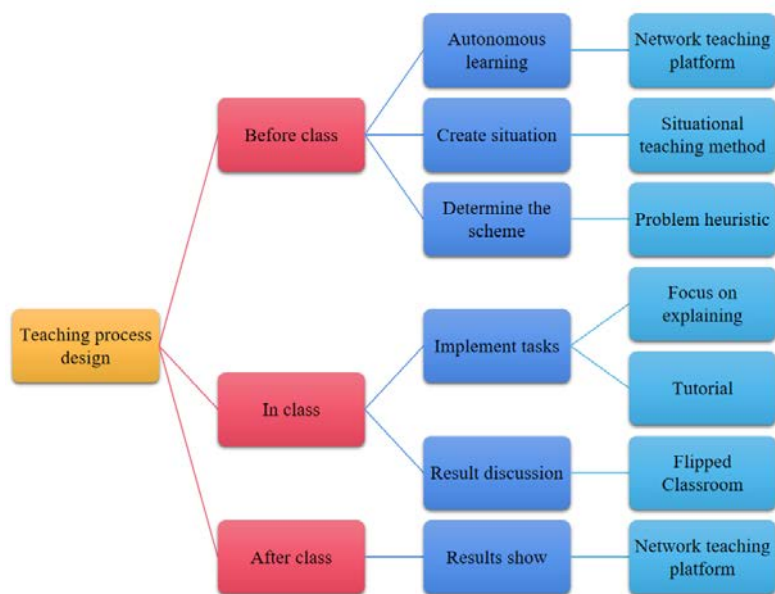


Fig.2 Teaching Process Design

In a word, flipping classroom makes full use of information technology, which meets the requirements of the “internet plus” era. It enriches classroom teaching forms and stimulates students' interest in learning. To some extent, the project-based flip classroom teaching mode promotes the study of theoretical knowledge in the project curriculum, which is beneficial to meet the learning needs of students at different levels. However, in order to give full play to the role of flipping classroom, teachers must also rely on the design of pre-class learning content and the choice of pre-class learning evaluation methods. Effective pre-class design and evaluation will directly affect the effectiveness of flip classroom. In this regard, we still need to conduct in-depth research and discussion.

4.5 Establish a Formative Multiple Evaluation Mechanism Based on the Internet

College English writing teaching in the “internet plus” era is characterized by “multi-directional dynamics”, in which “multi-directional” means that the communication and feedback between teachers, students and students is a circular and repeated process with diversity. Writing itself is a dynamic and changeable process, which requires several steps, such as determining tasks, searching resources, conceiving creation, multi-directional feedback and submitting finished products, and each step requires feedback from teachers or peers. Therefore, it is necessary to establish a multiple evaluation mechanism with formative evaluation as the main factor and summative evaluation as the auxiliary factor.

Teachers can push each student's finished composition to WeChat official account, encourage all students to participate in praise or comment, and form a multi-directional feedback mode of mutual evaluation and exchange between teachers, students and students. It should be emphasized that this formative evaluation-based evaluation of college English writing teaching aims to promote students' effective learning and help teachers reflect on teaching. It should highlight the subject and object of evaluation, fully consider the factors affecting the diversity of subject and object, and the relevant evaluation criteria should be pluralistic, diverse and selective.

5. Conclusion

Under the “internet plus” environment, college English teaching concepts, teaching methods and teaching contents are facing new challenges, and the role of teachers needs to be changed. However, the arrival of the “internet plus” era also brings opportunities for further reform and development of college English teaching. Therefore, in the practical teaching of college English, teachers should be good at capturing the effective information under the rapid development of the times, mining the high-quality resources in massive information, enriching themselves and improving their professional ability and comprehensive quality through learning. Project curriculum is a learning process and a creative process. Under the background of “internet plus”, project curriculum should focus on network resources, increase the construction of project curriculum related materials, and make schools, enterprises, teachers and students participate in project activities through an open project learning system, so as to realize the operability of the project and improve students' knowledge, ability and quality in an all-round way.

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