

Design and construction of college English teaching model based on multi-dimensional integrated technology

Jingdong Hao*

Suzhou University, Anhui, 234000, China

Received 1 October 2014, www.cmnt.lv

Abstract

How to enhance language teaching efficiency, especially college English is always the focus of people. People pay more and more attention to the progress of the CAT with the development of linguistics and improvement of computer and network technology, at the same time, the combination of language teaching and computer science is also a major breakthrough in the history of the development of language teaching. This paper used the C3I-CAT integrated technology into college English curriculum design and research and development of independent study system, and developed more college English courseware and application methods that is matching to the need of teaching practice, thus to improve the learning efficiency of college English course.

Keywords: college English course, information technology, integration, design of model

1 Introduction

With more and more common application of information technology nowadays, education information technology represented by computer science and communications technology is playing an increasingly important role and influence on Chinese foreign language teaching [1]. Information technology and foreign language teaching are belonging to two different subject fields, and they have entirely different academic tradition and paradigm. On the other hand, interdisciplinary conformity is becoming a tendency of scientific development in 21st century. Under this macro-background, more and more scholars devote themselves into the study. Jiasheng Hu from Shanghai International Studies University used intelligent research [2] methods based on metatheory basis to prove some rationality and validity of microscopic view and infrastructure in Research on Construction of Foreign Language Education Technology Based on Paradigm Shift. He tentatively finished the structure of foreign language education technology based on normal form transformation. It became a subject rudiment in reality from an existence in theory. Thus the problem of disciplinary development and teaching actual effect of Chinese foreign language teaching were solved effectively. In the article of Integration of Information Technology and College English Course, Shengnan Zhang studied the significance of integration of modern information technology and college English teaching and discussed the strategy for the integration [3], which provides some feasibility idea for the further integration of college English teaching and modern information technology. Analysis of College Education in Network Times [4] wrote by Feng Cao discussed about the

contradiction and countermeasure between network and college education and the opportunity of college given by network, centering on the theme of how the college education seize the opportunity and overcome the challenges in network times, which provides a reference for correctly handling the relationship between network and college education.

2 Significance of integration of college English course and information technology

With the development of Information technology and network technology, information technology provides more space for university English teaching. The combination of information technology and English lesson is not just a fixed model, but a concept. Teacher should catch the point of the lesson, and express it in efficient way. Same text book, different background and different teacher and student can give teaching and study different life [5,6]. The English teaching will become efficient, if combine the information technology and university English. In the aspect of information technology and college English course integration teaching, our country accumulate full of experience. However, in the process of teaching, many problems come out. The researchers should focus on the problem which appear in the combination and discuss the strategy in the combination of information technology and university English, to provide reference for the further development integration of information technology and college English course.

*Corresponding author's e-mail: hjszxy@163.com

3 The application of C3i-Cat integrated technology in college English course

3.1 THE THEORETICAL FOUNDATION OF C3I-CAT INTEGRATED TECHNOLOGY

In the perspective of the cognitive psychology, learning about new knowledge should accord with the mechanism of human brain to accept and process information, and this mechanism tells us the way of information acquisition and storage in our human brain. The grasp of a new skill need three stages: acquisition, combination and spontaneous stage. The best way to get the declarative knowledge is to build relevance with past knowledge, but the best way to get procedural knowledge is to practice with systematic and suggestive. The cognitive theories show that, it is a proactive involvement process of people in a series of activities from incipient stage to enter a certain state and at last to get the new information.

We can use the C3I-CAT integrated technology in teaching and learning of college English based on this theory and regard the students as the subject and teachers as the leading. We should make full use of the practical type courses and the characters of general education class. This course assessment used the form of “PPT exhibition of research result in groups+ course work+ communication between 100 people about the note+ work+ classroom discussion+ final”, that is, “3+2+1” appraisal mode, in order to encourage the students to proceed the course practice. The aim is to examine the master degree and application level of communication skill of students.

3.2 PATTERN DESIGN OF COLLEGE ENGLISH CURRICULUM BASED ON C3I-CAT INTEGRATED TECHNOLOGY

There have three ways to improve the college English teaching mode by using C3I-CAT integrated technology based on the study of cognitive theories, they are:

Strategy teaching model: this model thinks the objective is the core of learning. New information should establish relevance with the past knowledge, and learning needs the organization of knowledge. C3I-CAT integrated technology is to organize the effective resource of Computer-College-class and Internet, etc. The students are helped to gain new knowledge by the way of computer-assisted instruction, and they can make a correlation between new information and past knowledge.

Language study model of cognitive theories: the aim of this model is to gain procedural knowledge and use it to prompt the study of related discipline, and its applicative object is learners with middle rank of English. It contains three aspects, that is, theme and content, skills development and policy guidance, and they all can be realized by C3I-CAT integrated technology.

Cognitive strategy and society/ emotion strategies: modern multi-media and network communication tools such as MSN, QQ, BBS, E-mail and Blog can be used to improve the learning efficiency of students supported by C3I-CAT integrated technology.

3.3 DEVELOPMENT OF COLLEGE ENGLISH COURSE DESIGN AND AUTONOMOUS LEARNING SYSTEM BASED ON C3I-CAT INTEGRATED TECHNOLOGY

According to the spirit of College English Curriculum Requirements and Information of Launching College English Teaching Reform Pilot Work, we should train students' comprehensive proficiency in applying English, especially their listening and speaking abilities. It can make them perform effective verbal and written information exchange in English in the future work and social communication. At the same time, it can strengthen their autonomous learning ability, improve their comprehensive cultural literacy and make them adapt to the requirement of our social development and international communication. College English teaching reform of Henan University of Science and Technology implemented step by step according to phases like “beforehand pilot, gradual popularization, overall development”, etc. Three experimental classes were established in class of 2010. According to experimental effect, they were gradually improved and promoted. At present, they have already developed overall among students of 2012 grade. The present new curriculum design is exactly based on C3I-CAT integrated technology and adopting new teaching mode. It has gradually improved the traditional teaching mode that centered on teaching, established the mode that centered on students' autonomous learning, which integrated the brand new teaching mode that the multimedia network teaching of C3I-CAT integrated technology combined with classroom teaching.

The realization of effective share among valid resources in various aspects between computer-college-class and Internet has effectively solved problems like failure of students' listening and speaking ability and “difficult to talk”. Schools are trying their best to create learning time on the net for students. Students conduct self-study and discussion on the net, and teacher conducts mentoring, tutoring and correcting of students' homework on the net. In addition, teachers also guide students to carry out the preparation and representation of multimedia courseware work. It can realize online test, require students to finish the exercise and test prescribed online on time, and conduct duly record as curriculum evaluation basis.

4 Problems that C3i-Cat Integrated technology solve in college English course

English course teaching in colleges and universities in our country exists many problems because of the influence of Chinese traditional English teaching concept means. These problems seriously affect the development and progress of college English course teaching. Overall, the problems exists in college English course teaching in our country reflect on the following aspects. First, the concept and pattern of college English course falls behind. Many college English teachers have misunderstanding on English course teaching concept. They think that, English teaching is only limited within the class, thus neglect the importance

of English extracurricular teaching [7,8]. What's more, teachers may think that English teaching is only limited in teaching material, thus neglect the application of other English material. Second, students are lack of interest in English learning. Teaching forms adopted by college English teachers so far are always cramming education and duck-stuffing. This kind of teaching form neglects the individual difference of students, killing the enthusiasm and intuitive of English learning of students. Third, college English course teaching and evaluation system is not perfect. It is necessary to improve relative teaching evaluation system to improve college English course teaching quality, which can better promote teaching skills and level of teachers themselves. However, the establishment of English course teaching evaluation system is not perfect, thus the English course teaching quality and level of teachers is difficult to improve. It is also an important problem existing in college English course in our country.

However, this paper organically combined C3I-CAT integrated technology and college English teaching course and effectively solved the above problems. Therefore, students can learn college English more effectively under the help of C3I-CAT integrated technology, exchange in oral or written information by English in future job and social interaction, strengthen autonomous learning ability, enhance comprehensive cultural quality and adopt to the need of social development and international exchange in our country.

References

- [1] Li D 2010 Exploration on the Integration of Information Technology and Tourism English Teaching *China Science and Technology Information* (19) 238-9 (in Chinese)
- [2] Hu J S 2011 Research on the Construction of Foreign Language Educational Technology Discipline *Shanghai: Shanghai International Studies Universities* 11 (in Chinese)
- [3] Zhang S N 2013 Discussion on the Integration of Information Technology and University English Curriculum *Science and Technology Consulting Herald* (1) 176 (in Chinese)
- [4] Cao F 2012 Elementary Analysis on University Education in the Internet Age *China Education Innovation Herald* (34) 173-4 (in Chinese)
- [5] Nan G N 2010 The New Development of the Theory on the Research of Educational Technology *E-education Research* (01) 8-10 (in Chinese)
- [6] Liu C Y 2010 The Application of Design Research in On-line English Writing Platform *Distance Education Journal* (5) 74-8 (in Chinese)
- [7] Hu J S, Feng Q L, Li Y 2010 An Analysis to the Role of Information Technology Integrated into Foreign Language Curriculum *The Modern Education Technology* (12) 72-7 (in Chinese)
- [8] Fu R 2010 Reflection on Foreign Language in Digital Environment *Journal of Sichuan International Studies Universities* (2) 127-30 (in Chinese)
- [9] Shen Y Z 2011 The Application of Modern Multimedia Technology to Improve the Level of University English Teaching *Commercial Culture (Second Half)* (7) 198 (in Chinese)

5 Conclusions

Bruner, American famous psychologist, said that leaning was an active process, and the best way to attract students is to let students actively and autonomously involve in study, and realize they are able to deal with the outer world. There is no doubt that language learning is a complex cognitive behavioral process. In addition, the control of all the knowledge and skills must depend on the psychological experience of the individual learner. The cognition assimilation theory can help the English teachers to achieve the individual guidance, and create an effective, close and fast contact with the English learners, thus to improve the efficiency of college English teaching.

Cognitive learning theory held that there is a thinking process behind human behavior, and based on this hypothesis, they thought that the behavior change was observable; meanwhile we can infer the learner's inner heart activities by the changing behavior. Good technology and new media means play an important role in human cognitive activities [9]. We used the latest research results in language teaching theory and cognitive science, and explored new approach of college English course design based on C3I-CAT integrated technology, autonomous learning system development, and manufacture and application research of college English courseware.

Author



Jingdong Hao, born in 1973, Anhui Province of China.

Current position, grades: lecturer.

University studies: Master's degree of English Linguistics, Anhui University in 2007.

Scientific interest: foreign language teaching and research.