

Research on the Language Innovation Process of Independent College Students in College English Learning

Wang Shan^a, Liuna Weng^b

Huali College Guangdong University of Technology, Guangzhou 511325, China

^a41493414@qq.com, ^b77580671@qq.com

Keywords: Independent college; College English learning; Language innovation; Teaching reform; Classroom teaching; Network resource teaching

Abstract: The reform and innovation of college English teaching has been continuously promoted. The diversified goal of college English teaching has attracted the attention of scholars. More and more people also use curriculum teaching and network resources as teaching content to update the teaching curriculum, making the teaching content more inclined. Diversification. Based on this, the paper takes the college English course of an independent application-oriented undergraduate independent college as a case, and combines the students' actual situation of English learning, tries to construct the mixed teaching mode of course teaching and online English resource teaching, and carries out the learning situation of the students. Data analysis explores an English learning pathway for students who are accommodating and independent.

1. Introduction

Since the promulgation and implementation of the "College English Course Teaching Requirements". College English education in China has achieved remarkable results but it also faces new challenges. Blended learning is a new type of learning that has received widespread attention from the education community since the late 1990s. Since 2001, research on hybrid learning models has begun to attract the attention of domestic scholars. Based on the research of foreign scholars, they began to explore the teaching ideas, implementation methods, practice modes, teaching demonstrations, teaching effects and other aspects of mixed learning based on the domestic teaching situation, and the results were fruitful. The study of mixed English learning by scholars at home and abroad is multifaceted [1]. Starting from the teaching theory, it discusses the curriculum setting, pattern research, teaching design, evaluation method and teacher role of college English mixed learning. It also starts from teaching practice and applies mixed learning to English listening, writing, speaking, intensive reading, etc. Empirical research on the curriculum; and supportive environment research based on MOOCs, Web, QQ, WeChat and other platforms. However, domestic research on mixed learning is mostly based on English teaching in key undergraduate colleges or higher vocational colleges, while there are few studies based on independent institutions [2].

Therefore, combined with the actual situation of college English courses in our college, make full use of computer network technology and resources, reform traditional classrooms, build online classrooms, and explore a mixed English learning model suitable for independent college students to cultivate students' English learning ability. By constructing a personalized college English teaching model, we can truly achieve the reform goal of "building college English into a quality course that college students really like and benefit for life, and thus more adapt to the requirements of national economic and social development for talent training".

2. Characteristics of College English Traditional Classroom Teaching

The traditional classroom teaching method characterized by "chalk + blackboard + paper book" is mainly based on teacher lectures and students' extracurricular exercises. The traditional teaching methods of "speaking and preaching" have been used for thousands of years and have an

irreplaceable role in the development of our education. Even today, when we vigorously develop new teaching methods, it is only an extension and expansion of its methods, and its strengths are avoided. Its main advantages are:

2.1 Unique face-to-face education is irreplaceable

Under the traditional classroom teaching mode, teachers can play in a targeted manner, and students can ask questions in a targeted manner. Teachers can speak a complex problem in a few words and with a strong emotional and logical power. Teaching methods such as teaching, demonstration, and practice still have strong vitality, and this kind of strong sense of the scene. It is not replaced by any modern technology, and its simplicity is unattainable.

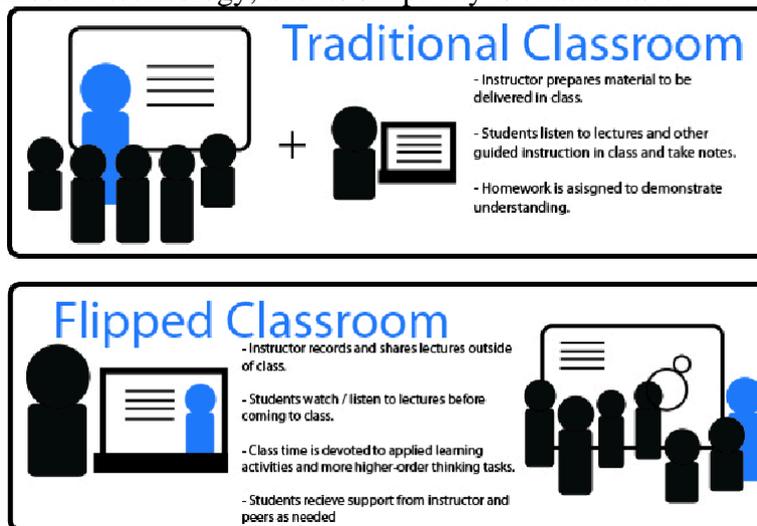


Fig. 1 Difference between traditional English teaching classroom and mixed teaching mode

2.2 Student subject, teacher-led teaching relationship is irreplaceable

English is a language, and for us, it is a foreign language. We do not have a social environment and cultural background that uses English as a "second language." The teacher's profound exposition of the problem, the witty problem-solving strategy, the error analysis of the students' regularity, and the interpretation of the English beauty are all invaluable, and these processes cannot be replaced by multimedia computers [3].

2.3 The irreplaceability of emotional communication between teachers and students

The expression of "verbal" and "pen" in teaching is essential. A teacher's gesture, a smile, and a simple movement play an important role in improving the teaching effect. Emotional communication such as teacher's meticulous questioning, dialogue between teachers and students, easy to organize discussions and even debates of different opinions, teachers can use this opportunity to inspire and induce, and this kind of emotional communication is unparalleled by multimedia computers.

3. The status quo of college English teaching under the network resource mode

Firstly, due to the long-term constraints of traditional teaching concepts, most universities in China have failed to attach great importance to improving students' ability to learn independently. Some students have autonomous learning ability, but their ability to learn independently is not high. Most students are unable to adapt effectively to the teaching mode of self-directed learning, so enthusiasm and initiative are not very high. Under this circumstance, it is difficult to achieve good teaching results in college English teaching, which largely defeats the enthusiasm of teachers to use online resources to improve students' self-learning ability [4].

Secondly, the motives of college students' English learning are generally utilitarian and unitary. Compared with middle school English learning, college English learning is relatively free and

flexible, and the school's binding nature is not very strong. Even if a well-established online learning platform for online English is built, students will not be able to maintain a high level of attention and attention for a long time. After a period of study, the students return to the initial slack and sloppy state. At present, many college students insist on learning English, basically to get credits, in order to cope with the 4th and 6th grade exams, in order to be able to graduate smoothly. This kind of English motivation is undoubtedly not conducive to the promotion of college English teaching reform under the network resource model.

Finally, domestic English teaching is basically carried out under the guidance of traditional teaching concepts, so many teachers cannot effectively adapt to the teaching identity under the network resource model. The new teaching model requires teachers to change the teaching role and make the students become the true masters of learning. However, many English teachers still follow the traditional teaching mode, which not only cannot effectively improve students' self-learning ability, but also seriously hinder the deepening of English teaching reform under the network resource model. There are also some teachers who rely too much on network resources to throw all the learning tasks to the students. They do not play the guiding role of the teachers at all, and naturally there is no way to talk about the improvement of teaching effectiveness.

4. Innovative College English Teaching Model—Building a Mixed Teaching Mode Combining University Traditional Classroom with Network Resources

4.1 Creating a learning environment and expanding teaching time and space

Teaching based on constructivism is the creation of a learning environment that contributes to the construction of meaning. The college can construct such a teaching model.

(1) The first classroom resource - the university foreign language online teaching and management platform. It includes modules such as teacher-student interaction, video Q&A, campus style, online exams, public resources, memos, and electronic dictionaries. The "Public Resources" module includes national-level quality courses (8 courses, nearly 100 hours of full-time video), course teaching resources library (interactive English audio-visual level 1-4, interactive English reading and writing 1-4 levels, British and American culture) , business English), English competition resource library, self-learning strategy resource library (learning strategy, cultural literacy, language skills improvement column) and other columns. , set up campus news, classroom performances, English stage, academic forum, see China and other sections (self-edited, self-directed, self-directed 155 programs, thousands of students participated in the performance, 100 students participated in technical production), showing the students' language Ability, innovation, self-learning and comprehensive literacy [5].

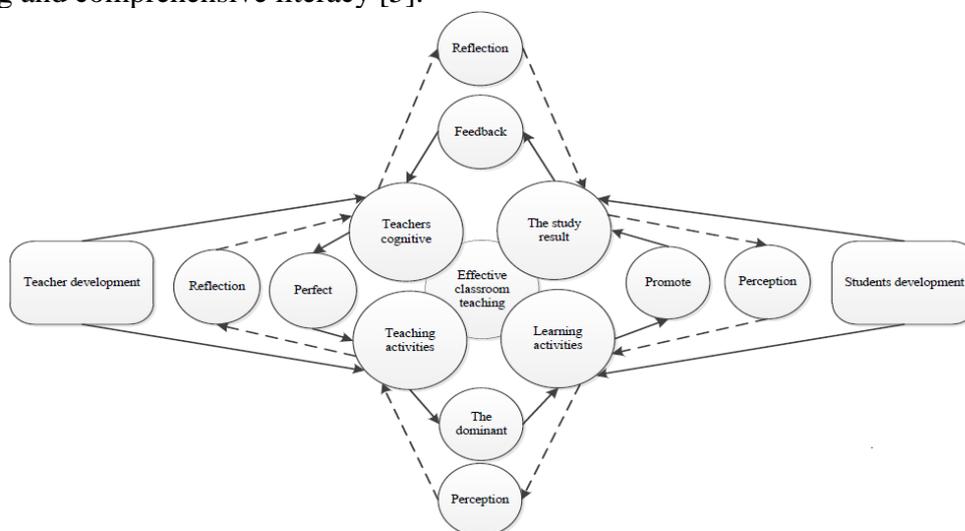


Fig. 2 Mixed mode of classroom teaching and online teaching

(2) Independent research and development of the second classroom resources - portal "Tesi Online". Including FTV foreign language TV network (more than 1,800 video programs), VOD movie on demand network (nearly 2000 movies), online movie stations (more than 2,000 movies), listening to foreign language columns (nearly 2000 songs), satellite TV programs (11 Channel), foreign language FM radio (24 hours a day), website blog, BBS (registered more than 453870) and other modules. 2T satellite program has been downloaded, some CNN programs have been integrated, with Chinese and English subtitles, more than 5,000 videos have been selected in the existing films, with Chinese and English scripts, subtitles have been integrated into the film, and 1200 titles with English subtitles have been selected. The video is broadcast on the network movie station; in the VOD on-demand website, the maximum click rate of a single video is 2691 times. Up to 30T of high-quality three-dimensional curriculum resource library, creating a "virtual English environment, real language world", to achieve the goal of teaching and learning without the limitations of time and space [6].

4.2 Improve the English communication skills of students by using the powerful interactive functions of the Internet

Learning language is the purpose of mutual communication. It is not easy for students to learn a foreign language through continuous communication. Because in real life environment, there are not many opportunities to communicate in English. It is worth trying to solve the above problems through the Internet. The main purpose of the Internet is to enable people to help each other, communicate and cooperate, and share information and experience using network resources. The large-capacity information in the online world can enrich the material of education and teaching; the multimedia characteristics of network communication can make education and teaching more artistically appealing; the immediacy of network communication can make education and teaching timelier. Due to the sharing of network resources and the active participation of students, it has become a major group. At present, computer-based media information as a new practical model has been accepted by most people.

(1) Improve English speaking ability through synchronous communication. After using ICQ or connecting to the phone, we entered the international chat room, which is very convenient for direct language communication with native English speakers. The Internet provides us with an extremely convenient opportunity in a traditional foreign language education environment. Therefore, students should be encouraged to think directly in English and improve their oral English skills through direct language communication.

(2) Improve writing ability through asynchronous communication. Improve student writing skills with email, bulletin board, BBS online discussion and other forms. Practice writing through email, the interaction between students is the key. They inspire each other and encourage each other to effectively improve their writing skills. In general, practicing writing with e-mail, students must become the main body, and it is very convenient to communicate in various cultures, time and space. At present, the foreign language colleges of most universities in China have opened email-assisted writing training courses. From the feedback information, the effect is good. Students can also find pen pals, through the recommendation between teachers and classmates, find some good pen pal service stations, pen pals, etc., to establish a regular communication relationship. Teachers should consciously arrange a certain period in the teaching process or in their spare time, conduct follow-up evaluation consultation, let students choose their own articles, and gradually improve the level of English writing. Provide students with networking opportunities through the online version. When students see the teacher's comments and the marked papers (articles, letters) published on the Internet, they will be greatly encouraged, and the enthusiasm for writing will gradually increase. Teachers can also open their BBS and QQ numbers on the blackboard or on the bulletin board to facilitate communication and communication with students. It encourages students to feel confident and is also conducive to the development of communication skills in the future.

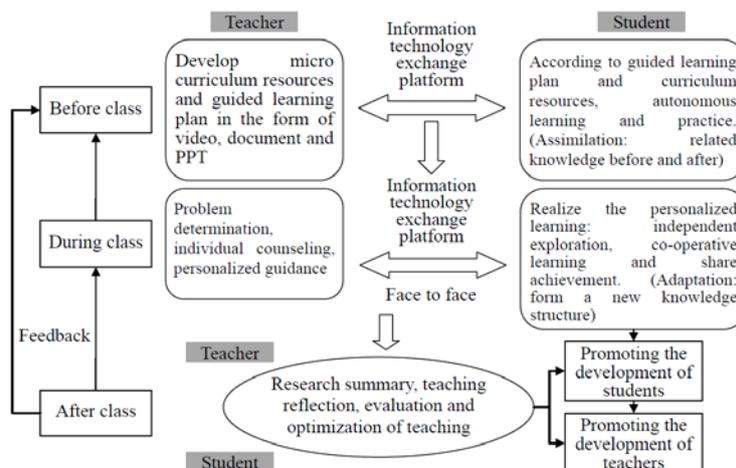


Fig. 3 Teacher and student roles and patterns in a mixed English classroom

4.3 Applying a web platform to create a new teacher-student relationship

(1) Update concepts and establish a new relationship between teachers and students. In the Internet learning and operation, we must take advantage of the integration principle of diversified learning methods. Teachers should make full use of the advantages of self-study, cooperative learning and research and learning to promote students' development and seek a best way to learn. In the integrated teaching, teachers should adhere to the student-centered, students will naturally lead this learning method. Establish computer intermediaries to provide students with extra-curricular time and opportunities for teachers to communicate, get information, update knowledge, and help them answer questions. This can form a tacit relationship between the teacher and the student. Through such exchanges, teachers and students become collaborators of knowledge exploration [7].

(2) Establish a high-quality network faculty. At present, it is difficult for China's college education teams to meet the challenges set by the Internet era. Therefore, only by changing the concept of education, establishing a correct network awareness, and innovating in the way, carrier and means of ideological education can we make a breakthrough in the ideological education of contemporary college students. Traditional teachers in the modern Internet, facing many information resources will appear pale and difficult to maintain. As a teacher at this time, I must let go of myself without any worries, re-examine myself and seriously intervene in the entire process of the English network to adapt to this need. Teachers can only get the materials they need by learning and browsing through the Internet, and they can be used in teaching applications. Only by constantly learning new knowledge of the network can we improve and enrich ourselves, in order to stimulate our creativity and imagination, and to have the ability to help or guide students with active thinking, in order to better help students improve their ability and display their individuality. Therefore, creating a high-quality, relatively stable university public English network faculty is the key to improving the level of English teaching.

(3) Network technology and multimedia and other teaching methods are combined. In the teaching practice, the network and multimedia technology only play a supporting role. The purpose is to fill in the new teachings for teachers and cannot replace other teaching methods. While making full use of modern network information technology, do not neglect the rational use of traditional teaching media and teaching methods. It is necessary to proceed from the actual teaching, to make it possible to complement each other and to optimize each other to achieve the optimization of the teaching process. The new extra-curricular learning mode of "Distance Education Air Classroom" has gradually become a fashionable teaching mode in Chinese universities. This model overcomes the limitations of time and space and effectively promotes the development of students' independent learning ability. Air class is an inevitable trend of future education, and it is promising! We should make full use of this platform to increase the information capacity of English teaching and enhance the appeal and appeal of English teaching to improve students' timeliness of English learning.

4.4 Combine phase and finality to build an interactive quantitative assessment system

In response to the traditional teaching model "re-tune assessment, light formative evaluation", we have created an interactive quantitative assessment system that combines phase and finality.

(1) Created a formative and summative evaluation system designed according to the curriculum objectives and subject learning tasks.

(2) The formative evaluation system pays attention to the supervision of the teaching process of online self-learning, classroom interaction and after-school practice. The network autonomous learning system includes enrollment grading test, each volume (12-13) unit test, three stage test, level test, which ensures the quality monitoring of the learning process; according to the teaching content, a monthly unit test, Speaking machine test every semester; interactive and after-school practice in class, using the gauge utility of information-based teaching evaluation, using self-assessment, mutual evaluation, teacher evaluation, learning files, learning self-checking table, etc. Practice.

5. Conclusion

In summary, the rapid development of the network has brought about the opportunity to achieve supernormal and leapfrog development. But network teaching \neq traditional teaching + network transmission. While the traditional college English teaching faces limited academic time, the improvement of application ability and the rapid increase of the amount of contemporary knowledge, the use of online teaching can provide many convenient conditions for the teaching of college English. But dialectically, although online teaching has many advantages that are beyond the reach of traditional teaching, it is by no means a panacea, and it is even less likely to replace traditional teaching. All the carriers of online teaching for students, including textbooks, learning tools, teachers, etc., are not shocks and substitutions, but enhancements. Therefore, we should continue to study the content of college English teaching, teaching forms, and three-dimensional teaching services, and use the campus network resources to realize the "classroom introductory, online expo" and promote the "knowledge, ability, quality" structure of personnel training. The update will promote the improvement of students' cognitive ability, practical ability and innovative ability, and make the combination of college English classroom teaching and online teaching more scientific.

References

- [1] Pei, Z. Classroom discourse in college English teaching of china: a pedagogic or natural mode? *Journal of Multilingual & Multicultural Development*, Vol. 7 (2015) No.36, p. 1-17.
- [2] Perkins, M. Y. Greenscreen teaching: institutional instability and classroom innovation. *Teaching Theology & Religion*, Vol. 4 (2017) No.20, p. 343-355.
- [3] Cole, E. R., Dumford, A. D., & Laird, T. F. N. Senior leaders and teaching environments: faculty perceptions of administrators' support of innovation. *Innovative Higher Education*, 43(2), 1-14. Vol. 2 (2017) No.43, p. 1-14.
- [4] Suo, JiaHou, Xiuying. A study on the motivational strategies in college English flipped classroom. *English Language Teaching*, Vol. 5 (2017) No.10, p. 62-65.
- [5] Al-Saraj, T. M. Foreign language anxiety in female arabs learning English: case studies. *Innovation in Language Learning & Teaching*, Vol. 3 (2014) No.8, p. 257-278
- [6] Webb, G. S., Thomas, S. P., & Liao-Troth, S. Teaching supply chain management complexities: a scor model-based classroom simulation. *Decision Sciences Journal of Innovative Education*, Vol. 3 (2014) No.12, p. 181-198.
- [7] Athanases, S. Z., Bennett, L. H., & Wahleithner, J. M. Adaptive teaching for English language arts: following the pathway of classroom data in preservice teacher inquiry. *Journal of Literacy Research*, Vol. 1 (2015) No.47, p. 83-114.