Computer Assisted One-year College English Teaching Mode

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Abstract. The development of new computer technologies such as new media technologies and the Internet has greatly promoted the reform of college English teaching. Today, Internet-based distance education has greatly optimized the environment for students to learn English. College English of Anhui Xinhua University adopts a one-year three-dimensional teaching model based on modern network technology. Two years of teaching reform practice shows that one-year learning can improve students' enthusiasm for learning and learning efficiency.

Keywords: Computer Assisted, College English, One-year, Teaching Mode

1 Introduction
Anhui Xinhua University has a long history of cooperation with American universities. “Local, applied, and international” is the school's orientation. Based on some successful experience in foreign applied science universities, our school carries out modular teaching reforms in some majors to make some explorations in the application-oriented talent training. Modularity refers to a combination of teaching activities around a specific topic or content, or a unit of content and time that is self-contained, credited, detectable, and limited in content. The module is a combination of different teaching content and teaching activities. Modular teaching in American universities is a "three-dimensional" teaching model, which has been developed in the United States and European countries. [1] During the promotion of teaching reform, American experts and professors were also invited to our school for modular teaching and training.

In the modular reform, college English is a basic module in each professional module. The teaching task is reduced from the original two years to one year. Under the condition that the teaching content and training objectives remain unchanged, increased the amount of students' independent learning. [5]
In accordance with the general requirements of the college to train high-skilled applied technical talents, combined with the actual school conditions of our college, we have made reforms in teaching objectives, curriculum, teaching methods and evaluation methods. It adopts the college English teaching mode based on modern network technology, self-learning in reading and writing (visual) listening and speaking courses, and constructs a one-year three-dimensional college English teaching mode suitable for the actual situation of our school to cultivate suitable regional application talents for economic development. [7]
2. Theoretical Basis

2.1 Constructivist Learning Theory
Constructivist learning theory believes that learning is a proactive construction process, which is the result of learners using the necessary learning resources, social interaction in a certain social and cultural context, and in the process of communication with others.² Constructivist learning theory advocates student-centered learning under the guidance of teachers. It emphasizes that students are the main body of cognition, the main body of learning and processing, and the active constructor of knowledge meaning.⁶ Moreover, teachers are required to be transformed from the instructors and inductors of knowledge into the helpers and promoters of students actively constructing meaning.

2.2 Foreign Language Three-Dimensional Teaching Method
The three-dimensional teaching method of foreign languages was proposed by Professor Zhang Zhengdong in the book Principles and Models of Foreign Language Stereo Teaching Method. The three-dimensional teaching method of foreign language is a three-dimensional foreign language teaching system with students, target language and environment as the axis, economic development as the bottom, and transnational culture as the top.¹¹ The essence of the three-dimensional teaching mode is to use the new educational concepts and teaching methods to closely combine teachers and students, theory and practice teaching, teaching and evaluation, and build a rich and complete teaching system of interactive curriculum system.

2.3 Bertalanfi’s System Theory
The American Austrian thinker Bertalanfi proposed system theory in the 1940s. The basic idea and method is to treat the object under study as a system, analyze the structure and function of the system, and study the system, elements and environment. The interrelationship and the regularity of the changes, and optimize the system. Foreign language teaching is a hierarchical, complex and dynamic systematic project. It requires teachers, media and students to influence each other, interact with each other and cooperate with each other, so that the function of the system is greater than the sum of the functions of the elements.⁸ The establishment of a three-dimensional teaching structure is essentially based on the establishment of teaching objectives and tasks, using the overall principle of system theory to arrange teaching activities, so that the complex phenomenon of foreign language teaching is no longer a single-level planar structure, but a multi-level three-dimensional structure.¹⁰ Guided by the three-dimensional teaching method of foreign languages, relying on multimedia network technology, multi-faceted and three-dimensional teaching reform practice in terms of concepts, means and models is an application-oriented talent that is conducive to cultivating the development needs of modern society.

3. Reform Ideas
"College English Course Requirements": College English is guided by the theory of foreign language teaching, with English language knowledge and application skills, cross-cultural communication and learning strategies as the main content, and a combination of teaching modes and teaching methods. The new teaching model should be supported by modern information technology, especially network technology, so that teaching and learning in English can be restricted to a certain extent by time and place, and towards the direction of individualization and independent learning.⁴⁴

We first developed a corresponding training program, determined the teaching objectives, re-established the curriculum, and developed a new evaluation method. In terms of teaching methods, we rely on the model platform and the New Vision College English Teaching Management Platform, using modern information technology to optimize the allocation of various resources and elements, and comprehensively and systematically arrange teaching activities, based on classroom teaching. Strengthen self-directed learning, focusing on classroom learning and online platform learning. The combination of learning strives to achieve the optimal effect of English learning.
3.1 Teaching Objectives
The goal of college English is to develop students' comprehensive English application ability, especially their listening and speaking ability, so that they can communicate effectively in English in their future study, work and social interactions, while enhancing their independent learning ability and improving their comprehensive cultural literacy. To cultivate application-oriented talents that is urgently needed for regional economic development.

3.2 Course Settings
The college English module has a total learning burden of 280 hours, with 140 hours per semester, including classroom instruction and student self-study. At the same time, our school also has a module that does not implement modular teaching. The Basic English course is 2 years, and the total English class is 240 hours. Due to the limited teaching resources, according to the basic class time requirements of the school, we chose the proportion of 80 hours of theoretical teaching and 60 hours of self-study for each class of modular teaching. The classroom teaching of 4 hours per week became 6 hours per week. In addition, the student network self-learning hours are 180 minutes per week. (The implementation of modular teaching classes, hereinafter referred to as module classes, does not implement modular teaching classes, hereinafter referred to as non-module classes).

3.3 Teaching Methods
In accordance with the actual needs of the school's applied talent training, we have improved the teaching methods. In the teaching process, we not only pay attention to language forms, language rules, language functions, the use of language, and try to create a good environment for students to learn foreign languages. We organically combine literacy and syllabus classes with online self-study courses. In large classes, teachers use multimedia courseware, textbooks, and online teaching materials, etc., is mainly to cultivate students' ability of reading and writing, and to teach cross-cultural background knowledge. The small class teaching is mainly to cultivate students' listening and speaking ability, and answer questions. In addition to providing the necessary learning conditions in the classroom, in the computer room, we have opened an English-language online learning classroom for students. Provide different levels of learning materials and create different learning environments on the e-learning platform. Online content includes: reading and writing courses and continuing learning of listening and speaking; scheduling of learning tasks, including assignment, correction, and feedback communicate and feedback with students in a timely manner, understand and master the learning dynamics, opinions and suggestions of students; upload teaching materials, tutoring materials; film and television appreciation, newspapers and periodicals, cross-cultural communication and other learning content. Students can build their own learning spaces, choose their own learning content, and conduct targeted or selective learning. Teachers in the self-study stage are mainly supervision, management and counseling. In this way, it not only makes up for the lack of classroom hours, but also completes the teaching tasks. We also organize students to participate in the practical use of language such as English contests and speech contests to enrich the learning content. Learn about student learning and feedback in a variety of ways:

(1) Using questionnaires to understand students' thoughts, requirements and suggestions on one-year college English teaching and learning, understanding English and English courses, understanding students' learning goals, motivations, learning methods, learning strategies, difficulties in learning, reference books, and opinions and suggestions for self-directed learning.
(2) The English composition form is used to understand the students' English learning, suggestions and feedback.
(3) Check the student's English study notes every month, and check the student's study in the student's study notes.
(4) Interview students, face-to-face communication, and understand students' opinions and suggestions on teaching.
3.4 Evaluation Method
Formative evaluation has great advantages in English teaching. It not only evaluates students' mastery of English knowledge, but more importantly, evaluates their daily learning process performance, achievements, and reflected emotions, attitudes, and learning strategies. Students' interest and attitude in foreign language learning, their participation in the learning process, and their participation are all important factors in learning a foreign language. These factors cannot be measured quantitatively or reflected in the summative evaluation. Moreover, formative evaluation is an evaluation method that enables students to recognize themselves and achieve self-learning and independent development. It is also an evaluation we have made in order to obtain feedback information, improve teaching, and promote student learning. We use the N+2 assessment mode, 2 of which are class notes (10%) and final exams (40%). N is the content and criteria of formative evaluation according to the requirements of each course, accounting for the 50% total score of students. The content of the formative evaluation of college English, namely N, is an online self-learning record, learning file record, phased test and oral test. In order to strengthen the test of students' learning effects, especially oral practice, we have built an English-speaking interactive campus platform with international leading oral assessment technology, which is used for students' oral test, promotes students' oral training, and improves students' listening.

3.5 Focus on Teachers' Self-improvement and Teaching Reflection
In the reform, teachers are also facing pressures and challenges. In order to solve the new problems under the new model, in the process of teaching practice, we also pay attention to improving the teaching level of teachers to ensure the quality of teaching:
(1) Adhere to the collective lesson preparation system, unify the teaching progress and teaching objectives, and conduct collective discussion on the key points, difficulties and phased tests of the teaching. On this basis, the teachers will form their own individualized teaching plans according to different classes.
(2) Adopting the methods of lectures, supervision and peer-to-peer listening according to the requirements of the school. After the lecture, the site will communicate with the instructor on the spot, and record and score according to the uniform requirements of the school and report to the school quality control office.
(3) Adhere to the open class activities, organize other teachers to observe and learn, discuss and exchange the teaching situation in the teaching and research activities, learn from each other's strengths, make progress together, and improve the quality of teaching.

3.6 Extensively Solicit Opinions and Suggestions from Teachers and Students
In the process of reform, we communicated with teachers and students about teaching and paid close attention to feedback from teaching reform. Teachers generally reflect that the sophomores (non-module classes) classes are very difficult, no matter what kind of teaching methods you use cannot afford students' interest in learning. There are not many students who play mobile phones, chat online, and do other homework. The freshman students are much more motivated to attend classes. We used the same questionnaire to conduct a survey of college English learning, including learning, for the 2017 module students (225 in total, one semester) and 2016 non-module students (197 in total). In response to the question of "how to treat one-year college English teaching in our school", 64% of the students think that “one year is good, and sophomores do not need to learn English”; 48% of students think that “one year is good” Worried about the impact of grades 4 and 6"; 18% of students choose "like a one-year system, but hope that the sophomore will open an elective course in English", after the comments and suggestions, students think that we can open a film and television appreciation class. 65% of students in 2016 believe that “the English learning cycle is long and tired”; 31% of the students think that "it takes two years because they have to take the fourth grade"; 62% of students believe that “the pressure of English learning distracts the energy of learning professional courses”. Through the questionnaire survey, the following conclusions can be drawn: Most students agree with
the "one-year" college English teaching model. It is more concerned and worried about whether they can pass the fourth or sixth grade. For the follow-up courses after the freshman year, students choose interesting tastes.

4. The Effect
The implementation of one-year modular teaching began at the 2016 level. We compared the results of the two grade 4 exams for the 2016 undergraduate module students and the 2016 non-module students (except art). In the December 4th and June 2017 Level 4 exams, 49.2% of the students in the module class achieved 425 points or above, of which 5.2% were students with 500 points or more; among the students in the non-module class 43.8% of the students reached 425 points, and 5.1% of the students with 500 points or more.

In the December 2017 Grade 4 exam, we compared the scores of the Grade 4 exams for the 2017 undergraduate module students with the 2017 non-module students (except for the arts category). Among the students in the module class, 27.9% of the students reached 425 points or above, of which 5.5% were students with 500 points or more; among the non-module students, 25.1% of the students reached 425 points or more, of which 500 points or more. The student has 3.6%. In the National College English Contest organized in April 2018, the enthusiasm of the students in the modular class was much higher than that of the non-module class. There are 188 people in the school. In the top 50, except for 2 from the senior level, they are all 2017 students; 32 students from the module class, among the top 10 students, there are 7 students in the module class. It can be seen from the above data that the one-year study does not affect the students’ grade four grades. The students in the modular class are slightly higher than the students in the non-module class, and the students in the modular class are more motivated than the non-module students. It turns out that taking high-density, high-intensity; relatively concentrated English teaching can make students more exposed to foreign language situations. According to the theory of connectionism, after the density and intensity of learning increase, the connection between the neurons will be strengthened, and the learning effect will be improved. From an emotional point of view, high-density foreign language learning is easy for learners to see their progress and create a sense of accomplishment. This emotional satisfaction can also be learned Active positive role.[9]

5. Conclusion
The modular teaching reform is an important reform content of the national education system reform pilot project “Reforming the application-oriented talent training model of higher education institutions”. “Local, applied, and internationalized” is school's orientation; modular teaching optimizes the curriculum structure system, and realizes the integration of theory and practice. The modular system consisting of a variety of modules makes the teaching arrangement more flexible, and it can also simplify the identification of achievements with foreign universities, and facilitate transfer or study abroad. As a basic module, College English uses “one-year” teaching to free up more time for follow-up courses. After one year, students have time to participate in English elective courses offered by each department according to specific conditions and requirements, without the need for the basic stage. Four-semester College English is bound, so they have been in a state of excitement and challenge, using valuable time and energy to learn what they need, and greatly improve learning efficiency.[3] The one-year three-dimensional college English teaching has been implemented for two years, and the effect has already begun to appear. We will further improve the formative evaluation criteria for college English courses, improve the environment and hardware facilities of the network independent learning classroom, and increase the self-learning monitoring of college students to ensure the self-learning effect of students. Strengthen teacher training, improve the level of teaching and research of teachers, promote scientific research through teaching, and promote teaching through scientific research; strengthen the language practice of students in the second classroom through various channels, such as English speaking and Competitions, English drama performances, etc., to improve students' enthusiasm and confidence in English learning; to hold lectures, such as literature
appreciation, film appreciation, etc., to let students feel the beauty of Western language, so that students are influenced by Western culture, and improve students' perception of English language. And the ability to appreciate, thus achieving the purpose of acquiring the language.

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