Original Research Article

# A Probe into Mixed Teaching of College English in the Era of "Internet plus"

*Julei Gong*

*Xi'an fanyi university, Shaanxi, Xi'an 710105*

*Abstract:* "Internet plus" college English hybrid teaching can change the limitations of the traditional teaching mode, enable students to use Internet information technology for learning after class, obtain more learning resources, stimulate students' enthusiasm for learning, cultivate students' good learning habits, and ensure their future employment. Especially in today's Internet era, the use of the Internet to obtain information for learning is the main way for today's students to obtain information. Therefore, the development of mixed teaching of college English in the "Internet plus" era meets the learning needs and characteristics of today's students, highlights the dominant position of students, and lays the foundation for building an efficient college English classroom. So how to use the Internet to carry out blended teaching in college English teaching? The following paper will study the effective methods of blended teaching of college English in the era of "Internet plus".

*Keywords:* "Internet plus" era; College English; Blended learning; Method study

## 1. The Current Situation of Mixed Teaching of College English in the Era of "Internet plus"

### 1.1. The Acceptance of Blended Learning by Students and Teachers has Significantly Increased

With the popularization of the Internet, more and more students and teachers attach importance to the application of the Internet in teaching, and have achieved obvious teaching results. Especially in recent years, the role of the Internet in teaching has become increasingly prominent. Advanced teaching technologies such as multimedia technology, micro classes, and electronic whiteboards have promoted educational reform. Therefore, the mixed teaching mode in college English teaching has significantly improved the degree of acceptance between students and teachers. For example, teachers will use the existing teaching resources on the Internet in teaching design, or use the characteristics of the Internet to intuitively display teaching content to intuitively display abstract and complex knowledge, so that students can easily learn more English knowledge, understand English culture, achieve the cultivation of students' core English literacy, and build an efficient English classroom. From the perspective of students, the Internet can provide more learning materials for students, so students' personalized learning needs can be met. In addition, the Internet can visually display the teaching content, so students' learning interest can be stimulated, and the enthusiasm for participating in learning in the "Internet plus" era of English hybrid teaching can be enhanced. This can reflect that the mixed teaching of college English in the "Internet plus" era has been accepted by more and more students and teachers. In the future, the Internet will be more widely used in college English teaching, and the teaching effect will continue to improve, laying the foundation for the future development of students.

### 1.2. More Abundant Online Teaching Resources to meet the Personalized needs of Students

There are rich teaching resources on the network, which are published on the Internet after teachers' summary and practice. Just like in college English teaching, teachers can use these teaching resources on the Internet when teaching design, and integrate and improve these teaching resources now, which can not only

save teachers' time for lesson preparation, but also can obtain more excellent courseware, laying the foundation for in-depth teaching. In addition, the rich teaching resources on the Internet can meet the personalized learning needs of students. Because each student has different learning ability and basic knowledge, so they need different learning content with different difficulty. The sufficient learning resources on the Internet can just meet the learning characteristics and needs of students. At the same time, the characteristics of the intuitive display of teaching content on the Internet can reduce students' learning difficulty, stimulate students' learning enthusiasm, and improve the overall quality of college English teaching significantly. In addition, everyone has the right to publish information on the Internet, so there are rich resources on the Internet. In college English teaching, teachers can use the Internet to obtain the information they want, integrate these information into the teaching content, so that the teaching content is more rich, so as to meet the personalized learning needs of different students and stimulate the enthusiasm and initiative of students to participate in English learning.

## 1.3. Enriching Online Teaching Methods to Enhance the Learning Enthusiasm of Teachers and Students

With the continuous innovation of the Internet in the development of online teaching methods, online teaching forms are rich, such as live courses, online conference implementation teaching, short video teaching, etc. These teaching methods can enable students to flexibly carry out learning, improve the flexibility of teaching, and change the restrictions on time and place in the traditional teaching model. For students, the rich online teaching methods create a good environment for teacher teaching innovation. For example, teachers can use live courses to implement teaching, or use micro courses to implement teaching, etc., allowing students to deeply understand the English knowledge they have learned with the assistance of online teaching. For students, diverse online learning methods can allow them to flexibly choose their preferred learning methods, improve their learning flexibility, and play a positive role in cultivating good learning habits and stimulating learning interest. They promote the combination of online and offline teaching, creating a good environment for students to learn English. Therefore, the mixed teaching of college English in the era of "Internet plus" has promoted the innovation of teaching methods and improved students' enthusiasm for learning.

## 2. Matters needing Attention in College English Blended Teaching in the Era of "Internet plus"

### 2.1. Pay Attention to Combining Personalized Differences Among Students

In the era of "Internet plus", mixed teaching of college English requires teachers to pay attention to combining students' individual differences, because each student has differences in learning ability and basic knowledge. If a single teaching method is used, students' enthusiasm for learning will be hit. In order to avoid this situation and give full play to the advantages of the Internet, teachers need to combine students' individual differences in teaching design. For example, when using Internet information technology to implement teaching, teachers need to combine problems with students' individual differences, or when using Internet information technology to make courseware, they need to combine students' individual differences to meet students' personalized learning needs, so that every student can participate in learning, play to the advantages of the Internet to improve teaching quality, and achieve the goal of in-depth teaching. In addition, teaching that combines personalized differences among students highlights their subject status, implements the teaching requirements proposed by the new curriculum standards, allows students to immerse themselves in learning in

teaching methods and content that suit them, enhances their learning experience, and stimulates their enthusiasm for learning.

## 2.2. Pay Attention to Teacher-student Interaction in Teaching

In the era of "Internet plus", blended teaching of college English also needs to pay attention to teacher-student interaction. Through teacher-student interaction, students' learning situation can be understood, and students can be helped to solve problems in learning in a timely manner, so as to guide students into a deep learning state. Especially in the process of using the Internet to implement teaching, teachers can interact with students by asking questions, and then use English to interact with students. Through interaction, teachers and students can promote mutual understanding and communication, find problems in students' learning in a timely manner, and use application communication in interaction to cultivate students' abilities in English language organization, expression and other aspects, build college English teaching under the core quality, promote mutual understanding between teachers and students, brake teaching plans by combining students' learning needs and differences in future teaching, and also avoid teachers' excessive reliance on information technology in the process of using the Internet to implement teaching.

## 3. Effective Methods of Mixed Teaching of College English in the Era of "Internet plus"

### 3.1. Use Micro Lessons in the Pre Class Preview Session

In the era of "Internet plus", college English hybrid teaching teachers can use the Internet in the pre class preview link. Because the Internet is not limited to time and place, students can use the Internet flexibly to carry out their learning. Therefore, the use of Internet information technology in the pre class preview link can stimulate students' learning interest, allow students to arrange the preview time independently, and lay the foundation for students to quickly enter the learning state in class. For example, before conducting college English teaching courses, teachers can create micro lesson video courseware, then upload the courseware to the class group, and let students use the micro lesson to watch these micro lesson courseware for preview. This preview method is in line with the characteristics of today's student learning, so the enthusiasm of students to participate in preview can be enhanced. After completing the preview, they can quickly enter the learning state in the classroom, which is of great significance for building an efficient classroom and deep learning. In addition, the use of the Internet to make micro courseware for preview requires teachers to combine students' personalized differences, that is, to select courseware content with different difficulties for students to preview, so that students' initiative to participate in the preview can be improved, so as to avoid the enthusiasm of learning preview being hit by the great difficulty of preview, so that students can feel the fun of English learning in the process of preview, and then participate in learning independently, develop good learning habits. When teachers implement teaching in the classroom, they can improve teaching efficiency, achieve the goal of in-depth teaching, and give play to the advantages of the Internet to build a hybrid teaching model of college English in the "Internet plus" era.

### 3.2. Creating Teaching Scenarios through Multimedia

Using multimedia to create teaching scenarios, allowing students to learn in the context, improving their learning experience, cultivating their English language organization and expression abilities, and constructing a university English classroom with core competencies. In addition, multimedia can display images and videos,

as well as play audio, so in multimedia teaching, students' learning interest can be stimulated, improving their learning experience, and promoting the effective implementation of blended online and offline teaching. For example, in college English teaching, teachers can use multimedia to play videos related to teaching content, or display pictures related to teaching content, allowing students to learn under the guidance of pictures and videos, simulating the environment related to learning content, immersing students in the environment and using English for communication, thereby cultivating students' English language organization ability, expression ability and other abilities, and building a core literacy college English classroom. In addition, multimedia audio equipment can also play a prominent advantage and educational role. For example, multimedia equipment can be used to play videos related to teaching content to provide more opportunities for students to "listen" to English, or students can be allowed to "speak" English in simulated situations to exercise students' language organization ability, achieve the teaching of "listening" and "speaking" in college English teaching, build a college English classroom under the core quality, lay the foundation for students to use English communication and communication, give play to the advantages of the Internet, build a "Internet plus" contemporary college English hybrid teaching model, and implement the teaching requirements proposed by the new curriculum standards to promote the comprehensive development of students' comprehensive ability.

### 3.3. Using Online Resources to Expand Teaching Content

There are rich teaching resources on the Internet. After teachers' summary and practice, teachers can also use the existing teaching resources on the Internet in the mixed teaching of college English in the context of "Internet plus" to expand teaching content, enrich students' knowledge accumulation and achieve the goal of in-depth teaching. In addition, rich teaching resources can satisfy students' thirst for knowledge and curiosity, allowing them to immerse themselves in a learning state and complete learning tasks to gain more sense of achievement. Just like before launching college English courses, teachers can search the existing courseware on the Internet, such as video courseware, PPT courseware, pictures and other types of online teaching resources, and use these online teaching resources to implement teaching, so that students can meet their learning needs in rich learning resources, find their own interesting learning content, stimulate students' enthusiasm for learning and create a strong learning atmosphere. In addition, college English teachers can also upload their own online teaching resources after teaching, so as to enrich the content of online teaching resources and courseware, provide rich materials for other teachers to use the Internet to implement teaching, and promote communication and discussion among teachers. The courseware produced in this way will be more targeted, highlight the dominant position of students, realize the mixed teaching of college English in the "Internet plus" era, give play to the advantages of the Internet to improve teaching pertinence, promote students' personalized development, and make full use of the Internet to obtain more excellent courseware content and courseware resources. In addition, teachers can also encourage students to use the Internet to search for the information they want to obtain, and cultivate students' ability to use the Internet to carry out independent learning, so that students can use the Internet in future learning. In addition, Internet learning resources are rich, so expanding Internet resources can broaden students' horizons, enrich students' knowledge accumulation, make college English teaching more prominent, and ensure students' future English learning and development.

### 3.4. Utilizing Online Live streaming to Carry out Online Courses

Online courses are carried out in the way of live webcast so that students can learn flexibly. This teaching

method is also the embodiment of teaching in the context of "Internet plus", creating favorable conditions for the development of hybrid teaching. For example, in college English teaching, teachers can use online live streaming to explain English words and grammar, or shoot teaching content into short dramas and use online live streaming to play these short dramas. In this teaching method, students can learn from any location because online live streaming is not limited by the venue, thus improving the flexibility of student learning. In addition, online live streaming can also achieve interaction between teachers and students. Because online live streaming has the functions of leaving comments and publishing evaluations, teachers and students can interact during the process of online live streaming. Students can also ask their own questions, and teachers can directly answer them through direct broadcasting, thus achieving remote interaction between teachers and students and improving the targeted construction of efficient classrooms. Or after class review, teachers can relearn through the function of live broadcast playback, changing the single way of traditional after class review. This kind of after class review has the characteristics of intuitively displaying the teaching content. Students can also achieve the effect of learning new things through listening to the teacher's explanation again, solve the difficult knowledge in students' learning, and deepen the memory of key content. In the process of watching the live broadcast, teachers can deepen the impression of knowledge learned, give full play to the advantages of the Internet to improve the quality of after class review, and achieve high-quality "Internet plus" college English hybrid teaching, laying the foundation for students to achieve excellent results in the exam.

### 3.5. Building a Short Video Resource Library for English Learning

Building an English learning short video resource library, allowing students to learn English grammar and vocabulary through watching short videos, enriching their English knowledge accumulation, and cultivating good English learning habits. In addition, the English learning short video resource library can upload rich teaching content, providing more resources for students to carry out self-directed learning. Due to the changes in the way students obtain information today, short videos are one of the main ways for students to obtain information. Therefore, this teaching method meets the learning needs and characteristics of today's students, and is of great significance for building an efficient college English classroom. It is also a manifestation of blended online and offline teaching. For example, when implementing college English vocabulary and grammar teaching, teachers can create videos of the pronunciation and writing of words, and then upload the videos to short video courseware. Or, during grammar teaching, sentences can be made into videos, and then the videos can be uploaded to the short video platform, so that students can complete the learning of words and grammar by watching videos. This teaching method can meet the students' personalized learning needs, and rich words and grammar video resources can be built into a resource library, providing students with rich materials and a good environment for flexible learning and real-time learning, so that students can watch the resource library anytime and anywhere to learn, and build a hybrid teaching model of college English in the "Internet plus" era.

## 4. Conclusion

In a word, in the era of "Internet plus", blended teaching of college English has innovated teaching methods, broken the limitations of traditional teaching models, and enabled students to learn flexibly, which is of great significance in cultivating students' good learning habits. Therefore, teachers in college English teaching should attach importance to the application of the Internet, such as using the Internet to assist teaching in the classroom, using the Internet to help students preview and review after class, or using the Internet to expand teaching

resources, so as to meet students' personalized learning needs, stimulate students' initiative and enthusiasm to participate in learning, promote college English teaching reform, and lay a good foundation for students' future learning and development.

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