

The Innovation Path of University Language Teaching Models under the Background of "Internet+"

Yuhan Fu

Art and Science, Queen's University, Kingston, Canada

846220993@qq.com

Abstract. With the increasing overall strength of China, higher education has made significant progress, bringing new opportunities for the development of various industries, especially in the field of language teaching in universities. However, due to various factors, the current construction of language teaching models is gradually leaning towards professional and social reforms. As the internet deeply integrates with higher education, traditional language teaching models can no longer meet the teaching requirements of the new era. It is essential to innovate and guide language teaching models further, building teaching plans that meet the new demands of social development in the shortest time possible and promote the comprehensive construction and high-quality development of language teaching in universities. This paper analyzes the impact of "Internet+" on university language teaching, discusses the drawbacks of traditional language teaching models, and proposes feasible innovation paths, aiming to provide beneficial references for improving the quality and efficiency of language teaching in universities.

Keywords: Internet+, University Language Teaching, Innovation Path.

1. The Impact of the "Internet+" Era on University Language Teaching

1.1. Enriching Teaching Resources

With the rapid development of information technology, the "Internet+" era has provided universities with abundant teaching resources. By relying on various online teaching platforms, universities can offer diversified functions such as course materials, assignments, and discussion areas, providing students with a platform for self-directed learning, enhancing interaction between teachers and students, and further improving teaching effectiveness. Additionally, universities have access to many domestic and international academic databases. Teachers and students can obtain the required academic resources based on their needs, enriching teaching materials and supporting research activities [1-3]. Using language learning apps, online dictionaries, and reading platforms, students can practice language without being limited by time or space. By integrating China's open courses and massive MOOC resources, students can have broader learning choices, enriching the curriculum system, and implementing blended teaching, providing high-quality educational services. Both teachers' teaching levels and students' learning abilities are significantly improved (see Figure 1).

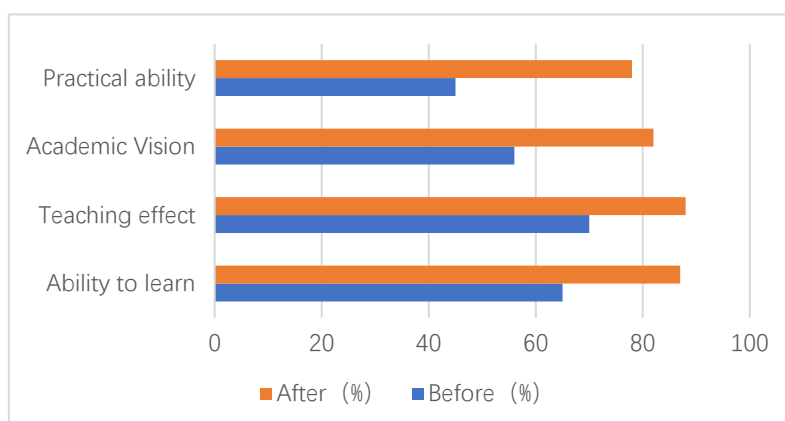


Figure 1. Comparison of Various Factors

1.2. Facilitating Online Communication

In this interconnected cultural era, universities can use advanced internet technology to easily overcome geographical barriers and establish cooperative relationships with other international universities and language centers, creating a joint effort to conduct rich cross-cultural exchanges and cooperative projects, thus expanding students' language learning channels. Through distance teaching technology, universities in different regions can share high-quality language course resources and even conduct cross-school cooperative teaching, enriching students' learning experiences. Teachers can also use internet platforms to engage in cross-regional research collaboration, discussing language teaching theories, practical experiences, and promoting disciplinary development. By leveraging the advantages of internet platforms, universities can create and organize language learning interest groups, clubs, and other activities to promote exchanges and learning among students from different regions, achieving mutual progress.

2. Drawbacks of Traditional University Language Teaching Models

2.1. Outdated Teaching Methods

Currently, university language teaching is still constrained by traditional teaching models, with the "spoon-feeding" approach dominating. This severely dampens students' interest and enthusiasm for language learning, leading to reduced classroom efficiency. Therefore, it is necessary to explore more efficient and interactive teaching models to improve the current situation. Fundamentally, language is a practical subject. Relying solely on theoretical teaching and examinations cannot fundamentally improve students' language skills. Only by guiding students to practice language in real-life situations, analyzing commonly used sentences and vocabulary, can students effectively enhance their language application abilities and proficiency [4-6]. Additionally, expanding students' thinking and linking language learning to other disciplines can solidify their foundational skills. Traditional teaching methods ignore students' entity, with the teacher dominating the classroom while students passively receive knowledge.

2.2. Neglecting Practical Teaching

Traditional language teaching models face several challenges, with outdated teaching methods being particularly prominent, making it difficult to meet the learning needs of students in the "Internet+" era. Reforming and updating language teaching in universities requires starting with practice, integrating theoretical teaching with practical applications, and promoting diversification and stratification of the teaching system. This will provide effective references and more help for the subsequent reform of language teaching in universities. Additionally, focusing more on practical teaching can continuously guide students to understand real-world phenomena, helping them develop innovative thinking and awareness, increasing their interest in language learning and their understanding of language concepts. Therefore, in university language teaching, teachers should emphasize training and strengthening students' language application abilities to ensure they can master the essence of language learning and avoid deficiencies in one area that negatively affect the overall learning process. While universities increasingly emphasize language teaching, there are still many shortcomings that fail to meet the established requirements.

2.3. Single Textbook Materials

Language is a highly practical subject, and its learning effectiveness largely depends on students' practice and exercises. Providing sufficient practice and exercise opportunities is a crucial prerequisite for students to better master language skills. Therefore, teachers should expand and enrich the materials learned by students in classroom teaching. Typically, language reading teaching strengthens the analysis and understanding of reading materials in the classroom, and students then practice based on the content taught by the teacher. However, traditional outdated teaching methods

limit students' exposure to language learning materials. They often only encounter limited, monotonous learning materials and rarely get access to more diverse and interesting reading materials [7-8]. This lack of access hinders their in-depth understanding of the cultural connotations of the language, affecting the breadth and depth of their language learning.

3. Innovation Paths for University Language Teaching Models under the "Internet+" Era

3.1. Setting Clear Teaching Goals

Clear teaching goals are a prerequisite for smoothly conducting teaching activities, as they guide the teaching direction and improve teaching quality. Therefore, under the "Internet+" era, universities should follow the development of the times and continuously innovate in their language teaching work (see Table 1). First, set personalized learning goals by leveraging the advantages of artificial intelligence and big data technologies. These goals should be tailored to students' language levels, learning styles, and preferences. Second, set cross-cultural communication goals by establishing inter-school and international cooperation mechanisms, encouraging students to collaborate and deepen their understanding of different languages and cultures, equipping them with a global perspective and international communication skills. Third, set practical application goals where students can use online platforms to search for materials and engage in language practice using multimedia tools, improving their language proficiency in real-world contexts. Fourth, set self-directed learning goals by utilizing online platforms to cultivate students' ability to access information, enabling them to study independently and gradually develop good teamwork skills.

Table 1. Explanation of Teaching Goals

Teaching Objectives	Specific content	Mode of implementation
Personalized Learning Objectives	Combined with students' language level, learning style and learning hobby, formulate quantifiable learning objectives	Artificial intelligence technology and big data technology are used for analysis and formulation
Cross-cultural communication objectives	Deepen students' understanding of different languages and cultures, and equip them with a global perspective and international communication skills	Establish a cross-school and transnational cooperation mechanism to encourage students to cooperate and flow
Practical Application Goals	In the real context to improve students' language ability	Students search materials with the help of the network platform and use multimedia tools for language practice
Self-learning ability goals	Develop students' ability to acquire information, enable them to study independently, and develop good teamwork skills	Cultivate self-learning ability through online platform

3.2. Cultivating Students' Information Literacy

In today's information-driven society, the importance of cultivating students' information literacy cannot be overstated. Teachers must not only focus on imparting basic cultural knowledge but also on equipping students with the necessary skills to critically evaluate and utilize information. As students are bombarded with a vast amount of information online, they must learn how to discern credible sources from unreliable ones. By teaching students how to use advanced search engines and academic databases, teachers can help students navigate the information overload. Furthermore, developing a systematic approach to evaluating sources is crucial. In addition to offering courses on

information literacy, universities could integrate real-world scenarios into classroom instruction to help students hone these skills. For example, students could be asked to find relevant research articles, assess the credibility of sources, and apply the information in a practical context [9-10]. This would not only boost their critical thinking but also prepare them to make informed decisions in both academic and professional settings. By encouraging reflective practices and providing tools to evaluate information rigorously, students are empowered to become responsible consumers and producers of information. In the "Internet+" environment, fostering such skills will help students thrive in an increasingly complex and information-rich world.

3.3. Providing Multiple Learning Tools

The integration of technology into language teaching is revolutionizing how students access and interact with learning materials. Online learning platforms offer various learning tools that cater to diverse learning preferences, enhancing the personalization of education. These platforms provide a wide range of resources, such as interactive exercises, multimedia content, and forums for discussion. By using these tools, students can engage with the material at their own pace, fostering independent learning. Additionally, teachers can design dynamic, interactive lessons that encourage student participation through virtual discussions, Q&A sessions, and group projects. This engagement not only helps students internalize the knowledge but also promotes collaboration, which is essential for language development. Multimedia tools such as videos, podcasts, and interactive simulations can vividly demonstrate language use in real-world scenarios, making learning more engaging and effective. Teachers can tailor their instructional methods based on students' progress and participation, adjusting content to address individual needs. This flexibility in the teaching approach allows for a more responsive learning environment. The use of online platforms also enables teachers to track students' performance in real-time, providing instant feedback and reinforcing the learning process. Overall, leveraging technological advantages provides students with richer, more diverse learning experiences, enhancing both their skills and motivation.

3.4. Enhancing Teachers' Professional Competence

Teachers' professional competence is a key factor in determining the success of language teaching. In the "Internet+" era, teachers need to embrace a lifelong learning philosophy, constantly adapting their teaching strategies to meet new educational challenges. Given the rapid evolution of educational technologies, it is essential for teachers to stay informed about the latest tools and teaching methods. Many teachers, however, have developed ingrained teaching habits over years of experience, which can create resistance to change. Therefore, professional development programs should be an ongoing priority for universities [11]. Regular training workshops should be organized to introduce teachers to new technologies, such as virtual classrooms, online assessment tools, and collaborative platforms. In addition to this, these workshops should emphasize innovative pedagogical approaches that integrate technology into language teaching. Teachers should be encouraged to experiment with new teaching strategies, fostering a culture of innovation within academic institutions. Universities should also prioritize recruitment strategies that attract high-quality language educators. By lowering barriers for qualified candidates, institutions can ensure that they have a diverse and skilled teaching staff. Furthermore, a revised evaluation system can help ensure that new teachers quickly adapt to the teaching environment, thereby enriching the language teaching experience. Supporting teachers in this way ultimately enhances the overall quality of language instruction, ensuring that students receive the most up-to-date and effective education possible.

3.5. Adopting Personalized Evaluation Methods

Given the widespread influence of "Internet+" in universities, language teaching should keep pace with the times. In terms of teaching evaluation and feedback, personalized content should be integrated as much as possible to meet students' learning interests and provide targeted guidance to promote their individual development. First, personalized evaluation criteria should be set, taking into

account students' learning abilities and interests. Different evaluation standards should be established to accurately assess students' learning outcomes and offer constructive suggestions to help them succeed. Second, online assessment tools such as online tests and assignment submission systems should be used to achieve instant evaluation and automated grading. Students can choose based on their needs and adjust their learning goals according to the assessment results and feedback. Third, real-time interaction and discussion should be promoted. By utilizing real-time interaction and discussion functions on online platforms, teachers can communicate and provide feedback to students in real-time, addressing students' issues and offering targeted guidance. This will ensure timely correction and provide positive feedback. Fully leveraging the advantages of information technology, universities can transition to personalized and real-time language teaching, precisely meeting learning needs.

4. Conclusion

In conclusion, the innovation of university language teaching models under the "Internet+" context is a systematic project. Reforming and innovating university language teaching models is an inevitable trend for future development. Language teaching is a crucial way to improve students' language application abilities. While language teaching in universities is receiving increasing attention, there are still some issues. Therefore, in the future, comprehensive reform is needed across various dimensions such as teaching goals, students' information literacy, learning tools, teachers' professional competence, teaching content, and evaluation methods. By fully utilizing the advantages of internet technology, universities can offer diverse learning experiences. Teachers should also adopt a lifelong learning mindset, continuously improving their professional competence and information technology application skills to meet the teaching needs of the new era.

References

- [1] Lu Zhiyang, Wang Yu, Zhang Linying. Construction of College English Translation Teaching Model in the "Internet Plus" Era [J]. *Science and Technology Information*, 2020, 18 (29): 38-40.
- [2] Li Anna. Construction of College English Translation Teaching Model in the Era of "Internet Plus" [J]. *Heilongjiang Higher Education Research*, 2016 (4): 168-170.
- [3] He Na, Zhang Zhaoxia. Construction of Project-oriented College English Teaching Model in the Internet+ Era [J]. *Journal of Changji College*, 2019 (3): 98-104.
- [4] Zhu Min. Path Exploration of Translation Workshop Teaching Model in Colleges and Universities [J]. *Journal of Jiamusi Institute of Education*, 2019 (4): 209-210.
- [5] Han Zhulin. Research on the Characteristics of Network Media and Its Influence on Cultural Mistranslation [J]. *News Front*, 2019 (4): 120-121.
- [6] Leng Jinying. Construction of a New Model of English Translation Teaching for Applied Undergraduate Students [J]. *Education and Teaching Forum*, 2017 (25): 131-133.
- [7] Ye Ling, Zhang Guoying, Yao Yandan. Research and Practice of "Internet Plus" Flipped Classroom in College English [J]. *Foreign Language Audio-Visual Teaching*, 2017 (3): 3-8, 21.
- [8] Xing Huihui. Construction of Business English Translation Teaching Model in the Era of "Internet Plus" [J]. *University Education*, 2018 (8): 136-138.
- [9] Hou Jianhua. An Exploration of the Construction of College English Translation Teaching Model in the "Internet+" Era [J]. *Journal of Jiangxi Vocational and Technical College of Electricity*, 2022, 35 (1): 64-65.
- [10] S. Gao and Y.H. Xu: Innovative Research on the English Teaching in the Internet Age, *J. Theory and Practice of Education*. (2016) No. 35, p2.
- [11] L. Yang: College English Teaching Reform and Innovation in the Internet Age, *J. University Education Science*, (2016) No. 4, p145.