Research on College English Multiple Interactive Teaching Mode from the Perspective of "Internet + Teaching"

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Abstract: With the acceleration of the process of world economic integration, China's economic, trade and political exchanges with the international community have become increasingly frequent. At the same time, the demand for high-quality English talents in our society has also become larger and larger. The popularity of computer networks has provided new ideas for colleges and universities to train professional English talents. The rapid development of information technology has changed people's corresponding learning concepts and learning methods. Teachers should make full use of network technology and interact with students to enhance their interest in English learning. Starting from the challenge and impact of college English teaching in the era of "Internet +", this paper expounds the connotation of the multi-interaction mode of college English under the perspective of "Internet + teaching", the evolution history and characteristics of the multi-individual interactive teaching mode of college English, and comprehensively explores the multi-interaction teaching mode of college English in order to study the multi-interactive teaching mode of college English from the perspective of "Internet + teaching".

1. Introduction

The rapid development of network technology has not only brought about tremendous changes in people's lifestyles, but the Internet has also embarked on the stage of classroom teaching as an emerging medium. Internet teaching has changed the dull classroom atmosphere in the traditional teaching mode and made classroom teaching, especially English teaching, become vivid and lively. The Ministry of Education also actively encourages universities to apply Internet technology to practical English teaching. The Ministry of Education once clearly stated in the "College English Course Requirements": "In the actual English teaching, colleges and universities should closely combine Internet teaching with English teaching, in order to change the singular teaching mode of China for a long time. The new English teaching model should rely on network technology to make the teaching develop in the direction of individualization and autonomy. "[1] Objectively speaking, the effective combination of the Internet and college English teaching breaks the limitation of time and space in the traditional teaching mode, and provides a more benign interaction for college English teaching, and also transforms college English classroom teaching from a teacher-led approach to a student-centered approach.

2. Start of the Art

At present, the interactive teaching mode is a teaching method commonly used in the West. In the 1990s, H. Douglas Brown, Dean of the School of Languages at the University of San Francisco, proposed the An Interactive Approach [2]. According to Brown, "interaction" is both the core of communicative language teaching and the content of communicative language teaching. In other words, the main source of communication is interaction, that is, two or more people cooperate and exchange ideas and influence each other. The interactive language teaching method emphasizes that in the process of language teaching, teachers should adopt a variety of flexible teaching methods according to their own characteristics, individual differences of learners and teaching scenarios. The

role of the teacher has also changed from a simple lecturer to a designer, organizer, participant, motivator, and evaluator. The role of teachers is to create opportunities and scenarios for students to use language flexibly, to form a relaxed, free and enjoyable learning atmosphere, to stimulate students' curiosity and interest in learning, to expand their individuality, and to improve the language ability of students.

In China, with the popularization and use of communicative teaching methods, Chinese English teachers have gradually realized the importance of classroom interaction, and interactive teaching models have emerged. The interactive teaching mode is a teaching mode based on the basic requirements of quality education, in the classroom teaching, based on the development of students, giving full play to the leading role of teachers and fully embodying the subjective status of students. Scholar Wang Gang (2017) [3] proposed that it is not the only way to obtain knowledge from the physical schools and teaching activities and benefit from the traditional teaching process of teachers; It is more convenient and faster to acquire knowledge from the Internet, interactive multimedia products, and network collaborative learning environment. Correspondingly, college English teaching gradually presents the characteristics of information education, such as three-dimensional teaching materials, network of teaching resources, virtualization of teaching environment, individualization of teaching, process of learning evaluation, and computer gradually becoming part of the teaching ecology. Hu Mei (2018) [4] proposed that in the teaching process, teachers, students and textbooks are an interactive relationship. Taking students as the main body, mobilizing students' interest and enthusiasm for the purpose of classroom teaching, guiding students to think diligently in the classroom, actively seeking, boldly questioning, and actively discussing, so as to comprehensively improve students' ability to use language comprehensively.

3. Methodology

3.1 The Challenge and Impact of the "Internet +" Era on College English Teaching

First, challenge the traditional learning concepts and learning methods. The main methods of college English learning in the "Internet +" era include independent learning, cooperative learning, active learning and personalized learning. The popularity of the Internet has broadened the path of students' independent learning, and promoted the transformation of students from "passive learning" to "active learning" and enriched the resources for students to learn independently. The online interactive learning platform can monitor and record the learning process of students throughout the whole process, making it possible to interact with humans, teachers and students, and interact with students. Through the learning platform, teachers can also view student learning records and provide feedback at any time.

Second, challenge the traditional teaching methods. In the traditional teaching methods, students are passive recipients of knowledge, and teachers are the main body of teaching activities. The development of information technology has changed the teaching methods. Teachers use the information technology of the "Internet +" era to adopt the teaching methods of task, project, and cooperation, respectively, to achieve the unity of "teaching" and "learning." "Teachers inspire and guide, students actively participate" became the norm in teaching.

Third, challenge traditional teacher roles and teaching skills. The advent of the "Internet +" era has promoted the rise of mobile learning platforms such as micro-courses and MOOCs. "Teachers" have gradually turned into guides, helpers, and facilitators of student learning. In the classroom, teachers should be proficient in mastering the organization strategy of classroom activities to stimulate students' interest and enthusiasm for learning. Teachers should also handle the relationship between traditional teaching and modern teaching methods, and keep up with the development of information technology in the "Internet +" era.

3.2 The Connotation of College English Multiple Interactive Teaching Mode

For English majors, interactive teaching is a more effective teaching mode. The process of interaction between teachers and students is the process of students' knowledge learning.

Combining Internet technology with college English teaching has many advantages. The operational procedure model of the university English multi-interaction teaching model is shown in Figure 1 [5].
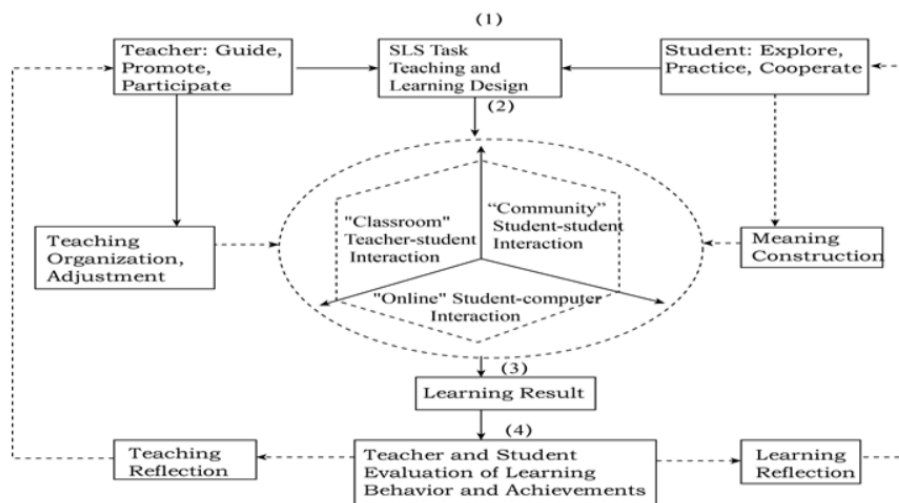

Figure 1 The Operational Program Model of College English Multiple Interactive Teaching Mode.

First of all, network technology provides a wealth of teaching resources for college English teaching, and enables students to master the latest English information in the first time, to achieve the integration of college English teaching and society. Some English learning websites on the Internet also provide a variety of teaching courseware for college teachers, which provides relevant reference for college teachers to enrich classroom teaching.

Secondly, through the combination of Internet technology and college English teaching, English teaching can be not only limited to the classroom, but also English teaching can be extended outside the classroom to realize the network of English teaching. The multi-interaction of college English refers to the interaction between English teachers, college students, network technology and learning content, and promotes each other through mutual interactions. The main body of the teaching mode that combines Internet technology with college English teaching is "mainly learning". The "learning" here is not only the meaning of students, but also the students to learn in practice, and to realize the transformation of students' learning from learning to learning. In short, the combination of Internet technology and college English teaching is to stimulate students to learn independently and guide students how to conduct effective learning.

3.3 The Evolution History of College English Multiple Interactive Teaching Mode

After the application of modern information technology in the field of language education, the foreign language teaching model has become more colorful, and then many changes have taken place.

First, the teacher-centered model. Figure 2 [6] is a traditional computer-assisted teaching mode or teacher-centered mode, with two-way communication between teachers and students. The teaching content is pre-stored in the computer, and the teacher presents the teaching information to the learner through the control computer, and obtains the feedback information from the learner. The typical teaching scenario is that the teacher uses the multimedia teaching system to assist the classroom teaching. Teachers use CAI courseware to demonstrate teaching content, students give feedback or perform various language exercises according to content, and teachers lead and monitor the entire teaching process. The shortcomings are mainly that there are not many face-to-face emotional exchanges between teachers and students, and individual differences in students have not been considered. It is basically a "machine-filled" teaching method.
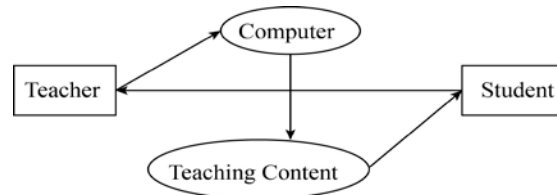
Figure 2 Traditional Teacher-centered Model.

Second, the teacher subject-student object model. The model in Figure 3 represents the traditional teacher subject-student object model, in which teachers and students exchange information through computers. The teacher (subject) transmits the teaching information to the student (object) through the computer, provides learning support, and the learner learns the teaching content through the computer, and sends information such as help and feedback. Teaching based on LAN, WAN and interactive distance learning systems belongs to this type of model [7]. This model requires students to have a strong ability to learn independently.
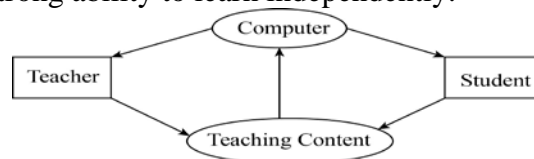

Figure 3 Teacher Subject-Student Object Model.

Third, the teacher led-student subject teaching model. Figure 4 is a teacher led and student subject teaching mode, in which face-to-face communication between teachers and students is not carried out, which is one-way information dissemination. The teacher transmits the teaching information to the learner through the computer, but does not directly obtain the feedback information. Learners do not receive instructional information directly from teachers, mainly through computers. It is a typical computer-assisted teaching mode. The implementation of this model requires students to have a high level of understanding and metacognition, and is good at self-monitoring [8]. This model is used in open distance education.
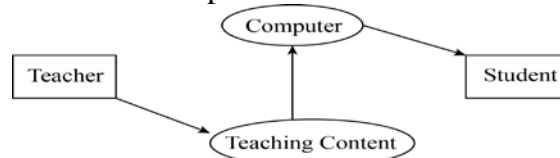

Figure 4 Teacher Led -Student Subject Model.

Fourth, the student-centered teaching model. Figure 5 is a tool-based student center teaching model with weak self-feedback. Learners use computers as tools to build their own information works, and get some feedback (weak feedback) from self-evaluation of their own information works, for example, learners use cognitive tools such as spreadsheets and databases to learn. The teacher observes the learner's learning process and works by operating the media, and then gives evaluative information as feedback. This model requires the teacher to fully understand the students in advance, and design a learning task that meets the student's cognitive level according to the actual situation of the students. Of course, students also need a certain metacognitive strategy.
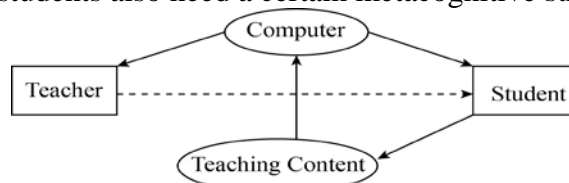

Figure 5 Student-Centered Model.

Fifth, the student centered-teacher assisted model. Figure 6 is a student centered-teacher assisted model with strong self-feedback. By manipulating computers to obtain information, learners can conduct discovery learning through observation, hypothesis, trial, verification, adjustment, etc.

according to their own learning needs and interests [9]. This kind of teaching mode may also accompany the human-computer communication process, and the learner can also communicate with the teacher through the computer, requesting consultation or obtaining guidance.
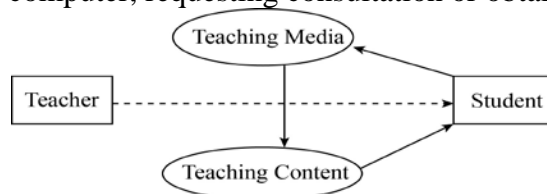

Figure 6 Student Centered-Teacher Assisted Model.

3.4 Characteristics of College English Multiple Interactive Teaching Mode

First, take classroom teaching as the main body. In view of the current English teaching mode in China, classroom teaching is still the main teaching mode. Classroom teaching has certain rationality and irreplaceability. Therefore, college teachers cannot ignore the importance of classroom teaching because of the combination of Internet technology and college English teaching. In order to improve the efficiency of English teaching, college teachers should make full use of classroom teaching, establish a systematic and concentrated learning place for students, and provide a basis for interactive teaching. In order to give full play to the main position of students in classroom teaching, teachers can arrange the content to be learned before class, and encourage students to collect learning materials through online learning and other methods, and explain them in the classroom, which not only stimulate the students' learning ability, but also strengthen the students' subject status and responsibility. When teaching English, college teachers can also make full use of network technology to realize interactions in the network, teachers, students and knowledge through group discussions, role-playing and free conversation. The diversified teaching mode is not only beneficial to the improvement of students' academic performance, but also stimulates students' interest in learning, and exercises the students' ability to think independently and solve problems independently, which lays a foundation for students' lifelong learning.

Second, supplemented by network technology. The combination of Internet technology and college English teaching has greatly enriched the form of English classroom teaching, and has also eased the boring English classroom teaching to a certain extent [10]. Internet technology and college English teaching have made communication between college teachers and students more frequent, not only achieving synchronous communication, but also achieving asynchronous communication. Applying network technology to English classroom teaching also provides more learning situations for English classroom teaching, which makes college English teaching develop in a diversified and diversified direction. Students can study under the network platform provided by colleges and universities, and complete the construction of their own English theoretical system through the use of existing learning resources and learning places. In addition, when college students are learning English, they can no longer rely solely on teachers, but use the Internet to learn independently. College teachers can also break the limitations of places and time when teaching English to students. They can use online messages, college forums and chat software to communicate.

Third, the effective combination of Internet technology and college English teaching. Classroom education is one of the most important platforms for English teaching, and it is the main way for college teachers to teach English knowledge. Under the combination of Internet technology and college English teaching, teachers can use some targeted education to assist teaching, and through the implementation of the second classroom teaching to achieve the multi-interaction of college English teaching. The development of extracurricular activities can enable students to consolidate and utilize the English knowledge they have learned, thus making students' understanding of English knowledge more profound. In addition, the more relaxed and pleasant atmosphere of extracurricular activities enables students to freely exert their practical ability and ability to apply knowledge, which has brought many positive influences on the construction of students' English system. College teachers can also set up English learning interest groups and encourage students to

participate. In the English study group, teachers can regularly hold some English debate competitions, English drama performances and English writing contests, so that students can have a relatively free English communication platform. For a long time, foreign language education in Chinese universities has been ineffective. Most college students are in a relatively passive state of learning foreign languages. Many students do not pay attention to English learning in the usual period, but in the pre-test period, in order to avoid hanging out, they will conduct a surprise study on English [11]. There are also some students who are extremely disgusted with learning English, and even if they fail, they don't care. Therefore, in order to improve the quality of English teaching, colleges and universities must change students' attitudes towards English learning and transform students' passive learning into active learning. Make learning English a part of student life and internalize it into a subconscious behavior. The Internet technology and college English teaching mode provide a rare opportunity for colleges and universities to achieve the goal of students actively learning English.

Fourth, learning-oriented and diversified interaction. The interactive teaching mode of college English forms a versatile and multi-faceted harmonious interaction by mobilizing the initiative and enthusiasm of teachers and students, and improves the teaching effect around the fundamental principle of "taking learning as the mainstay". Compared with the traditional teaching mode, the multi-interaction teaching mode has the following characteristics:

First, contextualization of learning process [12]. The "multi-interaction" teaching model provides a rich corpus for students' English learning. The "Internet + Teaching" language environment provides students with a "real or simulated reality" social situation, which is conducive to enhancing students' cognitive initiative and arousing students' real experience. In the contextualized learning process, students not only improve the comprehensive application ability of English, but also contact a large number of real corpus and target language culture.

Second, the openness of the teaching environment. "Internet + Teaching" expands the channels for students' English learning and enriches teaching resources. Students can freely choose the content, method, time and place of learning based on their learning objectives and cognitive foundation. In the process of learning, the learning process and progress are controlled autonomously. Learners have greater autonomy and initiative, which brings interactive convenience to the teaching activities themselves.

Third, the interactivity of teaching methods [13]. The "multi-interaction" teaching mode interweaves teaching methods, teaching contents, teaching methods and teaching organization forms, and various teaching interactions are organically related and intermingled. Teaching presents a "multiple interaction" situation with variability, richness and complexity. This also encourages students to judge, adapt and adjust their learning behaviors in all aspects.

Fourth, the equality of teacher-student relationship. In a multi-interactive teaching model, teachers and students are equal and friendly. Teachers actively create relaxed and harmonious interactive learning scenarios, respect students' personality and experience, encourage students to explore and interact independently, eliminate the distance between teachers and students, and enable students to actively participate in the entire interactive teaching process, greatly enhancing students' awareness of teaching participation.

Fifth, the diversity of the evaluation system. The key to achieving the goals of the course is to have a "comprehensive, objective, scientific and accurate" evaluation system. The new university English teaching mode of multi-interaction under the "Internet + teaching" perspective, the course adopts the form of mutual evaluation of "student + teacher + companion". To a certain extent, this encourages learners to participate effectively in the process of independent learning, so that students can enhance their self-confidence, gain a sense of accomplishment, and cultivate a spirit of cooperation. It not only assesses students' comprehensive English application ability, but also pays attention to students' process experience.

4. Discussion

4.1 The Implementation Principles of College English Multiple Interactive Teaching Mode from the Perspective of "Internet + Teaching"

First of all, the principle of the multi-interactive teaching model of college English should be based on subjectivity. In the English teaching of colleges and universities, students and teachers are the main subjects in the classroom, teachers are the main body of "teaching", and students are the main body of "learning". This teaching mode not only highlights the subjective status of the students, but also affirms the dominant position of the teachers. As a guide in English classroom teaching, teachers should pay attention to the individualized differences between students and teach them in accordance with their aptitude.

Secondly, the principle of multi-interactive teaching mode of college English should be based on interactivity (14). In general, the principle of interaction is divided into two parts, explicit and implicit, and implicit interaction can be divided into more interactive forms. In the English teaching classroom of colleges and universities, various interactions do not exist in isolation, but have certain relevance. The teaching organization form, teaching content and teaching methods can be transformed into specific operational teaching strategies by means of a multi-interactive teaching mode, so that students can continuously adjust their learning behaviors and improve their academic performance.

Finally, the principle of the multi-interactive teaching model of college English should be guided by the spirit of innovation. In order to cultivate students' innovative spirit, colleges and universities must first strengthen the cultivation of students' inquiry spirit. The spirit of inquiry is an important basis for students to think and innovate. Only through continuous exploration of English knowledge can students gradually complete their thinking and practice of learning, and get some inspiration in this process. The study of the multi-interaction teaching mode of college English from the perspective of "Internet + teaching" is not a one-step process, and it requires innovative spirit to continuously inject new vitality into it.

4.2 Implementation Strategy of College English Multiple Interactive Teaching Mode from the Perspective of "Internet + Teaching"

First, classroom teaching interaction. Since the freshmen's study habits and ways of thinking have not yet changed, they do not have the ability to learn independently, so the involvement of teachers is very necessary. Teachers should actively induce students' interest in communication, and use the "Internet + teaching" to select and design topics that are closely related to students' learning and life, and to stereoscopically and visualize monotonous knowledge. At the same time, combined with the students' cognition and emotions, design activities and tasks to create a democratic and harmonious classroom atmosphere.

Second, the "community" of student-student interaction. The "community" interaction between students and students makes up for the shortcomings in the classroom and the shortcomings of students' lack of communication in English. It is a natural extension and supplement of classroom interaction [15]. This interactive mode strengthens the important part of the application language in the real communication environment, expands the time and space category of foreign language learning, and allows students to learn in the experience and experience in learning. The form of "community" of student-student interaction is diverse, and students complete the learning task through cooperation and interaction. Students can have two or more conversations with their peers, or they can discuss English learning in groups, share information and exchange ideas.

Third, the multi-dimensional of student-computer interaction. The development of "Internet + teaching" has diversified the role of computers in the multi-dimensional interactive mode of life, both as a mentor and as a learning partner. The multi-dimensional interaction of student-computer interaction is based on the network classroom and the multimedia speech room. Students choose

learning content based on their own learning objectives and cognitive foundations to meet the autonomy and individualization of their learning needs. Foreign language teaching has truly achieved personalization and virtualization.

5. Conclusion

In summary, the new university English teaching mode of multi-interaction from the perspective of "Internet + teaching" is in line with the learning rules of language learners, which is conducive to improving students' ability of independent learning, English comprehensive ability and intercultural communication. We should actively explore and use different teaching methods according to specific teaching objectives and contents, and strive to achieve the best teaching results in the teaching practice. The combination of Internet technology and college English teaching mode not only makes English teaching more diversified, but also enhances college students' interest in English learning. The advocacy of equality and cooperation in the teaching model combining Internet technology and college English teaching is in good agreement with the law of language acquisition. College students can save the learning time and improve the learning efficiency in the process of learning English. At the same time, it also enhances the professional quality of college students and lays an important foundation for the country to cultivate high-quality English talents. However, it should also be realized that the combination of Internet technology and college English teaching has higher requirements for the school's information technology equipment, and requires college English teachers to have certain network literacy. Therefore, there are certain limitations in the implementation process, and every educator needs to make bold attempts and positive reforms.

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