Analysis on the Reform of College English Teaching Model under the Network Environment

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Abstract. With the popularization of network and smartphone, the reform of college English teaching model has entered a new stage. In order to improve the teaching quality of college English for nautical related majors, this paper explores and analyzes the advantages and disadvantages of college English teaching model under the network environment through the experiment.

Introduction

The disadvantages of traditional English teaching model are well known. Traditional English teaching model puts a lot of attention on the results of examinations. Teacher spends most of the time lecturing on the class with unitary form. And the students just listen to the lecture passively, do not respond positively and actively to what the teacher said [1]. The listening and speaking abilities of the students are poor. The reform of traditional college English teaching model is imperative.

With the popularity of smartphone and the Internet, the rapid development of audio and video technology, Wechat, QQ and other communication softwares have been widely used. In recent years, Wechat group and QQ group have been applied to teaching environment, which has the advantages of feasibility, breakthrough, sharing, interactivity, saving and immediacy [2].

By the author's experiment in eight classes with totally 327 undergraduate students, this paper explores and analyzes the new teaching model under the network environment and puts forward some related suggestions.

I. The basic frame of college English teaching model under the network environment

The basic frame of college English teaching model under the network environment is as follows: Teacher's preparation before class and students' independent learning; Teacher obtains the information feedback from the students' independent learning; Teacher's targeted explanation in class and face-to-face interaction with students; After-class supervision and inspection, to evaluate the students' mastery.

Teachers' Preparation Before Class and Students' Independent Learning

It is the core of this new teaching model. Teacher needs to do a lot of work before class. For example, in order to enlarge students' knowledge, teacher has to search the text related background knowledge, which will facilitate the in-depth understanding of the text. Teacher collects the audio of new words, phrases and text or downloads the relative APP that will be available for the student to use at anytime and anywhere.

Teacher prepares the language knowledge points in the text, the extension of word meaning and idiomatic usage, the explanation and usage of the common key words in the text that are not new words, application of common sentences in real life and so on. The task to be previewed and the standard to be met should be made clear.

By the Wechat group or QQ group, teacher sends the related materials to students, such as the background knowledge, language points, audio and video data etc. Students pre-process the materials given by the teacher in advance by computer or smartphone, for example, reading new words, mastering their pronunciations and meanings, being proficient in the use of phrases, reading the text repeatedly to achieve fluency by following the audio, trying to analyze the sentence structure, marking the difficult points in the text and so on.

Teacher Obtains the Information Feedback from the Students' Independent Learning.

After learning independently, the difficulties and problems encountered by the students should be sent to the teacher by QQ group or Wechat group. Students can leave a message or communicate directly with teacher regarding the new words that can't be pronounced correctly or can't be remembered easily, some difficult grammars or long sentences that can't be understood etc.

In this process, teachers need to copy, organize and print the students' questions. A second round of targeted preparation for students' problems and difficulties is conducted by teacher. Teacher has to figure out what has caused students' difficulties in understanding the long sentences in the text, grammar problems? language points? Or the differences between Chinese and Western culture, customs and traditions? Or lack of the historical background of the western countries? For example, in "Heroes among us", there's a sentence that many students are confused, "So are larger-than-life leaders such as Nelson Mandela, who emerged after 27 years of jail, confined in a solitary chamber. He made no choice not to be bitter, and worked hard as South Africa's first black president to establish harmony and helped society reconcile its conflicted past." First, who is Nelson Mandela? What did he do in his whole life? What about his life experience? All these background should be made clear by the teacher. Furthermore, make a rough understanding of the history of South Africa. What's South Africa famous for? Things like that. By this way, students' humanity spirit, EQ and way of thinking will be cultivated and expanded in class.

Teacher's Targeted Explanation in Class and Face-To-Face Interaction with Students

The students have learned text content in advance and have mastered some knowledge with their own efforts, so in class, teacher's explanation mainly focuses on the difficulties and important points met by the students during their independent learning, and in turn, the classroom efficiency has been greatly improved and enhanced. Teacher analyzes the difficult long sentences in the text in detail through questions and discussions, and guides the students to divide and integrate the difficult sentences according to the grammatical knowledge. For those words that students have remembered a lot of times but still can't remember, teacher uses phonetic knowledge, spelling, essay plus drawing method, short sentence, root affixes and other methods to help students remember.

Because of Chinese and western cultural differences, sometimes students fail to understand the text deeply. To solve this problem, teacher gives the basic explanation of the text by answering students' questions and recommends the related English or Chinese books to the students for after class reading. By this way, students get more and more familiar with western culture and history. Students' humanity spirit, cultural sensitivity, intercultural communication ability, culture tolerance etc. will be inspired and cultivated. Revolving around the text, high-quality films or TV dramas suitable for English learning should be recommended to the students, so that students can be immersed in English learning under no language circumstances as far as possible.

After-Class Supervision and Inspection, to Evaluate The Students' Mastery.

In addition to independent learning, problem feedback and targeted instruction in class, it is also important to supervise and check students' homework after class. Due to widespread network, nearly every student has a smartphone. Teacher can flexibly make an appointment with some students in advance and conduct random checks on students' homework through video or audio, and the results should be recorded in students' normal grades. Students' normal grades will be counted into student's final grades with a certain proportion.

Experience Gained from the New Teaching Model Experiment

The author carries out this new teaching model experiment in eight classes with totally 327 undergraduate students for a whole semester. The experience gained is as follows:

(I) In addition to the normal theoretical teaching, the students in nautical related majors have to take part in many practical courses and seafarers' professional training courses, and the theoretical

courses are reduced and accordingly the teaching hours of college English are reduced too[3]. Owing to less classes and students' tight schedule, generally, the various materials should be sent to students group a week before the lecture really begins. If the independent study time reserved for students is too limited, the task cannot be fulfilled effectively, so enough time should be guaranteed.

(II) In order to make students who are less willing to learn get more involved in the activities, a simple spot check and quick browsing are carried out in class. Easier questions are raised for students with poor English foundation.

(III) The task is very heavy for the author to teach eight classes, totally 327 students. At the beginning of the experiment, for unit one, one-to-one monitor and inspection on students were conducted. It proved to be very harsh for one teacher, to check more than three hundred students in her spare time. It spent a lot of time and energy and had a bad influence on the teacher's health. So alternative method was adopted, i.e. number of students examined was decreased and time for checking prolonged. Quiz for the whole class was applied as an auxiliary tool. And the quiz score was incorporated into the normal grades.

(IV) It is a pity to find that college English course is not ideal for improving the students' listening ability. However, listening comprehension accounts for 35% in CET Band four and six at the moment. What's more, listening ability plays an important role in their jobs after graduation. There are not enough hours for English listening and speaking course each term.

To sum up, the reform of college English teaching model under the network environment is practical. It not only reduces the school's input and management of teaching equipment, but also helps teacher get feedback from the problems of the students' earlier preview. Thus, teacher will be able to elaborate on the long and difficult sentences in the text selectively and effectively. The electronic materials provided by the teacher can be used by students again and again, so that students can review them after class according to their different needs. The classroom interactive learning can never be replaced by students' independent learning. Of course, any teaching model is not perfect, not suitable for all students. This teaching model is only suitable for the students who have a relatively good English foundation, those who are willing to study independently and diligently in advance and those who have excellent learning ability. It doesn't suit the students who have a poor English foundation as well as a poor learning ability.

References

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