

Innovation of College English Literature Education Model under the Internet Background

Ting Li^{1,a,*}

¹Haojing College of Shaanxi University of Science and Technology, Xi'an, Shaanxi, 712046, China
^a120361787@qq.com
*Corresponding author

Keywords: Internet Age, College English, Literature Education, Education Model

Abstract: In the mode of college English education, literature education has not been regarded as one of the priorities. Because literature education has high requirements for college students' English level, but the practical application effect is not obvious, so most colleges do not pay much attention to English literature education. However, literature education plays a pivotal role in English teaching. In university English teaching, consideration should be given to the development of students' ability to use the language, as well as to the improvement of their cultural literacy. With the increasing comprehensive national strength of the country and the rapid development of information technology, the application of information technology to college English literature education from the perspective of "Internet +" can fully reflect the teaching ideas of the new curriculum standards. It can effectively implement the dominant position of students and teachers, realize the sharing of educational and teaching resources, enrich the teaching content, and stimulate students' interest in English reading through a variety of teaching methods. This paper briefly discussed the new model of English literature teaching in the network environment. From the perspective of "Internet +", it explored a new learning method suitable for contemporary college students, so as to promote the rapid development of English literature teaching. Regarding the innovation of college English literature education model, more than 86% of teachers believe that innovation can be made in teaching content, teaching methods, teaching concepts, and teaching subjects, and students can obtain relevant teaching videos, audios, pictures and other materials through the Internet platform.

1. Introduction

1.1 The Importance of College English Literature Education

College English is an important professional course, and despite the fact that it has received more attention, there are still some obstacles in practice, especially in English literature education [1]. In contemporary times, literature and art are not only a discipline, but also an important part of a country's national culture, capable of inculcating and uplifting people [2].

In the long history of literary development, many excellent literary works have emerged. These

works have gone through a long time, but they are still passed down to this day and are deeply loved by readers. These works are linguistic and cultural gems, exemplars of thought, and well worth studying [3].

Literary works reflect and record human production and life activities. It is the accumulation of history, which expresses people's needs, ideals and desires for life, and is the destination for people to know weaving and dyeing, think about themselves and their spirits [4]. Literature has a subliminal educational function, a perception function that enlarges life experience and appreciation of social life. It has the aesthetic function of stirring esthetic interest, exciting aesthetic fantasy, and developing aesthetic ability [5]. In addition, it has an educational function. On the one hand, it can teach people intellectual skills. On the other hand, it can teach people how to behave as human beings. The function of literary education belongs to the latter; it teaches people how to live their own lives. The more important is the way of dealing with people, in a word, it is to teach people to behave as a person [6].

English teaching and language skills training are basically the same, both emphasizing the transmission of language knowledge and the cultivation of language abilities; In addition, heavy teaching tasks and limited class hours also have obvious utilitarian motivations, which are easily overlooked by English teachers [7]. Finally, due to a lack of cultural literacy, students are unable to effectively and deeply communicate [8].

Literature is a kind of art, which uses language and writing as the medium, through various rhetoric and expression means to vividly reflect objective facts; literature is a science that studies people, reflects people's destiny, and expresses people's thoughts and feelings. Literature plays various roles in human life [9].

The development of the Internet era has profoundly affected the way of thinking, behavior, psychological development and values of college students, and even their own survival ability [10]. The learning and life teaching in the school are very simple, the scope of contact is small, and the contact with social practice is relatively small. Therefore, the English knowledge that students learn in school is too narrow and it is difficult to adapt to the actual development needs [11]. Teachers should grasp the important turning point of literature, and combine English teaching with literature teaching, which can not only mobilize students' enthusiasm for learning, but also cultivate profound and thoughtful compound talents [12].

1.2 The Characteristics of Education in the Internet Era

The characteristics of education in the "Internet +" eras are mainly reflected in:

(1) Teaching methods need to be diversified. The use of multimedia hardware and software should be the primary form of "Internet + education", and the application of more modern information technology in college English teaching has become the expectation of students [13].

(2) In addition to rich and interesting teaching content, it also needs to be more practical. A variety of modern teaching methods make college English teaching break the constraints of time and space, and the presentation of teaching content is more three-dimensional and rich. With the help of these contents, how to really improve the students' English application level, and no longer let students take exams as their learning goals is an urgent problem that education in the Internet era needs to solve.

(3) Information-based teaching mode. The information-based teaching model should fully meet the diverse needs of students for education.

(4) Students' learning is more autonomous and personalized. Students can obtain learning information at any time through mobile phones, computers and other devices, and improve their autonomy.

(5) The relationship between teachers and students is more equal. Today, teachers and students are in a cooperative relationship, and teachers are more friendly and approachable.

The Internet is an important carrier and source of information and knowledge. It is not only the main way of teaching, but also increasingly becoming the main battlefield of teaching. The Internet is an important way for students to learn, an important platform for classroom activities, and an important tool in the classroom. In actively guiding students to use the Internet correctly, schools should actively provide relevant teaching resource platforms, interactive learning and evaluation platforms for students, and change their previous cognition and negative learning attitudes towards English classrooms. Encourage students to search and download English materials, watch English videos, practice English speaking, and listen to online speeches through the Internet and mobile applications.

1.3 Literature Review

British literary education has aroused the interest and research of many scholars. Wood A B emphasizes the benefits of small-scale action research projects for teachers and students in contemporary professional problem classrooms, and believes that university administrators need to provide support for teachers and researchers [14]. In Gao X's research, the aim is to address cultural crises by advocating for the truth of poetry and the comprehensive cultivation of the human soul [15]. From the perspective of structural grammar, Harbus Antonina believes that it can be conceptualized locally at the phrase level, as well as allow (or even encourage) the conceptualization of counterpoint words across syntactic structures, thereby having an impact on literary meaning [16].

With the continuous development of "Internet +", great changes have taken place in the teaching technology of "Document Retrieval" course under the network environment. The teaching mode of "Internet +" course has collided with the traditional teaching mode. In order to better study the course teaching mode of architecture colleges under the background of "Internet +", Chen X took the course of "Information Retrieval" of architecture colleges as the research object, and discussed the teaching mode under the background of "Internet +" to provide reference for related teaching [17]. Choi M put forward a comprehensive digital citizenship scale, which can be used to measure young people's ability, views and participation in the Internet community. He also believes that the digital citizenship scale has a convergent relationship with online self-efficacy and a divergent relationship with online anxiety [18]. Koizumi M focuses on the influence of the Internet, aiming to determine the current information collection activities of Japanese enterprise employees and the role they expect Japanese enterprise libraries to play. The survey results show that employees mainly collect information from free websites on their desks [19]. In recent years, with the development and popularization of Internet technology, a new financing model-equity crowdfunding has emerged rapidly. In this context, how to balance the policy agenda of investor protection and capital formation has become an important global issue in the field of securities law. Huang T takes the American Employment Act as an example and thinks that modern securities law is actively responding to the needs of the development of equity crowdfunding [20]. These methods provide some information for this research, but because of the short duration and small scale of related research, this research has not been recognized by the public.

The era of "Internet +" has entered our sight with an unstoppable attitude. In recent years, the Internet gets extensively used by various industries, and education is also one of the important aspects. Under the current world situation, the traditional English literature teaching model has been unable to adapt to the comprehensive development of contemporary college students. Therefore, universities should use the Internet as an entry point. In English teaching, English courses can not

only improve students' language level, but also promote students' cultural accomplishment. The reform of English literature education mode is to adapt to the actual needs of students and cultivate comprehensive talents with comprehensive development.

In order to better realize the innovation of university English literature education mode in the context of the Internet, this article analyzes the innovative methods of education mode, designs the latest education mode, and realizes the innovation of English literature education mode. Through empirical research, it is found that this design method can achieve innovation through teaching content, teaching methods, teaching concepts, teaching subjects, and other aspects. Compared with traditional methods, the innovation of this article's method lies in its attention to the importance of the network and its application in the design innovation of its educational mode, which helps to promote the improvement of teaching mode and improve teaching effectiveness.

2. Internet Methods

This paper proposed a gentle slow start algorithm based on bandwidth measurement: GSS (Gentle Slow Start). Firstly, for new connections, the available bandwidth is obtained through network measurement techniques, and then the initial threshold value is obtained, which is set based on that bandwidth. Secondly, in slow startup caused by timeout, use a gentle window increase method to set a half threshold. After the congestion window size exceeds the critical value, its growth rate slowed down and smoothly transferred to the congestion avoidance phase.

Assuming a data packet of size L , the delay D experienced by the transmission from Src to Dst is composed as follows:

$$D = \sum_{i=1}^{n+1} \frac{L}{B_i} + \sum_{i=1}^{n+1} D_p + \sum_{i=0}^n D_q + \sum_{i=0}^n D_{si} \quad (1)$$

Among them, D_p is the propagation delay of the data packet on link i , D_q is the queuing delay of the data packet at router i , and D_{si} is the time that the data packet is processed by the protocol stack at router i . Src is considered as the router numbered 0. Therefore, for two packets of size L_1 and L_2 , their successive delays from Src to Dst are:

$$D^{(1)} = \sum_{i=1}^{n+1} \frac{L_1}{B_i} + \sum_{i=1}^{n+1} D_p^{(1)} + \sum_{i=0}^n D_q^{(1)} + \sum_{i=0}^n D_{si}^{(1)} \quad (2)$$

$$D^{(2)} = \sum_{i=1}^{n+1} \frac{L_2}{B_i} + \sum_{i=1}^{n+1} D_p^{(2)} + \sum_{i=0}^n D_q^{(2)} + \sum_{i=0}^n D_{si}^{(2)} \quad (3)$$

Noting that the propagation delay D_p is only related to the transmission speed of the electromagnetic wave in the medium, and has nothing to do with the size of the packet; similarly, the processing time of each router and the host's protocol stack for the data packet is usually independent of its size, thus:

$$D_p^{(1)} = D_p^{(2)} \quad i = 1, 2, \dots, n + 1 \quad (4)$$

$$D_{si}^{(1)} = D_{si}^{(2)} \quad i = 0, 1, 2, \dots, n \quad (5)$$

Now considering the queuing delay D_q for this TCP connection at router i . Obviously, the queuing delay is caused by competing traffic and TCP connections competing for resources at the router. If there is no competing traffic, that is, router resources are exclusively shared by the TCP connection.

Obviously, if there is no competing traffic at router i , the queuing delay D_q is small enough to be equivalent to:

$$Bq_{(i+1)} \quad (6)$$

At the same time, since the data packets L1 and L2 are sent continuously, it can be considered that the equivalent bandwidth experienced by these two data packets when passing through the router is roughly equal, that is,

$$Bq_i^{(1)} \approx Bq_i^{(2)} \quad (7)$$

With the advent of the "Internet +" era, teachers must coexist with the Internet and various electronic devices in the new classroom, which is a huge challenge for teachers. Therefore, how to use the advantages of the network to effectively organize and manage, and better play the role of teachers, is a problem that every teacher needs to think about.

College English education in China is deeply influenced by the social environment. The current situation of college English literature education is not optimistic. The research framework of English teachers' school-based education model and reflective ability training is shown in Figure 1. The educational function of literature cannot exist in isolation, but only in the aesthetic function of literature.

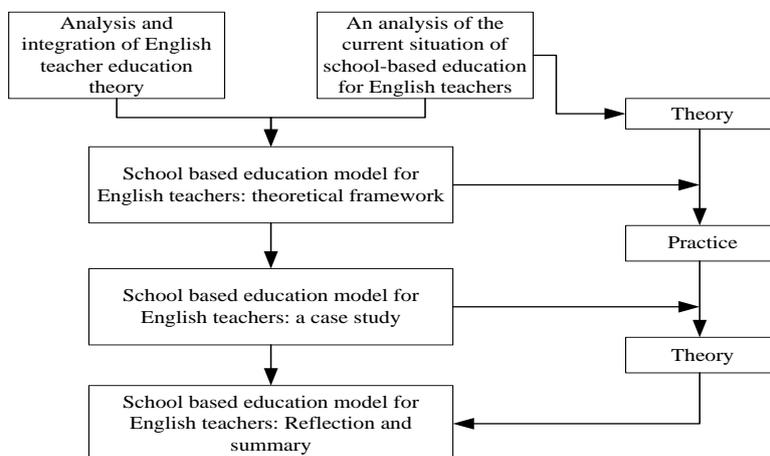


Figure 1: Research Framework for English Teachers' School-based Education Model and Reflective Ability Training

3. Current Situation of College English Literature Education Mode

This paper selects 30 teachers and 200 college students from A college to conduct a questionnaire survey. The questionnaires involved questions such as college students' understanding of English literary works, their familiarity, the degree of teachers' introduction to literary works in English classrooms, and how they hope to strengthen their understanding of literary works. The basic information of the surveyed college students is shown in Table 1. The basic information of the teachers surveyed is shown in Table 2.

Table 1: Basic Information of the Surveyed College Students

Variable	Classification	Number of people	Proportion
Gender	Male	98	49%
	Female	102	51%
Grade	Freshman	45	22.5%
	Sophomore	55	27.5%
	Junior	50	25%
	Senior	50	25%

Table 2: Basic Information of the Teachers Surveyed

Variable	Classification	Number of people	Proportion
Gender	Male	15	50%
	Female	15	50%
Professional title	lecturer	10	33%
	Associate professor	10	33%
	Professor	10	33%

The contact situation of the interviewed college students with English literature works is shown in Figure 2. Figure 2(a) shows the frequency of reading English literature for freshmen and sophomores, and Figure 2(b) shows the frequency of reading English literature for juniors and seniors.

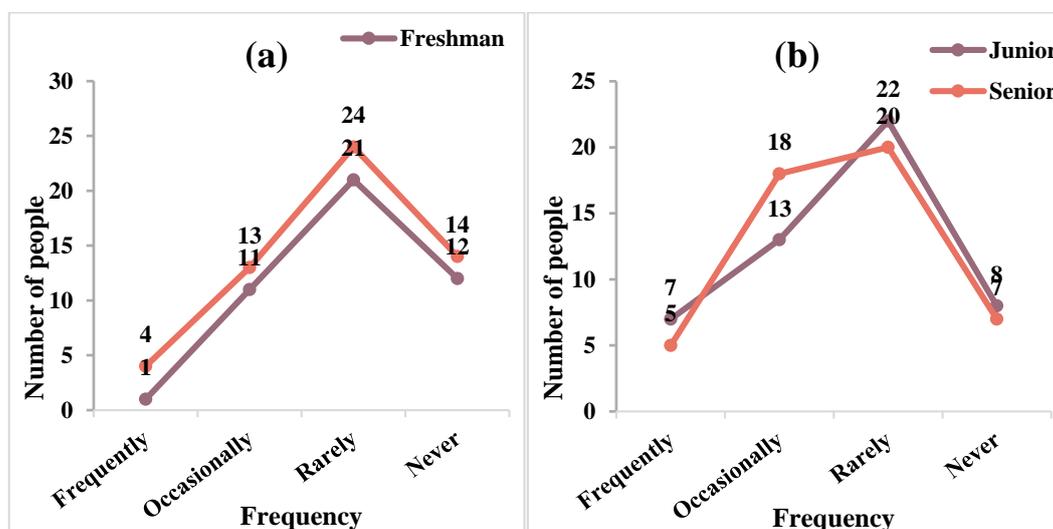


Figure 2: College Students' Contact with English Literary Works

It can be seen from Figure 2 that the situation of college students' exposure to English literature education is not optimistic. The number of students in each grade who choose to "rarely read English literature" is the largest, accounting for 46.7%, 43.7%, 44%, and 40% respectively. The proportion of the number of students has decreased slightly. With the increase of grades, the number of students who choose to "never read English literature" has decreased significantly, accounting for 26.7%, 25.5%, 16%, and 14% respectively.

Figure 3 shows the teacher's introduction to English classic literary works. Figure 3(a) shows how freshmen and sophomores think their teachers have introduced English classics.

Figure 3(b) shows how juniors and seniors think their teachers have introduced English classics.

It can be seen from Figure 3 that the number of teachers who choose "rarely" to introduce English classic literary works is the largest.

Figure 4 shows the statistical results of college students' perceptions of the benefits of reading English literature. Figure 4(a) shows the attitudes of college students that reading English literature can improve comprehension and improve knowledge structure, and Figure 4(b) shows the attitudes of college students that reading English literature can optimize temperament and help academics.

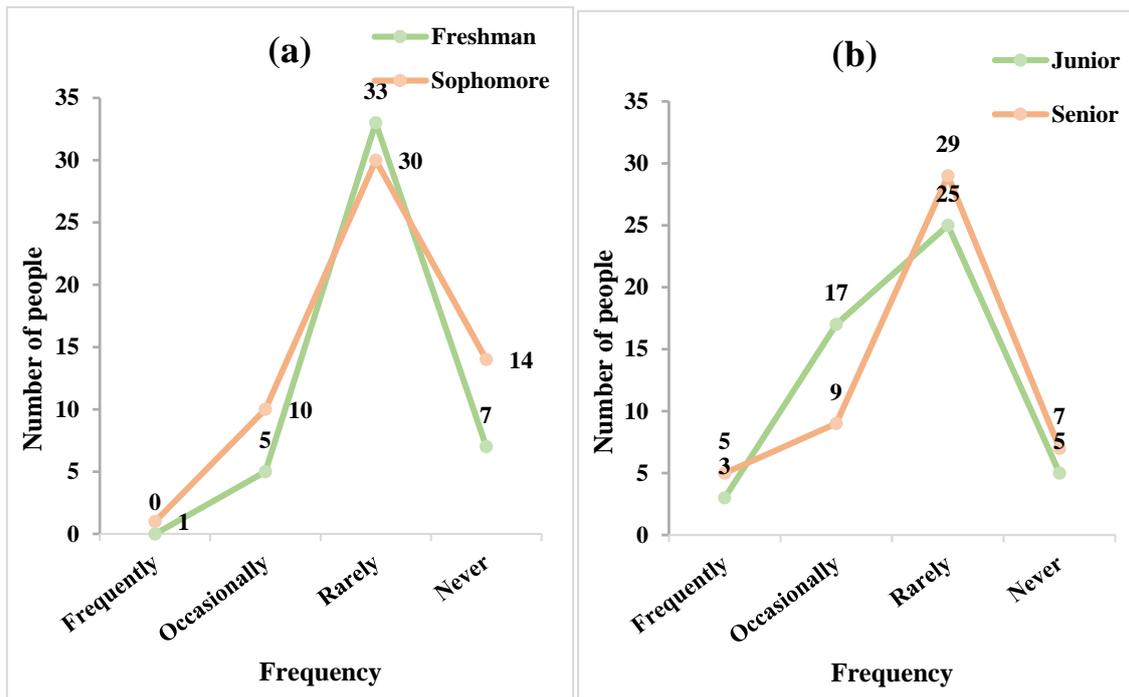


Figure 3: Teachers' Introduction to English Classic Literary Works

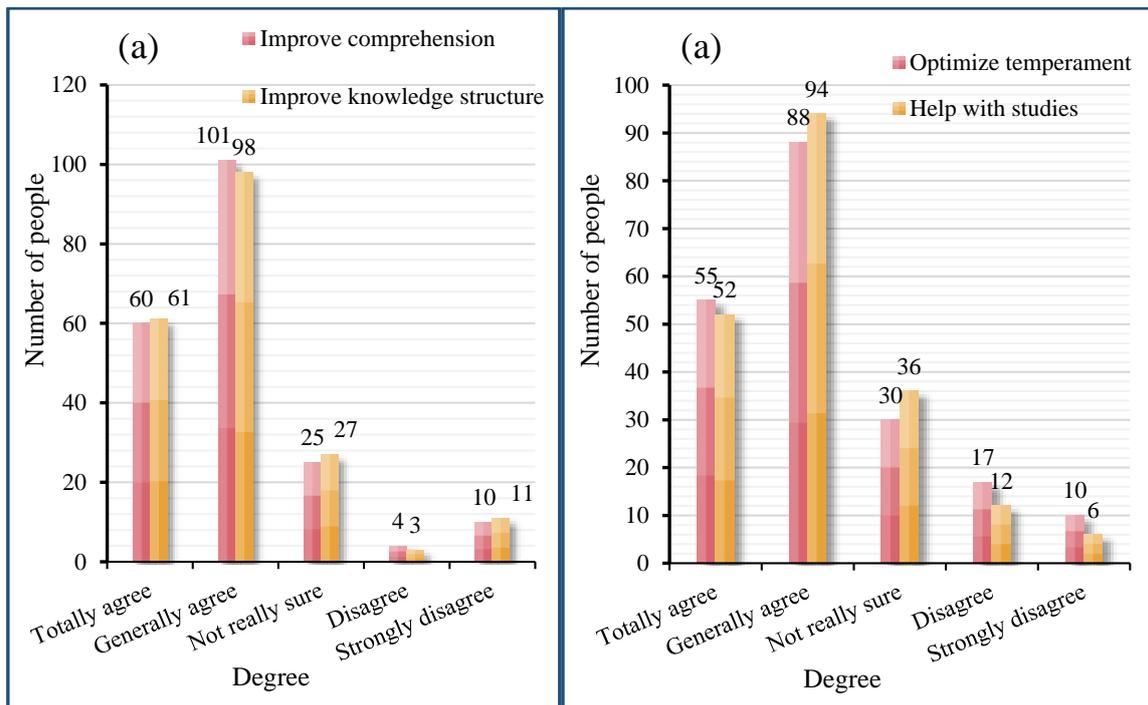


Figure 4: College Students' Perceptions of the Benefits of Reading English Literature

It can be seen from Figure 4 that about 70% of the college students who "completely agree" and "basically agree" to the advantages of reading English literature can improve their knowledge comprehension ability, improve their knowledge structure, optimize their temperament, and help their studies, indicating that most of the students are supportive and accept the emphasis on English literature education in the English teaching mode.

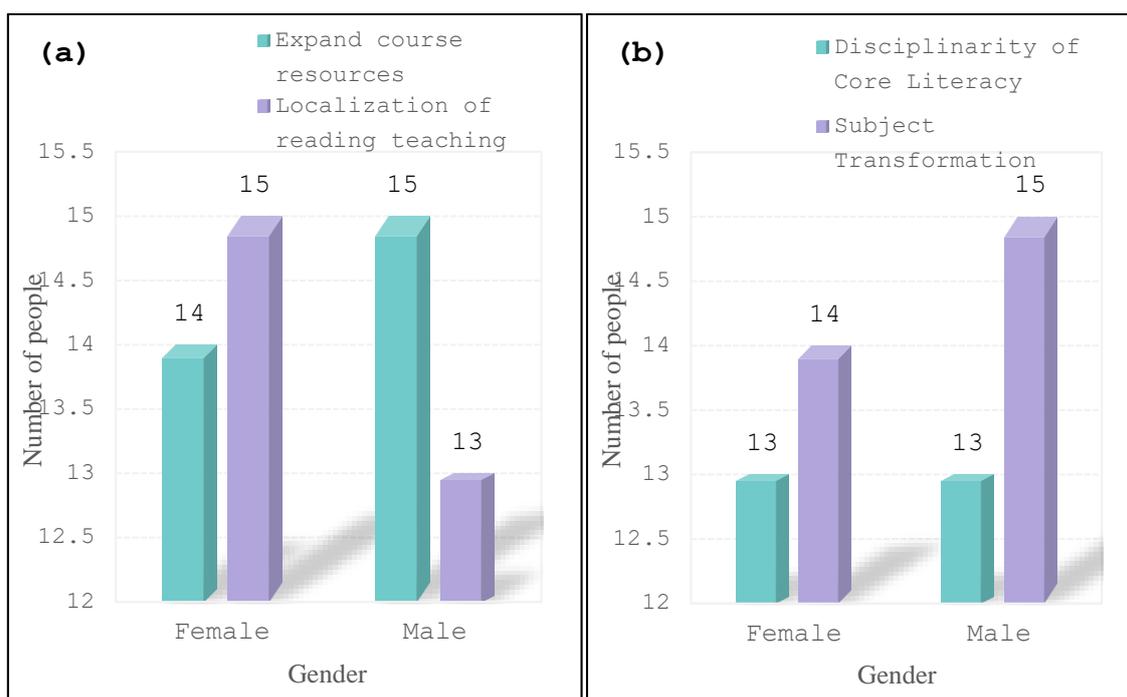


Figure 5: Teachers' Views on the Innovative Content of Educational Models

Figure 5 shows teachers' views on the innovative content of educational models. Figure 5(a) shows the statistical results of teaching innovation in teaching content innovation---expansion of curriculum resources and innovation in teaching methods --- statistical results of teachers' attitudes in the localization of reading teaching. Figure 5(b) shows the statistical results of teachers' attitudes in the innovation of teaching ideas in teaching innovation --- disciplinarity of core literacy and the innovation in teaching core --- statistical results of teachers' attitudes in the transformation of the student body.

As can be seen from Figure 5, more than 86% of teachers believe that innovation can be made in teaching content, teaching methods, teaching concepts and teaching subjects. Students can use the Internet platform to obtain multimedia materials. At the same time, the "Internet +" English teaching mode can make students arrange their spare time reasonably and realize learning anytime and anywhere.

4. Design of College English Literature Education Model

Currently, in universities, the requirements for quality training and the training of skilled talents are getting higher and higher, which makes the reform of English education imperative. However, there are still some problems in the application of the awareness of English literature education in colleges and universities. Figure 6 is an English literature education model proposed in response to the problems existing in English teaching in colleges and universities.

In college English teaching, literature education should be based on literature theory. At the level of literary theory, teachers should make full use of the literary texts in the existing textbooks to guide students to experience the literary image, appreciate its language and expression, so as to achieve the basic goal of literary education. In addition, teachers can consciously select some representative literary works and through analysis, making students understand literary works, deepening their understanding of various literary genres and literary expressions, as well as various literary rhetoric, imagery, sensitivity to allusions, and appreciation of literary works.

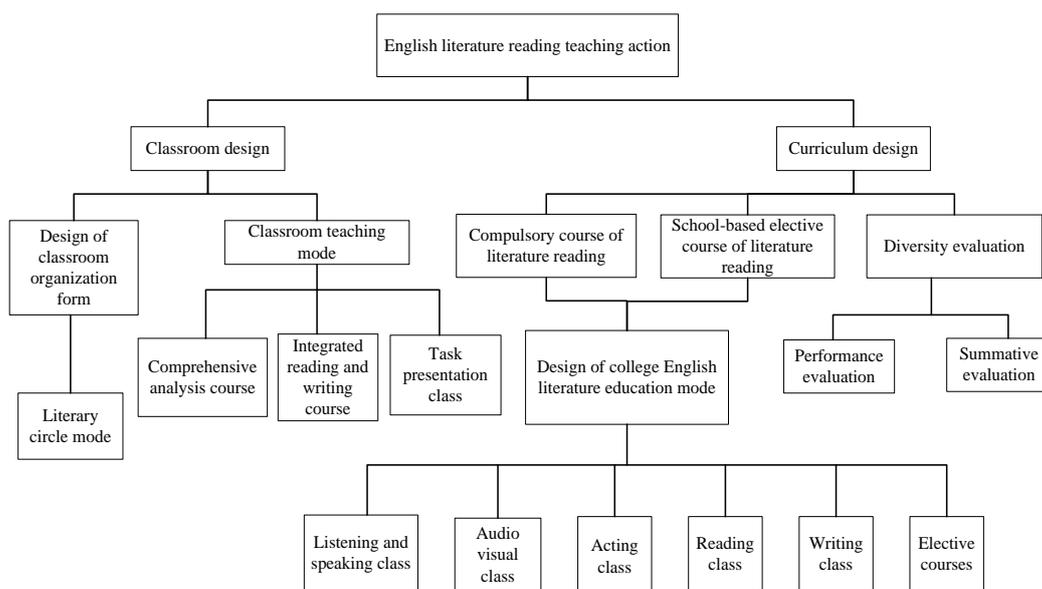


Figure 6: Design of College English Literature Education Model

In the reform of English literature teaching mode, various forms such as task demonstration class, reading and writing practice class, comprehensive analysis class, and appreciation performance class can be added. On this basis, teaching methods such as stimulating students' initiative, cooperation in reading and writing, sharing experience, and appreciation are proposed.

Any kind of literature should be open to all reasonable interpretations. In classroom teaching, teachers should make full use of heuristic, inquiry, discussion, participation and other forms to fully mobilize students' interest in reading, stimulate their inner motivation, and create a learning environment for independent thinking, free exploration and innovation.

5. Conclusion

Under the new situation, the innovation and reform of English teaching mode must be carried out. The introduction of the "Internet +" teaching concept provides useful inspiration for the reform and innovation of English teaching in colleges and universities. Appropriate introduction of the Internet presents both challenges and opportunities for the classroom. However, the advantages of the Internet would undoubtedly bring new vitality to the English classroom. It provides them with a learning platform other than the classroom, freeing them from the monotonous test-oriented learning, broadening their horizons and improving their practical ability in English. English is very important for college students. In addition to learning English for daily communication, it is also necessary to strengthen the cultivation of English culture and improve English ability. Therefore, in the future English teaching, teacher should pay attention to cultivating students' literary literacy. "Literature education" pays attention to moral education and aesthetic education, focusing on thinking and distinguishing right from wrong, which reflects the "people-oriented" quality education. English teachers should establish the concept of literature teaching in teaching practice. According to the characteristics of the English subject, literary education needs to be combined with the establishment of a literary teaching concept. Then, combing the emphasis on language form, verve enhanced by the editing of languages forms with the charm of ideological content, and then it is presented to students through school resources.

References

- [1] Tyerman C. J. *Narrating the Crusades: Loss and Recovery in Medieval and Early Modern English Literature*, by Lee Manion. *The English Historical Review*, 2017, 132(555): 366–368.
- [2] Tanner S J, Berchini C. *Seeking Rhythm in White Noise: Working with Whiteness in English Education*. *English Teaching: Practice & Critique*, 2017, 16(1): 40-54.
- [3] Stinson T. (In) *Completeness in Middle English Literature: The Case of the Cook's Tale and the Tale of Gamelyn*. *Manuscript Studies*, 2017, 1(1): 115-134.
- [4] Achilleos Stella. *The View from Here—At the Crossroads between East and West: Teaching English Literature in Cyprus*. *English: Journal of the English Association*, 2017, 66(254): 204-207.
- [5] Walker-Cook A. *David Hopkins and Charles Martindale*(eds), *The Oxford History of Classical Reception in English Literature, Volume 3: 1660–1790. Notes & Queries*, 2018, 65(3): 451-453.
- [6] Katsabian Tommy. *Employees' Privacy in the Internet Age: Towards a New Procedural Approach*. *Berkeley Journal of Employment &*, 2019, 40(2): 1-10.
- [7] Papagiannidis Savvas. *Identifying Industrial Clusters with a Novel Big-data Methodology: Are SIC Codes (not) Fit for Purpose in the Internet Age*. *Computers & Operations Research*, 2018, 98(Oct.): 355-366.
- [8] Owen Prell. *Copyright's Relevance in the Internet Age: Some Lessons from Aereo, Alice, and Authors Guild*. *The Computer & Internet Lawyer*, 2017, 34(4): 1-9.
- [9] Rajaram S, Marsh E J. *Cognition in the Internet Age: What are the Important Questions*. *Journal of Applied Research in Memory and Cognition*, 2019, 8(1): 46-49.
- [10] Kusune S. *Why is Fake News a Severe Problem for Democracy? Combating Fake News and Checking Facts in the Internet Age*. *Journal of Global Tourism Research*, 2018, 3(1): 5-12.
- [11] Kareem T, Darryl S, Domingo P. *The Rhetoric of Diversion in English Literature and Culture, 1690-1760*. *Review of English Studies*, 2018, 69(288): 176-178.
- [12] Neidorf Leonard. *Tamara Atkin and Francis Leneghan*(eds.), *The Psalms and Medieval English Literature: From the Conversion to the Reformation*. Cambridge: Brewer, 2017, 135(3): 587-589.
- [13] Jonasson M E. *Historical Documentation of Lead Toxicity Prior to the 20th Century in English Literature*. *Human and Experimental Toxicology*, 2018, 37(8): 775-788.
- [14] Wood A B. *Classroom Based Action Research with Secondary School Students of English Literature: A Teacher-researcher's Reflection*. *English Teaching Practice & Critique*, 2017, 16(1): 72-84.
- [15] Gao X. *Poetic Truth as the Expression of Anxiety in the 19th-Century English Literature*. *Foreign Literature Studies*, 2018, 40(4): 47-57.
- [16] Harbus Antonina. *A Cognitive Approach to Alliteration and Conceptualization in Medieval English Literature*. *English Language & Linguistics*, 2017, 21(02): 203-219.
- [17] Chen X, Xu J. *Discussion on Teaching Mode of Document Retrieval in Architecture Colleges under the Background of "Internet +"*. *International Journal of Social Science and Education Research*, 2019, 2(6): 63-68.
- [18] Choi M, Glassman M, Cristol D. *What It Means to be a Citizen in the Internet Age: Development of a Reliable and Valid Digital Citizenship Scale*. *Computers & Education*, 2017, 107(APR.): 100-112.
- [19] Koizumi M. *Information-gathering Activities by Japanese Corporate Library Users in the Internet Age & Roles They Attribute to the Library*. *Library & Information Science*, 2017, 20(77): 87-115.
- [20] Sujanta Kazemanzadeh. *Distributed System Integrating Virtual Reality Technology in English Teaching*. *Distributed Processing System* (2022), Vol. 3, Issue 1: 62-70.