Innovation and Practice of College Foreign Language Teaching Model under the Background of Internet + Education

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Abstract: Under the background of the gradual penetration of Internet technology into the field of education, foreign language teaching in colleges and universities has also encountered the challenge of transformation. Based on literature analysis and case studies, this study examines the impact of Internet + education on foreign language teaching in colleges and universities, as well as innovative practice models such as online classes, flipped classes, ubiquitous learning in micro-classes, and online learning communities. It is found that these models generally have the advantages of breaking time and space constraints and promoting independent cooperative learning, and have achieved positive results. However, we should also pay attention to the possible network dependence enhancement and learning fragmentation. This study explores the influence of network environment on the innovation of foreign language teaching mode from multiple perspectives, and provides reference for practice. The innovation of this study lies in the in-depth analysis of the characteristics and application effects of various innovative models. In general, Internet technology is profoundly promoting the reform of foreign language teaching mode, which requires teachers to actively respond to challenges and constantly explore to meet the needs of the new era.

Key words: Internet + education, college foreign language teaching, teaching mode innovation

1 Introduction

In the information age, Internet technology has profoundly transformed the mode of higher education foreign language teaching. Although numerous studies have focused on the impact of the online environment on foreign language instruction, there has been relatively little exploration of specific innovative teaching models. This study aims to delve into and analyze innovative foreign language teaching models in the context of Internet+ education, particularly online classrooms, flipped classrooms, micro-learning, and more. Through these analyses, we hope not only to reveal the advantages and challenges of various models but also to provide valuable insights and directions for the future of foreign language education. This article begins by discussing the characteristics of Internet+ education and its influence on foreign language teaching, proceeds to explore various innovative models in detail, and concludes with a comprehensive analysis.

2 Internet+ Education's Impact on Higher Education Foreign Language Teaching

2.1 The Essence and Characteristics of Internet+ Education

Internet+ education combines cutting-edge internet technology with traditional teaching methods, providing educators and students with unprecedented learning experiences. It not only integrates the concepts of online learning, personalized learning, and ubiquitous learning but also fully leverages the advantages of online platforms, driving innovation in educational approaches. One of its most notable features is its openness [1]. In the environment of Internet+ education, learners are no longer confined by the four walls of traditional classrooms; they can choose when and where to study freely. Furthermore, its personalized nature allows each student to adjust learning content and strategies according to their interests, abilities, and pace. In addition, its ubiquity and collaboration capabilities enable learners to study anytime, anywhere, and engage in deep interactions and cooperation with other learners [2]. This new educational model makes learning more autonomous, self-driven, and, at the same time, more practically useful.

2.2 The Influence of Internet+ on Foreign Language Teaching Concepts and Philosophies

With the development of Internet+ education, concepts and philosophies in foreign language teaching are undergoing a profound transformation. In this model, language learning no longer solely focuses on grammar, vocabulary, or pronunciation but places a greater emphasis on practical communication skills [3]. This means that students are more actively engaged in real-life language contexts, such as role-playing and simulated dialogues. Simultaneously, the emphasis on personalized learning philosophies allows students to choose learning content based on their needs and interests, shaping their own learning paths [4]. Furthermore, Internet+ education encourages students to participate in collaborative learning, enhancing their language abilities through interaction with other students. In this environment, the roles of both students and teachers have changed. Students transition from passive recipients to active participants, while teachers shift from traditional instructors to guides and facilitators of learning [5].

2.3 Internet+ Education is Transforming Foreign Language Teaching Methods
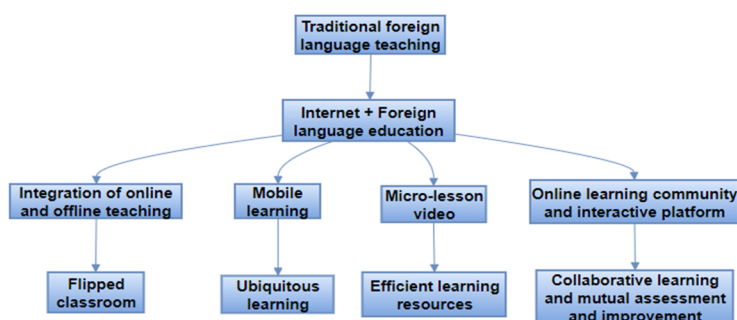

Figure 1: Internet+ Education Transforming Foreign Language Teaching Methods

Internet+ education is leading a comprehensive transformation of foreign language teaching methods, as depicted in Figure 1. It promotes the integration of online and offline teaching, allowing students to engage in self-directed learning in a flipped classroom environment, followed by in-depth discussions and practical activities in the classroom [6]. Through the use of mobile technology, students can engage in ubiquitous learning, enabling them to "learn wherever they go." Additionally, micro-learning videos provide students with short, efficient learning resources, helping them study and review more conveniently. Simultaneously, the establishment of online learning communities and interactive platforms enables students to engage in collaborative learning and peer assessment, truly diversifying and deepening the learning experience [7].

2.4 Opportunities and Challenges Brought by Internet+ to Foreign Language Teaching

Internet+ education undeniably presents significant opportunities for foreign language teaching. It offers a wealth of online resources that help students expand their learning content and break free from the time and space constraints of traditional teaching, making learning more flexible and convenient [8]. The collaborative learning model also encourages students to actively engage in their studies, enhancing their motivation and effectiveness. However, this new teaching model also brings some challenges. Teachers need to redefine their roles and adapt to new teaching methods to fit the new learning environment. Assessment methods also need innovation and refinement to accommodate this more open and personalized learning model [9]. Moreover, students' overreliance on the internet and language barriers in online communication are issues that need urgent solutions. Internet+ education presents both new opportunities and challenges for foreign language teaching, requiring educators to continually learn and innovate to adapt to this rapidly changing teaching environment [10].

3 Innovative practice of college foreign language teaching model

3.1 Online classroom and flipped classroom

Table 1 .Advantages and challenges of online and flipped classrooms

Teaching Mode	Advantages	Challenges
Online Classroom	Flexibility, Personalized Learning, Abundance of Learning Resources	Sustaining Student Engagement, Addressing Varied Learning Paces
Flipped Classroom	In-depth Discussions, Team Collaboration, Practical Application, Encouraging Critical Thinking	Ensuring Quality of Pre-class Self-study, Ensuring Effectiveness of In-class Activities

In recent years, innovative practices in high school foreign language teaching have been continuously evolving, with online classrooms and flipped classrooms emerging as core models of education innovation. As shown in Table 1, online classrooms utilize digital technology to offer students a more flexible and self-directed learning approach, allowing them to choose when and where to study. They deepen their understanding through videos, animations, and interactive modules. The flipped classroom model encourages students to independently preview the material before class, with classroom time reserved for in-depth

discussions and practical applications. This approach cultivates students' critical thinking and problem-solving skills while gradually transitioning the teacher's role into that of a learning facilitator.Micro-lessons are another innovative format, delivering specific knowledge points through short video explanations, making it convenient for students to review and delve deeper into their learning anytime, anywhere, especially for complex grammar and vocabulary acquisition. Ubiquitous learning leverages mobile technology to enable learning at any time and place, making learning an ever-present activity. Online learning communities provide an open and self-driven learning space for students to share resources, discuss issues, and encourage each other, enhancing the social and engaging aspects of learning. This model also helps students build confidence by observing their peers' learning progress and success experiences.While these teaching models bring many advantages, they also come with challenges and limitations. For instance, fragmented learning may result in a lack of systematic understanding among students, and groupthink within online communities may limit independent thinking. Therefore, the role of teachers is crucial and requires timely guidance to ensure that students genuinely progress through interaction. Additionally, while collaborative learning promotes cooperation and cross-cultural exchange among students, it also requires careful task design and guidance from teachers to ensure that every student can participate equally and benefit from it.

4 Effectiveness Evaluation and Analysis

4.1 Analysis of Online Classroom and Flipped Classroom Effectiveness

In recent years, the flipped classroom model in higher education foreign language teaching has garnered widespread attention and adoption. A certain university has implemented this teaching model as part of its English course reform. The core idea of this model is to encourage students to engage in self-directed learning before class and then participate in in-depth discussions and exchanges during class. This reform aims to fundamentally change the traditional classroom teaching model by transforming students from passive knowledge recipients into active knowledge participants.To provide a more visual representation of the effectiveness of the flipped classroom, we compared the average exam scores of students in traditional classrooms with those in flipped classrooms. As shown in Figure 2 below, the average scores of students in flipped classrooms this year have seen a significant improvement compared to the traditional classroom model used last year.
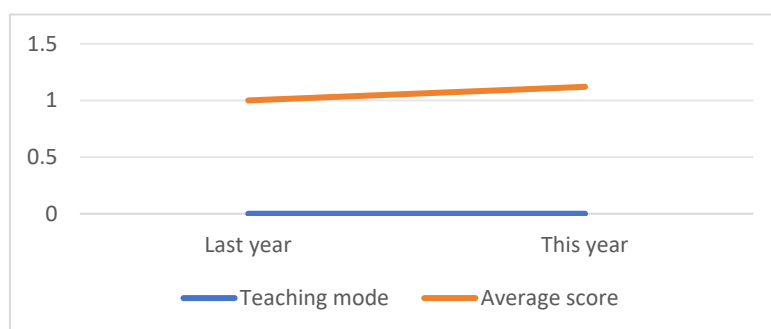

Figure 2. Comparison of Average Scores Between Flipped Classroom and Traditional Classroom

Furthermore, we can describe this performance improvement through a formula. Let the average score from last year be denoted as M, and the improvement ratio for the flipped classroom be denoted as p. Then, this year's average score for the flipped classroom is:

$$M' = M(1 + P) \tag{1}$$

From the data above, we know that p = 0.12. Therefore, this year's average score is:

$$M' = 1.12M \tag{2}$$

This means that this year's average score has increased by 12% compared to last year.However, it is important to note that some students still expressed the need to adapt to this self-directed learning mode. This may be due to their long-standing familiarity with the traditional passive learning model, and these students may feel uncomfortable when transitioning to the new mode.

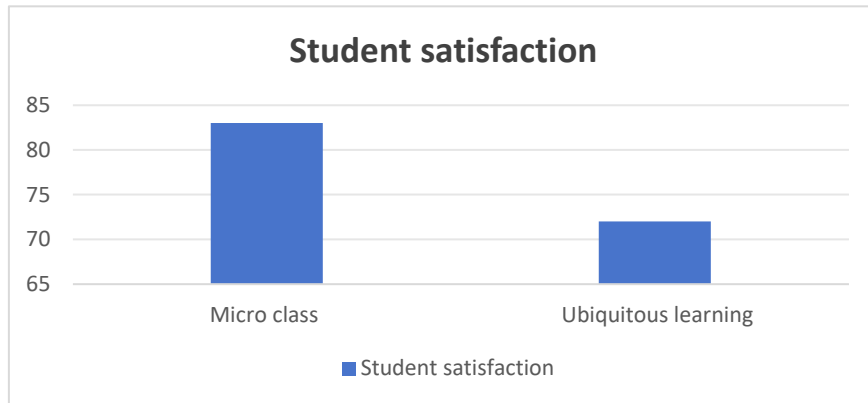## 4.2 Effect analysis of micro-lesson and ubiquitous learning

Figure 3. Student Satisfaction: Traditional vs. Micro-Learning vs. Ubiquitous Learning

Micro-lessons, as a short video teaching format, are well-received by students. As depicted in Figure 3, 83% of students find micro-lessons to be of an appropriate length and with clear content. Compared to traditional lectures, micro-lessons are more effective at capturing and maintaining student interest. Additionally, 72% of students speak positively about ubiquitous learning, believing it aids in the efficient utilization of fragmented time and enhances learning efficiency. This can be represented by the following formula:

$$S_{micro-class} = 0.83S \tag{3}$$

For ubiquitous learning, student satisfaction is represented as:

$$S_{ubiquitous\ learning} = 0.72S \tag{4}$$

However, some students have also expressed concerns that ubiquitous learning can sometimes lead to overly fragmented learning content. Addressing this issue requires joint efforts from both teachers and students to ensure the systematic and in-depth nature of learning.

4.3 Effect analysis of network autonomous learning community and collaborative learning

Table 2. Student Effectiveness Analysis of Online Autonomous Learning Communities and Collaborative Learning

Learning Mode/Indicator	Student Satisfaction	Assistance from Members	Participation Growth	Communication Quality
Online Autonomous Learning Communities	85%	61%	-	15%
Collaborative Learning	Significant Effect	Significant Effect	Significant Growth	Varied Quality

Online learning communities provide students with interactive and sharing spaces, enhancing learning interest and the effectiveness of social learning. As shown in Table 2, 85% of students find that these communities make learning more enjoyable. 61% of students receive assistance and resolve learning issues within these communities. Collaborative online learning projects, such as translation projects, not only improve students' skills but also foster a sense of teamwork. The increasing number of participants over the years indicates that students highly value this model.

5 Conclusion

In the context of Internet+ education, this study explores innovative models of foreign language teaching in higher education. Internet+ education has facilitated the emergence of online classrooms, flipped classrooms, micro-lessons, and other models, enabling students to achieve personalized learning and enhancing their autonomy in learning. However, it has also brought about issues related to fragmented learning and dependence.This research provides valuable insights into foreign language teaching in the digital age and underscores the need for further research and deeper reforms in teaching models.

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