Research on Second-language Teaching Aid System Based on Network Technology

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Abstract. The computer network-assisted language system has played a very important role in language teaching and learning. It makes up for the shortcomings in language teaching. It uses the computer network as the medium, which can implement foreign language teaching in a larger capacity and a wider range. This paper mainly analyses the developmental process of computer network-assisted language learning, and it also summarizes the teaching design of computer network-assisted second language learning.

Keywords: Computer Network Technology, Auxiliary Language, Developmental Prospects

1. Introduction

The developmental history of computer network-assisted language systems is very short. In the past forty years, computer network-assisted language learning has quickly entered the classroom, it plays an important role in modern life. Research at home and abroad not only promotes its development, but also finds its developmental flaws in the research. This paper proposes some effective strategies for these disadvantages, in this way, the teaching task can be completed more efficiently, thereby promoting the development of education.

2. The development process of computer network-assisted language learning

2.1. The meaning of computer network auxiliary language

Computer network-assisted language learning (CALL) is a modern teaching method that uses computer networks as a medium and auxiliary tool to more efficiently complete foreign language research and teaching tasks. It is characterized by the continuous development and change of its nature. Since entering the university science and engineering classroom in 1958, computer network-assisted language has undergone three stages of changes [1]. In line with the language theory, language development and technical level of the corresponding era, computer network-assisted language has gone from being only...
used in laboratories and large factories, to leaving the laboratory and large factories and entering people’s homes, and now it is going even further. The development of a large platform embodies the changes in the information age and economic society, and plays its role in efficiently completing teaching tasks.

2.2. Research status of computer network-assisted language at home and abroad

Taking the United States as an example, the process of calculating supplementary language teaching is implemented relatively early. As mentioned in the above introduction, the development of computer network-assisted language depends on certain economic conditions, and the United States, as a country in the forefront of the world’s economy and technology level, provides a great opportunity for the research and dissemination of computer network-assisted languages. A more stable environment.

Compared with the complete computer network-assisted language learning system in foreign countries, China's research in this field really started late, the subject orientation is still unclear, and the application basically follows foreign theories and practices, but there are many domestic researches that have emerged in this field. Scholars gradually reform our country’s CALL level [2].

2.3. Problems in computer network-assisted language learning

If computer network-assisted language is to be implemented more comprehensively and widely used, it is necessary to find out the current obstacles restricting its development. From the above discussion, we pointed out that economic and technological capabilities are background forces that cannot be underestimated, except for this. In addition, the research and development of teaching courseware lacks scientificity, the current situation of disconnection between software designers and teaching staff, and the waste of resources are still existing problems.

3. The future trend of computer network-assisted language learning

3.1. Multi-party application of computer network-assisted language

The application of computer network-assisted language in the current education research field is developing in the direction of networking, super-media, intelligence and integration. When we are learning a new language, it is widely known to be in the environment of the language to communicate with the locals. Learning is the most efficient and comprehensive way to learn a foreign language, but for most domestic learners. In other words, there are not many opportunities to learn a new language in a foreign country, so the creation of a language environment requires the help of the rapidly developing computer network technology-virtual reality, and computer network-assisted language learning is a kind of technology developed based on this technology. Suitable for most scholars to learn and understand new language teaching methods [3].

3.2. Advantages of computer network network-assisted language in foreign language learning

Undoubtedly, computer network-assisted language provides a relatively good environment for foreign language teaching. With the development of information technology, the popularization of personal computers and the development and application of a variety of multimedia facilities, the scope of computer network-assisted language learning has penetrated into people's lives more subtly, breaking
the situation of only classroom teaching, and the continuous emergence of colleges and universities. The current situation of the computer network-assisted language research laboratory provides a strong backup for language learning. The basic model of the CALL system is the same as language learning [4,5]. From the initial four basic training of listening, speaking, reading, and writing to the fusion training of the four language skills, in this process, some courses such as audio-visual tutorials, oral English. The tutorials that are coordinated with writing are regarded as auxiliary tutorials, which break the scattered training of students' foreign language learning to a certain extent, and accept a new language more intensively and systematically.

3.3. Computer network-assisted language learning obstacle resolution strategy

First, discuss the lack of scientificity in the research and development of teaching courseware. Information technology can be described as the top priority in computer network-assisted language learning. Computer network-assisted language learning is derived from information technology and computer network technology. Therefore, a sufficient grasp of information technology can also help the promotion and application of computer network-assisted language. Secondly, in view of the current situation of disconnection between software designers and teaching staff, software designers can do some appropriate market adaptability surveys before developing and designing software. The surveys can be used to understand the current level of teachers in the country and regional information technology from market statistics [6]. The application level, so as to design and develop more time-sensitive computer network software, can also solve the problem of disconnection between software designers and teaching staff to a certain extent. Finally, in view of the problem that student literacy is not compatible with the strength of teachers, schools should implement policies to strengthen the training of students' computer network information technology at all stages. The school is matched with computer network courses to form a training course for students to contact computer network technology from an early age to connect the chain of future development, so that when students are exposed to computer network auxiliary language in their subsequent development, they will not be hindered by insufficient ability to use information tools [7]. Sustaining the sustainable development of computer-assisted language.

4. Computer network-assisted teaching plan design

4.1. Interactive teaching mode

The interactive teaching mode emphasizes the interaction between people and things, mainly the interaction between people, human-computer interaction, and the interaction between the learner and the content. These interactions can be one-to-one or one-to-one. Many, many to many. Language learning aided by computer network emphasizes individualized, interactive learning, independent learning and collaborative learning. The interactive teaching mode is shown in Figure 1 [8,9].
4.2. Collaborative teaching mode

The collaborative teaching assisted by the computer network mainly consists of four parts: teacher's guidance, on-site discussion, data collection and collaborative learning, as shown in Figure 2.

Among them, the teaching process of English writing with the aid of computer network mainly includes the following links and processes, namely assignment of assignments, discussion of questions, consultation and completion of assignments, as shown in Figure 3 [10].
5. Conclusion

With the development of the new era and the continuous innovation of new technologies, Computer network will be more and more widely used. I believe that the computer network-assisted language learning can also achieve the next stage of innovation, and this technology will take a step forward.

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