Research and Practice of "Three-Dimension and Five-Style" Teaching Mode for Online College English Based on Dingtalk Platform

Jin Li

Zhongyuan University of Technology, Zhengzhou, Henan, 450007, China

Abstract: During the pandemic, College English classes changed from offline physical space to online virtual space, and teacher-student communication and interaction faced a series of new problems. The research purpose of this paper is to provide a relatively perfect solution for college English online teaching by constructing a new mixed teaching mode. This paper explores the research and practice of "three-dimension and five-style" teaching mode for online college English based on DingTalk platform. Students' knowledge (cognitive dimension), skill (learning ability dimension), quality (attitude and habits dimension) are analyzed before class in order to optimize the teaching content, reform the teaching method and the evaluation mechanism. Teaching practice integrates five modes of live-streaming classes, simulation demonstration, interaction, reflection, and information integration based on DingTalk platform to form a stable relationship between teachers and students, build a student-centered cloud classroom. DingTalk platform integrates the three functions of online video and audio, presentation and text-based discussion. Virtual classrooms are built and live-streaming teaching are conducted. Teachers use DingTalk to complete the simulation demonstration of four types of information: the blackboard writing and mind map transmitted to students; simulation demonstration of immersive English situations; Visualized Abstractcontents; Multi-dimensional interactive demonstration that cannot or is not easy to complete in offline teaching. Online interaction between teachers and students includes online Q & A, discussion, voice and video communication. A teacher-led and student-centered interactive discussion teaching mode is created based on the concept of situation-collaboration-conversation-meaning. Reflection consists of six stages: raising questions; Analyzing problems; collecting problem-solving information; Comprehensive analysis; Abstraction to theory; improving the ability and skills to solve problems independently through reflection. For information integration, teachers ask students questions, guide students to inquire and collect diversified information resources provided by the network, and help students to screen, analyze and reorganize the collected information in order to put forward solutions to problems based on students' own views.

1. Introduction

Through teaching practice and effect analysis, the results show that the "three-dimension and

five-style" teaching mode can obviously improve the learning effect, stimulate the enthusiasm of students to participate in online activities, and provide a more accessible way of learning. It plays an active role in promoting the cultivation of students' high-level critical thinking and truly achieves the interactive function of student-centered virtual classroom.

2. Introduction

The epidemic of Novel coronavirus pneumonia (COVID-19) has caused a serious impact on the teaching order of universities. To cope with it, all Chinese universities moved teaching online during the spring semester. Schools across the country have launched large-scale online teaching, which is a new challenge for teachers, students, online platforms and online learning resources. Online teaching environment, interaction form between teachers and students, online teaching resources, online behavioral activities and assessment and evaluation are so different from traditional teaching in classroom that online teaching should first establish the thinking of "Internet +education". The teaching goal of college English is to cultivate students' comprehensive English application ability, especially listening and speaking ability, and to improve students' comprehensive cultural attainments, to enable them to effectively communicate in English in their future work and social contacts. In recent years, the rapid development of information technology has created new opportunities and conditions for the reform of college English teaching and learning. Various online learning platforms and resources have played a positive role in promoting college students' comprehensive ability in English application. However, teaching are two-level communication activities of thoughts, feelings and information between teachers and students. College English teaching is still inseparable from classroom communication and interaction. During the pandemic, the classroom changed from offline physical space to online virtual space, and the interaction between teachers and students faced a series of new problems. It is of great significance to reconstruct teaching contents and innovate teaching methods with students as the center to ensure the quality of teaching during the special period.

Online teaching makes full use of information technology to innovate teaching methods and reform teaching modes. Numerous teachers have conducted theoretical research on online education in practice. During the period of epidemic prevention and control, the research team carried out various forms of online teaching practice, promoted the research and exploration of online teaching, made full use of information technology to give full play to teachers' subjective initiative, and produced good teaching effects. The purpose of this paper is to provide a relatively improved solution for college English online teaching by constructing a new mixed teaching mode.

3. Concepts

3.1 Dingtalk Platform

DingTalk is a multi-terminal communication platform, with the message must-reach function, fast data archiving and document switching function. The core functions targeting colleges and universities mainly include address book, teaching group function, group live broadcast, video conference, learning circle, homework, DING function, daily learning feedback, intelligent form filling, learning software, etc. It can fully reflect the systematic learning, case-based teaching, project-based research and integrated discussion of English teaching. DingTalk platform can be applied for online English teaching. Teachers will know students' information receiving and reading status in time after sending messages. Students who unread will be reminded to read messages. Using DingTalk software for online learning, teachers can switch different teaching materials such as PPT, online resources and documents to ensure the synchronization of teaching with students'

learning contents. DingTalk allows students to edit the same document online, avoiding the problem that messages cannot be received in time due to repeated uploads of multiple documents and excessive documents. It will effectively improve the efficiency of task submission and help teachers check in time. The courses conducted by using "DingTalk" software focus on the spread of knowledge, and can adopt various learning methods and integrate various information methods to help teachers save time and improve work efficiency. In the meantime students can also achieve the goal of individualized and efficient learning.

3.2 Mixed Teaching Mode

Mixed teaching, based on the traditional teaching mode, is not a new concept. It is a teaching method with constantly expanding connotation and keeping pace with the times. The mode uses the combination of modern information technology and traditional teaching mode to enrich teaching content and optimize teaching methods. From the perspective of mixed teaching of College English, the research on the mode mainly focuses on the mixture of theory and design from a macro perspective and the mixture of classroom teaching mode. The mixed teaching mode discussed in this paper is a mixture of online and offline teaching on DingTalk platform, and is supposed to lay a foundation for the informatization development of college English teaching.

4. "Three-Dimension and Five-Style" Teaching Mode

4.1 Three-Dimension

One of the most important factors affecting learning is what learners already know, which teachers should explore and carry out teaching accordingly. Therefore, teachers should learn about students' knowledge (cognitive dimension), skill (learning ability dimension), quality (attitude and habits dimension) so as to know the bottom in online teaching, and then optimize teaching content, reform teaching methods and evaluation mechanism.

Knowledge dimension is the cognitive basis of students. As far as college English curriculum is concerned, it includes language ability and cultural awareness. Language ability refers to the ability to understand and express meaning by listening, speaking, reading and writing in social situations, as well as the language consciousness and sense of language formed in the process of learning and using the language. Language ability is the basic element of literacy, which contains the improvement of cultural consciousness, thinking quality and learning ability. It helps students expand international vision and thinking mode and carry out cross-cultural communication. Cultural consciousness refers to the understanding of Chinese and foreign culture and the recognition of excellent culture. It is the cross-cultural cognition, attitude and behavior orientation of students under the background of globalization, which reflects the mental characteristics of the core literacy of the subject. It is helpful for students to enhance the sense of national identity and the feelings of home and country, learn to be a person and do things, and grow into a person with civilization and social responsibility.

Skill dimension is the existing learning ability of students. In college English teaching, learning ability refers to students' consciousness and ability to actively apply and adjust learning strategies, broaden learning channels and strive to improve the efficiency. It is the development condition that constitutes the core literacy of the discipline, which is helpful for students to do a good job in self-management of English learning, develop good learning habits, broaden learning channels and improve learning efficiency.

Quality dimension is students' learning attitude, learning habits and will quality, mainly including students' self-planning, self-monitoring, self-reflection and self-regulation. According to

the internal and external resources, students distinguish priorities, formulate appropriate goals and design detailed implementation plans. Students conduct self-observation, self-inspection of the implementation of the plan, and reflect on the appropriateness of the use of goals and resources, the effectiveness of the implementation process of the plan, the consistency between the results and the objectives and their own shortcomings. Self-change and self-innovation are carried out based on the reflection results.

Before online teaching, teachers should make use of the function of "publishing questionnaire" in the intelligent form of "DingTalk" to learn about students' knowledge, skills and qualities before learning in the form of questionnaire survey so as to design teaching objectives, contents, teaching methods, etc. by fully preparation.

4.2 Five-Style

Teaching practice integrates five modes of live-streaming classes, simulation demonstration, interaction, reflection, and information integration based on DingTalk platform to form a stable relationship between teachers and students, build a student-centered cloud classroom.

The characteristics of live-streaming teaching mode can be divided into synchronous mode and asynchronous mode. The so-called synchronous mode means that teachers construct virtual classrooms on live broadcast teaching tools (real-time communication media) and implement one-to-one and one-to-many synchronous online teaching. The live broadcast system and the video conference platform can basically meet such requirements. They all integrate the three major functions of multi-person video and audio, presentation and text discussion required by group teaching, and can be used in computers, mobile phones, multi-Platform display. At present, the commonly used live broadcast tools in this topic are DingTalk. In the asynchronous online teaching mode, teachers and students are separated not only in space but also in time. Asynchronous online teaching can adapt to students' flexible time input, allow students to flexibly control time, adjust learning pace according to individual learning characteristics, control students' progress, and realize 4As: anyone, anytime, anywhere, anything. At present, the main tools to carry out asynchronous online teaching include AI course network, MOOC of China University, recording and broadcasting platform, etc. The main tool used in this research is Chaoxing Fanya Network Teaching Platform.

Simulation demonstration refers to that teachers use network platform to demonstrate various teaching information to students according to teaching needs. In this mode, the teaching information can generally be divided into four categories: the blackboard-writing contents, teaching wall charts, physical models and so on related to the teaching of this class are processed by computers and then passed to the students. It also includes the simulation of various scenes enables students to experience situations similar to the actual situation in the classroom, visualized abstract contents as well as experiments that affect students' health or are expensive that cannot or are not easy to be completed in the laboratory.

Interaction mode is that teachers and students communicate with each other. Teachers adopt heuristic method and pays attention to the discussion of problems. In the discussion-based mode based on DingTalk platform, learning circle, homework, DING function and learning software provided are often used to discuss and answer specific questions.

Reflection mode is mainly realized through the daily learning feedback of the DingTalk platform, intelligent form filling and other functions. Exploratory learning can be divided into six stages: to raise the questions; to analyze the questions raised by teachers, to collect information about solving problems, to make a comprehensive analysis of the obtained information, to abstract and refine the information to the theory; to reflect on the conclusion. While students study, explore and acquire knowledge independently, their ability and skills to independently solve problems are improved.

In the process of information integration, teachers ask students questions, guide students to query and collect the diversified and rich information resources provided by the network, DingTalk platform online resources as well as the function of multi-person document collaboration. Teachers help students to screen, analyze and reorganize the collected information and put forward solutions to problems combined with students' own views.

5. Conclusion

Through teaching practice and effect analysis, the results show that the "three-dimensional five-style" teaching mode can obviously improve the learning effect, arouse the enthusiasm of students to participate in online teaching activities, and improve the language application ability. It plays a certain role in promoting the cultivation of students' higher thinking ability, and truly realizes the interactive air classroom of equality between teachers and students, which broadens teaching time and space, optimizes teaching methods, enriches teaching contents, great advantages have been brought into play in improving teaching evaluation and other aspects. In the process of live broadcast on DingTalk platform, the research group found that students were more willing to ask questions, and the teachers would answer immediately in the live broadcast after seeing it, which formed a good interaction between teachers and students. There is a big contrast with the fact that middle school students are unwilling to ask questions on the spot in previous offline courses, and it is also the highlight of live-streaming teaching. The teaching mode of online learning before class and interaction between teachers and students in class include educational concepts such as people-oriented, openness, subjectivity and individuation. The roles of teachers and students are exchanged and unprecedented changes have taken place in teaching and learning methods, which will certainly be a major opportunity to promote effective teaching of college mathematics.

In practice, through the assistance of the big data management system, students are urged to finish the after-class study, and the punctuality of students' submitting homework gradually increases from 70% at the beginning to 90%. In the group study, a group of team leaders who worked very hard. Among the videos submitted by the students, some of whom made their own PPT lectures and used the screen recording function to achieve high-quality viewing effects. In addition, students edit videos to make video logs and so on. In the process of mutual evaluation among students, the interaction of discussion between revisers and the homework doers is formed. At the same time, students' interest in learning is stimulated. Under the atmosphere of mutual driving and learning among students in interactive community, students' initiative in learning is improved. An excellent rate of more than 90% was achieved in the tests, and the learning effect was significantly improved.

"Three-dimensional five-style" teaching mode is still in the trial stage, and theoretical research and practical research are still relatively deficient. For example, the construction of online learning platform itself needs to be improved, and the problems that the teaching function needs to be optimized and that how to coexist and integrate with offline teaching needs further consideration and research.

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