

## **Research on English Teaching in Interactive Network**

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**Abstract.** In recent years, with the rapid development of electronic technology and digital revolution, the advanced media like multimedia network with sound, pictures, animations, is widely used in college English teaching by many universities. The traditional education has not been adapted to society of information, digital and network. The transformation of teaching contents, methods, means and structure is inevitably coming. In view of the characteristics of the current college English from the traditional model to multimedia network model transformation; this paper analyzes the interactive teaching English under the network environment, and presents suggestions to solve the college English teaching under the network multimedia.

**Keywords:** College English teaching; tradition; network multimedia

### **1. Introduction**

The information age makes our education face by the new challenges and opportunities, and the traditional education has not been adapted to society of information, digital and network. The great changes of teaching content, methods, means and structure, as well as the system are inevitably coming.

In our country, pilot for the multimedia teaching of college English began in 1999. In just a few years, with the using of several necessary college English courseware and the investment for computer multimedia hardware, all kinds of multimedia teaching forms have been adopted. There will be a change in China's college English teaching; the combination of network information resources with reformation of teaching education has become the important direction. In 2004, the Ministry of Education launched "Education Reformation in college English". Two main contents of this project are to enact "The Requirements of College English Teaching" and the teaching system construction based on the network and multimedia. The core of the project is: to reform the teaching model of traditional college English and the new teaching mode based on the network and multimedia [1].

The high tide of teaching in multimedia network on college English teaching has been taken in some universities in China. At present, even the colleges without experiments are willing to try every means to create conditions to join the ranks. The multimedia network on college English teaching develops greatly. However, there are great differences between the multimedia network and traditional teachings. During the transformation from the traditional teaching to multimedia network (hereinafter referred to as the "transition"), there are many problems needed to think and urgent to resolve. It is because of some problem, so the superiority of network multimedia teaching can't be fully played by the external cause and the result. The limitation of traditional ideas, the insufficient knowledge and the corresponding mechanism reform have caused the problems. On the other hand, it also gives us the enlightenment according to the trend of the development in informatization, which will give use the confidence in multimedia network on college English teaching and make the model be gradually developed in China.

### **2. The Problems and Characteristics**

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Multimedia network teaching is a new way to college English, and it is the great change in foreign language teaching, which has been paid a lot of attention to scholars. As for the problems met in the traditional teaching to informatization English teaching, and contents of research are mainly in the following aspects.

### **2.1. The Problem of Transformation in "Teachers' Ideas" Research**

It is considered from top to bottom (such as revising and pushing the new syllabus), which can't ensure the classroom implementation and changes on course immediately. Literature [2] and [8] show that English teachers are practitioners, decision makers and reformers in class, and to what extent they accept reform, why does it change, as well as how to change directly affects the result of classroom teaching reformation. Therefore, the key figure for transformation in college English teaching --English teachers' further research is important in English teaching by the influence of various factors. From internal perspectives, the direct factor is the teachers' ideas [5-6]. Teachers' ideas are composed of complex factors, which mainly include the discipline of teachers, learning and subculture life experience, the teaching experience, professional education experience, knowledge level and teaching in self-reflection between colleagues etc.

Teachers' idea represents the teachers' potential language and learning views. It can help teachers analyze the teaching situation, the problems in teaching activity and making respond. Teachers' idea is created by many factors, and it is the product with dynamic and continuous development of the social and culture, which has reflected certain values with some political tendentiousness [2]. There are three stages in foreign teachers' ideas and teaching practice: at the beginning of the middle in 1970, 1980 and 1990, they were the stages of development, and after 90s, it was the stage of consolidation (FreemanZO02). The initial phase of the study in the classroom was mainly viewed as the site of imparting knowledge, and the teachers' teaching practice was basically for the practice of qualitative behavior; By 1980, teacher's teaching practice was viewed as more complex and interactive dialogue activities among students, parents, community members and colleagues. Compared with 1980's research, 1990's research shows that it is generally accepted that the teacher was the decision maker in the class. It was thought that teachers' ideas, attitudes and experiences have significant influence in the classroom teaching. Literature [3] research also shows that, in the implementation of the teaching goal, the teachers will be affected by the deeply traditional concept; at the same time, the teachers' inherent language learning theory, teaching experience and learning experience will also consciously or unconsciously play a role. Therefore, teachers' system idea fully affects their classroom performance [3-4].

### **2.2. The Research for the Transformation on the Orientation for English Teachers**

Krashen's input hypothesis will be the second language acquisition as the comprehensible input role in the natural acquisition process, and teacher's role is just to provide high quality language. This hypothesis ignores the cognitive development of language learning and the interactivity of language application. In fact, we can't simply think that teachers can have nothing worry about students' autonomous learning and rich language materials. From the social constructivism perspective, the classroom autonomous learning is the process that learners actively create the knowledge in the interactive teaching environment. As the main object interaction, teachers play the indispensable intermediary role on the students' knowledge construction. In full consideration of the intermediary objects (students) dynamic role, the duties for teachers as an intermediary role is further discussed: to give students' individual learning ability; to help students acquire and deal with the language materials; to interact between teachers and students; to understand and feedback from students' to teacher for the intention of intermediary. We can know that teachers have become the integrating intermediary character from the initiator of traditional knowledge [7].

### **2.3. The Research about College Students' Autonomous English Learning**

In recent years, research for domestic college students' autonomous English learning is very active, which is mainly in two aspects: (1) to introduce foreign related research achievements, including the concept, theoretical basis, practical conditions and its impact on the Chinese practice teaching; (2) the demonstration and reports for investigation, development and training of the Chinese college students' independent foreign language ability. The aforementioned part has proved the necessity and feasibility of college English autonomous learning, the emphasis of students in college English teaching and the discussion of the

necessary autonomous learning strategy, ability and training process for university students.

## **2.4. The Research for Development Problems in Resource Library**

After the investigation for China's multimedia course, the overall evaluation of network course are as follows: almost all the network courses are attached the importance to the contents of the "explanation" and "demonstration", different colleges exploit their own particular advantages, such as multimedia video, text and flash animation and so on, and some universities use the virtual reality technologies to make the curriculum knowledge comprehensive, detailed system and most of the teaching contents are planned by the chapters of textbook. Similarly, the courseware for China's college English multimedia is the same as that of textbook without teaching students according to their aptitude; in fact, some "multimedia courseware" software shows multimedia technology characteristics, but the linear organization process and the mode can't show well in the selectivity of multimedia and flexibility of classroom. Especially, the ordinary universities, they are not only lack of human power but are also lack of materials; furthermore, the students' quality and levels are different, thus, the same courseware is not suitable to the different levels of students according to their own learning abilities.

## **3. The English Teaching by Network**

### **3.1. The Traditional Teaching Concept is Thoroughly Changed**

The teachers should be trained to have the modern teaching idea, the modern education consciousness and the learned organizer and coordinator instead of the traditional knowledge initiator, who can not only guide, plan, organize and coordinate students' learning activities, but also pay attention to cultivation of students' abilities in self-learning and to gain information and knowledge.

First of all, thoughts should be corrected instead of "computer + traditional teaching means = computer assisted instruction". Teachers should put ourselves in the position of students, realize their learning mode and mentality and know the teaching materials as well as train the language communication ability, so as to get the point and approach to teaching and carry out the teaching objectives and priorities. The modern education technology is a optimization process of teaching and resources, which can also improve the overall quality of students; therefore, the application of computer aided teaching is not only a simple addition, but it can also change the present teaching mode and create a new teaching model that is suitable to the development in modern education technology.

In addition, students should be learnt to know the necessity and importance of network teaching, to realize the advantages and secret of network teaching and to understand that the inevitable trend is the multimedia network of college English teaching. At the same time, students are guided to properly use the network information search by searching, selecting and summarizing to reach the goal of eliminating the false, retaining the true, discarding the dross and selecting the essential.

### **3.2. The Deeper Level to Improve Teaching Method**

In the teaching activities, students should be the main role. The students' subjectivity is mainly in self-development and active-learning. The development of students reflects the teaching goal, and their active learning is to guarantee the basis of the goal in teaching. Therefore, how to stimulate the learning motivation is very important in students' research learning. Therefore, according to the characteristics of students, three ways can be used, such as interest stimulation strategy, emotional input strategy and collaboration exploration strategy, and control measures without control for students' learning can be strengthened and consolidated ①. For the students, the interest, motivation and the previous knowledge, the cognitive development level and abilities tendency can influence the result for their learning. American psychologist named Masfow (1971) (2) pointed out that the study would be learners-oriented, interest-premise, and the self-development in the process of cognitive knowledge. Ansubel (1963) (3) thought that the achievement motivations to promote students' learning include at least three motivations: cognitive motivation, self-improvement motivation and affiliate motivation. Cognitive motivation means students are eager to understand and master knowledge, and statement as well as the tendency to solve the problem. It originates from the curiosity of students, the exploration, operation, understanding and the tendency to deal with the

environment.

### **3.3. The Continuousness to Enrich the Teaching Contents**

#### a) The effective use of the teaching resources

Teachers can make full use of the teaching resources in the teaching process: the network resources, subject matter, learning website, and the compact disk, teaching PPT, learning guide books and question bank related to the teaching materials, which can use the limited class teaching resources for students' independence and cooperation and exploration.

In organization of the classroom, the choice of media should be considered as the needs of teaching and various media's characteristics and function, paying attention to the frequency of using multimedia without abusing. The information available is reasonable and effectively used with multimedia network to make for different students' interest and create the vivid scene language, activate the teaching material by the real situation and promote students to learn English in thinking, expression and communication. As for teachers, they must select the multimedia network according to the teaching contents, with the combination of various media and the network, which can use in the teaching process and strive to make all kinds of multimedia network to the maximum, for the purpose of optimizing the teaching quality;

As for students, they are required to actively understand the context, develop fully thinking and communication according to the multimedia network and their perceptual materials and image thinking to develop ideas, play subjective initiative, and do more practice as well as use the key points and difficulties in the teaching content, which can use the knowledge as their own things. Secondly, students must not always follow the teachers, but they can find, discuss and answer problems by themselves, as well as provide suggestions and opinions in the teaching contents and methods through the multimedia network teaching system.

When organizing the network teaching, the value of teaching resources plays more important without being in the classroom. Through different levels of test library and discussion of topics, students can also use the English language skills for out-of-class study at any time to use the interactive exchanges and communication.

#### b) The proper interpretation for the basic online communication etiquette and rules

The teaching contents should not only be limited to English, but should also be the appropriate online communication manners and the standard according to the demands of problems and countermeasures at the information age in college English teaching from tradition to network multimedia, which promotes students adapt the electronization. These norms for English network communication involve as follows :

Try to send short messages. For example, during the discussion of network class, people don't like reading the long E-mail or the information on the discussion board according to the inertia of people thinking. Therefore, students are taught to master the rules for short news, which is more conducive to students' exchanges.

Don't use capital letters unless the point is emphasized, especially in short message. Capital letters in the network are like the racket; and its function is not polite in discussions. Thus, students should be taught to use capital carefully to make the online communication more rigorous.

When sending E-mail or meeting notice, the main point or conclusion should be given at the beginning in the first sentence, therefore, it is clear and brief.

When you mentioning a web site, its URL address should be offered so that others can use it. The best way is to use executive way to give URL address, which can share the resources to maximize.

Avoid using extreme or the vulgarity of discourse in online discussion. Just as some people dealt it well in the personal communication, university students of knowledge are not only to understand the etiquette, but also to respect each other to effectively make the information transmission in computer network and multimedia.

#### c) The various teaching forms

The diversity of teaching form can not only stimulate the students' interest in study without tiredness, but

it can also develops the students' thinking, which can offer the students with rich imagination and independent space. In the transferring process, the following ways can be used: the classroom and network listening practice, scene dialogue and the role of simulation, discussion of themes and problems responder, fast reading and understanding, standard oral English training, false in scene, topics , reading pictures and free composition and so on. The multiple perspectives and project teaching forms can not only make students find everything fresh and new, but can also train their all-round basic skills, which makes students become the high quality and practical talents.

#### **4. Summary**

The features and advantages of network multimedia English teaching are open, creative, vivid, rich, practical and interactive, which are incomparable with traditional English teaching, being the supplement and perfection of traditional teaching. This paper focuses on the view that the network multimedia English teaching are open, creative, vivid, rich, practical and interactive, which is incomparable with traditional English teaching, being the supplement and perfection of traditional teaching.

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