College English Teaching Mode Based on Mobile Learning

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Abstract: The development and popularization of network technology provides strong technical support for modern teaching reform. The new teaching model should be supported by modern information technology, especially network technology, so that English teaching and learning can be developed in the direction of individuation and autonomous learning to a certain extent, free from time and place restrictions. In this paper, the college English teaching mode based on mobile learning is researched. The experiment result shows that the application of network teaching method in teaching will help to increase students' chances of language use and interest in learning. It will give every student the same learning and communication opportunities. It greatly improves the teaching effect.

1. Introduction

The development and popularization of network technology provides strong technical support for modern teaching reform. At present, in all stages of education in China, network technology is actively introduced to serve the education and teaching work, and remarkable results have been achieved [1-2]. In this vigorous innovation of teaching technology, the introduction of network teaching into College English has attracted much attention. In the era of rapid economic and social development in China, as an important political, cultural and economic country in the world, international exchanges and interactions are increasingly active and in-depth, which puts forward higher requirements for College English teaching [3]. In 2017, the Ministry of Education issued the "Requirements for College English Curriculum Teaching", which clearly pointed out that colleges and universities should "make full use of modern information technology, adopt computer-based and classroom-based English teaching mode, and improve the single teaching mode with teachers as the main teaching mode [4-5]. The new teaching model should be supported by modern information technology, especially network technology, so that English teaching and learning can be developed in the direction of individuation and autonomous learning to a certain extent, free from time and place restrictions. "This is an important measure to meet the practical needs of training practical English talents, and also the only way for the reform and development of College English teaching.

2. Advantages of Network Teaching in College English

With its incomparable advantages, network technology provides a strong technical impetus for the innovation and development of modern teaching. Specifically to college English teaching, the popularization and application of network technology is greatly changing the traditional teaching concept, teaching mode and teaching method. It can be said that the application of network technology has penetrated into every link of College English teaching, covering every factor of College English teaching, which has played a significant positive role in improving the efficiency and quality of College English teaching. On the whole, the introduction of College English online teaching has the following main advantages.

2.1 Network Can Fully Integrate Teaching Resources

The basic requirement of College English teaching is to improve students' listening, speaking, reading and writing ability. Teaching, writing, watching, listening and communication are all necessary means of College English teaching. At the same time, as a language, College English

pays more attention to the cultivation of application ability and practical ability. In terms of teaching content, it involves materials and knowledge in various professional fields such as literature, science and technology, history, art, current affairs, etc. Therefore, College English teaching needs a large number of teaching resources, complex content, the use of traditional teaching methods, there are time-consuming, laborious, disordered disadvantages in the collection, collation and use of resources, and through the introduction and application of network technology, we can make full use of the advantages of Internet to quickly and accurately search and collation of information, to achieve the College English teaching resources efficient integration provides students with a broader learning space, which plays an important role in expanding their English vision and training their English thinking.

With the development of society, practical English talents are the practical requirements of all employers. However, at present, many college English teachers are insufficient, especially those with relevant professional abilities. For example, international trade, tourism, medicine and other majors need teachers with excellent English skills, but also need teachers with solid professional quality. The number of such teachers is small, which has become one of the important obstacles to training practical English talents. Network teaching, through the technical characteristics of Instant Internet communication, can realize the teaching activities of English teachers with relevant professional abilities across disciplines, schools and even regions, which is conducive to the reasonable distribution of College English teaching teachers, not only helps to solve the problem of insufficient number of English teachers in some schools, but also improves the efficiency and quality of English teaching.

2.2 Network Can Promote Students' Independent Learning

In the stage of college education, students' autonomous learning is an important teaching method, and College English teaching is no exception. A remarkable feature of College English is that it has strong practical needs. Due to the great individual differences of college students, their English interests, English foundation, listening, speaking, reading and writing abilities are different. Therefore, there are great differences in the way of thinking, method, time arrangement and the choice of key and difficult points in the autonomous learning of college students. Network technology can solve the problem of students' differences in autonomous learning, provide flexible and diverse choices and solutions for different students' autonomous learning needs, and enable them to grasp learning time, learning progress and learning methods more autonomously. It is a good platform and way for college students to carry out autonomous English learning.

Based on the practical characteristics of College English, it is an important content and way for college students to practice English as a language tool. However, in reality, most of the students do not have an ideal English communication environment, especially in oral communication and daily language habits, which is not conducive to the cultivation of practical English talents. If through the network, college students can easily get various opportunities and ways of English communication practice, such as English learning forum, English exchange chat room, English interface human-computer interaction system, etc., which are ideal ways for students to learn English independently and use English practically. For students who have a high level of English or have development needs, they can also directly communicate with friends of English speaking countries through the Internet, which is very helpful for students to understand and master the daily English language habits and get familiar with the culture of English speaking countries.

2.3 Internet Can Effectively Improve the Quality of English Teaching

Through network technology, we can enrich the form of College English teaching. English is essentially a language tool with strong abstractness. In addition, in real life, we lack the cultural background of English-speaking countries and the environment for the practical application of English, which makes many students feel that college English teaching is rather boring. Especially when traditional teaching methods are adopted, teachers simply explain and write on the blackboard, which is too rigid and monotonous, and makes students difficult to understand and uninterested. The application of network technology can make the original abstract and boring English

knowledge vividly present in front of students through video, audio, pictures and other forms, making teaching more intuitive and interesting. This will help to improve students' interest in learning English, create a relaxed and active classroom teaching atmosphere, and improve students' initiative and consciousness in learning English.

Through the network technology, it can effectively promote the improvement of students' English thinking ability. Network technology can fully mobilize students' sense of vision and hearing, and devote themselves to English learning activities. This kind of devotion makes their thinking keep up with the teacher's teaching rhythm and naturally forms a pure English thinking consciousness. At the same time, network technology can provide the freshest English teaching materials for College English teaching. Combining with the psychological characteristics of college students who are willing to accept new things, it helps to stimulate them to further expand their imagination and strengthen their thinking. When their thinking is more divergent and innovative, it is self-evident that the quality of teaching has been improved.

Through network technology, English teaching can be promoted to practical development. In College English teaching, listening, speaking, reading and writing are four basic skills. However, in reality, due to the lack of English practical application environment, reading and writing have become the main content of English teaching, and students generally have a better grasp of these two skills. Instead, the most widely used and important listening and speaking has become a short board, which is called "dumb English". With the increasing demand for practical English talents in modern society, College English teaching is also developing towards the direction of focusing on the cultivation of practical communicative ability. Taking advantage of the strong interaction of network technology and through network teaching, more ways of oral communication can be provided for students. For example, through social software, direct dialogue with friends from English speaking countries; through professional English dialogue human-computer interaction software, oral exercise can be carried out anytime and anywhere; through the establishment of wechat group and QQ group for pure English application, small space for English communication can be established with students. Only in this way can students speak English, listen to English and use English more, which is of great help to improve their practical ability of using English.

3. Research Process

Through this study, we explore and practice how to change the former "Teacher centered" teaching mode, implement the "student-centered" teaching mode, and how to carry out the interactive teaching mode based on the network.

In this study, 333 students from five classes in grade one of two majors, i.e. port logistics management major and accounting computerization major, in the North Campus of our university, are taken as experimental classes (research objects), and other classes in grade 2014 are taken as control classes (reference objects). All the subjects were enrolled by the general high school, and they all had a certain English foundation, but their English basic level was uneven.

3.1 Research Method

(1) Interview method: interview and exchange with the students to understand their interests, requirements and problems in online interactive teaching, as well as the strategies adopted by teachers in teaching.

(2) Practice method: apply the interactive teaching mode and strategy based on network to the English teaching practice of higher vocational education, and test the effect of the interactive teaching mode and strategy.

3.2 Research Content

(1) The construction of online interactive teaching platform for Higher Vocational English. Through the cooperation between school and enterprise, a network interactive teaching platform for Higher Vocational English is established. Through this platform, the English Teaching in Higher Vocational Colleges implements the "independent learning" mode under the guidance of teachers,

emphasizing human-computer interaction, student student student interaction, teacher-student interaction, and flexible curriculum setting, so as to effectively improve the quality of English listening and speaking teaching.

(2) Research on the interactive teaching mode of Higher Vocational English based on Internet. The interactive teaching mode of Higher Vocational English is to change the former "Teacher centered" teaching mode and implement the "student centered" teaching mode. This topic applies constructivism, Situational Cognition and other teaching theories to implement a multi interactive teaching model. The teaching content is based on Interactive English, emphasizing the combination of language knowledge and application skills, and emphasizing the training of students' listening and speaking application skills.

3.3 Practice Process

The duration of practical teaching in this study is from September 2014 to June 2015, with 4 class hours per week. Advanced vocational English is used as the main teaching material, and Longman Interactive English is used as the auxiliary teaching material for autonomous learning of oral English through ulearning Interactive English platform. Next, the author takes the teaching of unit 3: promoting products and ser vices, the second volume of advanced vocational English reading and writing course, as a practical example, and shows the specific application of network interactive teaching mode in Higher Vocational English teaching as shown in Table 1.

Table 1 Examples of The Application of the Interactive Teaching Mode on the Internet.

Step	Content of courses	Form and process of interaction	Instructional objective
Theme import	Discuss the cultural background and raise relevant questions.	Human computer interaction, teacher-student interaction, student student interaction: online video link, teacher-student question and answer, brainstorming, group discussion	Arouse students' interest in learning, guide students to actively participate in classroom activities, and stimulate students' ability to think independently
New lesson teaching	Analyze the text structure, explain the language points of the text, show the key and difficult points of teaching, etc	Teacher student interaction, student student student interaction, human-computer interaction: classroom activities such as PPT, etc. are carried out by means of teaching software, electronic teaching plans, network materials, etc	Enrich teaching resources, carry out classroom interaction, stimulate students' interest, understand teaching content, practice language skills, and cultivate students' ability to solve problems
study in groups	Discuss the content of the text, understand the meaning of the text and exchange learning experience	Student student interaction, teacher-student interaction	Develop students' skills of communication and ability of solving problems in cooperation
Collective reporting	Each group will summarize, report and present the issues discussed and communicated	Student student interaction, human-computer interaction: Student summary, comments from teachers or other students	Cultivate students' ability of summary, comprehensive application and problem solving
Teaching reflection	Complete relevant exercises, review teaching contents, give feedback in time and consolidate the knowledge learned	Student student interaction, teacher-student interaction	Review what you have learned, strengthen the internalization of knowledge, promote the construction of knowledge, and cultivate students' independent thinking ability
Autonomous Learning	Students use network system resources and independent learning platform resources to learn independently, choose learning content and control learning progress independently, and complete learning tasks independently	Human computer interaction, student student student interaction, teacher-student interaction: Interactive English platform, wechat, e-mail, mobile phone, message board, etc	Realize the multiple interaction between teachers and students, students, students and online teaching resources, realize personalized learning, and cultivate students' independent learning ability

4. Conclusion

Through this teaching practice research, it shows that the network-based interactive teaching mode of Higher Vocational English is the concrete application of Constructivism Theory in the

reform of Higher Vocational English teaching, is the concrete embodiment of the "student-centered" teaching mode, and is also the mainstream mode of the current reform of Higher Vocational English teaching. The application of interactive English teaching mode in higher vocational colleges based on network can greatly improve English teaching environment, fully mobilize students' learning enthusiasm, stimulate students' learning interest and ability of independent thinking and innovative thinking, create good autonomous learning conditions for students, better cultivate students' comprehensive application ability and autonomous learning ability, improve teaching effect and realize the talent training goal.

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