Research on the Innovation and Development of College English Based on the “Internet Plus” Era

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Abstract
In order to improve the efficiency of interactive English teaching, the paper researches on the innovation and development of college English based on the “Internet plus” era. This study uses the theory of ecosystem to explore the role of teachers in learning. This paper analyses the difficulties encountered by the students in the network teaching and hopes to bring some enlightenment to the network education. It is hoped that the results of this study will not only help the network teachers, but also be of great significance for the classroom teachers. However, it must be pointed out that the way of communication is fully discussed in this paper. The research also explores the effective way of communication between teachers and students in the online learning ecosystem of English. The experiment result shows the proposed method is effective and can also improve the performance in English learning.

Keywords: Innovation, College English, Internet plus

1. Introduction

The rapid development of Internet technology has made great changes in quality and quantity as well as flexibility, interaction, convenience and cost effectiveness in people's life, work and communication. The relaxed access to the Internet enables online learning to be widely used by individuals. They do not need to experience personal experience while communicating and sharing their learning resources. The great view of network education attracts a lot of researchers to study this new topic. However, most people are interested in the application of Internet technology in network learning, but there is little research on teacher function in students' network learning. In view of this, based on tracing research of online education teachers and students, combined with ecosystem theory, this paper attempts to further explore the innovation and development of College English in English online education ecosystem (Shrestha, 2017; Tatzl, 2015).

The ecosystem is the basic functional unit of the ecosystem. It includes organism and abiotic environment, which influence each other's characteristics. They are all necessary for maintaining the life of the earth. The ecological system of electronic learning is the three basic components of teachers, technology and students. In this system, teachers connect with students through technology, and the three parts of the system affect each other.

(1) The students encounter in electronic learning obstacles in the physical environment "is entangled in the work and housework, teachers and students" academic ecological environment "lack of communication", "learning environment and poor support" in the administrative ecological environment "on the online certificate of prejudice".

(2) When students learn difficulties, they should get help from "network", "teacher", "classmate". But in the process of network learning, "teachers" have the greatest impact on psychological growth, followed by the "Internet", and the third place is "classmate".

(3) In the relationship between teachers and students, students want teachers to be the type of "tutor + friends". They hope that the teacher is not only an expert, but also a friend.

(4) When students encounter electronic learning disabilities, teachers need to use effective methods to guide them and help them seize the opportunity to achieve the goal of e-learning. On the one hand, teachers need to help students to learn; on the other hand, teachers need to provide psychological guidance to students.

(5) The study shows that both teachers and students want to communicate with each other. But they don't think he has enough communication now. Both teachers and students agree that "free time difference" is the biggest obstacle to online communication. In the way of communication between teachers and students, teachers and students want to communicate through "face-to-face tutoring", "e-mail", "electronic learning forum" and so on. But in other ways of communication, teachers and students hold different views on the students: "MSN / Skype chat", "non-periodic party" and "blog" showed a positive attitude, showed a negative attitude of teachers; teacher of "telephone" showed a positive attitude, and the students show a negative attitude.

(6) The students' expectation of teachers' quality is very high. Morally, the teacher must have patience and effort in terms of knowledge, the teacher should be knowledgeable and expressive; in the ability, teachers should be able to put forward constructive suggestions; in emotion, teachers should have an optimistic attitude towards life; in the teaching philosophy, teachers should encourage creative thinking. It shows that online
teachers need to improve their quality in terms of morality, knowledge, ability, emotion and teaching idea, create positive effects for students, and create a harmonious ecological environment.

2. Overview

After the reform and opening up, with the continuous improvement of China's comprehensive national strength, China has also gradually developed to the international level. Therefore, the National English level is also improving rapidly. However, Chinese English learning has adapted to the traditional education, many people do not adapt to the difficulties. Through continuous reform, China education level is improving, however, due to the influence of Chinese education form of English education is not good, most of the college students' English learning becomes "dumb English", so it is difficult for college students' practical English into English. To solve these problems, China's education is reforming the English education industry, including a large number of natural environment, social cultural environment and mental environment, which covers the English level of Chinese college students. With the change of educational environment, there should be a slight change in the language standard of natural language assessment mode (Delgado, 2015; Liu, 2016).

In recent years, people have paid more and more attention to the importance of culture teaching in English teaching. English teaching and culture teaching are an integral part of English teaching, and an important goal of English teaching is to cultivate students' intercultural communicative competence from a global perspective. For English learning, only language teaching is not enough, nor it is for just language learning. Successful English should cultivate students' intercultural communicative competence and integrate language socio cultural factors into students' language teaching. Successful English teaching is an important guarantee for successful cross-cultural communication. However, in real life, language teaching and culture teaching disconnect, leading to many communication misunderstandings and failures. Therefore, it is necessary to strengthen the cultural penetration in English teaching. In the context of globalization, with the deepening of ethnic and ethnic communication, intercultural communication is becoming more and more frequent. Language awareness plays an important role in intercultural communication as a communicative language that stores a lot of knowledge and experience.

Language teaching, which aims at fostering master of foreign languages, has a history of more than 100 years. Its evolution includes four main stages.

1. Teaching grammar to cultivate students' reading ability.
2. Emphasizes the imitation and repetition of the acquisition of mother tongue, so as to improve the students' listening and speaking ability.
3. On the premise of cognition, efforts should be made to cultivate the students' ability to use English in an all-round way or to develop communicative competence.

With the input of language and culture, the students' social and cultural ability and intercultural communication ability are made hard. So far, there are no more than twenty systematic methods and methods in language teaching, of which five are the most influential. They are grammatical translation, direct, language learning, cognitive and communicative. The first four methods and methods are all for teaching language knowledge and improving language ability, all of which have made great contributions to language education, but they ignore cultural factors (Alheadri, 2015; Eggert, 2016). Figure 1 shows the college English based on the "Internet plus" era.

![Figure 1. The college English based on the "Internet plus" era](image-url)
3. Model establishment

In order to find out China nowadays main evaluation criterions on university English standard linguistic competence evaluation, firstly it should find out most influential aspects to linguistic competence that is finding out main influence factors that affect English standard linguistic competence evaluation. Subsequently, the paper bases on analytic hierarchy process, it makes quantization on university English standard linguistic competence evaluation main evaluation criterions. And then, it establishes target layer, criterion layer and scheme layer relations.

Target layer: University English standard linguistic competence evaluation (Ural, 2015; Lomas, 2015).

Criterion layer: scheme influence factors, $Y_1$ is practicability, $Y_2$ is professional needs, $Y_3$ it then need for exchange, $Y_4$ is improve self-cultivation. Figure 2 shows the hierarchical structure and table 1-5 shows the comparison matrix separately (Archer, 2015; Sun, 2016).

![Hierarchical structure](image)

**Table 1. Comparison matrix G**

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<tr>
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<td>$Y_4$</td>
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**Table 2. Comparison matrix $Y_1$**

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<td>$V_3$</td>
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**Table 3. Comparison matrix $Y_2$**

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<td>7</td>
</tr>
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<td>$V_2$</td>
<td>1/5</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$V_3$</td>
<td>1/7</td>
<td>1/3</td>
<td>1</td>
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Successful English teaching is an important guarantee for successful cross-cultural communication. However, in real life, language teaching and cultural teaching disconnect, leading to many communication misunderstandings and failures. Therefore, after changing and adapting to the characteristics of English education environment, the evaluation index of College English proficiency is oral ability, reading ability, comprehension and application ability. Therefore, it is necessary to strengthen the cultural penetration in English teaching. In the context of globalization, with the deepening of ethnic and ethnic communication, intercultural communication is becoming more and more frequent.

Judgment matrix is:

\[ C_1 = \begin{bmatrix} 1 & 1 & 1/5 \\ 1 & 1 & 1/5 \\ 5 & 5 & 1 \end{bmatrix}, \quad C_2 = \begin{bmatrix} 1 & 5 & 7 \\ 1/5 & 1 & 3 \\ 1/7 & 1/3 & 1 \end{bmatrix}, \quad C_3 = \begin{bmatrix} 1 & 6 & 3 \\ 1/6 & 1 & 5 \\ 1/3 & 1/5 & 1 \end{bmatrix}, \quad C_4 = \begin{bmatrix} 1 & 6 & 5 \\ 1/6 & 1 & 4 \\ 1/5 & 1/4 & 1 \end{bmatrix} \]

(1)

Corresponding maximum feature value and feature vector in successive are:

\[ \lambda_{1}^{(1)} = 4.32, w_1^{(1)} = \begin{bmatrix} 0.314 \\ 0.223 \\ 0.420 \end{bmatrix}, \quad \lambda_{1}^{(2)} = 4.62, w_2^{(1)} = \begin{bmatrix} 0.625 \\ 0.259 \\ 0.088 \end{bmatrix} \]

(2)

\[ \lambda_{1}^{(3)} = 3.25, w_1^{(3)} = \begin{bmatrix} 0.650 \\ 0.230 \\ 0.113 \end{bmatrix}, \quad \lambda_{1}^{(4)} = 3.41, w_2^{(1)} = \begin{bmatrix} 0.614 \\ 0.264 \\ 0.185 \end{bmatrix} \]

(3)

1. The main methods and means of foreign language teaching ignore the important role of culture in foreign language teaching and communication.
2. The foreign language teaching community lacks the mature cross cultural language teaching model, especially the cross culture college English teaching model.
3. Most schools from the concise English Chinese Dictionary hope to have a set of College English courses that include the necessary cross-cultural communication programs.
4. English teachers and students have insufficient understanding of intercultural communication.
5. Teachers lack the training of culture teaching and have the opportunity to contact Anglo American culture.
6. English teaching materials for intercultural communication are very few.
7. Schools lack a systematic approach to assessment of cultural competence and standard.
Language teaching, which aims at fostering master of foreign languages, has a history of more than 100 years. Its evolution includes four main stages.

1. Teaching grammar to cultivate students' reading ability.
2. Emphasize the imitation and repetition of children's native language acquisition, and improve the students' listening and speaking ability.
3. On the premise of cognition, efforts should be made to cultivate the students' ability to use English in an all-round way or to develop communicative competence.

Knowledge acquisition, thinking training and personality cultivation are not isolated. They complement each other through college English education. The acquisition of knowledge makes students learn knowledge, and the gradual development of thinking and personality causes the students to become smarter. The development of wisdom undoubtedly encourages students to master English. Therefore, education and guidance for students' intelligence development can not only make students wiser, but also better solve the puzzlement of teachers, and at the same time, promote the current time-consuming and inefficient College English teaching. If we can clearly recognize the importance of College English education, we will go from poverty to prosperity, from hardship to freedom, and play an indispensable role in higher education and international talent training.

Through the above analysis we can see that in the process of English language ability evaluation standard, considering the practicality, professional demand, exchange and improve the influence factors of self-cultivation demand under the main evaluation criteria of the proportion of oral English ability, English reading ability and English comprehension ability and application ability ratio was 0.353, 0.314 and 0.333 respectively. Therefore, after changing and adapting to the characteristics of English education environment, the evaluation index of College English proficiency is oral ability, reading ability, comprehension and application ability. Therefore, in assessing the standard language competence of College English, the emphasis should be placed on the establishment of three indicators of the evaluation system. Figure 3 shows the target layer to scheme layer calculation result.

![Diagram](figure3.png)

**Figure 3.** The target layer to scheme layer calculation result

4. Analysis of innovation and development of college english

First, ability, especially intercultural communication, is considered to be internal in this study. The author shares Kim's view that intercultural communicative competence is based on a person as a general ability or ability to promote communication processes between people from different cultural backgrounds and contribute to successful communication results. It is very important to understand English communicative competence and understanding of communicative competence from the perspective of English teaching and English learners.

As a result of the further development of globalization, cultural diversity has always been a major problem in most countries in the world. In order to promote respect, understanding and communication between different groups and individuals, the cross-cultural education in western countries, especially in Western European countries, is rising. As a multi-ethnic country, China has been facing such a challenge for a long time. It is of great theoretical and practical significance to clarify the connotation of intercultural education. This paper introduces the background of the research, the significance and methods of the research. Survey shows that the main factors affecting students' English learning knowledge is: Students' definition and understanding of culture, students' language learning and cultural learning, English classroom teaching and students' cultural information resources, students' attitude towards learning English students to learn the distribution of the intensity of
language learning and cultural learning effect on the students' cultural knowledge of the largest. The main factors influencing teachers' intercultural teaching: teachers of intercultural communication learning attitude, teachers' understanding of cross-cultural teaching, cross culture teaching methods selection, the number of culture contents in the textbook, the distribution of culture teaching time, students' learning interest in culture and attitudes, including cross-cultural teaching methods the influence of cross culture teaching of teachers.

Through the combination of questionnaires and interviews, we further find out the teaching and teaching objectives, cross-cultural competence, teachers' understanding and practice of intercultural teaching, and teaching materials. Students' learning goals of the subject are not clear, their views on cultural learning are vague and their self-study ability is not strong. In view of the existing problems and reasons of the research development of two aspects of the problems arising in the teaching of foreign languages and intercultural communicative competence, and find out the teaching idea and teaching goal is obscure, lack of cultural content and imbalance, teaching resources and environmental problems, influence of exam oriented education in Chinese environment, cultural differences, such as differences in the way of thinking. Of all these reasons, the difference between Chinese and Western values is the root.

This study has broken the systematic and pertinent significance of the empirical cross-cultural teaching research characterized by broken and scattered content and investigation. The universities chosen here are the epitome of many Chinese universities. It can reflect the status of cross-cultural foreign language teaching in Chinese colleges and universities to a certain extent. The training system of intercultural communicative competence constructed in this study has practical significance, and can be applied to cross culture teaching, so as to provide academic reference and basis for the continuous research of intercultural foreign language teaching. When deciding goals and purposes, the guiding principle is to locate English teaching as humanistic and cross cultural education, and organize all teaching activities with the core of international Chinese teaching center.

English teaching China intercultural communication mode of the ultimate goal is the development of intercultural communicative competence of English learners, cross-cultural communication ability, through this way of communication, learners will be able to set up the "cultural space" beyond the barriers of language and culture, into the unity of world diversity. This goal can be explained in Figure 4. The goal is to locate ELT courses or courses within the framework of common cultural cross-cultural education. It focuses on the learners' progress in English and other cultural exchanges. This goal enables the ICLT approach to be progressive, reconstructive and interactive. We use figure 5 to show the position of English in the general educational framework and cross-cultural education. The core of the ICLT framework is to develop learners' intercultural communication ability.

![Figure 4. An integrated interactive model of ICC](image-url)
5. Conclusion

In order to improve the efficiency of interactive English teaching, the paper researches on the innovation and development of college English based on the “Internet plus” era. This study uses the theory of ecosystem to explore the role of teachers in learning. This study has broken the systematic and pertinent significance of the empirical cross-cultural teaching research characterized by broken and scattered content and investigation.

This paper analyses the difficulties encountered by the students in the network teaching and hopes to bring some enlightenment to the network education. It is hoped that the results of this study will not only help the network teachers, but also be of great significance for the classroom teachers. The training system of intercultural communicative competence constructed in this study has practical significance, and can be applied to cross culture teaching, so as to provide academic reference and basis for the continuous research of intercultural foreign language teaching. The research also explores the effective way of communication between teachers and students in the online learning ecosystem of English. The experiment result shows the proposed method is effective and can also improve the performance in English learning.

References


