Interactive Teaching Strategies for College Public English in the Internet Era in China

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Abstract: In the context of the Internet era in China, this thesis reflects on the current situation of college public English classroom teaching. Under the situation of the epidemic in the past two years, it was found that the interactive teaching mode of college public English online classroom has the following four problems: the classroom interaction atmosphere is weak, the classroom interaction form is one-sided, the classroom interaction efficiency is low, and the classroom interaction feedback is low. It is manifested in the estrangement of teacher-student relationship, the lack of students' subjectivity, the lack of interaction means, and the lack of interaction context, the formalized interaction between students, the little effect of teacher-student interaction, simple and inefficient feedback and so on. Based on the analysis of problems and causes, this paper puts forward the optimization strategies to create classroom interaction atmosphere, enrich interaction forms in the classroom, improve interaction efficiency and strengthen classroom interaction feedback in the classroom.

1. Introduction

At present, the current situation of college English teaching requires English teaching reform. In recent years, the expansion of college enrollment has resulted in the decline of students' quality and educational level, to some extent. In terms of the foreign language, the outstanding performance is lack of foreign language knowledge, not forming good learning habits[1], poor language application ability, low interest in foreign language learning for students. In terms of English teaching, the traditional textbook teaching and listening teaching in the language lab are generally adopted. This mode has not fundamentally changed the single teacher-centered teaching. Although the teachers have made some reforms in teaching methods, they have not fundamentally aroused students' interest in learning and failed to effectively improve their ability to use the language[2]. It is a bottleneck in the college English teaching because of its long time-consuming and poor effect. The college English teaching should have the teaching idea of "focusing on practical usage and aiming at application". The goal of English teaching is to cultivate students' language application ability on the premise of mastering language knowledge and skills, so that students can have the ability on daily communication, business communication and dealing with foreign business activities in

English in the future work [3]. The application of the interactive network teaching model in college English teaching will change the current teaching situation. This model takes language as a real communication tool, and the potential of both students and teachers has been mobilized unprecedentedly, with special emphasis on the cultivation of students' independent learning ability. Interactive network English teaching just meets this requirement and plays a crucial role in promoting students' independent learning and cultivating their life-long learning ability[4].

2. Based on the Internet Era in China, Exploration of Classroom English Multimedia Teaching Model

As we all know, the most basic function of language is communicative function. One of the aims of English teaching is to give play to the communicative function of English language. But at present, in China, the purpose of most students to learn English is only to obtain English certificates. The researcher took the students in Furong College (Table 1 and 2 as follows), and our classroom teaching is still under the "mute English" teaching mode. College English teaching is based on classroom teaching and supplemented by multimedia teaching. The teaching mode combining traditional teaching means is realized. The combination of traditional comprehensive teaching method and task-based teaching method emphasizes the interaction between teachers and students, and urges students to study independently. Under this guiding ideology, front-line teachers are required to reform the traditional teaching model, especially under the impact of the epidemic in the past two years, unable to teach students on the spot[5]. This kind of modern network teaching and our on-site English teaching combined to form an interactive teaching platform, so that students can better learn English outside the classroom, cultivate students' ability of independent learning teaching model is particularly important.

Table 1: Students' participation in obtaining English certificates

Number	Major	Numbers of Students	Percentage
1	Chinese	89 (102 students in total)	87.30%
2	Japanese	20 (37students in total)	54.10%
3	English	100 (113 students in total)	88.50%
4	Law	38 (47 students in total)	80.90%
5	Politics	70 (73 students in total)	95.90%
6	History	35 (42 students in total)	83.30%

Table 2: Students' attitudes in different majors towards studying English

Attitudes	Chinese	Japanese	English	Law	Politics	History
(1)In order to get a good job	46	20	87	22	51	18
(2)Personal interest	18	3	10	8	10	7
(3)Follow other students	10	2	1	2	1	1
(4)widen the scope of knowledge	9	3	1	5	4	4
(5)Parents' and teachers' requirement	17	8	13	7	5	11
(6)Other reasons	2	1	1	3	2	1

However, the current teaching situation in Furong College of Hunan University of Arts and Sciences for example, there is a lack of interaction in the classroom, and the relationship between teachers and students is estranged. Students passively accept new knowledge, the interaction between teachers and students is lack. The interaction between them is only a formality, the effect is little, the feedback is simple and inefficient. Faced with this situation, researchers figure to find an effective way to solve these problems[6].

The existing multimedia equipment and online learning resources for students and teachers, create an interactive English teaching platform, so that textbooks and the Internet together, achieve the change of teaching mode[7]. In this mode, it can not only realize real-time synchronous learning under the guidance of teachers, but also realize non-real-time self-learning under the guidance of teaching plans. It can also realize the formation of group and cooperative learning through E-mail, online discussion areas, online phone calls and other means. In addition, the convenience of Internet teaching platform can also be used to provide websites related to the content of the textbooks, so as to provide personalized learning space for students. Teachers can also make their own teaching plans on the Internet, or modify the teaching plans provided by the network, or answer questions for online students who do not understand what they have learned, or correct online homework, so as to enrich and improve the teaching content. In addition, students can also listen to English songs online, listen to or watch international English channel movies and news programs, enrich their learning content, improve and cultivate students' comprehensive listening and speaking ability[8].

3. The Theoretical Basis and Learning Process of Interactive English Teaching Model

The core of interactive English classroom teaching is student-centered, using modern information technology to support direct teaching in the classroom, and emphasizing students' active exploration and discovery of knowledge and construction of the meaning of knowledge. Student-centered, the emphasis is on "learning"; Teacher-centered, the emphasis is "teaching". Network teaching is just the dialectical unity of the two. Using the demonstration of multimedia courseware to enhance the ability of teaching information expression, stimulate students' interest in learning; Using computer to support homogeneous group learning is helpful to adapt to the differences in learning speed and enhance the effect of teaching students in accordance with their aptitude. Using automated exercise means to enhance students' hands-on ability and provide timely information feedback[9]; Using network to support teaching communication, teachers can organize and control the whole classroom teaching to achieve dynamic management, and promote the mutual communication between students. In the process of teaching, the four elements such as teachers, students, textbooks and media are interrelated and interact with each other, forming an organic unity with a stable structure. Teaching media is the method and means by which teachers impart knowledge to students. The researcher handed out 130 questionnaires for the students, the result is found as follows in Table 3.

Table 3: Descriptive statistical analysis

Items	Mean Value	Standard Deviation	Cronbach's
Online Learning Environment	3.32	0.75	0.81
Online study before and after class	3.78	0.80	0.83
Interactive teaching in online classes	4.12	0.87	0.86
Interactive teaching Satisfaction	4.05	0.68	0.83

According to Wilga M. Rivers, a professor at Harvard University, interaction refers to "language fluency achieved when students' attention is focused on the output and reception of spoken information". In Interactive Language Teaching, she analyzed interest in interactive activities and pointed out that interest plays a key role in forming effective feedback in dialogue. Therefore, teachers should focus on maintaining students' interest in foreign language teaching. Gordon Wells is also a scholar who focuses on interactive teaching. He pointed out in "Learning Through Interaction" that "language interaction is a kind of collaborative activity, and any kind of language communication includes the establishment of the three relationship between sender, receiver and situation". Language interaction without context cannot be achieved and cannot exist[10]. H.

Douglas Brown, dean of the Language Institute in San Francisco University, states that "interaction is the collaborative activity of thoughts, feelings and ideas between two or more people, and the result is "mutual". Teaching According to Principles: Interactive Language Teaching, he pointed out that interactive activities reveal the social function of language, the essence and goal of foreign language teaching. And he always regarded the improvement of communication ability as the key of foreign language teaching[11].

4. To Improve the Strategy of Interactive Teaching on the Internet from the Following Three Aspects

4.1. Provide an Environment for the Implementation of Quality-oriented Education Based on the Characteristics of Teaching Resources in the Environment of Multimedia and Network Technology

Multimedia and network technology not only can provide a variety of graphic audio-visual and comprehensive sensory stimulation (it is good for creating situation and a lot of knowledge acquisition and maintaining), and provides a friendly interface, image intuitive interactive learning environment, (it is beneficial to stimulate students' interest in learning and consultation session, collaborative learning), according to the way of hypertext, hyperlink organization can also management discipline knowledge. And a variety of teaching information, currently on the Internet in this way organization construction of knowledge base, it become the world's largest information resource (it is not only beneficial to the students' active discovery, active exploration, but also conducive to development of associative thinking and establish the connection between the old and new knowledge), and the formation and development of the students' cognitive structure , that is, it is very beneficial to promote students' meaning construction about the current knowledge, which is also incomparable to other teaching media or other learning environments[12].

4.2. Strategies of Classroom Teaching Design in the Network Environment

Our innovative college English teaching strategy is designed from three aspects: "environment, subject and process". Here's in details as follows.

4.2.1. Application on the Network Environment

Innovative education is the innovation of traditional education, so it is inseparable from modern educational technology in teaching means. The modern educational means with computers as the main body has the characteristics of high efficiency, high quality, and promoting the development of students' intelligence. Our school has more than a thousand computers, multimedia computer network classrooms and local campus network, voice broadcast network and so on. Our micro-classrooms are carried out under the network environment.

In the micro-classroom, 2+2 hybrid autonomous learning teaching mode of "self-study and classroom teaching on the network" is a teaching mode that can effectively improve students' listening and speaking ability. There are 414 students in Furong College of Hunan University of Arts and Sciences to participate in the experiment. We adopts this mode to meet the students' professional needs. (Table 4 as follows) There are 91.5% students for the new teaching method. We have adopted the online self-learning contents of the New Vision College English Audio-Visual Speaking Course published by Shanghai Foreign Language Education Press. This mode is a hybrid teaching combining the traditional classroom teaching and the online independent learning, specifically referring to 2 hours of the traditional lectures and 2 hours of the on-line independent

learning every week. The comprehensive course of Advanced College English is mainly based on traditional face-to-face teaching and focuses on cultivating students' reading, writing and translation skills. The online learning system of New Vision College English Audio-Visual Speaking Course mainly relies on the multimedia and computers in the university to create an autonomous interactive learning environment with students as the center, and focuses on cultivating students' language application ability. The combination of this mixed teaching method truly realizes the simultaneous development of the classroom teaching and the interactive network autonomous learning, and makes scientific and reasonable arrangement about the teaching plans, so as to comprehensively improve students' ability of listening, speaking, reading, writing and translating.

Table 4: Students' attitude towards the network teaching mode

Items	Agree	Disagree
2+2 hybrid autonomous learning teaching mode of "self-study and classroom teaching on the network.	379	35

4.2.2. Embody the Student-centered Position

It has become a common that students are the main part of the teaching and learning process. The goal of innovative education is to cultivate students' innovative ability, which is inseparable from students' subjective consciousness, such as initiation, independence, innovative spirit and consciousness. Therefore, the key to the success of our innovative education is to give full play to students' subjectivity. This research will make a bold exploration in exploring the development of students' subjectivity. Younger girls embody better subjectivity than boys.(Here's Table 5)

Table 5: Impact of gender, age and major on subjectivity

Items		Number	Percentage
Gender	Male	68	16%
	Female	346	84%
Age	18-19	42	10%
	20-21	372	90%
Majors	Chinese	102	100%
	Japanese	37	
	English	113	
	Law	47	
	Politics	73	
	Histroy	42	

According to the principle of "giving priority to students' independent learning, supplemented by teachers' guidance". Mc-Devitt believes that "the ultimate result of education is to cultivate an independent learner. On the online platform of New Horizons College English Audio-Visual Speaking Course, teachers test students to figure out their differences before having classes. In class, different learning tasks are assigned to students with different qualifications, and "one-to-one" tutoring is implemented for students, thus avoiding the traditional single patterns and realizing the true sense of "teaching students according to their aptitudes". In each part of the learning task, students are required to complete the listening exercises independently, conduct human-computer dialogue or follow reading, and the scores are automatically generated. Students can check their learning progress and the test scores at any time. If the self-test scores do not exceed 80%, they must return to it. The recording function in the process can help students find the differences between themselves and the original voice, and then effectively imitate it, so that students'

pronunciation and intonation are more and more close to the "original". After the "man-machine communication", teachers create the actual language environment, "student-student communication" and "teacher-student communication", so that students can truly apply for what they learn. Students practice and complete their homework independently after class. Teachers evaluate the students' homework on the network platform, analyze and summarize the progress, content and other data of their learning and then give constructive suggestions to put "personalized, autonomous, interactive and formative" learning into practice.

4.2.3. Highlight the Innovation Process

One of the biggest failures of traditional teaching is to ignore the process of learning and thinking, and focus only on the results, and cram as much stuff into the students as possible to cope with the test. Our creative education, on the other hand, focuses on the learning process. The process of students' independent learning is the process of discovering, exploring and solving problems, so for students, this process is also the process of innovation. They can not only acquire knowledge, but also acquire things more important than knowledge, such as the understanding of knowledge outside the English classroom, the skills of flexible thinking, the cultivation of English listening and speaking ability and so on. In this process, attention should be paid not only to students' independent thinking, but also to the interactive discussion and communication between teachers and students.

4.2.4 Students' Ability on Expression and Operation

The teaching form is the reflection of the content. No matter what kind of teaching form is adopted, it will serve the goal of the classroom teaching. In order to increase the freedom of self-learning of active discovery and exploration such as reading, browsing and operation, and to increase the opportunities for students as cognitive subjects to participate in teaching activities, so as to improve the enthusiasm and initiative of students in learning, and to ensure the quality of teaching and classroom efficiency, and to activate the classroom teaching atmosphere. Teachers should fully consider this point when designing teaching courseware. For example: I was at my "The Greatest Love" class. During the Vietnam war, students can consult relevant articles and website, to understand the background, and the war process and its purpose, which let the students to better understand it. The background of the event and the harm caused by war make students more peace-loving. In the whole teaching process, the time for students to learn by themselves on the computer is about 30 minutes, and students are full of interest in learning. Dead words become easier to remember, boring texts become easier to understand, the teacher speaks very little, but the teaching purpose is achieved.

5. Conclusions

On the Internet era, online and offline should be combined. In China, the New century network course construction project "is approved by The State Council and implemented by the Ministry of Education to face the 21st century revitalization plan, so network teaching will become the development direction of the current education and teaching reform, which is the fundamental way to deepen the subject teaching reform. The development of multimedia computer and network communication technology provides an environment for teaching design based on the cognitive learning theory. In the information age of 21 century, we present a new multimedia computer and network communication technology as the main teaching method and learning environment. It requires us to quickly master the modern education based on the computer technology, especially about the multimedia computer and network communication aspects of the basic knowledge and

skills, such as Windows, word Management, presentation making, sending AND receiving emails, web writing, courseware preparation, animation making, specialized software for subject teaching, etc.. At the same time, we also must grasp modern, advanced teaching design theory, thoughts and methods, use modern design idea and method to guide the use of modern education technology, and optimize the college English class teaching process, which really improve the teaching quality and adapt to the social demand for English talents.

At the same time, the teaching mode of college English under the network environment does not completely replace the leading role of teachers in teaching. It is just a new teaching mode and a favorable supplement to teaching objectives that cannot be achieved in traditional teaching. Widdowson once said, "Language is not always naturally derived from communication. The emphasis on student-centered activities in the classroom does not mean that students are the only ones responsible for their own learning. The authority of teachers is less than in the past, but it does not mean that teachers do not intervenes. They still have to figure out how to create the conditions required for learning, to manipulate and direct the process. Classroom teaching can effectively promote students' interest in learning English, improve their knowledge level, so as to provide the reserves for listening and speaking on the network, so that students' English knowledge is more and more abundant. Therefore, the English classroom teaching and the teaching interactive teaching mode on the network are complementary and indispensable.

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