

Research on College English Teaching Mode in Art Colleges Under the Background of “Internet +”

Ruinan Chen

Xi'an Fanyi University, Xi'an, Shaanxi, China.

How to cite this paper: Ruinan Chen. (2024). Research on College English Teaching Mode in Art Colleges Under the Background of “Internet +”. *The Educational Review, USA*, 8(5), 758-762. DOI: 10.26855/er.2024.05.021

Received: April 15, 2024

Accepted: May 13, 2024

Published: June 11, 2024

Corresponding author: Ruinan Chen, Xi'an Fanyi University, Xi'an, Shaanxi, China.

Abstract

Artistic talents have always been relatively scarce in our country. Cultivating comprehensive artistic talents is one of the goals of China's educational development. However, students in art colleges are greatly influenced by external factors when learning English. For example, in the learning process, art students tend to neglect learning English. "The rise of education brings unprecedented opportunities and challenges to English teaching in higher vocational colleges and higher English teaching." The necessity of reforming college English teaching in art colleges is essential. This involves exploring the construction of an "Internet+" college English teaching mode specifically tailored for art colleges. Based on the analysis of college English teaching in art colleges, the study explores the integration of mobile apps with English classrooms, MOOCs with flipped classrooms, and micro-classes with flipped classroom models for English teaching. This paper discusses the development of an ecological teaching model for college English courses using a network-based teaching platform.

Keywords

Art college, Internet +, College English, Teaching mode

The former prime minister Li Keqiang formally put forward in the government work report the concept of "Internet +". Relying on the Internet, all walks of life have carried out in-depth discussions and research in various fields, and the field of education is no exception. The deep integration of "Internet" and college English teaching has become a new form of college English teaching reform. The organic combination of mobile networks and college English in art colleges is not only a powerful challenge for traditional teaching methods and means but also an opportunity for the reform of college English teaching in the era of big data. The college English teaching mode of art colleges constructed based on the background of the information age provides a ubiquitous learning environment for students to learn, and forms a tacit understanding and interaction between teaching and learning, which is conducive to cultivating students' independent learning ability and improving their interest in learning, so as to further promote the improvement of teaching quality.

1. Current status of college English teaching in art colleges

College English teaching in art colleges has its particularity. In order to better build a college English teaching mode suitable for art colleges and promote the smooth progress of college English reform, the author visited many art colleges and universities to adopt the form of discussion and questionnaires. The results of the author's research show that there are some common problems in college English teaching in art colleges.

1.1 Weak faculty

Former President of Harvard University Connant pointed out that the honor of the university lies not in its school buildings and the number of people, but in the quality of its generation after generation of talent. Teachers play a pivotal role in the reform of college English teaching, and the shortage of teachers is the biggest "bottleneck" of the reform of college English teaching, which is especially prominent in art universities, it has become the main factor restricting the reform of college English teaching in art universities (Ji Li, 2021). For a long time, college English teaching in art colleges and universities has been a marginal subject and is not taken seriously. Compared with other undergraduate colleges and universities, there is a big gap in terms of teacher structure, especially the "double-qualified" teachers.

1.2 Lack of teaching resources

In the information age, teachers should change the traditional teaching concept and assume the heavy responsibility of exploring the new teaching mode. However, there are some factors hindering its development in reality. On the objective level, most art colleges have a wide range of courses, such as film and television, broadcasting and hosting, art design, vocal music, etc. Students of each major have their own different personalized needs, which require a lot of manpower and material resources to solve. But at the same time, it is contradictory to the status of college English teaching in art colleges, and both schools and teachers are unwilling to spend time and effort to solve the existing problems. On the subjective level, college English teaching in art colleges has its commonness and particularity, and different students should be taught in accordance with their aptitude. In reality, the teaching resources in line with art students are relatively scarce.

1.3 Students' English level is generally not high

Compared with other universities, most of the art college students are not high in cultural courses. When art colleges and universities recruit students, the threshold of students' English performance and comprehensive English ability is even lower. When the students in the author's school enter the school, the single English score of some majors is not less than 50 points (150 points), and even some majors have no limit on the single English score, such as film and television performance. Therefore, the gap between students' English level, the highest score of more than 120 points, the lowest score of more than 20 points, but on the whole, the students' English level is generally not high. In addition, the phenomenon of art colleges emphasizing major and neglecting culture is common. Art students cope with college English learning, with no desire and need to learn, and it is difficult to improve their English level (Jing Wang, 2019).

2. The necessity of reforming college English teaching in art colleges

The education plan is teacher-oriented. Under the background of "Internet +", teachers must change their traditional teaching concepts and master new teaching techniques. In university teaching, the quality, level and ability of teachers are the key to affect the quality of teaching. Therefore, in college English teaching, only when the teachers master the advanced educational technology, can the application of "Internet +" in foreign language education and teaching be promoted. Higher art colleges undertake the important mission of cultivating innovative compound art talents who spread Chinese culture. For students majoring in art, in addition to the skills in their professional field, they must also have language skills, and foreign language communication ability is the common requirement for the core quality and soft power of talents in today's society. Through the comparative analysis of the gap between the English ability of art students and the requirements for art talents under the "One Belt and One Road" Initiative, it can be seen that at present, they are familiar with art majors and are good at foreign languages in China. Therefore, in college English teaching in art colleges and universities, teachers should focus on cultivating students' practical communication skills (communication skills), interpersonal skills (interpersonal skills), and the ability to analyze and solve problems (analytical problem-solving skills), that is, the ability to use English to complete various communication tasks in the workplace, which is the general trend of higher education and social development.

3. Building college English for art colleges under the background of "Internet +"

The Department of Higher Education of the Ministry of Education pointed out in the Requirements for College English Curriculum Teaching (Trial) that "The new teaching mode should be supported by modern information technology, especially network technology so that English teaching can develop in the direction of personality, learning and independent learning not limited by time and place." Below, the author analyzes how to build a new mode of "Internet +" dynamic

classroom" in line with the characteristics of art colleges in combination with the current situation of college English teaching in art colleges.

Due to the limitation of teaching conditions, the traditional college English teaching mode realizes the closed-loop cycle between teachers and students in the classroom. With the advent of the era of "Internet +", all kinds of micro classes, MOOC, flipped classrooms, network teaching, and learning platforms new teaching methods emerge endlessly, enriching the ecological resources of higher education, higher education is no longer limited to the classroom, using mobile APP and network platform of learning to fill the shortage of limited classroom environment, tangible classroom, and intangible classroom, extend the closed-loop cycle of English learning.

3.1 Mobile phone APP + English class

New constructivism advocates "I" as the center, and selectively absorbs the knowledge they need for my use. Harvard University conducted a survey of young people in the 21st century and found that APP has become an integral part of their learning and life planning. The author conducted a survey of the students in my school in the form of a questionnaire survey and found that 98% of the students use smartphones, and 80% of them use mobile apps for study. The author believes that, on the one hand, the combination of mobile apps and college English classes can improve students' learning efficiency. Mobile phones can be carried and have strong mobile performance. Students can download their required learning resources, do exercises, communicate with teachers and classmates, and record learning materials, etc., through the mobile APP to realize multiple interactions. On the other hand, the mobile APP can meet the personalized learning characteristics of art students. Therefore, in college English teaching in art colleges, mobile phones should be integrated with classroom science to create an intelligent campus and intelligent classroom, so as to promote the construction of a new mode of college English teaching in art colleges.

3.2 MOOC + flipped classroom

The so-called "MOOCs (MOOCs)", namely "large-scale open online courses" (Massive Open Online Courses), teachers upload a large number of learning materials online for learners with different needs, breaking the restrictions of traditional classroom learning time and regions, and realizing large-scale learning. At the same time, learners can submit homework and send emails through the interactive platform, which satisfies the thirst of learners at different levels of knowledge. The purpose of the second language learning is to "integrate learning and application, and apply what you have learned". The flipped classroom reverses the process of knowledge transmission and knowledge internalization in the traditional classroom knowledge so that students can achieve a perfect connection of knowledge internalization in class by watching a large number of teaching resources before class. This can not only cultivate students' independent learning ability, mobilize their enthusiasm for learning, but also make their learning and use of perfect docking, improve learning efficiency and learning effect. The so-called MOOC + flipped classroom teaching mode is the classroom mode of "independent learning + achievement report". MOOC is an inevitable product of the mobile Internet era. The teaching mode of "MOOC + flipped classroom" can achieve a win-win situation for both teachers and students. First of all, for teachers, teaching activities such as group research and peer evaluation can be organized to drive students' thinking, guide students to think deeply about courses and subjects, stimulate their interest in learning and research passion, and at the same time, encourage themselves to improve their major, improve their cognitive level and burst out their enthusiasm for teaching. Teachers should select teaching resources according to the characteristics of different majors, and offer basic courses, specialized English courses, and cross-cultural courses to meet the learning needs of students at different levels and personalized and school-based English learning needs. Secondly, for students, the flipped classroom of MOOCs breaks the time and geographical restrictions of language input, liberating them from traditional classroom teaching and freely arranging learning time; a large number of extracurricular language acquisition and practice opportunities, creating various media textbooks suitable for independent learning and personalized learning for students with different foundations and majors, making large-scale and personalized college English learning possible; through the results report, improve independent learning ability, extend learning time and space for fragmented learning, and thus improve the practical application ability of English language.

3.3 Micro-class + flipped class

The new mode of college English teaching in micro-class + flipped classroom includes the following four links: teachers 'design and production of micro-videos before class, students' independent learning before class, cooperative and inquiry teaching in class, and after-class summary and reflection. Micro-class video is short and concise, usually 5-10 minutes, with the function of "target type", which can not only optimize learning resources, but also save class time. Before class,

the teacher makes and uploads the micro video, and the students watch it carefully; In class, the teacher directly guides the students to read the practice and consolidate the knowledge. Practice has proved that the teaching mode of micro-lesson + flipped classroom can effectively improve students' learning effect and learning motivation, and mobilize their enthusiasm for learning. In class, students mainly adopt cooperative, inquiry, and interactive learning methods to expand the learning content, which can not only activate the classroom learning atmosphere, but also comprehensively improve students' comprehensive language application ability; it can cultivate students' sense of competition and teamwork, but also stimulate their learning motivation, and then improve their independent learning ability.

4. College English course teaching mode construction and promotion path

4.1 Establish a teaching team and innovate teaching concepts

Form a "double mix" teaching team, on the basis of professional training objectives and course outline, follow the university English teaching rules and teaching reform idea, total, with the teaching design, according to the knowledge unit content, make a double combination, the optimal strategy, scientific design online and offline learning content, design process, examination scheme, develop a complete guide, inspire, answering questions, interaction, practice, link, students of language knowledge, cross-cultural ability and comprehensive literacy promotion goal. The concept innovation, always takes "student-centered" as the guidance, pays attention to the individual differences of students, integrates into mature and feasible universities, English teaching theories and learning strategies, such as mixed learning, multiple intelligences, constructivism, cooperative learning, recent development area, interactive teaching, etc. Actively make the use of the integrated Internet technology teaching platform to carry out personalized teaching, pay attention to innovation, and set up a variety of mixed situations in the whole teaching link, such as teaching resources, teaching methods, teaching environment, assessment methods, etc. To "double blending" teaching English language knowledge chapter Settings, language skills practice creation, multidimensional, classroom interactive activities, language learning metacognitive consciousness, autonomous, learning ability to cultivate full consideration, optimize the students' English skills practice and training, focus on knowledge, ability, cultural trinity optimization.

4.2 Build a stable and efficient online teaching platform, and improve and update teaching resources

Stable and efficient network platforms and resources are the basis of "double-line integration" teaching. Undergraduate institutions should conform to the trend of information technology development to promote the "double-line integration" teaching mode. They should pay attention to the construction of the online teaching platform, its improvement, and maintenance, including the establishment of smart classrooms, consolidation of the basic level of information technology, and the creation of an intelligent and digital campus. It is essential to create an interactive, open, and integrated mobile application software system along with a technical support team. Institutions should consider utilizing software such as SuperStar Learning Pass, Super Nebula Classroom, Smart Cloud, Love Course, Rain Classroom, Nail, and other high-quality college English course network resource platforms to establish online teaching technical support and ensure timely maintenance and improvement. Secondly, actively develop and utilize a personalized network platform that aligns with students' reality and is verified in practice; establish an online learning environment optimized for smartphones, and provide students with increasingly ideal independent learning conditions. At the same time, combined with the teaching practice, screening excellent courses or sharing as course resources. Conditions of colleges and universities, can try to build in accordance with the school and students, practical textbooks, and form effective practice syllabi, teaching calendars, teaching cases, teaching syllabi characteristic teaching materials, such as the construction of high-quality, efficient network teaching resources, including learning video, teaching activities, questions and other categories. Teachers also need to constantly supplement and update the relevant courseware, language listening and speaking training module, oral practice module, and audio and video materials, through the rich learning resources to mobilize students' interest in learning and stimulate students' self-expression consciousness. Students are encouraged to make independent use of network resources to create favorable conditions for human-computer interaction and interactive learning (Donghui Li, 2017).

4.3 Innovate and improve the evaluation and assessment mechanism to realize scientific and diversified assessment and evaluation

Teaching evaluation is an important part of improving the teaching effect, which can accurately evaluate students' learning situation, and can also provide help for improving teaching and promoting students' learning. The effective assessment and evaluation principle of "double-line blending" teaching can consider the combination of formative evaluation and summative evaluation, online assessment and offline assessment, and theoretical assessment and practical assessment

combined.

Teachers can record and feedback on the teaching based on the process of online and offline classroom teaching; through attendance, teaching process data, online teaching assignments, evaluation, teaching and learning progress, teaching system and platform data analysis, test the expected objectives and results; make the periodic and summary evaluation, facilitate timely verification of teaching effect, summarize, think and adjust, and adjust, so as to realize the benign development of teaching.

5. Conclusion

In the context of educational informatization, college English teachers in art colleges should not only change the traditional teaching methods and teaching methods, but also master the necessary skills to operate the modern teaching management system, and realize the role of teaching and teachers; they should not only build information network learning and environment for students, but also encourage students to conduct creative and collaborative learning, constantly create and invent new learning methods and strategies in exploration, and improve practical innovation ability. The university should give full financial support to build a ubiquitous language learning environment to better meet the multi-level, personalized and differentiated learning needs of students, so as to better promote the construction of a new mode of college English teaching in art universities.

References

- Donghui Li. (2017). Research on college English Teaching mode in art colleges under the background of "Internet +". *English Teacher*, (22), 8-10.
- Ihlenfeldt, S. D., & Rios, J. A. (2023). A meta-analysis on the predictive validity of English language proficiency assessments for college admissions. *Language Testing*, 40(2), 276-299. <https://doi.org/10.1177/02655322221112364>.
- Ji Li. (2021). Thinking on the teaching mode of "double-line blending" in undergraduate English under the background of Internet. *Foreign Trade*, (10), 142-145.
- Jing Wang. (2019). Research on College English Ecological Teaching Mode in Higher Vocational Colleges under the Background of "Internet +". *Satellite TV and Broadband Multimedia*, (19), 75-76.
- Yan Zhang. (2021). Application of Intelligent Virtual Reality Technology in College Art Creation and Design Teaching. *Journal of Internet Technology*, vol. 22, no. 6, pp. 1397-1408, Nov. 2021.