

Research on Network-based College English Teaching Modes

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Abstract: The network information technology has exerted a great influence on the traditional college English teaching mode. With powerful functions of information storage, search, clarification, communication and interaction, Internet enriches the teaching contents and methods, optimizing the students' knowledge structure system, improving the cross-language and cross-cultural competence of students which greatly expands and deepens the connotation of college English teaching.

1. Introduction

College English Course is one of the compulsory courses provided for non-English majors in colleges and universities in China. College English courses aims at training students' comprehensive English language ability and cross-cultural communication ability, broadening students' visions and strengthening their patriotism and confidence on Chinese culture. Traditional College English teaching cannot meet the demands of society for talent cultivation because of the limitations on teaching contents, methods, time and space; the application of network in college English teaching can enable learners easily acquire the knowledge at any time and any place, make them understand and get to know different values and social customs in different regions.

2. Objectives of College English Teaching

One important goal of College English Teaching is to help students develop a global outlook, international cultural awareness. As the most widely used language in the world, English is an important tool for international communication in science, technology, culture and so on. Through the study and use of English, learners can learn about the advanced scientific and technological progress, management experience, ideas and excellent cultures, and at the same time, they can communicate excellent Chinese culture to worldwide, which can make more and more foreigners to have a better and comprehensive understanding of our country, therefore, it is beneficial in building the positive image of China in the international communities. College English Course is an important component of humanistic education in colleges and universities, which has characteristics of being tool and humanistic education. As far as tool is concerned, the college English Teaching is an expansion of English teaching in junior middle school and senior high school, aiming at further improving students' English listening, speaking, reading, writing and translating abilities. As far as humanistic education is concerned, one of the important tasks of College English Curriculum

is to undertake cross-cultural education. Language is not only the carrier of culture, but also an integral part of culture. In addition to learning and exchanging advanced scientific and technological information, learners also need to understand foreign societies and cultures, enhance their understanding of different cultures, the awareness of cultural similarities and differences between China and foreign countries, and cultivate cross-cultural communication ability. The core of humanism is human-oriented, emphasizing the value of human being, highlighting the cultivation of comprehensive quality and all-round development of human being. Socialist core values should be integrated into college English teaching. The traditional college English teaching model cannot meet the requirements of the current college English Curriculum.

3. Network Information Technology Promotes the Innovation of Traditional College English Teaching Mode

The traditional college English teaching is teacher-centered, mainly based on the Text Books. Teachers impart the language knowledge and very little knowledge about culture, usually by cramming teaching method while the students accept knowledge passively. The traditional teaching mode provides very limited language and cultural knowledge and practical activities. In the traditional teaching mode, the input and output of language and cultural knowledge are very limited as well as the activities of cross-cultural communication are very limited, so, students lack enthusiasm of study, not mention the critical thinking ability, team cooperation and practical ability. Therefore, it is necessary to reform the traditional college English teaching mode in order to realize the rich humanistic connotation. With the development of Science and Technology, Computer and Network Information Technology are widely used in college English teaching; traditional teaching methods have been greatly changed. Present days, college students, as growing up in the times of highly integrated development of modern information technology and education, they have long been used to learning by reading screen, reading pictures, watching videos and so on. The multi-media network technology can motivate students' multi senses to learn, stimulate their curiosity and learning interest, broaden their horizons, and enlighten their wisdom, to tap their learning potential and achieve the goal of cultivating their creative ability ^[1].

4. Network-Based College English Teaching Modes

The goal of college English teaching is to cultivate students' learning ability, critical thinking ability and cross-cultural communication ability. College English teaching should be student-centered, competence-oriented, communicative interaction-guided, task-driven, process-focused and performance-based. Students take the initiative to learn; students cooperate with each other; teachers guide, assist, supervise and help students to build knowledge system so as to achieve the goal of college English Teaching. With the information technology as the support of modern technology education, it can provide various methods for college English teaching to stimulate students' interest for learning, which can greatly attract students' attention and enthusiasm for participation. Combined with the theme of teaching unit, the teacher recommends learning materials and web sites to students. Students are divided into group members and group members cooperate in preview tasks, unit topic preparation, presentation task. Compared with the traditional college teaching, the huge information provided by network and various links related to teaching software greatly make up for and expand the deficiency of traditional textbooks in content and form, provide students with broad learning space, and increase students' language input ^[2]. Pre-class, students collect the texts, pictures, videos, audios and other information on internet, select the materials related to the unit theme and the content of the unit to be integrated into PPT. Teachers set up Listening Practice Test, Vocabulary Test and Reading Comprehension Test on the

network-based teaching platform to check the students' learning. Teachers inspire the student to analyze, discuss and seek for solution to the problems. While in class, the students present and display their PPT on the computer teaching platform. The group members share their plans on process of learning tasks, and difficulties encountered, solutions to difficulties and so on. After-class, teachers will deliver their own teaching content, theme-related supplementary materials and videos on the teaching platform for students to strengthen the unit theme learning. After class, the teacher will deliver the unit topic-related composition on the computer network teaching platform. Combining computer marking and teacher marking, the teacher selects several pieces of compositions to display them on the computer network teaching platform. Each team will write their own comments on these compositions. Assigning each member with different tasks, the team work together to translate selected passages or to dub classical film and television clips or to sing English songs or to tell English stories or play English dramas and so on. Then they need to record the videos of the above projects and upload their works on computer network teaching platform. Teachers deliver homework on computer network teaching platform, monitor the learning progress of students, check their works, remind students to finish their learning assignments, help them to explore knowledge, assist them to solve the problems, give feedback on and evaluate their academic performance.

The network-based teaching system provides much possibility for college English teaching, creates a rich and vivid learning environment, and realizes the effective organization and management of English Teaching Resources. As one of the solutions to a series of problems in college English teaching in our country, the network-based teaching system improve students' comprehensive ability of English application under the condition of autonomous learning^[3]. It is difficult for students to study English well in the very limited time in the classroom, which is the limitation of the traditional classroom teaching mode. The characteristics of Network-based English learning are that learners are not limited by time, space, learning content and learning style, but they can formulate their personalized independent study plan according to their own needs, study abilities, interests and hobbies, study habits. Learning material are rich and diverse, lively and interesting^[4]. These interesting learning materials such as videos, audios, texts, pictures and so on can enhance learners' interest and effective learning incentive in learning. With the development of network used in education, network-based teaching has demonstrated its irreplaceable advantages in College English Teaching. Under network-based College English Teaching Mode, through the use of computer network and computer network teaching platform, students take online and offline college English teaching activities. Students learn independently and work in teams. Teachers guide, supervise and assist students in the process of constructing knowledge. This kind of learning method can enhance students' ability of using information technology as well as fully mobilize students' abilities of competition, organization, management, coordination, cooperation, thinking and innovation. In this teaching mode, the students really become the main subjects and centers of learning while the teachers play the roles of guides, supervisors, coordinators and collaborators. Therefore, teachers need to have good resource refining ability and ability of Information literacy.

5. Cross- Cultural Communication Learning on Network-Based College English Teaching

In the process of globalization, cross-cultural communication competence is one of the main qualities that a person should have to adapt to the development of society and meet the challenges. Therefore, college English teaching should combine the advantages of internet with the advantages of traditional college English teaching and strengthen the cultivation of students' English knowledge, highlight the cultivation of cross-cultural communication competence. The traditional college English teaching stresses on analysis and imparting of knowledge, and also refers to a little

knowledge of English culture. This kind of teaching mode has advantages in clearly and carefully explaining grammar, words, sentence, structure analysis and so on, which is effective for students to remember knowledge points and know a little knowledge of English culture. In college English teaching, cultural communication should be two-way and interactive; both input of English culture and the output of Chinese culture should be given same attention. The concept of culture is very broad, covering various aspects of human life. Culture is not only the process of human vertical historical development, but also the modes and activities of human horizontal social life. In the face of the complex systems of English culture and Chinese culture, students are easily confused and at a loss. When help students in improving their ability on Chinese-English cross-cultural communication, teachers recommend students some essential books on Chinese and Western culture, such as *Greek Mythology*, *Chinese Mythology*, *Insight into Chinese Culture*, *Glimpses of Chinses Culture*, *An Introduction to Chinese Culture*, *European Culture an Introduction*, *Essentials of British and American Cultures*, *Note on English and American Literature*etc. Teachers recommend some excellent MOOCs and micro-lessons about Chinese culture and English culture to students on the network teaching platform. The students put forward the problems encountered in the process of learning, and discuss with teachers and students through the network teaching platform.

Actually, many aspects on culture itself are open topics, everyone may have different opinions on each cultural topic. Students will also share reading responses and learning experience on the network teaching platform. Through the reading of the recommended books, the MOOCs, the micro-class cultural learning, the discussion and sharing the experience, students can have an overall grasp of the Chinese culture and the English culture historical development process, so as to have a general grasp of the development course of Chinese culture and English culture. In the process of reading books and learning through MOOCs, micro-lessons, students construct their systems of Chinese culture and English culture. Chinese culture and English culture have their own unique living environment^[5]; they have similarities and differences. In learning English culture and Chinese culture with the method of contrast, students can deepen their understanding of differences of Chinese and English culture, and learn to respect and appreciate different cultures. Culture is not static; culture is constantly changing and communicating with other cultures. The comparison between Chinese culture and English culture is a broad and systematic cultural system. Therefore, it is far from enough for students to study only in classes, and extensive literature reading, micro-class and MOOCs study should be carried out in combination with students' pre-class study. This kind of study helps students to have a deep understanding of cultural phenomena, to look dialectically at the cultural viewpoints, and to form a way to view cultural phenomena in an all-round way.

6. Evaluation Modes on Network-Based College English Teaching

Under the background of Network-based College English teaching, students are not only the main subjects and centers of learning, but also the subjects of Learning Evaluation. As for the presentation of the unit theme, the team members take part in the design their projects, independently select the content and materials, presents their works in class. Each team is required to present a basic overview and brief description of the group's activities on the internet-based teaching platform, then the learners need to complete the evaluation of their own performance on the teaching platform. The team members need to evaluate the performance of the team members in the process of collaboration, and the learners need to evaluate each other's performance. The teacher needs to give evaluation to each team and each learner. Then, comprehensive evaluation is formed from combining the evaluations of each team, every learner and teacher. The tests on listening comprehension, vocabulary and reading comprehension published on the computer

network teaching platform are mainly based on marks given by computer marking. Students upload their team works of translation exercises, video dubbing, singing English songs, telling English stories, English dramas and other assignments on the computer network teaching platform. Students review these uploaded works. Combine peer review, self-evaluation, team group's comments with teachers' marking to make a comprehensive evaluation. For tasks on reading cultural books, learning through MOOC, Micro-course, discussion uploaded on the network teaching platform, the study team and the teacher give a comprehensive evaluation on students' performance. Students use mobile terminal to finish their homework, finish the test, and interact with teachers and students timely, sharing learning experience with each other. The Computer Internet provides powerful function of data storage, recording, collection and analysis for college English Teaching and assessment. Therefore, teachers and students will be well informed that whether students have a good command of key points and difficult points timely. Then, students know how to better their study and teachers know how to provide personalized guidance to them. The Network-based College English Teaching Mode can improve students' abilities of information technology, organization, communication and coordination, comprehensive use of language, innovation and practice, cross-cultural communication and critical thinking.

7. Conclusion

In the Information Technology Age, College English Teaching based on Computer Internet integrates information technology, intelligent technology and teaching content deeply into the educational process, teaching management and teaching evaluation, optimizing the teaching effect, stimulate the initiative and enthusiasm of students in learning. In order to improve their professional knowledge and teaching ability, teachers must constantly improve their personal information literacy and integrate the application of Information Technology with College English teaching. Teachers need to guide students to make full use of the network-based learning environment to enhance autonomic learning, communication, interaction, cooperation and other comprehensive quality, to become an intelligent talent to meet the challenges in the new era.

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