Research on the Innovation of Teaching Mode of the University English Hierarchical Listening and Speaking under the "Internet+" Era Based on the Analysis of Big Data

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Abstract. With the gradual acceleration of the process of world economic integration, the exchanges between China's economic trade and the international community have become more frequent. At the same time, the demand for high quality English talents is also increasing in our society. The popularity of computer networks has provided a lot of help for colleges and universities to train professional English talents. However, according to the analysis of big data, some college English teaching problems in the Internet environment have also been exposed, and the stratified teaching mode provides a new way to solve the problems of English listening and speaking in the "Internet +" era. This paper briefly introduces the challenges faced by college English listening and speaking teaching under the "Internet +" environment, and puts forward the construction method of English listening and speaking teaching mode, in order to comprehensively improve the English teaching level in colleges and universities, and promote the development and progress of English teaching in colleges and universities [1].

Keywords: Internet +, Big Data, College English, Stratified Teaching Mode

1. Introduction

With the increasing international exchanges, English is no longer just a course in the school. It is closely related to people's lives and has become an indispensable tool. This puts forward higher requirements for college English teaching, especially the teaching of listening and speaking. Teaching can no longer just be satisfied with the students' written test scores and the mastery of theoretical knowledge. Teachers must pay more and more attention to the cultivation of students' ability to use English and explore more scientific, good and effective teaching mode. The emergence of stratified listening and speaking teaching mode provides help for college English teaching, so it is necessary to study the stratified listening and speaking teaching mode of college English in the era of "Internet +" [2, 3].
2. Challenges in college English teaching under the "Internet +" environment

2.1. Students' poor learning status
In the "Internet +" environment, people's lives have undergone earth-shaking changes. On the one hand, highly developed networks have become a new way of cultural communication, and at the same time, it is also the main means for college students to obtain information. However, students lack the most basic ability to distinguish large amounts of information in the era of information explosion. They can't choose to absorb the information they are good in. Therefore, students will be swallowed by a large amount of entertainment information, resulting in their own inadvertently focus on learning content. On the other hand, various entertainment such as online games, videos, and social tools in the "Internet +" environment have a strong appeal to college students, making students' self-control ability seriously declining [4-6]. Many students' lives are inseparable from mobile phones, computers and networks, and the concentration in the learning process naturally drops sharply. There are even phenomena such as playing mobile phones and skipping classes during class. Table 1 shows the Internet learning situation of students in the Internet era.

Table 1. Analysis of college students' online survey results.

| Student online content       | Student ratio |
|-----------------------------|---------------|
| Find learning materials     | 47.4%         |
| Interpersonal communication | 21%           |
| Watch movie                 | 11.4%         |
| Play games                  | 12.2%         |
| Browsing the news           | 8%            |

2.2. Lack of effective screening of course content
The popularity of the Internet has made college English teaching have abundant network teaching resources to choose from, but in the actual teaching, many teachers have encountered many problems in the application of these teaching resources. First of all, although the network teaching resources are very diverse, they may not be correct and may not be suitable for the actual teaching situation. Many teachers blindly apply these teaching resources without screening, which is not only difficult to achieve good teaching effects, but even counterproductive to college English teaching. Secondly, some teachers do not make clear the status of online teaching resources in teaching. They blindly pursue the amount of knowledge in instructional design, ignoring the actual teaching effect. A large amount of knowledge content not only increases the pressure and difficulty of students' learning, but also causes psychological burden to students.

2.3. The traditional teaching model still exists
Traditional English listening and speaking teaching often divides listening and speaking into two unrelated parts. When doing listening exercises, the teacher first explains words, grammar, teaches skills, and then repeatedly plays listening materials, requiring students to concentrate on listening continuously, often for up to half an hour. The listening practice is also based on multiple choice questions. The infusion of listening material plus multiple choice questions makes the student actually in a long-term one-way input process. Students tend to feel tired, so no matter how interesting listening material is often dull. The pattern of oral practice is similar to that of listening practice. The oral practice mode requires students to express their own opinions in English around a given topic through independent thinking or group discussion. The disadvantages of this teaching method are as follows: 1) It is often impossible to take into account the needs of students at different levels, and it is impossible to teach students in accordance with their aptitude; 2) it can't help students open their minds.
3. Construction strategy of college English stratified listening and speaking teaching mode based on "Internet +"

3.1. Integrate network teaching resources
Appropriate teaching content not only directly affects the actual effect of college English teaching, but also is an important premise for constructing a layered teaching mode. Therefore, in order to build a high-level English stratified teaching model, it is necessary to fully integrate the rich network teaching resources and choose appropriate teaching content. On this basis, the teacher should combine the students' learning situation, design different level, different contents and targeted course content, and provide a good foundation for achieving layered teaching. At the level of division, the teacher has comprehensively assessed the basic knowledge, learning ability and psychological quality of the students. In the selection of teaching materials must be careful, to choose to adapt to different levels of students reading materials. For students with higher levels, they can be encouraged to interact more with each other. Classroom activities arranged by teachers can also be more complex, such as oral presentations, free debates, and mock news reports. For students with low levels, they can start with a short one-question exercise, and then ask them to rehearse their listening materials in their own language, or engage in more interesting activities such as role-playing to increase their enthusiasm for participation. After completing a simple task, student can slowly transition to a higher-demand task. Table 2 is the application of the tiered teaching method in college English teaching.

| The application of hierarchical teaching method in college English teaching |
|---------------------------------------------------------------|
| ● Divide the students according to the actual situation of the students, and regularly perform hierarchical role conversion |
| ● Choose textbooks that are easy to understand and useful, and improve students' interest in learning English at all levels |
| ● Strengthen method guidance, focus on self-study, supplemented by guidance |

3.2. Strengthen classroom design
The basis of classroom teaching is classroom design, and the application of teaching platform to achieve classroom design helps to ensure classroom teaching effectiveness. In the current digital technology environment, it is necessary to pay more attention to the incentive role of teachers in teaching design, so as to activate the classroom atmosphere and strengthen the interaction between teachers and students. Multi-level classroom design in the "Internet +" era environment needs to be carried out from the design of content and process. The first is content design. Teachers need to apply digital technology to optimize the classroom teaching content, carefully screen the network information resources, deposit them into the courseware, and highlight the personalized principle of the selected content. Teachers should explore students' innovative ideas, so as to better cultivate students' innovative consciousness. For example, in the process of learning English, teachers can add English intellectual problems to better build students' thinking. The second is process design. Throughout the teaching process, relying on digital technologies such as projectors, English is presented to students more intuitively and vividly.

3.3. Innovative offline teaching mode
Although "Internet +" has created a new online teaching channel, offline teaching is also essential in the English stratified teaching mode of colleges and universities. Therefore, it is equally important to innovate the offline teaching model based on "Internet +". First of all, in terms of teaching content, while developing teaching content around the national unified textbooks, it is also possible to use the integrated online teaching resources to compile the internal teaching materials of the school. In the actual teaching, these online teaching resources can be used to assist the application to ensure that the
content of the class is more suitable for students. Secondly, teachers can also use the Internet as the basis to carry out innovative teaching methods such as personalized coaching, special training under the class, and English data push. In addition, the teacher can shift the focus of classroom teaching from the explanation of basic knowledge to the design of teaching activities, and provide students with multiple levels of practical opportunities.

4. Conclusion
The practical value of English is becoming more and more prominent in people's lives. Big data analysis shows that the focus of college English listening and speaking teaching should be biased towards the cultivation of communicative competence. In the "Internet+" era, contemporary college students are growing in the background of the information society. They have high requirements for classroom atmosphere, teaching content and event design. Teachers must be proficient in using multimedia facilities to create rich audio-visual effects to attract students. At the same time, they must fully consider the needs of students, establish a student-centered teaching model, and fully mobilize their enthusiasm for learning. Only by continuously innovating and upgrading the teaching model can students be trained to meet social requirements.

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