Application and Realization of “Internet Plus” in College English Listening Teaching

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Abstract
Since the 1980s, autonomous learning has become a hot topic in foreign language teaching. Many researchers at home and abroad have explored a series of autonomous learning theories from different perspectives and explored how to cultivate the learner autonomy in learning from the practical aspects. With the rapid development of computer technology and the advent of the “Internet plus” era, computer multimedia technology has been applied to college English teaching to help English teaching toward personalized learning, learning without time and place limitation learning and active learning. The network environment provides an ideal environment for the effective development of autonomous learning. Based on the current situation of listening teaching and the use of learning strategies, this study introduces learning strategy training into English listening teaching and conducts research on various listening strategies. In this paper, through a survey of college English college students' English listening comprehension, this paper analyzes the application of listening strategies and their effects in order to find out the existing problems of English autonomous listening learning under the network environment. And by studying the application of listening strategies under the condition of self-regulated learning, this paper puts forward an effective teaching strategy of listening learning under the condition of “Internet plus” under the network autonomous learning environment.

Key words: Internet plus; English listening; teaching; learning strategies

1. Introduction

The "College English Curriculum Requirements" promulgated by the Higher Education Department of the Ministry of Education clearly points out that in view of the rapid growth of the number of college students in colleges and universities and the relatively limited available educational resources, it should make full use of the opportunities brought by the development of multimedia and network technologies and adopt new teaching modes in order to improve the original single teacher instruction-based classroom teaching model. For listening teaching, all schools should design multimedia listening and speaking teaching mode based on stand-alone or local area network and campus network which suits our school according to their own conditions and students' situations. Conditional schools can also carry out listening and teaching and training directly on the Internet. The new model should allow students to choose the materials that suit their needs whenever and wherever possible. And it should be able to complete the training of listening and speaking which could not be completed in the traditional classroom, to keep records, understand and test the students learning and teachers' teaching and counseling, which can urge students to study actively, improve students' English listening and speaking ability and other practical ability fast. Based on this, this paper studies and investigates the listening learning strategies in the new situation of "Internet plus”.

2. Related research on "Internet plus"

2.1. Technical characteristics of "Internet plus"

At home, the idea of "Internet plus” can be traced back to November, 2012, when Yuyang spoke at the 5th mobile Internet expo. In his speech, Yu proposed the essence of mobile Internet. It is inseparable from the "Internet plus”. In the future, "Internet plus” should be a chemical formula produced by the products and services in our industry and combined with the multi-screen and cross-platform user scenarios we have seen.

"Internet plus” is the new form and new form of Internet development under the innovation 2.0, which is the evolution of the Internet form promoted by the knowledge social innovation 2.0, which represents a new economic form. It refers to the combination of Internet and traditional industries relying on Internet information technology. This can give full play to the factors and optimize the production and update the business system, reconstruct business model, so as to complete the economic transformation and upgrade, promote innovation and productivity, thus forming realization tool taking Internet as infrastructure, realizing new form of economic development.

2.2. Research on English Listening Teaching
In 2004, the Higher Education Department of the Ministry of Education promulgated the "College English curriculum requirements" pilot, marking the beginning of a new round of College English teaching reform. Later the Higher Education Department revised the syllabus and formed a new version of "College English curriculum requirements". The syllabus further defines that the goal of College English teaching is to train students' Comprehensive English competence, especially listening and speaking ability so that they can communicate effectively in English in the future study, work and social interaction, at the same time to enhance their autonomous learning ability, improve the comprehensive cultural quality, in order to adapt to the needs of social development and international exchanges in China. It is required that colleges and universities should adopt English teaching mode based on computer and classroom so as to improve the single teaching mode dominated by teachers. The new teaching model should be supported by modern information technology, especially network technology, so that English teaching and learning can not be limited by time and place to a certain extent, and develop in the direction of personalized and autonomous learning.

In the era of "Internet plus", which is marked by digital audio and multimedia network, the development of computer-assisted language learning provides a wide range of prospects for the reform of listening teaching. Network multimedia set of text, sound, pictures, animation, and other functions in one, it can well simulate the creation of language learning environment, to make up for the lack of relatively poor real language learning environment in China. Because of its exchange environment of multi-person online at different places at the same time or different places at different time, it could make multi-level three-dimensional collaborative learning possible. Listening learning can achieve personalized, autonomous learning in the network environment. In theory, this method not only saves class hours, but also enables learners to construct meaning at their starting points. According to statistics from the College English Teaching Steering Committee, there is a relatively low number of teachers and students taught in college English classes in our country. The data ratio also reflects the practical problems of traditional listening classroom teaching. In a relatively poor real language environment, one-way language exchange based on classroom broadcasts and teachers' explanations can not provide sufficient contexts for learning activities such as situations, collaborations and conversations. Therefore, it is of great practical significance to implement autonomous listening in the network environment.

3. Environment analysis of "Internet plus" English listening

With the rapid development of "Internet plus", the success of college English teaching software has provided an opportunity for the reform of college English teaching and the improvement of teaching methods. Computer multimedia technology has been applied to college English teaching to help English teaching toward personalized learning, learning without time and place limitation learning and active learning. The network multimedia environment provides an ideal learning environment for cultivating students' autonomous learning ability.

3.1. Network autonomous learning environment of "Internet plus"

The teaching under the network autonomous environment refers to the use of network technology in teaching activities. Learners use Internet technology and online learning resources for autonomous learning. By creating a learning situation and constructing a network platform, the teacher completes the corresponding teaching task. The learning process of network autonomous environment, learners use the terminal computer through the network platform to access local and worldwide and campus network aided system of computer resources, through the website or specific link access to information resources, so as to complete the learning process. Its main feature is that the traditional teacher-centered teaching method is transformed into a student-centered teaching process, so that the teaching process can be truly transformed into a teacher-led and student-centered teaching process, so that students can be converted from passive recipients of knowledge to Active knowledge acquirer. English learning not only enables learners to acquire corresponding knowledge of English, but also improves students' creative ability and cognitive ability in autonomous learning. The study of network autonomous learning environment will be network technology and modern communication facilities consisting of all-round, multi-channel, interactive teaching information processing and communication system used in education field network technology. Compared with the traditional distance education and classroom teaching technology, it has obvious advantages and is especially suitable for personalized learning. The characteristics shown in Figure 1.
3.2. Advantages of Web-based Autonomous environment learning

The traditional English teaching emphasizes the leading role of the teacher excessively. There are few opportunities for students to practice language. Moreover, what students learn is divorced from the reality of life. Under the traditional teaching methods, it is difficult for students to effectively participate in classroom teaching. This seriously hinders the development of students' creative thinking and limits teachers' knowledge space. As a new mode of English learning, web-based autonomous learning has opened up the students' learning vision and changed the original learning mode. Its advantages are embodied in four "benefits".

1. It is beneficial to the diversification of teaching resources
2. It is beneficial to the diversification of teaching mode
3. It is beneficial for learners to be independent
4. It is beneficial to the individualization of teaching environment

4. Application and implementation of "Internet plus" in College English listening.

In the network autonomous learning environment, teachers play a role of tutoring and supervision in the whole teaching activities. The use of various strategies is much more important than in the traditional listening course activities. Therefore, the use and study of listening learning strategies have important practical significance.

4.1. Application of listening strategies guided by metacognitive strategies

Rubin and Thompson conducted a two-year hearing strategy fusion teaching experiment. The test results show that learners who have been trained in strategies have significantly improved their hearing levels. This further demonstrates the effectiveness and feasibility of metacognitive strategy training. The application of metacognitive strategies in listening comprehension is three stages: listening to the previous stage, listening stage and listening stage. The strategies of these three stages can obtain the necessary information of correct listening comprehension through psychological activities, and promote the acquisition of metacognitive strategies in planning, monitoring and evaluation. The flow diagram is shown in figure 2.
As can be seen from Figure 1, there are three stages in total. The pre-listening monitoring strategy is designed for the listening time, and the learning strategy used by the learners before the listening activity begins. Listening time monitoring cognitive strategy refers to the strategies adopted during the listening process to monitor the listening process. In the whole process of cognitive activities, the cognitive activities will be as the object of consciousness, and constantly actively consciously monitor. One of the cores of meta-cognitive strategy is that learners reflect and evaluate their cognitive activities. Only by successfully managing the whole process of language learning, reflecting on the progress of learning and the effectiveness of strategies timely, and finding the problems and adjusting in time, it could be a successful learner, and it could be possible to master the initiative of learning.

4.2. Network listening test under "Internet plus"

The experiment selects some freshmen in one college. Through studying hearing test, 153 students with non-English majors in 4 classes with similar listening comprehension and approximate majors are selected as research subjects. Two of them are pilot classes for English teaching reform, and two are non-pilot classes, that is, control classes. The pilot class issues 69 questionnaires and 69 valid questionnaires are returned. In the control class, 84 questionnaires are sent out and valid questionnaires 84 are returned. The specific results are shown in Table 1:

<table>
<thead>
<tr>
<th>Matter</th>
<th>Learning scene</th>
<th>Hearing impairment</th>
<th>Affective factors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot class</td>
<td>Mean</td>
<td>4.12</td>
<td>3.77</td>
</tr>
<tr>
<td></td>
<td>Standard deviation</td>
<td>0.311</td>
<td>0.755</td>
</tr>
<tr>
<td>Non-pilot classes</td>
<td>Mean</td>
<td>2.56</td>
<td>2.86</td>
</tr>
<tr>
<td></td>
<td>Standard deviation</td>
<td>0.372</td>
<td>0.554</td>
</tr>
<tr>
<td></td>
<td>P value</td>
<td>0.012</td>
<td>0.025</td>
</tr>
</tbody>
</table>

As can be seen from Table 1, in the design of specific teaching content, constructivism believes that to create a real, effective and rich teaching scenarios, can help students construct the meaning of the situation. Pilot classes of self-learning network platform uploads daily English language application of the language of audio-visual materials, including basic knowledge of phonetic transcription, phonetic transcription with reading test, recording control system, real scenario simulation session, Zhejiang University English Listening Materials, the National Vocational College English proficiency test listening materials, movie clips, listening comprehension questions and so on. Non-pilot classes include traditional textbooks, including conversations, short sentences and essays. It can be seen through experiments that in the evaluation of learning scenarios, there are significant differences between experimental and control students. The average value of the experimental
class is 4.12, the average of the non-experimental class is 2.56, and the significant P value is 0.012. The comparison of data shows that the test class is more accepting and recognizing the learning situation provided by the listening teaching network platform.

Table 2 shows the usage of autonomous learning strategies. It can be seen that in the pilot classes, the remedy tactics for seeking help from teachers or learning partners and independently accessing information to solve difficult problems are slightly lower than the non-pilot classes, with no obvious difference. There is a significant difference between learners' cognition strategies of enhancing listening input and output through cognitive strategies such as prediction, summarization, associative play, inference and social strategies of self-learners through interpersonal collaboration. P values reach 0.045 and 0.008.

<table>
<thead>
<tr>
<th>Matter</th>
<th>Compensation strategy</th>
<th>Cognitive strategy</th>
<th>Social strategy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot class</td>
<td>Mean</td>
<td>2.98</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>Standard deviation</td>
<td>1.081</td>
<td>0.701</td>
</tr>
<tr>
<td>Non-pilot classes</td>
<td>Mean</td>
<td>3.01</td>
<td>3.55</td>
</tr>
<tr>
<td></td>
<td>Standard deviation</td>
<td>1.367</td>
<td>1.253</td>
</tr>
<tr>
<td></td>
<td>P value</td>
<td>0.293</td>
<td>0.045</td>
</tr>
</tbody>
</table>

4.3. Analysis of results

After one year of independent study of listening, the improvement of listening comprehension in experimental class is higher than that of non-experimental class. This shows that the use of self-learning network model for college English listening learning is feasible. The pilot class listening class could achieve self-learning without class time under the network environment. Students can play their own initiative, enthusiasm to explore, acquire knowledge, and achieved good results. All this shows that the autonomous learning of listening under the network environment can completely reach and surpass the effect of the traditional classroom listening teaching. Students in experimental class have higher interest in English learning than those in non-experimental class, and learning effect is also higher than those in non-experimental class.

5. Conclusion

In English learning, listening practice is important to develop the ability of language and use English fluently to communicate with native speakers of English. The purpose of foreign language teaching is to cultivate learners into communicative language users. Listening is not only a language skill, but also a recognition of non-verbal judgments and a social skill. Therefore, listening comprehension cannot be changed at the beginning of foreign language teaching and learning. This paper puts forward the mode of English listening teaching under the "Internet plus" era. It not only alleviates the burden of teachers, but also improves the students' English listening ability. In this paper, the feasibility of online English listening teaching in Internet plus is verified through experiment. Therefore, the study of this paper not only promotes the development of "Internet plus", but also promotes the development of English teaching.

References

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