

A Mode Study on the Integration of Computer Network Technology and College English Curriculum

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Abstract: With the rapid development of network technology, new vitality has been injected into China's education industry. The backward college English teaching mode in the past is difficult to meet the needs of students. In order to promote the sustainable development of college English teaching, it is necessary to organically integrate computer network with college English teaching, abandon the old teaching ideas, make full use of the diversified functions of network teaching, and arouse students' learning enthusiasm, so as to improve students' English listening and speaking practice ability. Based on this, this paper explores and analyzes the integration mode of computer network technology and college English curriculum.

Key words: computer network technology; college English; curriculum integration

I. Introduction

Since the 21st century, the rapid development of information technology, especially the development of computer network technology, has not only changed the traditional teaching mode, but also impacted the traditional teaching concept; even changed the roles and positions of teachers and students in the traditional teaching process, and challenged the traditional teaching methods and education system in China. In the current college English teaching, teachers take up too much time but are inefficient, and students are indoctrinated and tired of exams, which have long plagued college English teaching. With the expansion of college enrollment, the shortage of foreign language teaching resources has become a prominent problem in college English teaching. Facing this situation, the effective integration of computer network technology and college English teaching has become the key to solve this problem.

II. Advantages of Integration of Computer Network Technology and College English Curriculum

A. Break through the limitations of traditional teaching

Computer-Aided Instruction is actually based on classroom and textbooks, which means that textbooks are the only source of students' knowledge[1]. Teachers play a leading role in teaching, while students are completely passive and become the object of "indoctrination". Even if teachers use computers as teaching aids, the effect is only to transfer textbook knowledge to students through computer demonstration. The traditional teaching form of "classroom+textbook" has not been broken. However, the integration of computer network and curriculum can change this situation, because the teaching framework has undergone fundamental changes and become a mode of "teacher-computer-textbook-student". As far as teaching elements are concerned, the relationship among

teachers, students, computers and teaching content is not unidirectional, but bidirectional and multidirectional. Under the framework of integration of computer and curriculum, the role of teachers has changed fundamentally, teachers are no longer the center of classroom teaching, students have changed from passive knowledge recipients to knowledge constructors, and students' knowledge range has been expanding, including audio products, databases, e-books, learning courseware, virtual libraries and so on.

B. Optimize the traditional teaching structure

The integration of computer network and college English course can not only create an ideal teaching environment, but also fundamentally change the teaching structure. The traditional teaching structure centered on "teaching" has been transformed into a teaching structure with equal emphasis on "learning" and "teaching", that is, a teaching structure in which teachers take students as the main body. In this teaching structure, if teachers want to change their traditional roles, they must have a new understanding of the changes in teaching structure. Therefore, teachers should first experience how to use the advantages of computers to acquire new knowledge. In addition, teachers need to design, manage and maintain a student-centered multi-dimensional learning environment by using their knowledge of students' learning and computer functions[2]. After accumulating the teaching experience of integrating computer with curriculum, teachers can use the advantages of computer to design and create the learning environment of comprehensive curriculum.

C. Construct the interactive channel between teachers and students

To solve the problem that it is difficult for students to find teachers when they encounter problems after class, the curriculum group can develop an interactive platform between teachers and students to solve the time and space problems between teachers and students. In addition, teachers can upload a series of information such as course plans, assignments and exercises to the platform, so as to realize online answering and commenting[3]. Students can download relevant materials and upload their homework. This platform is the basis of communication between teachers and students, which provides great convenience for teachers and students and realizes resource sharing and information exchange. In view of the phenomenon that students can understand in class but it is difficult to do homework after class, the course group has designed a set of problem guidance system, which gives classic examples and detailed explanations of students' error-prone knowledge points, and can also provide similar thinking questions and discussion questions. At the same time, after sorting out the papers in the past few years, a test

question bank is set up for teachers and students, so that students will have a certain understanding of the direction of the test questions, and actively refer to the corresponding information to understand every link, which is also a good way for students to increase their knowledge and fill in gaps.

III. Teaching mode of Integration of Computer Network Technology and College English Curriculum

A. Classroom network teaching mode

In the process of integration, teachers can choose a working platform, make full use of various network multimedia teaching resources, and make new courseware suitable for their own teaching characteristics. New courseware is usually designed by using courseware templates and multimedia materials in resource library. This design method is easy to learn, or select the existing courseware in the resource library, and then put the new courseware and the selected content into the teaching resource library to form its own directory. The system administrator created a personal directory for each teacher in the college English teaching resource database. In the classroom, teachers only need a multimedia computer connected to the campus network, a projector and a screen to directly display the courseware they prepared [4]. The greatest advantage of this mode is that it can combine traditional teaching methods with modern multimedia computer-aided instruction, and teachers can communicate with students by computer or directly. When teachers impart language knowledge and skills to students, they can get students' feedback in time, thus flexibly adjusting the teaching plan and making the new courseware more in line with students' actual needs.

B. Network collaborative learning mode

In the process of integrating computer technology with college English courses, students can use multimedia computers, campus networks and college English resources to study and discuss the teaching contents assigned by teachers in groups[5]. The size of the group can be large or small, and the group members can call the college English teaching resources, raise their own learning problems, and ask other members of the group to help solve them. If the team members can't solve it, they can ask other team members to help solve it or ask teachers to help solve it. This mode can also be discussed in the learning process. Group members can use the courseware in the college English teaching resource library to learn, and at the same time, they can express their understanding of the teaching content. Cooperative learning mode can improve students' ability to solve problems independently, enhance students' confidence and interest in learning knowledge, and cultivate students' sense of unity and cooperation.

C. Network platform interactive mode

Teaching is a process of information exchange between teachers and students. Computer network technology provides

hardware equipment and technical support for realizing interaction in English teaching. In teaching practice, teachers should take advantage of computer network technology to develop interactive teaching mode supported by electronic equipment. The application of computer network technology provides students with various forms of oral English practice opportunities, enabling students to communicate in English through human-machine interaction, teacher-student interaction, student-student interaction, etc., and improve their oral expression ability and language application ability [6]. In the one-way communication of human-computer interaction, students can browse websites related to English learning and search for English knowledge materials, thus extending their knowledge. In the multi-directional communication of teacher-student interaction and student-student interaction, students can communicate with English learners and users all over the world without worrying about psychological pressure. In this way, students can get in touch with language knowledge and cultural information from different angles, cultivate and improve students' English communicative competence through two-way communication between individuals or multi-way communication between groups.

IV. Countermeasures for the Integration Mode of Computer Network Technology and College English Curriculum

A. Strengthen the guidance to students

Computer network provides students with a convenient learning environment, but also brings inconvenience to the management of teachers. Students' learning time and learning effect can not be guaranteed, and teachers are faced with the difficulty of authenticity evaluation. Therefore, we should strengthen the guidance of the teaching process. For example, teachers can assign some group activities in class, so that every student can speak in class, so as to standardize students' grammar and pronunciation and improve students' practical ability.

B. Ensure smooth operation of hardware equipment

The smooth operation of computer hardware makes students' learning environment more convenient. Therefore, schools should provide an open network environment, such as resource sharing and campus network connection, so that students' learning environment is no longer limited to classrooms or libraries, and students can use learning resources anytime and anywhere, Figure 1 is the protocol diagram of each layer of campus network. In addition, we should pay attention to purifying the network environment, so that students can learn without interference from outside bad information and provide students with high-quality services [7]. Therefore, equipment managers must maintain the hardware frequently to ensure the smooth operation of the hardware system and the security of the network environment.

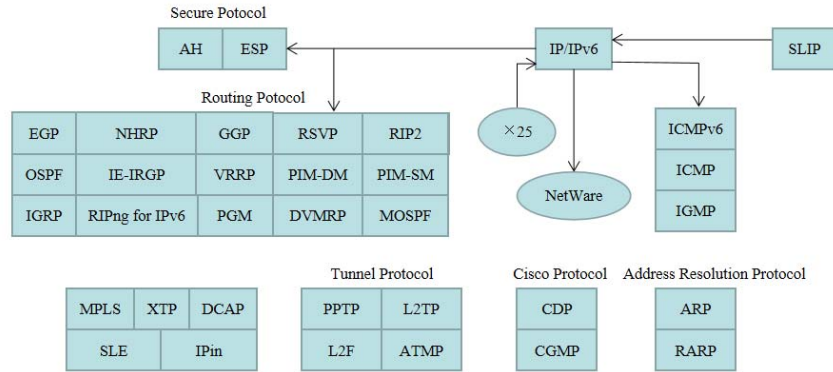


Figure 1 The protocol diagram of each layer of campus network

C. Improve the network operation ability of teachers and students

Computer network technology has certain requirements for teachers' operation ability. Many old teachers have poor learning ability of new technology, which will affect English classroom teaching to a certain extent. Therefore, it is necessary to train teachers regularly, strengthen teachers' network operation ability, and make classroom teaching effect more remarkable. In addition, many students are not familiar with the online teaching mode, which has certain influence on homework and group activities. Therefore, online learning can be integrated into computer teaching, so that students can master the necessary network operation ability, and computer English elective courses can be set up, so that some students with poor foundation can master resources and online learning technology through the study of elective courses.

V. Concluding remarks

To sum up, the integration of computer network technology and college English teaching is the inevitable trend of college English teaching reform. Compared with the traditional teaching mode, computer network English teaching has many advantages, which provides an ideal teaching environment for the implementation of English quality education, is conducive to improving students' comprehensive English ability and giving full play to students' main role. As teaching practitioners, English teachers should change their ideas, learn the theory and application knowledge of computer network technology, and explore the teaching mode of computer network, so as to effectively improve the quality of college English teaching.

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