Research on English Listening and Speaking Teaching Model Based on Computer New Media Technology

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Abstract. With the development of English education, listening and speaking teaching mode has become an important way of teaching. In the new era, the use of listening and speaking model in college English classes and effective college English teaching will greatly help the teaching effect of college English. At the same time, the computer internet technology has been developing rapidly in recent years, and the college English listening and speaking teaching mode should emphasize student-centered and teacher-led, and cultivate students' intercultural communication ability, reading ability and writing ability.

Keywords: Internet Technology, English Teaching, Teaching Mode

1. Introduction

The Internet teaching mode is the main research Internet education regular pattern in the new period, for the college English classroom teaching provides an effective method to reform, and for the construction of college English listening and speaking teaching mode provides macro theory support. From the perspective of pedagogy, the classroom is a micro ecosystem composed of ecological factors such as teachers, students, and teaching environment, where energy, material and information are exchanged and transmitted among ecological factors and ecological groups[1].

2. Theoretical definition of College English Listening and speaking

As a subject with strong practical life, college English needs to enhance students' practical application ability of knowledge, and the process of Learning English should be a process in which students actively construct knowledge[2]. To understand the listening and speaking theory of college English, we need to start with the subject knowledge of English teachers (PCK/Ta PCK). PCK is the unique teaching experience of English teachers, the special integration of teachers’ unique subject content and pedagogy, and the specific form of teachers' understanding of their own specialty:
As shown in Figure 1, the leading role in the system cannot be replaced by other teaching factors. Only by correctly grasping the leading role of teachers and timely changing roles can teachers play the most effective role in the best teaching position. The classroom environment is an abiotic factor in the teaching system and a prerequisite for the smooth development of classroom teaching activities, including teaching methods, teaching resources and information technology. In order to ensure the stable balance of the whole teaching system and enhance the effectiveness of classroom teaching, each teaching factor in college English classroom micro-teaching system should play its own role and function in the most suitable teaching position[3].

3. Construction of college English Listening and Speaking Teaching Mode

3.1. Build an English teaching environment suitable for students
Language is the carrier of culture. Mastering a language requires a deep understanding of its cultural phenomena. Therefore, it is very necessary to use multimedia information technology to help students adapt to and develop the knowledge of British and American culture. Specific teaching activities in class, the teacher can choose a five minutes with the text topic film editing video to let the students watch, watch the process is the process of students to adapt to the foreign culture, to let the students repeat the story in your own words after the play, in this paper, the understanding of the plot or ask students to role play back video plot to cultivate and develop their cross-cultural awareness. Teachers can also guide students to make full use of network resources, collect and download some British and American original audio and video materials on related topics, and improve students' intercultural communication ability and comprehensive language application ability in the adaptation and development of these teaching processes through watching and sharing, role playing and group activities[4].

3.2. Good interaction with students in teaching
First of all, the teacher will show the slides that are close to the theme of the text to the students through the multimedia courseware, and annotate them with the necessary words and idioms. In this teaching process, teachers can organize typical classroom teaching strategies such as brainstorming, role playing, game activities and opinion exchange. Secondly, the content of the text should be explained in detail. In addition to the words, text structure and key and difficult points in the text, the teaching courseware should also timely and effectively supplement the new knowledge in line with the
needs of The Times, so as to enhance the students' initiative and interest in English learning. In this part, teachers can adopt such teaching strategies as cluck-based dialogue, question and answer, problem solving and so on. At the same time, mobile, wireless and perceptual technologies can be used to help students learn in the real world, as shown in Figure 2 below:

![Diagram of Ubiquitous Learning, Mobile Learning, Context-Aware U-Leaning](image)

**Figure 2.** The teaching of Internet new media is diversified

Teachers can through group cooperation competition, debate competitions, task-based teaching such as teaching classroom teaching competition strategy, introducing competition mechanism flexible class teaching students there are both cooperation and competition among state conforms to the education of strengths, to get ideas, the students in the cooperative competition purposefully learning from each other, to deepen the understanding of the text content and obtain individual benign and sustainable development.

4. **Principles to be followed in Using the Internet for English course teaching**

4.1. **Principle of feasibility**
When teachers use the Internet as a medium for teaching, operability is the first consideration[5]. Whether the Internet can be used for teaching is determined by various factors, such as whether the teaching equipment is perfect or not, whether students have computers, etc., and the constraints of people, property and other aspects should be fully considered.

4.2. **Principle of Interestingness**
Traditional classroom teaching focuses on the teaching of teachers, and students' dominant position cannot be reflected. The whole classroom is boring and boring. The use of the Internet to carry out teaching will greatly enhance the interest of teaching. The teaching under the Internet environment is to integrate pictures, sounds, words and other elements into the classroom, to present the teaching content to the students with both emotion and eloquence, which greatly enhances the interest of teaching.

4.3. **Guiding principle**
When teachers use the Internet to assist teaching, they must effectively control the virtual information
on the Internet[6]. The virtual nature of the network determines its uncontrollability. In the process of teaching, English teachers must keep a good grasp of the students' ideological dynamics and should not deviate from the original teaching objectives in order to highlight their own guiding role.

4.4. Principle of subsidiarity
The purpose of using the Internet for English teaching is to give full play to the auxiliary function of the Internet and make it serve the traditional English teaching. The auxiliary effect of the Internet on teaching is mainly reflected in two aspects -- teaching means and teaching content. First of all, the use of multimedia teaching means greatly improves the efficiency of teaching; Secondly, the sharing of online teaching resources greatly enriches the teaching content. English teachers should make full use of the auxiliary function of the Internet to serve their own teaching process.

In the context of the Internet, English course teaching should satisfy students' practical experience learning, improve their ability to solve problems and enhance their initiative to participate in practice. It is necessary to increase the proportion of practical courses, such as field visits, simulated communities, and simulated enterprises, so that students can change from mere bystanders to parties concerned, learn to use the theoretical knowledge learned to guide practice, improve their ability to solve problems independently, and master the ability to settle down.

5. Conclusion
To sum up, students generally hold a positive attitude towards college English listening and speaking teaching mode. The implementation and application of this mode in classroom teaching can effectively improve students' grasp of English knowledge and comprehensive language application ability. College English listening and speaking teaching mode emphasizes student-centeredness and teacher-ledness. It makes full use of the computer network information technology, exerts all teaching functions in a proper place, plays an active role, builds a harmonious co-existence of classroom micro teaching system, cultivates students' cross-cultural communication ability, reading ability and writing ability, and improves the effectiveness of English teaching.

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