Application of Computer Network Technology in the Research of College English Teaching Strategy

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Abstract. The emergence of "Internet +" has brought great challenges and opportunities to traditional college English teaching. "Internet +" education mode has become an indispensable part of the current education mode. It not only meets the needs of students attending lectures at any time and anywhere, but also is a major attempt in the reform of education mode in China. Based on the analysis of the current situation of College English teaching mode, this paper proposes an optimization policy based on "Internet +".

Keywords: “Internet +”, College English, Models of Teaching, Computer Network Technology

1. Research status at home and abroad

The research on the influence of Internet + on College English teaching started late in China, but its development is very fast. At present, the number of English learning (APP) has reached 1000, and the study of "Internet +" has become more and more. However, most of the researchers focus on the theory, feasibility and resource design of "Internet +" influencing College English teaching. A total of 275 articles were retrieved from China How Net using advanced search function to search for Internet related and College English research. An empirical study of the construction of College English learning environment under the environment of "Internet +" by Yang Liu has explored whether Internet + College English learning environment is suitable for contemporary college students. Hong Xiaqin and Zhou Xinqin's "Internet + New Era College English teaching strategy" analyzes all kinds of emerging curriculum resources such as mocking, micro class and flipped classroom under the Internet plus background. It proves that the new teaching mode of College English under the Internet + background will effectively promote students' interest in learning and improve their autonomous learning ability. Zhang Jing's College English teachers should answer the "Internet +" era, pointing out that college English teachers should comply with the wave of "Internet + education" in teaching reform, and use the Internet wide resources to keep pace with the times and promote the reform and development of English teaching. At present, researchers in China pay more attention to theoretical
research, but researchers at home and abroad pay more attention to theoretical research. However, the empirical research and specific implementation of the new mode of "Internet + College English Teaching" are still very few, and there will be considerable research space in the future.

2. Multi mixed teaching mode under the background of Internet +

2.1. Methods and means of challenging traditional teaching

The traditional teaching mode of "cramming" blackboard and chalk has been improved to multimedia teaching, that is, the teaching means of slide show and projector. Although we have made some progress, increased the amount of information, and made the class more lively and interesting, there are still insufficient interactivity. After class, we quickly forget the content of the class, which is not repeatable. With the rise of the Internet, MOOC, Wechat, Wechat + mobile network, autonomous learning platform and so on have been put into use, teachers are no longer the only source of knowledge for students. Through classroom discussion and cooperative teaching, teachers can internalize the contents of students' self-study, and then test and communicate with students after class to further consolidate the contents. Teachers check the independent learning materials for students. Although the network knowledge is infinite, the quality is different. Teachers need to screen, recommend and share excellent network resources, or they can make the knowledge text suitable for students in our school and upload it to the network for students to learn (see table 1).

| Teaching strategy                  | Primary coverage                          |
|-----------------------------------|------------------------------------------|
| Preview of network video before class | Students preview through online video    |
| Classroom discussion              | Students' autonomous discussion          |
| Teacher summary                   | Teachers' summary based on network classroom |

2.2. Multiple mixed teaching

The emergence of micro class and screen class is considered to be an educational revolution in the contemporary Internet era. Based on the "Internet +", mixed teaching of micro class and curtain class is a new innovative teaching mode, which realizes the perfect combination of new technology and teaching resources, and is the future development direction of College English teaching. Micro class is a teacher's unit teaching video as the carrier, only for the explanation of a certain knowledge point in teaching. Micro courses represent a small curriculum capacity, but a series of micro courses are the organic combination of multiple knowledge points. A single micro course also has a large number of curriculum resources supporting it, such as courseware, exercise and test. A unit of micro course video is often controlled within 5-8 minutes, and students can learn a knowledge point through a unit of micro course. Micro class can be used as an auxiliary teaching method in the traditional classroom.
Teachers can first make relevant micro classes according to the difficulties of this course, and encourage students to learn micro class independently before class. In the classroom, cooperative teaching combining traditional teaching and micro class is adopted, and students are actively encouraged to reflect after class. The introduction of micro class will cultivate students' autonomous learning ability. Teachers can transform the knowledge points that are difficult to explain in the traditional classroom into a series of unit micro classes. Students can increase their understanding and application of knowledge points through the learning of micro class. If micro class is knowledge point fragmented learning, then MOOC is a series of systematic learning courses. MOOC is an innovative learning method based on the Internet. MOOC mainly consists of three steps: Students' online self-learning, online course discussion with teachers, and students' feedback on the course after class. With the continuous development of Internet globalization, students can choose their own learning content from a large number of learning resources, especially the MOOC courses of some international top schools are open to learners all over the world. Teachers can recommend students to choose some MOOC courses related to the course content according to their own course content. They can communicate and supervise students' learning through wechat and QQ group, and at the same time, they can hold relevant discussions in the classroom to strengthen students' knowledge points.

3. College English teaching strategies under the background of "Internet +

3.1. Teachers should take a positive attitude towards and cope with the background of "Internet + education"

Many college English teachers will abandon the teaching methods that have been followed for many years. This is a great challenge for many teachers who have many years of experience in classroom teaching. They must learn how to create micro lessons, mocking lessons, and how to communicate with students through various new social platforms. This learning process will be filled with pain. It is hard and arduous, but it will ultimately promote the great improvement of teachers' own ability. Nowadays, online education brands such as Netease open class and Sina micro class have been widely spread among college students, and more and more online platforms have opened various online English courses. Students can choose their favorite teachers and courses according to their preferences. The more unique and novel the teaching content, the more likely it is to be sought after by learners. If teachers are still stuck to traditional classroom teaching methods, it will be more and more difficult to attract students' interest in learning. Teachers must actively face the impact of "Internet +" on Contemporary College English teaching and be bold in innovation. Teachers should be good at making use of the massive resources of "Internet +", and create various new media courses with personal styles according to their teaching contents. For example, teachers can send background introduction and key vocabulary explanation related to the text to wechat group according to their own class content to increase students' understanding of the text. Students can also be encouraged to organize discussions on the relevant issues in the text to improve their interest in English learning. In oral practice, students can be grouped in wechat to arrange oral topics. After students upload audio answers, students are encouraged to comment on each other, which can not only stimulate students' interest in English learning, but also benefit each other (see figure 1).
3.2. Teachers adopt more suitable teaching strategies and methods for "Internet +"

With the help of micro class and MOOC class resources, teachers can set up more related online courses. The course teaching is mainly based on the interaction between teachers and students, changing the original teaching strategies, and relying on the online platform courses for many of the knowledge taught in the classroom. This new teaching method will fully stimulate students' learning autonomy and improve their innovation ability and execution ability. The comprehensive ability of English depends on five aspects: listening, speaking, reading, writing and translating. In traditional classroom teaching, we should pay more attention to rereading, writing and translating. We should make full use of the contemporary Internet to provide friendly interaction. In the traditional classroom, we use the advantages of classroom teaching to improve students' reading and writing ability, while "Internet +" teaching enables more learners to interact with each other by means of images, sounds and pictures. In the traditional college English classroom, many students are lack of confidence in their oral English. At the same time, due to the constraints of time and space in the classroom, it is difficult to have the opportunity to exercise their oral English. A large number of Internet chat tools can make students easily express themselves in English to exercise their oral English ability. "Internet +" education breaks the wall of learning time and space, resulting in profound changes in traditional classroom teaching. Teachers need to adapt to the situation and adopt "Internet +" teaching methods, such as project learning (PBL), mobile learning, research learning, game learning and blended learning.

4. Conclusion

"Internet +" has a great impact on traditional college English teaching, and it also gives great opportunities to contemporary college English teachers. The majority of College English teachers should seize the opportunity to learn the latest Internet technology and related knowledge. English teachers should actively change their teaching concepts and teaching methods, actively use the "Internet +" teaching mode to change, improve their quality of College English teaching, and improve students' autonomous learning ability\(^{[5-6]}\).

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