

The Exploration of English Teachers' Development in Colleges and Universities under the Perspective of Internet+Language Services



Jing Zhang*,¹

¹Beijing Institute of Economics and Management, China

Abstract: Under the background of the rapid development of “Internet+”, the language service industry has experienced profound changes, and this trend has put forward new requirements and challenges for the training and development of English teachers in colleges and universities. Through the integration of Internet technology and language services, teachers not only need to improve their informatization teaching ability but also need to have interdisciplinary vision and innovative thinking, to support the cultivation of composite talents in line with the needs of the times. This paper elaborates on the career development path of college English teachers under the perspective of “Internet + Language Service”. It discusses the key measures for future development from improving informatization teaching ability, strengthening scientific research ability, and building a teaching and research community. It has been proved that the development of college English teachers needs to rely on modern technological means and realize the all-round improvement of teaching, research, and service through a systematic cultivation system, to effectively serve the social development and international communication.

Keywords: Internet + language service perspective; college English; teacher development

Introduction

With the rapid development of information technology, the deep integration of the Internet and all walks of life has promoted a comprehensive reform in the field of education. In the language service industry, modern tools such as translation technology, corpus, and machine translation have become essential support means. This change has put forward higher requirements for the professional development of English teachers in colleges and universities, who not only need to master traditional language teaching skills but also need to have the ability to use modern teaching tools, scientific research, and innovation, as well as interdisciplinary vision. In this context, how to improve the language serviceability and teaching quality through Internet technology has become the core issue in the professional development of English teachers in

colleges and universities. Therefore, it is of great significance to explore the path of teacher development based on the perspective of “Internet + Language Service” to promote the reform of higher education and improve the level of English education in colleges and universities.

1. Analysis of Existing Problems of English Teachers' Development in Colleges and Universities under the Perspective of Internet+Language Service

1.1 Insufficient Teachers' Informatization Teaching Ability

With the wide application of information technology in the field of education, higher education has stepped into the era of “Internet + Language Service”, and English teaching in colleges and universities is no longer limited to traditional classroom teaching, but needs to be integrated with digital teaching tools, online platforms, and artificial

Corresponding Author: Jing Zhang
Beijing Institute of Economics and Management, China
Email: 56442175@qq.com

intelligence technology (Zhang, 2023). However, many college English teachers have obvious deficiencies in their informatization teaching ability. Some teachers lack a comprehensive understanding and mastery of digital teaching tools. For example, corpus technologies are increasingly used in language learning, and teachers can utilize corpora to provide students with examples of language use in real contexts, but many teachers are not yet capable of skillfully operating these technologies. In addition, online translation tools such as Google Translate or DeepL can improve the efficiency of language teaching and learning, but how teachers can reasonably apply them in the classroom and help students to correctly understand the limitations and potentials of these tools is still an urgent problem to be solved.

1.2 Weak Awareness of Interdisciplinary Integration

“Internet+Language Service” represents the integration of linguistics, computer science, cultural communication, and other fields, which requires college English teachers not only to have a solid language foundation but also to be able to master interdisciplinary knowledge. However, the interdisciplinary integration awareness of college English teachers is generally weak, and they fail to keep up with the changes in the industry and technological progress in their teaching. For example, the teaching content is still limited to traditional language teaching and lacks the understanding and application of cutting-edge technologies (Zhang, 2020). Artificial intelligence, natural language processing (NLP), and other technologies are increasingly used in the language service industry, and college English teachers must integrate these contents into their teaching to help students understand and adapt to the future needs of the industry. However, many teachers cannot yet integrate these technologies and lack the necessary technical support and teaching resources. Moreover, due to the traditional division of disciplines, teachers usually fail to reflect the interdisciplinary concept in the curriculum design, and the teaching content is relatively homogeneous. This lack of interdisciplinary integration of teaching methods limits the competitiveness and adaptability of students in the era of “Internet Plus”.

1.3 Single career development path and lack of systematic training mechanism

The career development of college English teachers is closely related to the quality of education. At the present stage, the career development of college teachers usually focuses on the improvement of academic research and teaching level, ignoring the requirements of the language service industry on the application of technology and cross-cultural communication ability. For example, the vocational training system focuses on the teaching of theoretical knowledge and the updating of traditional teaching methods, and lacks targeted technical training, which makes it difficult for teachers to acquire professional skills that can keep pace with the times in the environment of “Internet Plus”. Some colleges and universities fail to provide long-term training related to language service technology, and teachers can only rely on individual learning or short-term training courses when facing technological changes, making it difficult for them to form a sustained path of improvement in their professional development. This single mode of professional development not only restricts the professional growth of teachers but also weakens their innovative ability in teaching.

2. Positive Impact of the Internet + Language Service Perspective on the Development of English Teachers in Colleges and Universities

2.1 Helping Colleges and Universities Improve the Quality of Bilingual Talent Cultivation

“Internet + Language Service” provides a brand-new idea and way for the cultivation of bilingual talents in colleges and universities with the globalization vision and the deep integration of modern technology. In this context, English teaching in colleges and universities has gradually changed from the traditional single-language teaching mode to the composite talent cultivation mode, emphasizing technological innovation, communication innovation, and management innovation (Zhao et al., 2018). With the help of Internet technology, English teaching is no longer limited to classroom lectures, and teachers can enhance the interactivity and practicability of teaching using online platforms, virtual reality technology (VR), artificial intelligence (AI), and other means. Through the use of these emerging technologies, students can practice language in simulated real-life situations, which not only

improves their language proficiency but also enhances their cross-cultural communication skills. For example, the simulation of international meetings in virtual scenarios allows students to experience actual communication and cooperation scenarios while language learning and this teaching method based on Internet technology helps to enhance students' comprehensive ability to cope with the globalized work environment.

2.2 Boosting the development of teachers' Internet teaching ability

The popularization of Internet technology requires teachers to be able to skillfully use digital tools such as online teaching platforms, translation software, and corpora. Through the support of Internet technology, teachers can manage teaching resources more efficiently, optimize classroom content design, and improve the interactivity of teaching (Lin, 2023). For example, students' learning progress is tracked in real-time through the online platform, personalized feedback is provided, and students' learning effects are accurately assessed through data analysis tools. It not only improves the accuracy of teaching but also equips teachers with greater adaptability and innovation in teaching practice in the digital era. Internet technology breaks the geographical limitations and makes the sharing and collaboration of global teaching resources possible. With the help of the globalized resource platform, English teachers in colleges and universities can obtain more teaching materials, courseware, and cases, and at the same time, they can also cooperate with their international counterparts to improve their teaching level and academic research ability. The openness and sharing of teaching resources provide teachers with a broad space for development and promote the improvement of internationalized teaching ability.

2.3 Fully Improve the Social Service Function of English Teachers

“Internet+Language Service” opens up a new direction for college English teachers to carry out international cooperation. With the help of Internet technology, teachers can participate in international cooperation programs and promote bilateral and multilateral academic exchanges and cooperation. Through these cooperation projects, teachers not only improve their internationalized teaching ability but also promote exchanges between universities and the

international academic community. For example, by participating in international translation projects, global conference translation, and other activities, they contribute to international academic and cultural exchanges. This mode of internationalized cooperation enhances the influence of colleges and universities in the field of international education and promotes the construction of “double first-class” colleges and universities. English teachers in colleges and universities are not only responsible for teaching and scientific research but also need to participate more actively in social services. Through language services, they can provide specialized language support for the society, such as enterprise internationalization training and cultural exchange project planning. At the same time, the application of Internet technology makes it easier for teachers to participate in online social services and provide wider language support for society (Lv & Guo, 2023).

3. The Development Path of English Teachers in Colleges and Universities under the Perspective of Internet+Language Service

3.1 Establish a sense of lifelong learning and enhance the awareness of Internet + language services

In the era of “Internet Service”, information technology and language service tools are constantly updated, and emerging technologies such as artificial intelligence translation, natural language processing, and cloud collaboration platforms are gradually integrated into the field of language teaching and service. English teachers in colleges and universities must maintain sensitivity to new technologies and continue to learn and update their knowledge structure to keep up with the pace of the times and use them effectively in teaching. Colleges and universities can build an informatization teaching resource platform based on “Internet + Language Service”, providing resources including guidelines for using language service tools, training on translation technology, online course design, etc., to help teachers master modern teaching methods and tools through independent learning. The platform can be regularly updated with cutting-edge technologies and application cases in the industry to ensure that teachers can keep abreast of the times. At the same time, the platform should be equipped with

interactive functions, so that teachers can share their teaching experience and technology usage tips through the online community, and promote learning and cooperation among peers (Liu, 2022). To encourage teachers to apply what they have learned to practical teaching and research, universities can set up research programs related to “Internet + language services” to support teachers in carrying out innovative research in the fields of language teaching, translation technology, and cross-cultural communication. Through research projects, teachers can explore the application of Internet technology in language teaching and improve their teaching innovation ability, and at the same time contribute to the academic research of the university. This project-based learning and practice mode helps teachers organically combine lifelong learning with actual teaching, realizing the win-win situation of self-improvement and student cultivation, and truly enhancing the awareness of Internet+ language service.

3.2 Explore the new mode of quality network education and develop innovative thinking

The rapid development of Internet technology provides new opportunities and challenges for English teaching in colleges and universities. By exploring the new mode of quality network education, teachers can break the time and space limitations of traditional classroom teaching, utilize online platforms, translation tools, virtual learning communities, and other technologies to innovate teaching methods and improve teaching quality. At the same time, the exploration of online education modes also helps teachers to better respond to the diversified learning needs in the context of globalization and to enhance students' learning effects through personalized and interactive teaching design. For example, flipped classroom and blended learning mode are two mainstream modes in modern online education. Through the flipped classroom, teachers can combine traditional classroom lectures with students' independent learning before class to enhance the interactivity of the classroom and students' participation. For example, teachers upload grammar explanations, translation skills, and other knowledge points to the online platform in the form of videos in advance, and students learn independently before class, while class time is used for discussion, language practice, and

problem-solving. Blended learning is an organic combination of online learning and offline teaching, in which teachers utilize online resources to supplement the deficiencies of offline classroom teaching, providing students with more flexible and diversified learning paths.

3.3 Build a teaching and research community to consolidate the relevant knowledge and skills of Internet + language services

Under the perspective of “Internet + language services”, teachers are faced with the rapid iteration and updating of technology, and it is difficult to fully master the emerging technology and teaching tools through personal learning and accumulation alone (Wu, 2022). Through the construction of a teaching and research community, teachers can realize the sharing and integration of knowledge and skills in cooperation, learn from each other's teaching experience, and promote the collective progress of teaching research. Through collective research and practice, the teaching and research community can significantly improve the efficiency of the transformation of teaching research results into actual teaching applications. The research conducted by teachers in the community can not only reflect the teaching needs under the background of “Internet + Language Service”, but also quickly apply the research results to classroom practice, and this combination of theory and practice can help the rapid transformation and promotion of teaching results, improve teaching quality and promote the overall development of higher education. Colleges and universities can set up multi-level teaching and research communities, covering different disciplines and levels, to promote the multi-dimensional integration of knowledge and skills related to “Internet + language services”. For example, an inter-college teaching and research community can be set up, combining teachers from English linguistics, translation studies, educational technology, and other disciplines to discuss the application of language service technology in teaching. At the same time, a grade-level teaching and research community can also be set up to focus on specific teaching levels (e.g., undergraduates and postgraduates) and their corresponding teaching needs, to promote the precision and diversification of teaching methods. Regularly organize teaching and research activities and workshops on the theme of

“Internet + Language Services” to promote teachers' collective research and teaching practice. For example, thematic teaching and research activities can be organized to carry out in-depth discussions and collective research on the application of translation technology in teaching and the combination of corpus linguistics and foreign language teaching. Meanwhile, the workshop format can help teachers master specific technology application methods through hands-on practice, such as how to use corpus tools in the classroom or how to design translation teaching courses based on language service platforms.

3.4 Emphasize on conducting research projects to strengthen language service capacity

Carrying out online research projects can effectively promote the deep integration of research and teaching. Through scientific research, teachers can explore new teaching modes, language service technologies, and cutting-edge issues in the discipline, to apply the research results to the classroom and promote the innovation of teaching content (Liang & Jia, 2022). For example, by researching how to introduce machine translation or natural language processing technology into foreign language teaching, more interactive and practical course content can be designed. The application of scientific research results can also help teachers to improve teaching effectiveness and promote the overall improvement of education quality. Specifically, colleges and universities should set up research platforms for teachers to integrate language service-related technical resources and academic resources to provide research support for teachers. For example, the platform can integrate tools such as corpus, machine translation software, and speech recognition systems to help teachers obtain the necessary technical support in the process of scientific research. At the same time, the platform can also gather domestic and international academic resources and research results, provide functions such as literature query and data analysis, and enhance the efficiency of teachers' scientific research. Teachers can also research how to improve the accuracy and efficiency of machine translation through cooperation with language service companies, or how to optimize language communication strategies in cross-cultural communication through cooperation with

government departments. This combination of industry-university-research can ensure that the research results have higher practicality and market application prospects, and can also bring practical social benefits to teachers' research work.

3.5 Constructing a hierarchical, diversified, and refined system structure for cultivating English teachers in colleges and universities

The rapid development of Internet technology and language service industry has put forward higher requirements for English teachers in colleges and universities. Constructing a hierarchical, diversified, and refined cultivation system helps to improve the overall quality of the teacher team and ensures that teachers can receive systematic and individualized cultivation at different stages of development. It is not only conducive to the teachers' mastery of modern language service technology but also helps to improve their teaching and scientific research ability, to cultivate globally competitive composite talents for colleges and universities. Colleges and universities should provide English teachers with diversified career development paths, covering different fields such as teaching, research, and language services. For example, teachers can choose the teaching-oriented development path to improve their teaching ability through pedagogical innovation, curriculum design, and the application of teaching technology, etc. Or they can choose the research-oriented development path to improve their teaching ability. Or they can choose the development path focusing on research to participate in research projects and publish academic papers to enhance their academic influence. You can also choose the direction of language service, focusing on improving the language serviceability such as translation and cross-cultural communication to serve the needs of the society and the country. Diversified development paths can fully mobilize teachers' enthusiasm and meet their needs for individualized development. To improve teachers' internationalization ability, universities should also actively introduce international resources and cooperation opportunities to help teachers develop a global vision. For example, by cooperating with internationally renowned universities and language service organizations, they can provide short-term study visits, joint research, cross-border teaching, and other opportunities to help teachers understand the latest development in the

international language service industry and improve their cross-cultural communication skills. At the same time, teachers are encouraged to participate in international academic conferences and publish papers in international journals to enhance their influence in the international academic community. This internationalized cultivation mode can help teachers carry out their teaching and research work more confidently in the context of globalization.

Conclusion

In conclusion, “Internet + language services” not only provides new opportunities for the development of college English teachers but also brings many challenges. Teachers must constantly update their knowledge structure, master modern teaching and research tools, and cultivate interdisciplinary integration and innovative thinking to meet the educational needs of the new era. By implementing the development path proposed in this paper, English teachers in colleges and universities will not only be able to improve their professional competence but also better serve the development of national language strategy and the need of international exchange. The future development of teachers should be driven by science and technology, give full play to the advantages brought by “Internet +”, promote the overall improvement of education quality, and realize the modernization and transformation of higher education.

Conflict of Interest

The author declares that he has no conflicts of interest to this work.

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