Research on Multiple Interactive Teaching Modes of College English in the Context of Information Technology

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Abstract: Unlike traditional teaching, English teaching in the context of information technology has provided a feasible approach and development space for multiple interactive teaching. The multi-individual interactive teaching mode is a new type of teaching mode based on information technology. It promotes students' independent learning and research learning by carrying out effective interactions within and outside the classroom as well as online and offline interactions. The research on the multi-individual interactive teaching mode of college English in the context of information technology has made contributions to the promotion of college English teaching, which is of great significance in terms of enlightenment and reference.

1. Introduction

With the rapid development of modern science and technology, the integration of information technology into teaching has constantly transformed the traditional teaching methods, means and models. [1] Unlike the traditional teaching, English teaching in the context of information technology has provided a feasible way and development space for interactive teaching. These create a multi-dimensional environment for English learning, which is conducive to improving students' practical application ability in English.

2. Content of the "Multiple Interaction" Teaching Mode of College English

For foreign language learning, the process of interaction represents that of learning [2]. After the computer can be uses in English learning, on the one hand, the network provides the latest learning resources for foreign language learning that closely related to the real society. Among them, the special learning website and multimedia network courses provide integrated language learning resources for systematic design. [3] On the other hand, by using today's latest computer and multimedia technologies, not only can synchronous (both sides are online) communication happen, but also asynchronous communication can happen (both sides are not online at the same time), thus realizing the man-machine and man-man interaction.

3. Multiple Interactive Teaching System of College English in the Context of Information Technology

The construction of multi-individual teaching mode of college English in the context of information technology provides an interaction platform for teachers and students. With this platform, teachers can fully utilize their imagination and creativity to carry out various rich teaching activities, optimize teaching resources and teaching environment, guide students to actively participate in learning, increase students' enthusiasm for learning, develop students' thinking ability and improve students' learning ability.

3.1 Diversified Curriculum and Teaching Material System

According to the actual teaching, a new scientific curriculum system that meets the teaching

requirements should be established to meet the individualized learning requirements of students. The new curriculum system requires multiple courses, modes and learning channels to form a three-dimensional language learning environment. The modern information technology should be integrated with various teaching resources to form textbooks with vivid images and rich texts. This will enrich students' learning resources and improve students' learning efficiency.

3.2 Multiple Interactive Classroom Teaching

English classroom is the main place to cultivate students' language ability. To achieve the desired teaching effect, the importance of classroom teaching cannot be ignored. The interactive classroom focuses on students and teachers make full use of modern information technology to organize classrooms. According to different teaching contents and teaching purposes, language situations are created and task-based and research-based teaching methods are used to mobilize students' enthusiasm and maximize students' enthusiasm to participate in learning. [4] Teachers should carefully design teaching links, conduct cooperative learning as a way to help and enlighten students' thinking. Students' language ability will be improved through multiple teachers-students, students-students and students-machines interactions. Before knowledge teaching, teachers can also use the convenience of online teaching to pre-arrange learning tasks as a way to pave the way for teaching cultivate students' self-learning ability and let students understand the importance of mutual cooperation. In teaching, the role of teachers is transformed from knowledge transferors to organizers and guides of teaching. It respects the spirit of collaborative innovation and independent exploration and encourages students to actively participate in interactive teaching.

3.3 Multiple Interactive Extracurricular Teaching

Extracurricular teaching is the extension and supplement of classroom teaching, which makes up for the shortcomings classroom teaching with limited time. The classroom teaching will be integrated with extracurricular teaching through multiple teaching channels to optimize classroom teaching and strengthen extracurricular teaching. This will create practical opportunities for students to improve their language skills. [5] English Corner, English Performance, English Club and other activities have formed the language environment with strong learning atmosphere; direct dialogue between students and students, online chatting, sharing resources, exchanges and discussions have formed a living community interaction, which has established a learning community. The learning tasks will be completed through the cooperative interaction; multimedia speech room, network classroom, online learning platform have provided a carrier for the multi-dimensional interaction of students. Students can use the network resources to learn by themselves, freely arrange the learning time and control the learning progress. These modes with various channels and forms satisfy the students' self-learning needs and exercise the students' language application ability.

3.4 Multiple Teaching Quality Assessment System

Evaluation represents an important part of teaching. The traditional standardized test has its limitations, which can no longer meet the needs of teaching evaluation in the information age. Therefore, a comprehensive multi-evaluation system should be established including mutual teachers-students, students-students, students-students and evaluation as well as teachers' and students' self-evaluations. The diversified evaluation system combines formative evaluation and summative evaluation. It pays attention to process evaluation, and monitors and evaluates the teaching process through records and interviews. It is easy to evaluate in the process of learners' learning as a way to guide English teaching. A scientific, comprehensive, objective and accurate evaluation system is of great significance for achieving the objectives of the course and improving the language level of the students.

4. Implementation of Multi-Interactive Teaching Mode

The "diversity" in the teaching mode of college English is the constituent elements of modern college English teaching - teachers, students, teaching content and network platform. Therefore, we

can summarize the content of this mode supplemented by online platform teaching focuses on classroom teaching with colorful online activities to give full play to the role of teachers in guiding learning, optimize and adjust the relationship and interaction of the components of English teaching. This will encourage students to learn actively and independently, thus forming a comprehensive and harmonious interaction to further improve the effectiveness of college English teaching.

4.1 Interaction between Teachers and Teaching Content

Before teaching, the teacher should analyze the students' knowledge level and ability, integrate the teaching content and the related knowledge, and deliver it to the students through the online platform. We should start with "what to teach", think about "how to teach", simulate the practice of class introduction, design student-friendly teaching activities to develop students' potential and motivate students' enthusiasm and initiative; then we will start from "how to teach" and summarize teaching experience to improve teaching effectiveness.

4.2 Interaction between Students and Teaching Content

In order to give full play to the main role of students and cultivate their awareness of thinking and innovation, students should interact with the teaching content in a timely manner. Before class, students should conduct effective preparations, learn about the content of the class in advance, actively think about problems, find problems, and strive to solve problems. During the class, the students should solve the unresolved problems in the pre-study under the guidance of the teachers and actively participate in a series of teaching activities designed by the teachers to further improve the ability to solve problems and comprehensively use language knowledge. After class, students should regularly summarize the teaching content; improve the ability to use basic knowledge, thus forming the network systems with systematic knowledge.

4.3 Interaction between Students and Teachers

Teachers and students are the "living" elements of the four elements, so the interaction between teachers and students represents the most direct reflection of the classroom teaching effect. Under the new teaching mode, teachers and students can not only achieve the face-to-face interaction in the classroom, but also realize real-time online interaction by using the WeChat platform.

4.4 Interaction between Students and Students

The college English teaching featuring mainly as student-centered not only emphasizes the subjective status of individual students, but also focuses on guiding the mutual recognition and attention of students and students. By organizing the interaction between students, the main role of students is effectively promoted. Therefore, learning activities can use the WeChat group or Moment to complete the inquiry tasks in the learning process through follow, like and comment.

4.5 Interaction between Teachers and Online Platforms

As English network resources can be seen everywhere, students will also face the problem of no choice. Therefore, teachers should fully integrate network resources, download relevant content as a guide for students to learn and provide relevant English learning websites and web pages for students to query and collect data as well as online learning. At the same time, teachers should actively communicate with students online to understand and solve problems that arise during the student's learning process.

4.6 Interaction between Students and the Online Platforms

When engaging online learning, students should screen the resources provided by the teachers and the information they collect and choose the learning content that suits their own level and should not learn blindly. At the same time, students should actively communicate with classmates and teachers online, share learning experiences, discuss research issues and feedback learning information.

5. Conclusion

Based on information technology, this new type of college English teaching model - multi-interaction enjoys many advantages that non-information technology environment teaching mode doesn't have. As a teaching model that emphasizes equality and cooperation as a distinct feature, it more suits the language acquisition law, thus promoting autonomous learning and research-based learning. It is conducive to comprehensively improving students' comprehensive English application ability, intercultural interpersonal communication and autonomous learning ability, which fits to the current concept of college English teaching reform in China. However, we should also notice that this teaching model has high requirements for English teachers' information teaching quality as well as teaching software and hardware environment. Therefore, there are some constraints in the specific practice. Therefore, in the teaching practice, we should aim at specific teaching objectives, conditions and content with bold try, active exploration, flexible choice and different teaching methods as a way to achieve the best teaching results.

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