

The Innovation of College English Teaching Mode Based on Internet Environment

* Bing He

School of foreign language, Dalian Jiaotong University, DaLian, Liaoning, China

e-mail: rachelhe2008@163.com

* corresponding author

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Abstract: The application of Internet and intelligent terminal creates favorable conditions for the introduction of multimodal theory. In the process of teaching, the combination of the teaching subject, innovative curriculum resources, voice, video, teaching platform and other resources will create a more vivid and real situation for language learning. It will effectively stimulate students' learning motivation and improve students' cross-cultural communication ability. Besides, the emergence and development of the Internet and intelligent terminals will bring us new ideas in education and teaching, and new challenges to the innovation and development of teaching mode.

1. Introduction

"Internet +" refers to the integration of the Internet and other industries. Its essence is to promote the integration of different industries and fields and improve competitiveness with the help of information technology.

The popularity and utilization of computer mobile phones make it easier for students to accept such mobile learning media naturally. With the help of the Internet, they are exposed to more intuitive and comprehensive teaching resources. Teaching modes such as micro class and mobile app expand students' informal learning space. With flexibility and convenience, students can learn independently after class. The platform not only contributed to the emergence and popularization of fragmented learning, but also indirectly made up for the lack of classroom teaching capacity.

2. Construction and Implementation of College English Mobile Learning Mode in Multimodal Environment

2.1 Construction Principle

The construction of multimodal English mobile learning mode is mainly based on the integration of modern educational technology and language learning under the background of Internet plus. It will provide an effective personalized learning method, making it a way for non-classroom teachers and students to communicate and share outside classroom teaching. Therefore, the author believes that the following principles can be followed:

2.1.1. Principle of Optimal Mode Selection

In the process of College English learning, in order to better stimulate learners' interest in learning English, we should first consider how to choose the best way in the means of communication application mode, whether we can give full play to learners' subjective initiative, whether it can help stimulate learners' willingness to actively participate in learning activities. For example, as regard to vocabulary learning, if students only memorize the words blindly by means of language description, the learners' understanding of vocabulary cannot produce intuitive understanding. Therefore they may not achieve the ideal learning effect. However, if new words can be presented by video, picture and other multimodal forms, learners can understand and master the learning content. Text, image, audio and video can meet the needs of different learners for learning.

In order to promote learners' cognition and internalization of learning content through multi-modal stimulation, the construction of mobile learning mode should follow the principle of modal optimal selection, and select the most suitable mode to encourage learners' interest.

2.1.2 Principle of Flexible Application and Timely Update

In the process of College English learning, from the perspective of learners' interest and keeping their attention for a long time, we should try to avoid using the same mode again and again. It is because long term use of the same mode can easily reduce learners' interest in learning English, thus affecting the long-term learning quality and learning effect. Taking college English listening course as an example, in College English listening and speaking class, the traditional mode is to listen to audio materials repeatedly, do corresponding exercises, and then check the answers. This kind of learning mode is unchangeable and monotonous, which can easily lead to students losing interest in English learning. According to the actual situation of learners, such as the change of emotions, the learning mode can be adjusted timely. In order to improve the listening level, some learning software, pictures, videos, etc. that can keep learners' learning interests can be selected, so that learners can choose their own learning atmosphere and build a learning situation that matches them. In such an atmosphere, learners can be happier, master relevant knowledge and achieve better learning effect. It is a good form of mobile language learning. Multiple modes can be combined flexibly and reasonably to realize the interaction and complementarity among various modes.

Only by enriching the content of learning and activating the learning process can the learners better grasp and improve the corresponding learning quality and learning effect. In addition, the rapid development and progress of science and technology also lead the rapid development of Internet technology, so the upgrading of learning resources and learning platform technology is also changing with each passing day. In order for learners to have timely access to the latest learning content and learning methods, the construction of mobile learning mode must take into account the problem of timely maintenance and update at any time.

2.2 Construction of Multimodal Mobile Learning Mode

The author believes that the current mobile learning of College English is mainly composed of two parts: classroom learning and after-school tasks. The two learning methods complement each other. On the one hand, in order to conform to modern learners' learning characteristics, the current classroom teaching has employed multi-modal structure teaching materials combined with text, image, audio and video, which are used to improve students' attention of interactive communication, their learning interest and sense of classroom participation. On the other hand, the after-school tasks should also be based on the Internet, on the premise of matching with the classroom teaching, to carry out multimodal integrated design. The multimodal after-school tasks under the background of "Internet +" are mainly realized through various mobile learning platforms. It can be divided into the following four parts: shared English learning resources, online test and evaluation, online interactive sharing and completion of technical assignments. At present, there are many English learning resources that can be applied and shared on the Internet, such as superstar platform, correction network, Ted, etc. relevant vocabulary, spoken language, listening, reading, translation, writing and other contents are particularly rich, which can be used for reference as resources of mobile learning platform. On such a learning platform, you can share existing apps, learning resources links and other forms of English learning link. The online test and evaluation part of the mobile learning platform refers to the part that can input the questions such as selection, judgment, reading comprehension, listening comprehension, writing and translation into the mobile learning platform in digital form, and then set the open test time in the learning platform to inform the learners to answer, and then be evaluated automatically online, or by teachers' manual evaluation or Learners' mutual evaluation. Learners can get the reaction, feedbacks and timely reminders of knowledge points.

3. Implementation Measures

First of all, in College English classroom teaching, teachers should apply multimodal teaching mode reasonably. In the teaching process, teachers, students, teaching equipment and teaching environment should be combined to create multimodal teaching scenarios appropriately, so that effective communication and interaction can be carried out between teachers and students. Through the application of language, sound, action and animation and other means, teachers can stimulate learners' interests, realize the intersection of hearing and vision of learners, and enable learners to learn. Students' cognitive level is improved, and then the students are trained to adapt to the autonomous mobile learning state in the off class learning stage, so that the students are used to interpret, construct and restructure a variety of symbol systems through the senses. In the College English learning classroom and after class participation, in order to give full play to the role and advantages of multimodal College English mobile learning mode, teachers need to constantly accumulate teaching experience, reasonably design multimodal College English teaching, select appropriate modes according to learning content and cultivate students' interest in multimodal College English mobile learning mode.

4. Conclusion

Applying multimodal discourse analysis theory and mobile learning theory to college English teaching, constructing mobile learning model in multimodal environment and implementing it effectively, are beneficial supplement to the deficiency of traditional English learning model. In the process of English learning, teachers and students as well as students and students interact actively, so that students can find their own interest points and think about problems actively, better learning efficiency and learning effect can be achieved. As college English teachers, we should keep pace with the times, change teachers' teaching ideas and traditional roles of teachers and students in time and make full use of the convenience of the network to carry out multi-channel and multi-mode learning activities. Only in this way can we improve students' autonomous learning ability. Besides, we should improve the mentality of guiding students to contact the network with the help of network technology, stimulate students' desire for active learning, and finally lead them to study independently and happily under the network environment.

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