

## A Study on a New Computer Network-assisted English Teaching Model

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**Abstract.** With the integration of information technology and foreign language education, it has exerted a profound influence on foreign language learning, and has formed a new open, free and personalized foreign language learning system. In order to give full play to the advantages of computer network-assisted English teaching, it is necessary to take students' learning demands as the core and interpret correctly the multiple advantages of computer network-assisted English teaching, actively constructing a new model of computer network-assisted English teaching. Based on the analysis of the background of the development of computer network-assisted English teaching and the innovation of English teaching, this paper puts forward some strategies for constructing a new model of computer network-assisted English teaching.

**Keywords:** Computer, Network Aid, English teaching, New model

In the era of "Internet +" and "post-MOOC", the application forms of network technologies such as MOOC, micro-class, SPOC and rollover class have been constantly innovated, providing new teaching models for English teaching, also makes the computer network assisted English teaching application breadth, depth to achieve rapid development. By giving full play to the advantages of computer network-assisted English teaching, a new teaching mode is constructed, which changes the teaching mode and the role relationship between teachers and students, and forms a new English education ecology.

### 1 THE APPLICATION BACKGROUND OF THE NEW PATTERN OF COMPUTER NETWORK ASSISTED ENGLISH TEACHING

Since the 1960s, computer-assisted language teaching has undergone great changes in the past 50 years. Since the 1980s, computer technology has entered the internet age, its remarkable feature is that people can not only use the computer to process information, store information, display information, more importantly, people use the computer as a communication tool. The popularization of computer and the wide use of Internet make people's communication beyond the limits of time and space, fast and efficient, economic become the most remarkable characteristics.

The evolution and development of computer-assisted language teaching are influenced by two factors: computer technology, educational theory and linguistic theory. Computer technology is mainly manifested in the use of large computers, while foreign language teaching theories are mainly influenced by behaviorism, and are manifested in computer-assisted language teaching, in which many computer-based teaching software have appeared, mainly grammar, sentence patterns of the training software, designed to repeatedly train students to learn English sentence structure, in order to master the goal. Since the 1970s, personal computer (PC) has appeared, and multimedia computers have become more and more popular. In the field of foreign language education, communication theory has become more and more popular, this stage of computer-aided language teaching focuses on the use of graphics, text, sound, animation and other means to achieve the creation of situations, simulation of situations, and these software pay special attention to man-machine dialogue, to communicate with each other. Some scholars call the computer-aided language teaching from the 1960s to the early 1970s "behaviorism computer-aided language teaching", the computer-aided language teaching (Call) from the late 1970s to the 1980s is called "communicative computer-aided language teaching".

Since the 1990s, computer technology has entered the Internet era, there are a large number of materials on the Internet, known as the Ocean of information, people can use the internet to collect materials, access information; It is

also possible to set up web pages on the Internet and post information on message boards on a number of websites, and to use the online and offline services provided by the Internet for communication that goes beyond the concept of space and time, people can communicate online anytime, anywhere. The effective use of these services provided by the Internet in foreign language teaching has become the main content of the current computer-assisted language teaching.

The integration of information technology and foreign language education can develop personalized learning resources, learning paths, provide a variety of learning options and personalized, push-type learning guidance services, leading the course to the innovation mode of diversification. Computer Network assisted English teaching improves the efficiency of English teaching, improves the teaching effect, enhances the students' interest in foreign language learning, and expands the foreign language teaching resources and the channel of absorbing knowledge. Multimedia assisted foreign language teaching has changed the way students learn foreign languages, from the original face of teachers, blackboard, teaching materials, recitation-based dull learning methods to face a rich and dynamic audio-visual and photo learning materials, learning materials more intuitive, it is beneficial for students to master and absorb knowledge, and lays a foundation for network-based foreign language learning.

## **2 THE CHALLENGE OF THE NEW PATTERN OF COMPUTER NETWORK ASSISTED ENGLISH TEACHING**

With the further development of information technology, information technology and foreign language education will further deepen the integration, foreign language learning methods will continue to evolve dynamically, wisdom learning, deep learning will become possible. This kind of evolution will react on foreign language education, change the ecological environment of foreign language teaching, and make the ecological factors such as teaching method, teacher-student role relation change greatly. A clear understanding of the challenges facing the new computer-assisted English teaching model and the whole process of its evolution will help to solve the potential problems of the new English teaching model and predict the future trend of foreign language learning.

The main teaching means are replaced by auxiliary means, which weakens the leading role of teachers. The application of computer technology is only a means and tool to assist teachers in teaching. However, some teachers are very active in the application of computers and are busy finding and making courseware all day, the teacher stands next to the computer, operates the mouse, reproduces all the teaching links with the multimedia means, plays the computer operator and the commentator's role. The teacher's unique teaching art and teaching methods were completely curbed, and the leading role was completely lost.

Replace verbal communication with audio-visual communication. Multimedia courseware integrates sound, image, text and other kinds of information into one, which greatly meets students' visual and audio needs and arouses students' great interest in multimedia courseware, so many teachers have made a great deal of articles in this respect, in the courseware to focus on a large number of sound and image information. Some teachers not only like to courseware with bright-colored pictures, but also make it into a variety of animation effects, and make full use of the classroom. But in this way, the communication between teachers and students is gone, the students' oral communication is reduced, the opportunities for classroom participation and presentation are also gone, and the multi-media audio-visual seriously affects the students' enthusiasm for speaking, in fact, teaching has become another kind of sense of "full of irrigation".

Take up space for students to think. In English class, teachers often ask questions with a certain degree of randomness and real-time, through the question, can guide students to think, cultivate their ability to find and solve problems. However, because most of English multimedia courseware is demonstrative, all contents are displayed according to the fixed design order, lack of real-time, can not feed back the information of students in time, do not give students space to

think. Therefore, if the multimedia is not used properly, there will be obstacles in stimulating and arousing students' thinking enthusiasm, stimulating students' thinking, and training students' ability to discover, think and solve problems.

Resulting in a lack of emotional communication between teachers and students. Due to the application of multi-media, students' attention is focused on the screen, and teachers rarely step off the stage during the whole class. The lack of communication between teachers and students hinders the interaction of emotional communication between teachers and students in the classroom, may lead to students' learning interest and enthusiasm is affected. In addition, after all, the computer is just a machine, and can not form emotional communication with students, which will also have more or less teaching effect.

Computer network-assisted English teaching embodies the return of information-based education essence from the construction of resources to the reform of teaching paradigm. The aim of educational technology application is to improve teaching performance by creating, using and managing educational resources and learning process. Therefore, when high-quality educational resources can be built and shared together, and the teaching paradigm changes, thus maximizing the promotion of learning, education will return to its essence. On the subjective side, computer network-assisted English teaching represents the expected classroom form of teachers. The nature of language learning determines that language is the result of the interaction between input and output. Neither the cognitive school nor the Sociocultural School of English acquisition denies the role of interactive meaning construction in promoting learning. In a foreign language classroom without language application situation, it is difficult for the computer network-assisted English teaching model to create an ideal online and offline classroom ecology, and it is even more difficult to achieve the expected goal of improving English teaching effect.

### **3 STRATEGIES FOR CONSTRUCTING A NEW COMPUTER NETWORK-ASSISTED ENGLISH TEACHING MODEL**

With the advent of the "Internet plus" era, the requirements for English application ability and interpersonal communication ability are increasing, and the students' individualized and diversified learning needs are increasing day by day, the attraction of traditional multimedia teaching is weakening because of the lack of interaction. Under the background that the concept of "student-centered" self-regulated learning has been widely accepted, it is necessary to promote the development of network-assisted English teaching in the direction of multi-modality. Web-based learning resources are hypertext media links, which are infinitely replicable and widely accessible. From the perspective of teaching interaction, web-based foreign language learning enables learners to expand from human interaction to human-computer interaction, through Windows or Web applications, learners can choose their own learning content, training methods and learning progress, and the establishment of personalized network space enables learners to get rid of the shackles of textbooks and classrooms, free access to a wider range of online learning communities and resources to further achieve personalized and autonomous foreign language learning.

On the basis of the rapid development of MOOC, new online learning styles are emerging, and the integration of online learning and offline learning is getting closer and closer. As far as foreign language education is concerned, with the assistance of technical means, the role of foreign language teachers has not been weakened, but in the new form of teaching more fully. When the corresponding hardware conditions are available, there is also a widely accepted theoretical basis. In addition to simply transferring traditional classroom teaching to online moocs through technical processing, spoc, as a new form of small-scale and personalized online learning, has been applied more and more widely. Its innovation is not only reflected in the changes in teaching methods, more embodied in the curriculum construction methods, means and participants and other changes, as well as the resulting great changes in student learning methods.

Modularization and the mixture of various means are the characteristics of the current teaching reform. MOOC is a large-scale online course, and micro-course is a knowledge module made by teachers themselves. Both of them rely on the network to spread and apply, together with proper control module, they can form a small-scale SPOC platform, this mode of learning is necessarily fragmented and modular, and in line with the law of language learning. Fragmented and modular learning allows students to make full use of all fragmented time, and to choose between different learning modules according to their interests and strengths, making learning more flexible. Online learning platforms and brick-and-mortar classrooms can be blended together by flipping the classroom. The combined learning mode can make the online teaching platform and classroom teaching complement each other, realize the online self-learning resources and the offline classroom learning resources complement each other, and support students' self-knowledge construction, comprehensive assessment of students as a whole, the hybrid classroom structure can be clearly copied, the use of mobile terminals can be used for reference, good teaching results can be promoted.

In order to construct a new English teaching model with the aid of computer network, the following steps should be taken: the first stage is preparation, they will have the opportunity to practice the various skills they need in online cooperative learning, and to develop mutual cooperation and communication skills. The team members discuss the tasks, exchange different views, and finally develop a learning plan and a clear division of labor. The second stage is the group members to collect information, and then exchange, the realization of resource sharing. Communication is mainly through face-to-face or electronic communication such as e-mail or online chat. The information gathered is collated, analyzed, modified and summarized by the team members, resulting in a consensus that all team members work together to produce the final results of the learning task. The third stage is the presentation of results, each group through the network to the other members of the class to show their results and listen to the feedback and suggestions of other groups, each team then refines its work on the feedback. Finally is the Comprehensive Evaluation Stage, is a review and analysis of the whole network foreign language cooperative learning activities. Through face-to-face or e-mail exchanges, study group members analyze what they have learned from the activity, what they have contributed to the group, the strengths and weaknesses of their group compared to other groups, and ways to improve it, teachers can find problems and solve them in time.

#### **4 CONCLUSION**

With the development of times and technology, educational innovation research is developing in a spurt, which provides many cases for reference. As the application of information and artificial intelligence will become more and more popular, network facilities and multimedia production equipment will no longer become the bottleneck restricting the innovation of teaching means, various forms of information resources have greatly promoted the new computer network-assisted English teaching reform, but how to make the computer network-assisted achievements, in order to transform the reasonable and appropriate teaching mode into the practical application effect, we still need to keep trying.

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