

Construction and Analysis of English Learning Model Based on Classroom Network Environment

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Abstract: With the continuous development of modern network technology, network classroom has been gradually applied in the process of teaching tasks, especially in the teaching of English subjects, the construction and development of classroom network environment learning model is essential, and the use of network environment to actively construct intelligent classroom has a multiplier effect on English classroom teaching efficiency. Based on the linguistics, language theory and educational technology in the process of English teaching, this paper analyzes the current situation of English learning model construction in the current network environment, and tries to analyze the Web-Based FL learning model to explore how to improve the efficiency and quality of English learning model construction under the background of classroom network environment, and puts forward some suggestions and suggestions for relevant scholars.

1. Construction of Web-Based FL Learning Model in Classroom Network Environment

As a linguistic subject, English learning is a long-term process of imperceptible, for learners, the complete mastery of English knowledge needs to go through the whole process of input, internalization, output and feedback. Therefore, it is particularly important to have a good English learning environment in the course of English learning, and a beneficial environment can stimulate students' interest in learning, thus promoting students to explore and study English knowledge. In the current era of rapid development of science and technology, the construction and analysis of English learning model based on the background of classroom network environment is also a particularly important step [1]. Scientific and reasonable English learning model can help students to establish English learning system and master English knowledge more quickly and efficiently, thus improving the quality of English subject teaching.



Figure 1 Teaching English

English is a comprehensive language subject, including not only linguistic psychology, but also sociology, anthropology and other different systematic science. Therefore, in the process of learning, students need to construct knowledge models of various aspects, establish the mechanism of knowledge inclusion in different fields, and learn to master the relationship between the knowledge system and the elements of learning structure.

To build a Web-Based FL learning model is not simply to replace the existing theory with a

learning theory, but to sort out the existing structure and construct a more complete and systematic learning inventory on the basis of the students' correct grasp of the English language learning system, so as to speed up the students' ability to master the new knowledge more quickly and efficiently in the subsequent knowledge learning [2].

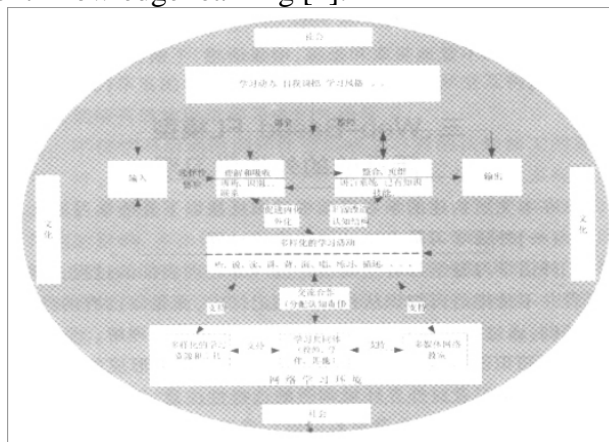


Figure 2 Web-Based FL Learning Model

2. Summary of Web-Based FL Learning Model

The Web-Based FL learning model consists of four systems, namely, the Student Personality System, the Student Internal Cognitive Processing System, the Diversity Learning Activity System and the Learning Environment System. Details are as follows:

(1) Student Character System

As shown in Figure 1, above the figure is the student's personality characteristic system, which mainly includes the students' interest in learning, learning motivation, self-regulation ability and learning style conversion. In the process of English learning, these elements may affect the students' selective attention to new knowledge, secondary processing, coding, internalization of knowledge storage and this is the process of extraction and transformation. In short, the students' personality characteristics will affect the students' conscious enthusiasm and learning initiative of English learning [3]. The interrelation and mutual influence between these complex elements and systems will influence the students' learning style over time.

(2) Students' Internal Cognitive Processing System

Students' new knowledge processing cognitive system is mainly divided into four stages, namely, input, understanding absorption, integration reorganization and feedback output. The input stage is mainly to input the language content from different media into their own perception and memory. In this model, the learning resources such as the new knowledge taught by the teacher and the language communication between the students in the classroom teaching are the main input sources. The stage of integration and reorganization refers to the students' understanding and absorption of knowledge, the retained knowledge will have a certain impact on the students' language system, in this process, this part of the knowledge will be transformed into the students' existing language system, enrich their own language inventory; the transformation of the feedback output stage is divided into two aspects, one is the rational output of language, which can enable students to use English grammar and words skillfully, on the other hand, the students' English language output. It can encourage students to absorb new language knowledge and achieve a virtuous cycle in the process of communication [4]. The output stage plays a very important role in students' communicative competence and comprehensive development.

(3) a diversified learning activity system

Learning activity system refers to the intermediary between the students' internal cognitive construction and the interaction between the external media, and the diversified learning activity system construction is helpful for the students to acquire a lot of knowledge in a limited time, to promote the operation of the students' internal cognitive processing activities, and then to promote

the students' reasonable internalization of the knowledge system input in vitro, and to externalize the knowledge system through the form of spoken English, writing, discussion and so on. At the same time, a variety of activity systems can stimulate the learning needs of different students and promote more personalized development of students.

(4) Learning Environment System

as shown in figure 1, the bottom is the student's learning environment system, which mainly includes the multimedia network classroom construction under the network environment, the massive learning resources and learning tools, and the learning micro-environment composed of English teachers and students. The communication between English teachers and students also has an important influence on the English classroom atmosphere. As a linguistic subject, face-to-face communication between English teachers and students is an important form of teaching. At the same time, English teachers should base themselves on the comprehensive elements of subject background, social culture and so on to construct the macro environment that students need to learn. In order to provide a good English learning environment for students, make them actively participate in English learning, and then effectively improve the efficiency of English classroom teaching.



Figure 3 Learning environment system

3. Analysis of Web-Based FL Learning Model in English Teaching

(1) Actively constructing students' individual cognitive model

The learning of English subject is not the process of constructing the inner mental representation of students actively, but is based on the knowledge and experience of students, the process of reorganization and understanding and internalization through the new knowledge and knowledge of the outside world, and then the process of forming a new cognitive structure. Therefore, for English learners, their own cognitive structure will inevitably affect their selective attention to new knowledge input and secondary processing understanding process, English learning is a two-way construction process, it is very necessary to actively build students' individual cognitive model, so in the context of online classroom, teachers should purposefully guide students to build a comprehensive and perfect individual cognitive model.

(2) Improving the construction of students' social models

For English learners, the learning of English subject is not only a process of constructing students' individual cognitive system, but also a process of social construction in macro view, because language learning requires students not only to master and understand, but also to make use of language to communicate and communicate reasonably in daily life, so it is necessary to improve students' social learning model and strengthen cooperative communication in learning process. Design the teaching content, perfect the micro and macro learning environment, and effectively promote the students' individual cognitive construction and social development.

(3) Strengthening the Construction of Students' Emotion Model

As a special subject, English learning is also embodied in the process of students' cognitive system, emotional structure and willpower interaction, and the role of these emotional systems is not isolated and spontaneous, but in the process that students and external information constitute the system play a role in input and output. The complete system composed of these various emotional

components will have an important influence on students' absorption and understanding of feedback knowledge. Therefore, in the process of English teaching, teachers should make rational use of the online classroom form, through vivid pictures, animation and video forms, to mobilize students' emotional thinking and strengthen the construction of students' learning model.

(4) Enrich classroom learning resources and teaching tools

Under the background of modern network classroom, English teaching pays more and more attention to the richness of learning resources and tools in the learning environment, and the scientific and reasonable display of learning resources and the use of diversified learning tools will have a positive and effective impact on the students' English learning process. Therefore, English teachers should make use of the modern network classroom form, collect massive learning resources, expand the breadth and depth of students' English knowledge input, strive to meet the learning needs of different students, promote the individualized development of each student, stimulate students' high level thinking, and thus comprehensively improve the teaching effect.

4. Conclusion

The teaching of English subject is an arduous and onerous task, under the background of modern classroom network environment, it is an important component of English teaching to construct English learning model actively, so teachers should start from the main body of students reasonably and give full play to the advantages of online classroom.

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