



Analysis on the Teaching Mode of Chinese-foreign Cooperatively-run Higher Institutions in the Context of Internet+

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ARTICLE INFO

Article history

Received: 17 November 2020

Revised: 23 November 2020

Accepted: 24 January 2021

Published Online: 31 January 2021

Keywords:

Chinese-foreign cooperatively-run higher institutions

Teaching mode

Path

English

Internet+

ABSTRACT

Under the background of “Internet+”, the development of Sino-foreign cooperatively-run higher institutions have changed significantly. Relying on the “Internet+”, exploring new teaching directions has become the focus of attention of relevant personnel. After understanding the influence of “Internet+” on Sino-foreign cooperatively-run higher institutions, this paper analyzes the problems in the traditional mode of teaching, and puts forward the teaching mode for “Internet+” with English as an example. The results of this paper show that the emergence of “Internet+” technology has promoted the development of English teaching mode, so relevant personnel should face up to the positive impact of “Internet+” and explore new teaching paths. Only in this way can we constantly adapt to the future teaching needs.

1. Introduction

Since the reform and opening up, the Chinese-foreign cooperatively-run higher institutions have developed year by year, and the number of students has expanded from less to more, indicating that China’s Sino-foreign cooperatively-run higher institutions have made certain achievements. At the new era of science and technology, the emergence of “Internet+” technology has accelerated the improvement of traditional teaching mode, which provides a new direction for Sino-foreign cooperation in running higher institutions. Especially when the global epidemic spread in 2020, the traditional teaching mode has ushered in great challenges, and it is urgent to adjust the teaching

ideas and media. Therefore, in order to better meet the requirements of future development, the related personnel of Sino-foreign cooperatively-run higher institutions need to explore a new path of teaching mode, which is also the purpose of this paper.

2. The Important Influence of “Internet+” on the Mode of Teaching Chinese-Foreign Cooperatively-Run Higher Institutions

2.1 Opportunities of the Internet

“Internet+” technology has led to the rise of Sino-foreign cooperative teaching mode, which is the result of

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the support of information technology. People's ability to obtain information has been significantly enhanced, which provides the necessary foundation for the expansion and enhancement of the advantages of cooperative school running projects. At present, most Chinese and foreign teachers in Sino-foreign cooperatively-run higher institutions use WeChat, Weibo and other "Internet+" technologies with Chinese characteristics to send pre-class academic materials to students, push international frontier professional knowledge hot spots, and give curriculum evaluation and feedback timely. Taking the WeChat platform as an example, multimedia materials such as text, voice, picture and video can greatly stimulate students' interest and better strengthen their understanding on professional background^[1].

The "Internet+" improves the efficiency of English teaching. In Sino-foreign cooperative teaching, relying on its information transmission ability, teaching personnel can make full use of the Internet to complete distance education and share excellent teaching resources at home and abroad. China's current popular software, Tencent conference, greatly helped learning institutions during the epidemic to maintain normal academic exchange activities. In addition, it can also improve the service ability through mobile terminal teaching management, including student check-in, reservation classroom, examination service and so on^[2].

"Internet+" constructs a platform for student management and learning. Due to the influence of "Internet+", teaching mode changes, for example, teachers can organize classes through the Internet and students can record and submit their homework. Smart classroom in the era of "Internet+" uses big data analysis to make a comprehensive and objective evaluation of students' learning process. This multiple evaluation method is more evidence-based and reasonable^[3].

2.2 Challenges Posed by "Internet+"

For Chinese-foreign cooperatively-run higher institutions, the development of "Internet+" technology not only brings about the reform of teaching mode, but also brings many challenges, which are worthy of attention. "Internet+" technology development broadens the channels of information collection. By accessing to the Internet, people can easily obtain information. As a result, for Chinese-foreign cooperatively-run higher institutions, "Internet+" technology makes students and teachers face more influencing factors when searching, screening and extracting information. For example, there are a large number of public videos related to English teaching on the Internet. For students, these videos can meet their learning

needs to a certain extent. Therefore, the special demand for Sino-foreign cooperatively-run higher institutions will be further reduced. At the same time, the authenticity, value advocacy and objectivity of information also greatly affect the teaching task, students' evaluation of teachers, and even the evaluation of the overall operation of those higher institutions.

3. Analysis on the Status of the Schooling Modalities of Higher Institutions

3.1 Lack of Coherence in English Teaching Programmes

However, during the development of the training program, there are obvious differences in the assessment methods of students' learning performance at home and abroad. In this case, the teaching results produced by colleges and universities at home and abroad are obviously different because of the inconsistent teaching objectives and teaching status, which will cause a problem that the two sides may face challenges in dealing with the teaching materials, equipment resources, credit setting and examination methods of English courses^[4]. In our country, the training of students' English is mainly examination-oriented, while foreign countries pay more attention to students' application of language and visual listening and speaking ability.

3.2 Single Teaching Model

In the Chinese-foreign cooperative teaching mode, Chinese teachers need to take into account the influence of students' English foundation, students' English proficiency and other factors, so as to consider the mid-term and final exams during the teaching period. Chinese teaching personnel often focus on the mastery of book knowledge in the classroom in order to meet the requirements of students' vocabulary growth, proficiency in grammar, and ability to read and write. As a result, English teaching is based on indoctrination and passive learning mode, and it is difficult for students to complete active learning in class. In addition, rigid procedural English teaching ignores the fluidity and interactivity of the language, and it is difficult to stimulate the communication between teachers and students^[5]. In contrast, foreign English teachers pay more attention to the students' learning mood during the teaching period, so the classroom teaching atmosphere is active. However, the lack of systematic explanation and training of the necessary knowledge and skill points is obvious at the same time, so that students can not reach the ideal score in the language examination. It can be seen

that the differences in teaching materials selection, teaching methods and teaching objectives between the teachers of both sides result in the single target of the English teaching model. Both the Chinese indoctrination model and the foreign interest model are difficult to improve the students' English ability coherently.

4. A Path Analysis of the Implementation of the “Internet+” Chinese-foreign Cooperative Teaching Mode

4.1 To Actively Build A Learning Platform and Strengthen the Interactive Sharing of Chinese-Foreign Cooperation

In order to meet the teaching needs with the Internet in the future, teachers should explore new methods of interactive sharing of teaching resources, so as to make local students fully adapt to the needs of English learning at home and abroad. It also allows Chinese and foreign students to benefit from the new teaching model. For this reason, this paper holds that the online learning platform created by “Internet+” aims to realize the sharing of teachers and teaching resources between the two sides. Students can not only download learning resources on the platform, but also communicate with foreign students in oral English. Sino-foreign cooperative colleges and universities should strengthen all-round cooperation and synchronous construction in technology and teaching. The hardware condition of the institutions is one of the key factors affecting students' choice of cross-border higher education^[6].

During the period of building the learning platform, the design of foreign language curriculum and resource bank is based on Moodle technology, which can effectively realize the integration of foreign language teaching resources and meet the needs of foreign language information teaching^[7]. Moodle technology can provide video and create teaching scenarios, while students can get real learning experience on this platform, stimulating rich teaching and learning experience. On the one hand, teachers can discuss the teaching resources with other local and foreign teachers through the Moodle platform, which can effectively improve the single teaching mode and address the lack of coherence of the teaching plan in the traditional teaching mode, so that the teaching resources can be shared between Chinese and foreign higher institutions. For students, using the platform can obtain more autonomy, according to their interests and hobbies, to download learning resources or join the Internet workshop, or even participate in face-to-face video communication directly with foreign students. In this way, Chinese and foreign

students can achieve more effective information sharing.

4.2 To Realize Fragmented English Learning Through the Mini-Lecture Teaching Model

The main advantage of Chinese-foreign cooperative English teaching mode is that it can directly restore foreign English teaching methods and create bilingual teaching environment in China. Therefore, in the face of new teaching requirements, teachers rely on “Internet+” technology can further improve the mini-lecture teaching mode. (1) Teachers use the “Internet+” platform to directly upload the key knowledge points of English courses to the platform to help students clarify the core contents of their study. Students can read the learning materials and quickly grasp the key contents of English knowledge points through the online platform. In this way, teachers can stimulate students' desire to think and discuss through proper guidance, and students can post their views on the network and communicate with other students, This kind of information exchange between students can achieve the effect of “checking and filling gaps”, so as to improve the teaching effect of mini-lecture^[8]. (2) When teaching, teachers can divide learning goals into several parts and points, each of which has the advantage of simple structure, and students can learn and master by reading and recording. When students finish this step, they can click on the next knowledge point on the platform, and the platform will provide the following content. The platform also provides timing function, as normally the length of time for each mini-lecture is 10-15 minutes. After the teacher decomposes the learning objectives, the student goes through general study process in 3-5 minutes. Teachers at this time observe the performance of student and evaluate his or her learning result on the network platform.

4.3 Giving Full Play to the Advantages of the Internet and Realizing Live Broadcast Teaching

With the support of Internet technology, webcast teaching has become the main direction of teaching in the future, especially for the special teaching project of Sino-foreign cooperation. This webcast teaching mode can break the influence of time, region and other factors on English teaching and lay the foundation for improving teaching quality. For example, foreign language teachers can hold lectures regularly through live broadcast software. Teachers can illustrate knowledge points by using established teaching programs. After that, teachers can use the split screen technology provided by the live broadcast platform and then select a random student, sharing the screen with the student to exchange views. During the live

teaching period, teachers can express his understanding and evaluation of the target learning materials. For example, when many students express their doubts about a certain knowledge point, they can explain it in detail in the next live broadcast period to improve teaching and learning quality.

Based on the “Internet+” platform, the traditional teaching methods can greatly improved in the Chinese-foreign cooperatively-run English teaching, and the main position of students can be highlighted through various paths. Using the “Internet+” technology, students can be divided into several groups, and each groups can form a study circle directly on the platform. Then each group can select a certain people in charge, whose role is to arrange collective discussion. During the online teaching, teachers will allocate students discussion time, randomly select a group. Group leaders can use the same method to let his or her members have equal opportunity to speak. Under the background of “Internet+”, the teaching mode of Chinese-foreign cooperatively-run institutions have changed obviously. In the face of the new teaching environment, the relevant personnel need to fully realize the influence of “Internet+” on English teaching and explore new teaching paths. Only in this way can higher institutions give full play to the advanced nature of network technology, arouse students’ enthusiasm and lay the foundation for improving learning effect.

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