

The Reform of College English Teaching in the Environment Network Technology

Liangping Zhang^{1, a}, and Xiangxin Liu^{2, b,*}

¹School of Foreign Languages, Wuhan Polytechnic University, Wuhan, 430028, China

²Department of Public Relations, Wuhan Railway Vocational Technological University, Wuhan, 430325, China

*Corresponding author

Keywords: Science and technology; Multimedia classrooms and internet centers; College English teaching; Network Technology

Abstract: With the rapid development of modern science and technology, especially the popularity and application of computer and Internet, universities in China have established their own multimedia classrooms and internet centers. Therefore, this paper focuses on how to reform college English teaching in the environment Network Technology.

1. Introduction

Given that the surge of college students caused by enrollment expansion, the National Ministry of Education specially formulated College English Curriculum Requirements, which points out that ,”considering the rapid growth in the quantity of college enrollments in China and relative limits of available education resource, we should make full use of multimedia and internet technology , give priority to new teaching mode, design English teaching mode based on computer and network multimedia to replace the traditional classroom teaching mode only involving teachers’ teaching, "Thus we can realize that as information age today is, the traditional college English teaching mode shows more and more disadvantages, as a result of which the exploration on a new approach in college English teaching is essential. And a new perspective in college English teaching reform is provided owing to the development of computer and internet technology. Based on the exploration of positive impacts and limitations that the multimedia and internet had in college English teaching, this paper propose the best way to achieve the most effective teaching is to combine traditional teaching mode with multimedia and internet.

2. On College English Teaching Thoughts in the Environment Network Technology

In the information age, the latest development and application of multimedia and network technologies promote the most effective teaching mode combined with the concept and practice of contemporary foreign language teaching. Represented by cognitive approach and communicative approach, the contemporary foreign language teaching is based on the understanding of psycholinguistics and sociolinguistics on the language nature, conforms to the rule of students learning a foreign language and adds more emphasis on the cultivation of their creative thinking, scientific learning method and communicative language abilities. One of the important theories that the cognition method based on is the learning theory of constructivism, which emphasizes the students' cognitive status. It holds that the acquisition of knowledge is the results of interaction between the learning individual and external environment, and that learning is a process of active construction of cognitive thinking activities of people, where people obtain and construct new knowledge through interactive activities based on their original knowledge and experiences and external environment. On the other hand, the particularity of foreign languages that differs from other disciplines in that learning language is not only to listen and read in order to understand, absorb information and knowledge, more importantly, is to be able to use the carrier of language for

communication. The main goal of communicative approach is to improve students' communicative skills, to emphasize the representation of the real situation in teaching design, and learners' autonomous learning in participation in the communication process. These two teaching ideas start research from different angles, but there is no doubt that they are based on the essential problem that language is the carrier of thinking, they all try to establish effective solutions for students' to shift from receptive skills to output skills in foreign language learning and to establish specific teaching system. In combination with the foreign language teaching ideas, the foreign language learning method that we advocate is the study under the guidance of the teacher and with the learner as the center, which is acquired through the construction of meaning.

3. College English Teaching Modes in Multimedia Network

The application of multimedia network technologies in Advanced English teaching helps the transformation of teaching methods as well as realizes the students' autonomous learning under the guidance of teachers, which can give full play to the students' initiative and stimulate students' interests in learning and innovation spirit.

3.1. Web-based Collective Learning Model.

The learning model is similar to the traditional classroom teaching. Teachers can use the network equipment to help the students understand the teaching materials, consolidate the exercises, and answer questions by visual presentation, oral explanation, text reading and online conversation. Although the collective learning is a teaching model and the classroom is also dominated by teachers, students can maximize the main role in the network of classroom teaching. Teachers can make timely adjustments to the teaching content and arrangement according to the students' feedback and actively understand the needs of students. In the teaching process, teachers are not only the designers of the whole teaching, but also the tutors and guides of students. Teachers can guide the students to participate in the awareness and explore the existing capacity of students through a variety of flexible teaching methods to mobilize the positive type of students, while the use of computer teaching platform for students to effectively assess the learning situation.

3.2. The Establishment of Network Interaction Model.

The multimedia network classroom is mainly composed of two parts: hardware system like computer, multimedia, network and teaching tool software system. The formation of multimedia network classroom is mainly to install software systems like network operation and multimedia teaching in the network hardware system, so the information resource of the internet server software and students' machine can be used alternately, namely resource sharing.

It is possible to realize the sharing of resources in the common computer multimedia network environment, but if the computer multimedia-assisted teaching and management wanted to be realized effectively, one must install a multimedia interactive operating system that is able to realize assisted teaching and management. This multimedia network classroom operating system is the simulation of traditional classroom teaching behavior, which is, in some operating environment, to replace traditional blackboard with display screen of computer, replace chalk with keyboard operation and replace pointer with the mouse. Through this system, teachers can accomplish the previous whole teaching process of total control and management, so we call it computer multimedia interactive network teaching management system. Of course, the establishment of multimedia network classroom simply meets the basic requirements for the realization of the network interactive mode of teaching, to realize the interactive function of combination of multimedia and curriculum, a set of suitable teaching materials and courseware suitable for multimedia assisted teaching must be written.

3.3. Group Learning Model in the Network.

Teachers can design initial topic that can cause controversy according to the theme, and establish corresponding subject discussion group in the BBS system, and students participate in a discussion

group to discuss or speak. Instructors can also devise a step-by-step discussion that will lead to further follow-up questions, allowing students within the group to gain further learning. In the multimedia network teaching environment, students do not have the traditional classroom tension, therefore answering questions can be leisurely and interactive interaction between students is generally reflected, which can greatly increase the students participate in the discussion of the opportunity to practice.

3.4. Students' Autonomous Learning Mode.

Self-study refers to that students use open autonomous learning classroom, take the initiative to use their spare time to arrange their own learning plans, expand knowledge, and strengthen the language ability of exercise. The use of network resources and teaching courseware can meet students' individual learning requirements, which means students can choose their own learning time and learning style, and become more initiative in the learning process.

4. The Disadvantages of Multi-Media and Online Teaching

4.1. Puzzle Students between Recreation and Learning.

The delicate courseware made by teachers in order to attract students' attention. At first, students will be interested in it, and find it not that boring or bothering. The funny animations, fantastic hot films and TV dramas, all of them illustrate that we can grasp English in the process of entertainment. That being said, overemphasizing the use of multi-media and Internet will make students forget the fact that significant progress in English learning must be made by long-time, boring training and accumulation. Learning in nature is an arduous journey.

4.2. Hinder the Communications between Teachers and Students.

In a process of language learning, cognition and emotion are two indispensable aspects of all-round development, and both of them can't be separated from each other. Language learning is achieved through cognition, but solving the emotional problems will contribute to improving the effects of language learning.

4.3. Weaken the Teachers' Supervision and Control.

Under current situations, students learn online outside the class when teachers cannot monitor the real learning situation. And the result is that many students are addicted to online entertainment and the teachers cannot prevent students from copying while doing exercises.

4.4. Reflections on College English Teaching with Information Technology

With the irreplaceable guidance of teachers, college English teaching with information technology still lacks enough theoretical researches, teacher resources, technological development and national investment despite its virtues. Mixed information resources and independent study power have presented unprecedented challenges for learners.

This thesis assessed college English teaching with information technology critically. On the one hand, this model uses its virtues to follow the fast development of information and technology; on the other hand, this model shows great challenges for educators and learners as it will take a lot of efforts and time to teach college English with information technology. Kuma published the book *Understanding Language Teaching from Method to Post-Method* in 2006, reviewing language-centered, learner-centered and learning-centered teaching methods. In the book, he focused on learner-centered teaching methodology which stressed that students play a central role and that teachers must guide rather than teach. However, this thesis holds the idea that the status of teachers has been enhanced rather than lowered in an information age. In other words, this teaching model is more demanding for educators as they are more and more important. The post-method pedagogy that Kuma proposed emphasized that post-method teachers are core to this pedagogy and become increasingly important. But they are more low-profile and become invisible guides and directors in the shadows.

As college English teaching with information technology is demanding for educators, this article analyzed the complicated role of educators in the model from the perspectives of pre-class, while-class and post-class. This can prove that the model will take educators more time and efforts than people have imagined. Pre-class, while-class and post-class preparations are irreplaceable to achieve the anticipated goals.

5. Summary

The development of multimedia computer assisted language teaching has brought a revolutionary change in the field of foreign language teaching, the author believes that there are many aspects regarding the development of the multimedia network teaching are worthy of study and discussion. Multimedia assisted college English teaching is a beneficial attempt, of which network interactive mode can not only ensure the norm, system and organization of teaching, but equips considerable flexibility, diversity and autonomy, which can be extended to other foreign language teaching.

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