



A Preliminary Study of Internet Big Data + College English Teaching Model

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Abstract: This study analyzes the problems in the current university English teaching mode from the perspective of the advantages of the Internet + English teaching mode, analyzes the aspects of the Internet + English teaching mode that can be improved from the perspectives of universities, teachers and students, and puts forward feasible opinions on the current teaching mode in view of the lack of resources on the platform of universities, the old teaching mode of teachers and the lack of initiative of students in blended teaching. The aim is to promote the widespread application of Internet big data technology in the university English teaching environment, so as to promote the hybrid teaching mode of university English to keep pace with the times, improve the effect of university English education comprehensively, and cultivate more high-quality complex English talents.

Keywords: Internet, big data, blended teaching, university English

1. INTRODUCTION

With the rapid development of new media technology, education information has gradually become the trend of the times. In this context, the personalized teaching of Sichuan University and the student-centered system of Huazhong Normal University reflects the feasibility of combining education information with college education from the teaching and student levels. Optimizing the allocation information resources is one of the most important aspects of education information. English is a language teaching discipline, and English teaching aims at shaping students multi-level and complex knowledge structure and competence, which is different from a specific disciplinary literacy, and competence, which is different from a specific disciplinary literacy, and its global competence belongs to the category of general literacy, which is made up of multidisciplinary knowledge and competence fusion (Zheng,2020). The context of education information not only helps English majors cultivate their personal multi-level learning ability, but also helps break through the short-time limitation of the current college curriculum system, the solidified mode of English teachers teaching, and the purposelessness of students use of teaching resources. The purpose of this study is to investigate the current situation of teaching information and English teaching mode, to propose the practical and feasible suggestion for the reform of English teaching mode under the threshold of multimedia in local colleges and universities, and to better implement the teaching mode of "Internet + education"(Gao, 2021)

2. THE CURRENT SITUATION OF INTERNET + EDUCATION MODEL IN THE FIELD OF ENGLISH TEACHING

2.1. The Lack of Supply of "Internet + " English Teaching Platform in Schools

In the era of "Internet+", universities are using catechism, flipped classroom, pinned and other resource sharing software to implement a combination of online and offline models. Based on these platforms, students can watch some of the supplementary contents in the classroom and strengthen their weaknesses in a targeted way. However, there is a problem of "theory over practice" in English teaching in universities. The schools requirements for English teaching involve basic theories of English learning, such as grammar, vocabulary, reading etc. While few plans involve students practice requirements. The overemphasis on grading in schools makes teachers and students ignore the need

for practical English skills. The lack of a practical platform prevents students from training their English communication and oral expression skills, which affects the quality of English teaching in the “Internet+” mode.

2.2. Inadequate use of Internet + Resources in Teachers English Teaching

Although the combination of “Internet+” online and offline mode is gradually applied to English teaching, the lack of certain training in Internet teaching makes teachers problems in using Internet skills frequent. In colleges and universities, teachers generally use PPT to offer in the classroom and teach knowledge by verbal expressions, which mainly focus on theoretical aspects and cannot play a substantial role in improving students practical skills. Some teachers do not pay much attention to the use of the Internet and are unable to use Internet resources skillfully to enrich the classroom, which makes the class boring and uninteresting and makes it difficult for students to keep up with the teaching progress and eventually leads to polarization of English learning. The teachers single use of traditional indoctrination teaching, “teachers speak, students listen”, reduces the interactivity of the classroom, which also leads to the reduction of students concentration and participation in the classroom, and is not conducive to the further development and improvement of English teaching in the “Internet+” mode.

2.3. Lack of Self -Awareness of Students in the “Internet + ”Mode

The “Internet+” model has greatly facilitated students needs in English language learning. Using the Internet, students can schedule English language learning. Using the Internet, students can schedule their own study and review time anytime and anywhere, but at the same time, resource -sharing platforms such as catechism and flipped classroom provide students with opportunities to expand their learning and promote deeper mastery of classroom knowledge. However, Internet learning has also given rise to a series of problems such as brushing up on English classes and one-sided knowledge seeking. Students are influenced by the Internet era and lack of conscious control, so they do not pay attention to online learning and only choose the aspects they are interested in which results in inefficient online learning and incomplete learning orientation and affects the effectiveness of “Internet+” for students English learning.

3. TO PROVIDE FEASIBLE OPINIONS FOR THE APPLICATION OF INTERNET + EDUCATION TEACHING MODE TO ENGLISH TEACHING IN COLLEGES AND UNIVERSITIES.

3.1. Universities Build “Internet + ”Cooperation Platform System

At present, major universities have basically not yet established a perfect ,high-specification, targeted platform for teaching English in practice in college (Wu, 2018), and students have not been able to get effective practical exercises and lack practical skills in improving their English practice ability ,which cannot meet the market demand for English talents (Sun,2019).

In the era of “Internet+”, shared learning platforms such as catechism and flipped classroom provide valuable teaching resourced for schools to teach English. Universities can make use of the operability and convenience of Internet teaching platforms to build resource sharing platforms and achieve the effect of school-enterprise cooperation, thus promoting student offline self-learning and personal development. However, the cumbersome login operation is an unavoidable problem of multiple platforms or learning nowadays. Based on this, the interconnection between schools and platforms can effectively reduce the inconvenience caused by login problems for teachers and students, and greatly improve the efficiency of students and teachers in using resources and platforms.

At the same time, the school uses "Internet+" to build a platform system, and sets up practical exercises in English courses on these platforms, such as oral training scores, daily lectures, English speech contests, etc. , to test and evaluate students' oral expression and application skills, so that students can improve their overall quality and ability in a fragmented time, adding to the development of the Internet+ English education mode.

3.2. Teachers Help Promote "Internet+" Teaching Mode

In the context of the "Internet+" information technology era, English teachers should make efficient and effective use of the major platform resources on the Internet, mainly catechism and flipped classroom. The diversity and individuality of these platforms provide scope for teachers to reform the classroom education model. Teachers can learn from other English teachers' teaching styles on the platforms, such as transforming the boring word teaching into interesting physical performance, and changing the "teacher speaks and students listen" mode. This kind of mutual exchange and learning can not only improve teachers' classroom performance to a large extent, but also make teachers' thinking keep pace with the times and gradually change the traditional teaching solidification mode. At the same time, teachers' mutual help and exchange on the platform also has a positive effect of improving teachers' teacher qualifications. In the context of information technology, it is not enough for schools alone to train teachers on their ability to use the Internet efficiently and accurately, and with reference to shared resource platforms such as catechism and flipped classroom, teachers can transform into the role of students so as to learn the skills of different teachers in using the Internet, and with time, teachers' Internet skills will become better and better. Moreover, the transformation and innovation of English teachers' teaching methods can enrich the classroom teaching content, improve the efficiency of the classroom and students' concentration, and provide some reference significance for the quality improvement of English teaching in the "Internet" mode (Qin, 2016).

3.3. Students Independently Build a Mini "Internet+" Mutual Learning Platform

With the application of 'Internet+' teaching mode in universities becoming more and more frequent, students' self-learning is gradually normalized. Students can find their own learning methods in the "Internet+" teaching platforms built by universities, such as catechism and flipped classroom, so as to improve their weaknesses. In the "Internet +" sharing platform, students can also find English learning partners who share the same interests with them and establish a mutual help learning chain to monitor each other's learning. facilitate, and thus promote the professional competence of students in English subjects in colleges and universities. In conclusion, the "Internet+Education" learning model provides students with sufficient convenience, both in terms of the student body and the provision of external learning resources, and stimulates students' enthusiasm and interest in online learning, making them aware of the convenience and necessity of combining online and offline.

4. RESEARCH METHODOLOGY OF INTERNET + ENGLISH TEACHING

This study adopts a combination of theoretical and practical research methods, summarizes the application of "Internet + education" model by scholars in various fields through literature review, and constructs a model to summarize the commonalities between them and this study.

A mapping test was given to eight classes in colleges with similar English learning atmosphere and performance. The results of the mapping test were similar. Then they were divided into two groups: four classes in the experimental group and four classes in the control group. In the experimental group, from the day of the mapping test, teachers used Internet technology to teach English in a combination of online and offline modes, i.e., explaining key contents in class, uploading teaching resources to the WeChat learning resource sharing group, and carrying out daily mini-task punching activities and certain oral training, etc.; the control group remained in the same teaching mode. After maintaining this teaching classification for one month, another test was arranged, which was related to the teaching content. Unlike the first result, the experimental group scored significantly higher than the control group and the number of high scores in the class was higher. After this experiment, the feasibility and effectiveness of using the "Internet" online and offline teaching mode to improve the quality of English teaching was verified.

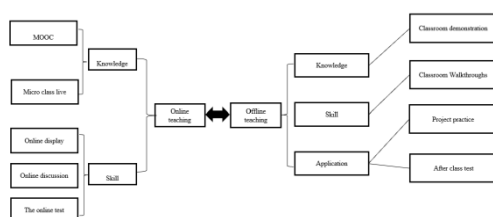


Figure1. Schematic diagram of the online and offline hybrid teaching system

5. CONCLUSION

In the era of big data, English language teaching in China at this stage should move forward with the trend of the times. The impact of the "Internet + education" model is both an opportunity and a challenge for higher English teaching. This study proposes feasible suggestions through research and empirical study to address the existing problems of platform resource supply, teaching innovation and students' online and offline independent learning methods in universities. In order to fully understand the significance of the Internet big data teaching mode, universities and English teaching practitioners will continue to strengthen and explore the teaching of English in universities, improve the teaching mode system of English in universities, and seek the innovation and foresight of hybrid teaching, so as to lay the foundation for reforming the traditional teaching mode and exploring the new teaching system of English in universities, with the aim of cultivating more compound and applied English talents in line with the trend of the times. The aim is to cultivate more complex and application-oriented English talents in line with the trend of the times.

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