

The Theoretical Framework Design of College English Teaching Mode under Modern Technology

Jiandan Ren

Yunnan University, Foreign Language Teaching Department of Yunnan University, 650000, China

ABSTRACT. *This paper attempts to put forward the theoretical framework of the new college English teaching mode under the modern educational technology. The theoretical framework integrates the multi-modal, multimedia, multi-environment theory, the integration of computer technology and foreign language curriculum ecology and constructivism. It takes the creation of environment and the change of teaching structure as its main features, and multi-modal experience and mode transformation learning as the focus of practical operation. Compared with the previous theoretical framework based solely on constructivism theory or / and computer-aided language learning theory, the framework of this paper is more systematic and detailed, and more instructive to the design of practical teaching mode.*

KEYWORDS: *College english, Teaching mode, Theoretical framework, Information technology, Constructivism*

1. Introduction

Since the beginning of the reform of College English Teaching in 2003, the exploration of the reform of College English teaching mode has been carried out. From September 26 to 28, 2012, the third period of “2012 senior training course for College English young backbone teachers of the Ministry of education” was held in Beijing Jiaotong University with the theme of “building an integrated college English teaching mode with multi-mode, multi-media and multi environment”, marking a new climax of this exploration?. During the seminar, Professor Gu Yueguo of the Chinese Academy of Social Sciences, Professor Chen Jianlin of Shanghai Foreign Studies University and Professor Si Xianzhu of Beijing Jiaotong University respectively did the following work: “College English learning and teaching in multimodal, multimedia and multi environment: Theory and practice, the ecological integration of information technology and foreign language courses, and the special report of “constructivism and innovation of College English teaching mode” put forward or advocated the teaching concepts of multimodal, multimedia and multi environment theory, and the ecological integration and rationalization of computer technology and foreign language courses. We believe that the theories and ideas created or advocated by the three professors can be integrated into a unified theoretical framework to support the new college English teaching mode. Compared with the theoretical framework only composed of Constructivism or / and computer-aided language teaching theory in previous studies, the theoretical framework composed of three theoretical components is more systematic and detailed, so the teaching model based on it is more operable and falsifiable[1].

2. Theoretical Framework of New College English Teaching Model

2.1 The Creation of Learning Environment

In the theory of multimodal, multimedia and multi environment, it is emphasized to create an environment that can let students get multimodal filling experience and carry out modal transformation learning; the concept of ecological integration of computer and foreign language curriculum emphasizes the creation of a vivid digital learning environment; the teaching concept of Constructivism emphasizes the creation of an environment that is conducive to communication and consultation and meaning construction. These three environments are actually compatible with each other, even through each other. First of all, as Professor Gu Yue Guo pointed out, in today's teaching practice, multimodal learning often relies on multimedia learning, and digital environment is the necessary condition for multimedia learning. Secondly, on the basis of computer and network technology, the digital environment that effectively collects, processes, integrates, stores, transmits and applies a large number of audio and video resources can almost automatically trigger multimodal learning, that is to say, the digital environment to some extent becomes a sufficient condition for multimodal learning. In addition, from the

perspective of constructivism, knowledge, as the rationalization of personal experience and the social construction agreed upon by individuals and others after consultation, is mainly built through interaction. The digital learning environment, with the help of computer and network technology, which can significantly strengthen the relationship between teachers and students, students and students, is conducive to communication, consultation and meaning construction Environmental Science [2].

2.2 The Transformation of Teaching Structure

In traditional teaching ideas and models, teachers are active teachers and students are passive receivers. Under the concept of constructivism, students and teachers have the same dominant position; in the concept of ecological integration of computer and foreign language curriculum, students are the main body, teachers are the leading; In the theory of multimodal, multimedia and multi-environment, the main role of teachers is to create environment to help students to get full experience and carry out multimodal learning, which actually implies the concept of students as the main body and teachers as the guide. The common point of the three ideas is that they give students the unquestionable subject status. In addition, the concept of ecological integration and multimodal, multimedia and multi environment theory all regard computer and network as the elements of teaching structure except for teachers and students [3].

2.3 Complement Each Other

The knowledge view and learning view of constructivism are the philosophical basis of multimodal, multimedia, multi environment theory and ecological integration idea. On the other hand, multi-mode, multi-media, multi environment theory and ecological integration concept are a kind of refinement of constructivism teaching concept in the atmosphere of rapid development of modern education technology. In addition, the concept of ecological integration has the same foundation and detailed relationship with multimodal, multimedia and multi environment: the concept of ecological integration promotes the role of computer technology in foreign language courses, thus expanding the proportion of multimodal, multimedia and multi environment learning in foreign language learning; The multi-modal, multimedia and multi environment learning theories, especially the modal transformation learning hypothesis, give a possible direction of teaching and learning in the digital environment. On this basis, we can outline the new college English teaching mode under the modern educational technology. The biggest characteristic of this new teaching mode lies in the creation of environment and the change of teaching structure. The environment here refers to the digital environment that can trigger the mode conversion learning, which is also conducive to the construction of meaning. The change of teaching structure is reflected in the establishment of a new learning community. In the new community, teachers, students and computers are equally important, and any two can interact. In the interaction, students get abundant experience and learn by mode conversion [4].

Compared with the theoretical framework of Constructivism or computer-aided language teaching, the greatest advantage of the theoretical framework proposed in this paper is that it is more systematic and detailed, so the teaching model based on it is more operable and falsifiable. The framework has a complete span at the theoretical level: it has a philosophical position at the basic level and a modal transformation learning hypothesis at the falsifiable level. Different from the “autonomous”, “interactive”, “Computer-aided” and other fuzzy or complex variables often mentioned in other studies, the number or transformation of modes as a variable is easier to control, separate and measure, so it is easier to realize in teaching design and easier to verify in teaching practice^[5].

However, in the process of establishing a specific teaching model under the guidance of this theoretical framework, some problems are likely to arise. First of all, in the design of teaching mode, the interaction among teachers, students and computers is often insufficient. Some online teaching content is only a reprint of textbooks, rather than making every student a real participant and contributor. In addition, the technical environment of some schools is still lacking, which is also a big obstacle to the full interaction between teachers, students and computers. In addition, in such a teaching mode, computer and network become the same teaching necessities as books. How to ensure the hardware and software conditions and maintain the healthy operation of the system is also a problem that has to be considered. Finally, the role of teachers. The extensive application of computer technology does not mean the dilution of teachers' role. In fact, in the theoretical framework proposed in this paper, teachers are still an important member of the learning community, not just computer starters and network maintainers. Relying too much on machines, teaching is just a display of technology. Of course, these problems are also easy to appear in the theoretical framework based on Constructivism or / and computer-aided language learning. How to practice a certain theoretical framework in the practice of teaching pattern design is a problem

that all college English teaching units need to spend a lot of brain, energy and even financial resources to solve [6-8].

3. Conclusion

Liu Guiqin, deputy director general of the Higher Education Department of the Ministry of education, in 2012 The problems in the reform of College English Teaching in recent years were summarized in the senior training course for young key teachers of College English of the Ministry of education. One of them is that some schools still stay in a single teaching mode dominated by teachers' lectures, and the students' initiative, initiative and creativity in learning have not been aroused. Liu pointed out that the innovation of College English teaching mode is the breakthrough of College English reform in the future and the key to improve the quality of teaching and enhance the comprehensive ability of college students. The innovation of College English teaching mode should be guided by a proper theoretical framework. In this paper, we try to put forward such a theoretical framework. It integrates multimodal, multimedia, multi-environment theory, computer technology and foreign language curriculum ecological integration concept and constructivism teaching concept. It takes the creation of environment and the change of teaching structure as the main characteristics, and multimodal experience and modal transformation learning as the focus of practical operation. This framework has deep philosophical basis and falsifiable hypothesis. It not only fully considers the rapid development of modern education technology represented by computer and network technology, but also has systematicness and delicacy, which can really guide the construction of teaching mode. Of course, this study looks forward to further practical operation verification, in order to continuously improve the development.

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