Application of Network Teaching Based on Internet in English Teaching

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Abstract — With the development of society and the science and technology, the requirement of the society to cultivate the innovative spirit and practical ability of students is higher and higher. The traditional teaching methods and means can’t meet the needs of modern education and teaching. The application of network makes up the blank of English teaching, which improves the teaching efficiency, and brings the new ideas and new concepts of modern education and teaching. However, in practice, the model hasn’t been effectively implemented because the function of the network has been limited. Therefore, in order to effectively solve the problem, the application of network teaching based on Internet in English Teaching is researched in this paper. The present situation of English teaching reform based on the new model is analyzed on the basis of the integration of network and English teaching in college English teaching reform, the relationship between network and English teaching is expounded, then the advantages of the integration of network and English teaching are proposed. The content explored in this paper will undoubtedly have a positive impact on the English teaching in our country, especially for the current college English teaching reform. It is also a reference value of academic innovation. The views expressed in this paper are also valuable for academic innovation.

Keywords - Network teaching; English teaching; teaching mode; teaching structure

I. INTRODUCTION

With the increasing update and popularity of computer and global network technology, most colleges and universities have been gradually transformed the traditional teaching mode into the multimedia course ware teaching mode in the English teaching. It is easy to enable students to have a strong interest in learning with the teaching methods of the graph, text, sound, and video, but which doesn’t yet fully establish the teaching environment with the students as the center. Based on the analysis and understanding of curriculum contents, the teachers have a comprehensive plan and arrangement to the students' English learning and development through the field translation and classroom questioning and other methods. They control the whole class, and the students are always in a passive and accepting position, which causes the students excessively depending on the teacher's guidance, and lacking of independent learning ability. The college English teaching based on the network aims at combining the traditional classroom teaching with the modern information technology, implementing the complementary advantages of network curriculum and traditional classroom teaching, strengthening the cultivation of autonomous learning ability of the students, focusing on individual differences, carrying on diversity and personalized teaching. In the process of learning, the students can make use of huge network resources library to find the information that they need, and be able to use online media to discuss with the teachers and students to deepen the understanding of the knowledge. At the same time, the teachers can release information, assign tasks, participate in the discussion, answer questions, receive homework, feedback information and so on, so as to give the students the guidance. Foreign related researches started earlier, after decades of development, has formed a relatively mature technologies and theories. An electronic literacy approach to network-based language teaching was proposed in 2000 [1]. Modern networks and reform of college English teaching mode — Design and implementation of web-based college English teaching mode was put forward [2]. Online collaboration of English language teachers for meaningful professional development experiences was researched [3]. Internet-assisted technologies for English language teaching in Turkish universities was studied [4]. Integrating Internet-Based Language Laboratory in Teaching Intensive Reading at Non-English-Majored-Gra duate Level was researched [5]. Although domestic related researches started late, but in recent years, some progress has been made. Research on Network English teaching based on Constructionist Theory was put forward [6]. An empirical study of College English Writing Teaching Based on network school was proposed [7]. The application of CBI teaching concept based on the network environment in English Teaching of Pharmacy Specialty was researched [8]. However, there are still many problems existing in the application of the network teaching based on Internet in English teaching. Such as, necessary hardware security is lack, most of the network course ware can’t adapt to the needs of network learning, traditional teaching mode hasn’t been changed. In the process of teaching, the teachers emphasize the study of the basic knowledge of language and neglect the training of language ability. The supervision and management of teacher are not in place in the Network learning of students. Based on this, this paper is aimed at the integration of computer network and foreign language teaching in College English teaching reform research. The remainder of this paper is organized as
follows. Section 2 describes the relevant theories. Section 3
gives the study on the application of network teaching based
on Internet in English teaching. Section 4 presents a real
experiment to evaluate the model. Conclusion is
summarized in Section 5.

II. STATE OF THE ART

A. English teaching

<<College English course teaching rules>> (The course)
is the programmatic document of the university English
teaching reform. The construction of <<The course>> is on
the basis of the study theory, which stipulates the objectives,
methods, assessment and other systems of university
English teaching, and elaborates teaching requirements of
current college English teaching for a full range, which
mainly includes: a target, three levels, two concepts and a
teaching mode and so on. Teaching mode is the core of the
teaching reform of this college English teaching.

Figure 1 English teaching model

B. Theoretical connotation of the new mode

The new model has the characteristics of information
technology application and integration, it is precisely
because of this feature, the new model and the traditional
teaching mode have a different nature: The traditional model
focuses on the teacher's teaching, that is, the teacher as the
center, which emphasizes receiving the best effect by the
best teaching of the teacher; But the new model is a super
text of the overall teaching, which emphasizes the
combination of classroom teaching and learning, the
stereoscopic teaching of sound, images, text, animation that
spread through the modern information technology makes
the teaching and learning become vivid. The combination of
the teacher's teaching process and students learning process
promotes the idea of teaching and the fundamental changes
in the teaching process, thus forms a new combination of
teachers, students, content and media so as to promote
learning and improve the teaching effect [9]. Therefore, the
use of information technology makes the new model have
more distinct characteristics, namely "individuation",
"independent learning" and "hypertext". To sum up, the
teaching mode has its own characteristics in theory and
practice. Therefore, the implementation of the new model
will inevitably lead to the adjustment and change in foreign
language teaching. To do this, we have made a special
investigation. The English teaching mode based on network
and classroom (New model), as shown in Figure 2:

Figure 2 English teaching model based on computer and classroom

III. METHODOLOGY

A. New concept of network application to foreign
language teaching

According to the traditional view, CALL, computer
aided language learning, the outstanding of which is its
auxiliary function. Of course, this idea in the first few years
of the introduction of CALL can be accepted and
understood, after all, the computer's performance,
technology and applications are very limited [10]. But after
nearly 30 years of development, the development of the
performance of computer hardware and software technical
support and network communication technology can be said
to be far beyond people's imagination, the role of computer
in teaching has already not only a dispensable "tool".

Network teaching

The first view is that with the rapid development of
computer science, the role of computer in foreign language
teaching has been far beyond its auxiliary function, the
computer has gradually changed from the auxiliary role to
the front desk teaching, that is, the leading position of
teaching. This view is mainly based on three aspects: The
computer aided foreign language teaching is teachers adopt
some functions (or computer sharing part of teaching) of
computer to change the teaching method and improve the
teaching effect [11]. Three key technologies of computer,
namely, artificial intelligence technology, digital technology, information network technology have been rapid development. In the field of foreign language learning, the learners and the computer have already formed a personal computer society. In fact, learners can have a number of micro-computers, anyone can get obtain the required learning content from any place and any time through the wireless network. Each learner can learn according to their needs [12]. The formation of foreign language teaching has been initially formed. In the computer dominant mode, the relationship between the computer and the learner becomes a multiple relationship. The computer not only can be used as a teacher, but a learner. In addition, the dominant mode can allow the computer to act as a teacher and a partner, or let the computer act as a learner, and interact with the learners. In short, the computer in dominant mode can play a variety of roles in foreign language teaching, so that foreign language teaching can really do a virtual, personalized, wide, cooperation and natural.

**Normalization** of computer using

The second view is that the use of computer in foreign language teaching should reach "normalization". Normalization is one kind of state, namely computer has completely integrated into people's daily life, the teacher and the student are no longer regard the computer as the special technology, but is only a part of daily teaching activities [13]. Like the pen and books that we use now, it is a natural thing, it will not cause special attention, and it will not exaggerate its role. The "normalization" of computer application can’t be achieved overnight, the general need to go through the following seven stages:

The early using: Minority teachers and schools adopt computer teaching because of curiosity; Suspect/ Hesitate: Most people still keep the attitude of suspecting/ hesitating ;

Try: Some people tried a not because of too many problems, and there is no value and did not seem to be increased any "comparative advantage".

Try again: Others tell them that the computer teaching is really useful, so they try again, and find that there is a relative advantage;

Worry / Psychological fear: More people begin to use, but there are still some worries;

Start normalization: Computer teaching is as the daily needs;

Normalization: Computer teaching is completely into our life, people are accustomed to normalization.

To achieve normalization, logistics support is the most basic, which needs to ensure the preparation time from the engine room, on the computer, classroom layout.

These two perspectives are explained, we can’t look computer functions at the traditional concept, and should re-examine the relationship between computer and foreign language teaching with the vision of dynamic development [14]. In particular, the classroom English teaching mode based on computer emphasizes the organic integration of computer network and foreign language teaching, which is essential to computer assisted instruction. Of course, the view of computer dominant teaching seems to be more radical, because "dominant" means the full control of teaching and guidance, but the computer is not human, it is impossible to have a unique inherent emotion and the full control of things changes like human. Therefore, in order to achieve normalization of foreign language teaching, three matters are needed, namely hardware, software and human ware.

**Hardware, software and human ware.**

The first is hardware construction. General the main equipment in multimedia classroom is: desktop computers, video display, LCD projector, electric screen, DVD players, audio power amplifier, microphone and speakers and so on. Multimedia classrooms with advanced facilities may be equipped with digital interactive whiteboard. Thus the teaching equipment system in the classroom teaching is formed.

The followed is software construction. From the current situation of college English teaching reform, the success of English teaching depends on the teaching software on a large extent. At present, there are many problems and defects in the development of the English software that produced by the publishers in China. The design of multimedia English teaching software should emphasize 5 principles:

Adaptability. The use of the English multimedia teaching software must be intuitive and easy to use.

Interest. The abstract, boring learning content is presented to the students by the way of illustrations and dynamic and static combination, so that the students can construct their own knowledge system in the visual image of the scene.

Inspiration. The interactivity and intelligence of the multimedia computer can help students overcome the shortcomings of shyness, so as to increase the enthusiasm of learning.

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Interactivity. The multimedia computer is used to help students correct their error of pronunciation, morphology, syntax and even used language so as to give full play to the computer and human interaction.

Progressiveness. The teaching difficulty that designed by teaching software should be continuously improved, and can automatically track the progress of students learning, which also need to find that the students' learning difficulties and automatically give help.

Compared with the hardware and software construction, human ware construction (mainly refers to the training for teachers) is one of the most important thing in these three factors. Due to the promotion and application of the educational technology, the participation degree of teacher is actually the decisive factor of the success. From the point of view of the current situation of Chinese CALL teaching, human factor has become the bottleneck to restrict the development of the computer multimedia teaching, popularization and achieve "normalization". Therefore, the human ware construction is imperative.
At this point, we should have a new understanding of the relationship between computer and foreign language teaching. It can be said that under the computer network environment of foreign language teaching, we should pay more attention to the use of computer super function, the emphasis is on the use of computer networks "normalization" as well as the organic integration of teaching.

B. Integration of network and English curriculum

The integration of computer network and English curriculum is different from computer assisted instruction: Computer assisted instruction is just a prominent feature, which is used to help teachers improve the teaching effect, and the integration of computer and curriculum can become an organic part of the whole course system. Therefore, the integration of computer network and curriculum changes the course in the nature, which mainly in three aspects: breaking the "classroom + textbook", creating an ideal environment and the way of teaching and learning, fundamentally changing teaching structure.

Breaking the limitations of "classroom + textbook". The computer assisted instruction is actually based on classroom and textbooks, that is, the textbook is the only source of knowledge to the students. Teachers, textbooks, students, the relationship among the three factors is teachers dominate the classroom, the essence of this model is the teachers dominate the classroom, students are completely in a passive position, and become the object, even if the teachers use the computer as a teaching aid. Computer network and curriculum integration can change this situation, because the framework of the teaching has a fundamental change. In terms of teaching elements, the relationship among teachers, students, computers and teaching contents is not a one-way, but a two-way interaction, interdependence, mutual conversion.

Thus, in the whole learning process, students can contact the knowledge that far beyond the scope of the textbook, they can carry out meaningful, active knowledge construction through many ways.

Creation of ideal environment and way of teaching and learning

The integration of computer network and foreign language teaching is good for creating an ideal environment and way of teaching and learning. The creation of this ideal environment benefits from the rapid development of computer network technology, which creates the conditions for the students to study as the center. From the view of theoretical point, ideal communicative language teaching environment is a student-centered learning environment, which should include insinuation learning, cooperative learning and open learning three elements: insinuation learning. The traditional textbooks and teaching will be separated from the situation.

Cooperative learning. In a student centered teaching environment, teachers and students need to cooperate more than ever before. After the integration, the teaching structure no longer accepts the concept of teachers as an isolated decision maker. It is very important to distinguish the teaching characteristics of the development of the cooperation and social skills and the characteristics of the traditional group learning.

Open learning. This learning environment usually requires students to solve problems by means of contacting, transforming, and changing new information. This open learning environment is mainly based on two methods: Inquiry learning and task learning.

<table>
<thead>
<tr>
<th>Option</th>
<th>Southeast University(%)</th>
<th>Engineering University(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explain the four six level simulation</td>
<td>0</td>
<td>11.66%</td>
</tr>
<tr>
<td>Practice vocabulary and sentence patterns</td>
<td>21.66%</td>
<td>6.67%</td>
</tr>
<tr>
<td>Using multimedia course ware to explain vocabulary and grammar</td>
<td>83.33%</td>
<td>78.33%</td>
</tr>
<tr>
<td>Using multimedia course ware to introduce course ware and cultural background knowledge</td>
<td>78.33%</td>
<td>60%</td>
</tr>
<tr>
<td>Organize students to discuss, role performance, etc.</td>
<td>63.33%</td>
<td>16.66%</td>
</tr>
<tr>
<td>Other</td>
<td>3.33%</td>
<td>1.66%</td>
</tr>
</tbody>
</table>

Table 1  TEACHER'S ACTIVITIES IN ENGLISH CLASS

<table>
<thead>
<tr>
<th>Option</th>
<th>Southeast University(%)</th>
<th>Engineering University(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>See course ware show, listen to the teacher to explain, take notes</td>
<td>86.66%</td>
<td>93.33%</td>
</tr>
<tr>
<td>Words drills, English Chinese Translation</td>
<td>28.33%</td>
<td>6.67%</td>
</tr>
<tr>
<td>Participate in class discussions, perform a role performance, etc.</td>
<td>71.66%</td>
<td>18.33%</td>
</tr>
<tr>
<td>Collective collaboration to complete the task of learning</td>
<td>68.33%</td>
<td>16.66%</td>
</tr>
<tr>
<td>Do six, four simulation questions</td>
<td>0</td>
<td>14.29%</td>
</tr>
<tr>
<td>Other</td>
<td>6.67%</td>
<td>0</td>
</tr>
</tbody>
</table>

Table 2  Main activities of the students in the classroom

C. Fundamental changes in the structure of teaching

The integration of computer network and foreign language teaching not only can create an ideal teaching environment, but also make the teaching structure system have a fundamental change. The traditional teaching structure that "teaching" as the center of teaching changes to the teaching structure that "teaching" and "learning". The teacher's leading role is mainly reflected in the function. In this kind of teaching structure, the teacher wants to change its traditional role, must have a new understanding to the change of teaching structure. The students' main role is mainly reflected in the learning method of "student centered". In the dominant teaching structure, the image of the students as the "be infused" is changed, and the students become more and more active in the learning activities.
### IV. RESULT ANALYSIS AND DISCUSSION

Classroom observation is one of the main methods for us to investigate. During the field research, we have carried out a survey on the Southeast University in Nanjing and Shanghai University of Engineering Science. The questionnaire mainly involves the following several aspects: The view of the application computer network in the teaching; The role of the computer network. We have designed one question about the students’ perception of computer networks:

<table>
<thead>
<tr>
<th>Option</th>
<th>Southeast University(%)</th>
<th>Engineering University(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vivid, explain the text more interesting</td>
<td>55%</td>
<td>53.33%</td>
</tr>
<tr>
<td>Large amount of information, improve the classroom efficiency</td>
<td>50%</td>
<td>51.66%</td>
</tr>
<tr>
<td>Make classroom activities more diverse</td>
<td>43.33%</td>
<td>31.66%</td>
</tr>
<tr>
<td>There is no difference between the traditional teaching and teaching, but the computer network instead of the blackboard chalk</td>
<td>10%</td>
<td>6.67%</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

About the computer network’s function and the independent study, we have designed one question:

<table>
<thead>
<tr>
<th>Option</th>
<th>Southeast University(%)</th>
<th>Engineering University(%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have significantly improved</td>
<td>10%</td>
<td>10%</td>
</tr>
<tr>
<td>Improved, but not obvious</td>
<td>65%</td>
<td>56.67%</td>
</tr>
<tr>
<td>No change</td>
<td>21.67%</td>
<td>25%</td>
</tr>
<tr>
<td>Drop</td>
<td>3.33%</td>
<td>8.33%</td>
</tr>
<tr>
<td>Greatly reduced</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

The foreign language courses after integrating will break the limitations of the traditional education model, which can use the developed computer technology to create an ideal foreign language teaching environment, and thus fundamentally change the existing teaching structure.

### V. CONCLUSION

With the increasing update and popularity of computer and global network technology, most colleges and universities have been gradually transformed the traditional teaching mode into the network teaching mode based on Internet in the English teaching. The purpose of the current college English teaching reform is to solve the problems of students’ application ability and the shortage of educational resources. However, as for the current teaching situation, the implementation of the new model in most colleges and universities is still a kind of traditional computer assisted instruction with the teacher as the center. In order to truly achieve the goal of teaching reform, it is needed to change the idea and integrate the computer network with the English curriculum. In this paper, the present situation of English teaching reform based on the new model is analyzed on the basis of the integration of network and English teaching in college English teaching reform, the relationship between the network teaching and foreign language teaching is expounded, then the advantages of the integration of computer and English teaching are proposed. The English courses after integrating will break the limitations of the traditional education model, which can use the developed computer technology to create an ideal foreign language teaching environment, and thus fundamentally change the existing teaching structure. Only in this way, the reform of college English teaching is likely to reach the target of solving the problem of the students’ language application ability and the serious shortage of English education resources.

### REFERENCES

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