

Research on Multi-interactive Teaching of College English under the Environment of Information Technology

Qiongjing Zheng

Nanning University, Guangxi, Nanning, 530200, China

Abstract. Multi-interactive teaching model is an important way to improve the quality of college English teaching, and it is also the key foundation to improve students' understanding of college English teaching content. In the increasingly mature environment of information technology application, students' learning enthusiasm will be fully stimulated, multi-interactive communication will be deepened, and students' English core literacy will be effectively enhanced by giving full play to the advantages of information technology, to upgrade the intelligence of college English teaching system. Based on the analysis of the multi-interactive teaching mode of college English under the information technology environment, this paper puts forward some practical strategies for innovating the multi-interactive teaching of college English by using information technology.

Keywords: Information technology environment; College English; multi-interaction; teaching research.

The multi-interactive teaching model of college English based on modern information technology can fully embody the teaching structure of "teachers leading students", and further improve the quality of English teaching by giving full play to the advantages of information technology, give full play to the role of teachers in teaching guidance and promotion, effectively improve students' ability to use English.

1 Multi-Interactive teaching mode of college English under the environment of Information Technology

Under the environment of information technology, the advantages of the multi-interactive teaching mode of college English are mainly reflected in the creation of a pleasant learning environment and the provision of rich teaching resources for students, guide students to actively participate in learning activities, students make full use of advanced teaching equipment and teaching resources, under the guidance and help of teachers, actively explore and participate in learning activities, to be the active constructor of knowledge meaning and the sharing of learning resources.

1.1 Teacher-Student interaction

First of all, the teacher-student interaction model is embodied in the face-to-face interaction in the classroom. Teachers can make full use of modern information technology such as network and multimedia, design pre-class tasks according to the actual level of students, and aim at different teaching contents, encourage and guide students to use the advantages of the network teaching environment to find relevant information. Classroom teachers use the network, video, audio materials, three-dimensional presentation of teaching content, through the five steps of task introduction, knowledge learning, scenario simulation and guidance, expansion and application, evaluation and detection, classroom teaching is carried out according to the teaching goal and the actual situation of students, according to different teaching contents, different teaching methods are adopted to make students participate in classroom activities to the maximum, so that students really become the main body of the classroom. In the process of teaching, we should adjust the teaching methods and strategies, arrange the teaching process reasonably, control the classroom teaching rhythm, help and guide the students in time, so as to activate the students' cognitive needs and stimulate their learning interest, encourage the students' cooperative consciousness and realize the cognition and externalization of the rules of language use. Secondly, the teacher-student interaction model also reflects the online interaction after class, students can ask questions through the teaching platform, teachers receive and carefully record students' feedback, for question-answering, evaluation and guidance. In order to solve the problems in the process of autonomous learning in time, remove their fear of learning English psychological barriers, enhance students' confidence in learning English, cultivate their ability to learn English on their own.

1.2 Interactive teaching mode

Compared with classroom teaching, the modern information technology teaching environment with the network multimedia technology as the core can provide students with massive and rich forms of learning resources, which rely on teaching software and teaching platform, the effective combination of classroom teaching and extra-curricular extension in the form of electronic teaching plans, electronic courseware, audio-visual materials and other teaching resources has transcended the limitation of classroom time and space, to enable students to choose learning materials that suit their needs through the internet and computer at any time and any place, to actively explore learning, and to experience a new three-dimensional teaching content, enjoy the text, sound, pictures, animation, film brought sensory stimulation, personalized learning. Online learning includes listening bar, spoken English show, English reading room, English learning club and online corpus. In the self-testing module, students can take self-stage tests to adjust their learning progress, teachers record the time and progress of Students' learning, and test the effect of students' learning. In the module of answering questions, teachers timely release the course assignments and answer the questions raised by students. This teaching platform provides students with rich learning resources and personalized learning environment, extends students' English learning space, and gives full play to students' learning potential.

1.3 Student-Student interaction teaching model

According to Constructivist theory, students' construction of knowledge not only depends on their own knowledge level and experience, but also depends on the joint discussion and understanding of problems among learning partners. Pre-class teachers put forward questions according to the teaching content and teaching objectives, design tasks, divide

students at different levels into different study groups, carry out task division, cooperate with each other to consult materials, discuss and explore related issues; In class, we will have interactive communication through pairwork, group work, role-playing, situation simulation, problem discussion and topic debate After class, students use English corner, self-access Learning Center, social practice, forum, email, QQ and special study website to communicate and exchange information, cooperative learning, mutual help and common progress in a real environment. While improving the ability of using language, the students' ability of inquiry is strengthened, and the students' team spirit and ability of getting along with others are cultivated.

2 The characteristics of multi-interactive college English teaching in the information technology environment

With the support of modern information technology, the multi-interactive teaching mode of college English advocates the teaching idea of taking students as the main body and teachers as the leading part, which not only promotes the construction of teaching resources, it also provides flexible learning strategies. The multi-element interactive teaching model of college English integrates English classroom teaching with extracurricular practice and online learning effectively, to make English teaching toward personalized learning, autonomous learning, research-based learning direction of healthy development. The multi-element interactive teaching mode fully pays attention to students' subjectivity, realizes the teaching mode of teacher-student interaction, human-computer interaction, and student-student interaction, and highlights students' individualized learning, it has strengthened the students' autonomous learning ability and the ability of using language.

Based on the modern information technology, the multi-interactive college English teaching model fully reflects the teacher-led, student-oriented teaching philosophy, embodies the people-oriented teaching philosophy. This model attaches great importance to students' subjective status and respects students' needs and choices. It not only creates a relaxed and pleasant learning environment for students, but also provides them with real and rich learning resources, to encourage students to actively explore, learn independently and cooperate with each other, to promote the organic combination of learning and use, to maximize students' full participation in learning activities, and to tap students' intrinsic learning potential, develop their ability to find, analyze, and solve problems. The practicality of language determines that language learning can not be separated from imitation and practice. Modern information technology provides extensive learning resources and real context. Students can listen to lectures, open online classes, it can also make use of the real corpus provided by network teaching resources, multimedia courseware, English learning website and online corpus to make up its own information gap. Through inductive conversation model, teachers can create situational simulation to help students improve their language competence in real-life experience and cooperative interaction.

Cooperative learning is divided into teacher-student cooperation and student cooperation, classroom teaching, extra-curricular practice, network self-exploration of all kinds of learning are inseparable from cooperative learning. Teachers should design the content suitable for students' cooperative learning according to the teaching content, guide students' Cooperative Learning, supervise and coordinate the learning process, take the initiative to discuss problems with students, communicate effectively and solve problems. Students cooperate with each other through mutual assistance, competition, motivation, sharing and other ways to carry out cooperative learning.

The evaluation of college English courses under the modern information environment adopts the evaluation system which combines formative evaluation with summative

evaluation, aiming at strengthening the monitoring and evaluation of students' learning process, and strengthening the cultivation of students' learning habits, encourage students to participate effectively in the process of autonomous learning. Formative assessment includes classroom performance, work display, second classroom practice and web-based learning records. The evaluation methods can be divided into self-evaluation of learning, mutual evaluation of students, group evaluation, teacher evaluation and so on. In summative evaluation, the oral test is introduced, which is combined with the written test and the test paper is selected randomly from the test paper library.

3 The multi-interactive teaching strategy of college English under the environment of Information Technology

Under the environment of information technology, when carrying out the multi-interactive teaching of college English, we should strengthen the combination of classroom teaching, online and offline teaching, and this kind of mixed teaching mode is more targeted, teachers should make full use of the advantages of information technology and introduce high-quality learning resources into the curriculum through the application of various information-based teaching platforms and resources, facilitate students to quickly and easily access to knowledge, expand the scope of English learning. Teachers should also recognize that classroom learning time is relatively limited and that quality resources can be pushed to students, who can use mobile devices to learn relevant resources and improve their English learning.

In the process of teaching, English teachers can make full use of information equipment to carry out multi-interactive English teaching. Teachers can choose English content suitable for students as the theme, let students through the Internet search related video resources to learn English each other. College English teachers can let students take video clips, choose the characters in the video in free groups, and use audio recording software to imitate the plot and the communication between the characters, through the audio submitted by the students, the teacher analyzes the problems existing in the spoken English of the college students, and points out the mistakes in the application of the spoken English in a timely manner through the online communication, so as to guide the students to strengthen the related training. Through this kind of interaction, English teachers can not only deepen their understanding of college students, but also practice their oral English ability in a way that students like, so as to improve their English application ability.

It can be divided into four parts: listening, speaking, reading and writing, which can be integrated into input and output. Listening and reading are input skills, speaking and writing are output skills. To improve the ability of students to speak should start from the source, as much as possible to provide English language environment. In the classroom more oral practice and tests to encourage students to speak. To provide a variety of channels to expand students' English input channels. Teachers should take an active part in, guide and promote the activities of "English corner" on campus and the broadcasting of English radio, and organize various extra-curricular activities such as English speeches and English competitions, optimize the English learning environment on campus, so that students have more exposure to English, in order to make up for the lack of English classroom listening and speaking.

Network and multimedia technology provide material guarantee for the realization of classroom space-time extension, and build a platform for students to study independently. Set up an online learning system such as an online English course platform, so that students can study independently and complete exercises related to the text at any time, students are encouraged to collect cultural background knowledge, allusions, audio-visual images of the original version of English, and a database of training questions and mock-up questions in

CET4 and CET6 online for easy reference. Establishment of multimedia college English teaching model. In teaching, teachers should give full play to the advantages of rich experience and experience in classroom teaching, and can adjust teaching methods and contents at any time according to students' expressions and reactions, taking advantage of the advantages of multi-media teaching, rich resources on the internet and unlimited learning time and space, the combination of multi-media and network is introduced. Let students not only feel intuitive classroom teaching, after class and enjoy the online lectures, online discussion opportunities, independent choice of their own learning methods and learning materials, and at any time to express their views.

Set up an online question answering system. In the process of learning, we can further improve the network learning system and realize the network answering questions, so that when students have questions, they can contact teachers by e-mail and other forms, and can get help online consultation. Establish a reasonable evaluation system. Teaching assessment can be divided into formative assessment and summative assessment. Formative assessment, which usually includes attendance, classroom performance, assignments, quizzes, mid-term exams, online self-access records, etc. Summative assessment refers to the final course examination and various level examinations. Both summative assessment and formative assessment should be emphasized in the college English testing and assessment system, as well as the assessment of students' comprehensive quality and development ability.

4 Conclusion

In the process of college English teaching, the adoption of multi-interactive teaching methods can provide more opportunities for college students to display, through multi-interaction, college students can find out the problems and shortcomings in the process of English learning in time, and make clear their own advantages in English learning. It is also helpful for English teachers to deepen their understanding of college students, in order to grasp college students' individuality and English learning needs, strengthen students' ability of learning and applying English, and realize effective English teaching.

5 Acknowledgements

A study on the quality administration of blended teaching in English curricula in private higher learning institutions (No. 2021ZJY737), a project supported by Guangxi Educational Science Planning Foundation in 2021

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