

Multi-level Construction Mode of U-College English Interactive Learning

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Abstract

U-College English Learning has marked a new turn of English learning at the post-age of English teaching and learning at universities. This article aims to explore the mode of U-College English Learning, and multi-level construction mode of U-College English Interactive Learning (UCEIL). Construction of multi-level mode of U-College English Interactive Learning includes analyzing the microteaching in classroom, turning the empirical and qualitative study of college English learning mode into quantitative experimental methods, then verifying the validity of the mode, and discussing the multi-level construction mode of U-College English Interactive Learning by analyzing the mode authentication and mode essentials.

Keywords

U-College English Learning; Multi-level interaction; Micro-context; Construction of multi-modal approach

1. Introduction

U-College English Learning refers to a learning concept that students in college can study English anywhere and at any time via network interaction in which English is studied or learnt with a specific learning goal^[1]. The learning concept is to see information technology as useful assisted means to provide students in college with a 4A (Anyone, Anytime, Anywhere, Any device) learning experience, that is, college English learning activities can be carried out by any student in anywhere and in anytime^[2]. More

importantly, U-College English learning is to create a constructive learning environment in which students are allowed to proceed their English learning and reach their learning goal. In order to achieve a more effective multi-level interactive mode of college English education, U-College English learning environment provides students opportunities to learn in various spaces and in various ways, to meet their needs in a multi-level interactive mode, and to make all practical spaces a learning space, which is

reflected in the connotation of the most optimized intelligent environment English knowledge acquisition, English knowledge storage, English knowledge editing, English knowledge performance, English knowledge transfer and English knowledge creation, this embodiment will also improve the creativity and problem-solving ability of college students in the application of English language. We explore the construction of ubiquitous college English multi-level interactive learning model based on ubiquitous college English learning, multi-level interaction, micro-context, and multi-modal construction methods.

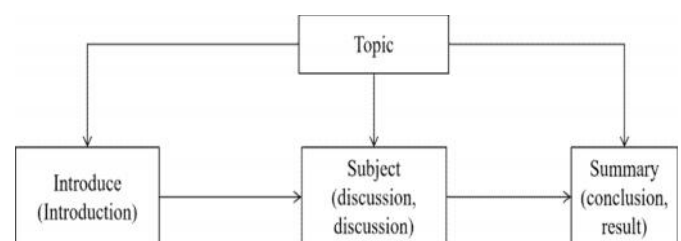
2. Construction of a multi-level interactive learning model for ubiquitous college English

The use of learning beliefs and learning strategies of college English learners is not a one-way isolated, but a cyclical process of improvement when College English learners develop a sense of self-efficacy, their sense of value in spoken English, and their motivation in learning English. College students' beliefs determine the multi-modal characteristics of the ubiquitous multi-level interactive learning of college English. In other words, the appropriate and effective use of learning strategies by college English learners will not only help their self-monitoring in their studies, but also help them to become true autonomous learners. In recent development, the entire ubiquitous college English learning process has viewed as a virtuous circle.

(1) Analyze the context of microteaching

The concept of 'microteaching' was proposed in 1963 by Allen Edward, which is a systematic method to train teachers' teaching skills by using modern teaching techniques^[3]. In recent years, microteaching classroom context teaching has been transformed into a multimedia microteaching ~~room~~ based on the browsing, uploading and downloading functions of network resource information as hardware implementation. On this platform, interpersonal interaction can be carried out more conveniently. Moreover,

the system is convenient to upgrade, maintain, and manage, easy to use, and more user-friendly. The entire platform can also use modern media to train speaking, writing and other language skills, and employ electronic blackboard, multimedia teaching skills, network resource utilization skills, information technology, and multimedia combined teaching skills^[3]. Various media demonstration and operation functions are integrated to the system, which is realized through the integration of various software and hardware. In microteaching teaching environment, learners have clear learning goals, prominent focus, and intuitive, vivid, and timely information feedback. Moreover, the micro-teaching environment is conducive to the needs and learning goals of students. Microteaching adheres to the principle of taking students as the main body, instructors as the leading, and training as the main line, which is conducive to the cultivation of students' creative thinking. Then, based on the specific college English as the object and the communication purpose, the college English language environment that prompts students by selecting and processing the language events or language information contained in college English, and restructuring it. Due to this kind of processing choice and structured college English language activities are strong in purpose and limited to a certain range of language, so they have the characteristics of 'microteaching' and 'mimicry', and this kind of characteristics of 'microteaching' and 'mimicry' is exactly in line with human cognitive psychology. In the context of micro-mimicry college English, the general pattern relationship of college English spoken topics is shown as in the figure below:



The topic is always closely connected with the topic, whether it is the introduction of the oral topic, the main statement or the final summary, it is inseparable from the tight connection to the topic.

(2) Conversion of research methods and focus

The research method and focus of the multi-level interactive learning model of ubiquitous college English has been transformed, which is mainly reflected in the transfer of empirical and qualitative research to quantitative experiment methods to verify the scientificity and effectiveness of the construction model. The transformation of ubiquitous college English multi-level interactive learning mode is mainly manifested in the first place by the closeness of college English learning has resisted changes to openness. The characteristic of openness is one of the structural elements of the multi-level interactive learning model of ubiquitous college English. An open multi-level interactive learning for college students can promote information exchange and interaction in the ecological environment of the external media on the one hand. The multi-level nature of information exchange interaction, on the other hand, can track procedural learning information and language information and update related language resources and learning activities in a timely manner. Secondly, the unity of college English learning has turned into connectivity. Learning is a process of connecting knowledge points, and college English learning is no exception. English language expressions are the elements of the restructuring and establishment of various language relationships and language nodes in the network structure of college English learning knowledge^[4]. In addition to being an independent and complete study subject, college English learning also has connectivity. It can be used as a tool to become a node for various professional knowledge, and can establish connections with each other in accordance with the rules of the semantic network. The establishment of such semantic network rules depends on different language features. At the same time, learners who study the same or similar college English topics

can also participate in an interpersonal English language network and social cognitive network through a multi-level interactive learning model. It also reflects the value orientation of English semantic connection and semantic reconstruction. Thirdly, college English learning has the basic nature of general language learning, so it has the cohesion of subject knowledge. The multi-level interactive learning mode of ubiquitous college English reflects the variability of foreign acquisition of language knowledge and language communication, but college English has its essential attributes as a language subject, and its learning content is based on the stage of learning and the ontological structure of the professional field. It can be said that it is the period and stage of learning, and the ontology including professional domain knowledge controls the direction and content of college English learning. Fourthly, college English learning has changed from the learning of pure language knowledge points to the contextuality of the college English learning process. The language knowledge points in college English learning need to organize the language learning content with the problem situation as the core, and college English learning can be integrated into the learners' daily life topics. The problems encountered by college English learners or the knowledge they need can be effectively dealt with in a natural way and learners have supports by the integration of the college English learning process into the environment. The process of language learning is natural. In so doing, college English learners can perceive the changes in the language environment. College English learners realize that the existence of the language environment will promote the efficiency of language learning, leading to improvements. Fifthly, the acquisition of college English knowledge has the characteristics of just-in-time learning, so it interacts with the learning situation through natural behaviors such as expressions and actions, especially through the natural way of interacting with social groups to construct language learning. At the same time, the construction of a sharing mechanism for language learning will promote the dynamic formation of individual language cognitive networks and social cognitive networks.

Individual learners have provided with opportunities to acquire a certain amount of English knowledge through college English studies and then to form an internal language cognitive network. This language cognitive network based on the English language will form a new interaction with other subject knowledge in the learning of the learner's cognitive space, therefore adapting and improving their own personal language cognitive network, and eventually developing, sharing and building a semantic cognitive network.

Currently, college English teaching reform has been carried out to the in-depth stage. The research on such a teaching mode has also entered a new stage. The research method and focus of the multi-level interactive learning model of ubiquitous college English reflects the new trend of the overall college English teaching in the new stage. Based on educational teaching theory, the corresponding teaching mode must be adjusted according to the teaching rules and the focus of each education stage. The purpose of constructing a ubiquitous multi-level interactive learning model of college English is to make full use of various extracurricular elements related to college English instruction, explore the relationship between them and their internal interactions, and make each element of instruction become an organic whole. In order to promote the harmonious coexistence and development of various resources and factors in the college English guidance system, and to maximize the value of the ubiquitous multi-level interactive learning mode of college English, the ultimate goal is to comprehensively improve the quality and effectiveness of the ubiquitous multi-level interactive learning model of college English. The construction of the ubiquitous multi-level interactive learning model of college English is based on the effectiveness of the stratification of extracurricular tutoring. The implementation of extracurricular multi-level interactive learning is conducive to hierarchical induction, that is, it is advisable to create low-level, high-density English language life situations for students, and gradually improve their English language ability.

For students with intermediate language proficiency, high-level, jump-type induction should be adopted. For students with good command of language proficiency, they should pay more attention to the key points. Although it is extracurricular learning, clear goals are the prerequisite for the construction of a ubiquitous multi-level interactive learning model of college English. A basis for learning and a goal for learning are the basic characteristics of the ubiquitous multi-level interactive learning model of college English. In the ubiquitous multi-level interactive learning mode of college English, 'interaction' is the key. In view of the limitations of students' self-learning ability, if students want to carry out effective learning, teacher's 'guidance' is also a key to 'interactive learning'^[5]. The ubiquitous multi-level interactive learning mode of college English, with autonomous learning as the starting point. Teachers create situations and students learn by themselves according to the guidelines. They are the starting point for the interaction of guidance and the basis of mutual assistance and communication. Therefore, English teachers should give students sufficient time for independent learning after class, allowing students to fully study texts outside of class and practice English language communication. The efficiency of autonomous learning of English is ensured after class by college students.

(3) The multi-dimensionality and verification of ubiquitous college English learning model

There are many studies in the same kind of research at home and abroad that combine certain aspects of college English teaching listening, speaking, reading, and writing, and the combined teaching model construction research is mostly empirical and qualitative college English learning model research. There is a lack of practical quantitative experimental methods to verify the effectiveness of the construction model. In particular, research on multi-modal models that combine extracurricular interpersonal interactions is even scarce. The study of college English

interactive teaching mode should not only be at the discussion of the interactive relationship between the teaching elements in the classroom, but also involve the research perspective of the interaction inside and outside the classroom and the interaction outside the classroom. At the same time, the interactive research between teaching policy and teaching process and teaching effect is included. In fact, multi-level interactive teaching is to enable multiple factors in the education system to interact. Generally speaking, in multi-level interactive teaching, each section is relatively independent and interrelated in the teaching system, playing their respective functions, and constituting the basic elements of the multi-dimensional interactive teaching model^[5]. At present, the definition of the essential attributes of the teaching mode is not uniform enough, especially the different modes embodied at various levels are mixed together, and it seems that it is impossible to trace a universal and universal mode. Therefore, the multi-dimensionality of the verification of ubiquitous college English learning model and the complexity of the model's nature have become prominent problems.

The breakthrough to solve the multidimensionality of the verification of ubiquitous college English learning model and the complexity of the nature of the model is two changes: one is the shift from qualitative analysis or hypothesis stage to empirical quantitative analysis method, and the other is from the single pursuit of the model to the multiplicity. The turn of modal exploration. The quantitative analysis method is a scientific experimental research method. Therefore, the experimental design in teaching research must follow strict procedures, and strive to avoid interference factors or limit the interference factors within a certain threshold range. For example, to test the main variables in a certain test target, we should pay attention to the randomness of sample selection. In the language experiment design with sample selection, the first condition is the randomness of sample selection.

In this type of experiment, the quality characteristics of the control group and the experimental group must be consistent, which is reflected in the language level that is equivalent to the initial level of English. Due to the differences, it is unlikely to be 100% consistent, but data stripping can be used to narrow the threshold range to make them similar. Certainly, we must also pay attention to the influence of controlled sample selection on the randomness of the experiment, and to avoid its influence on reliability. In a word, the real experimental selection is the selection with no substantial difference in the initial level. The ubiquitous college English learning model has levels. Wang Cairen^[6] summarized three different levels of modern English teaching mode. One is the macro mode, which is the English teaching process mode, the second is the meso mode, which is the level of outline design, and the third is the micro mode, which is the classroom teaching mode. The diversity of teaching models also determines the diversity and variability of methods. This is mainly reflected in the change of stage, the change of cognition, the change of subjectivity, and the change of emergency. The variability of stages means that the teaching requirements of each level are different, and the teaching design must be focused. Reflected in the specific design of the classroom model, as the level of students improves, we should strive to reflect changes in methods and forms. Cognitive change means that the teaching design of a unit is not static. With the improvement of teachers' theoretical level and the accumulation of teaching experience, they will gradually realize the shortcomings of the original design and redesign the teaching plan, and the quality of classroom teaching will be further improved. Subjectivity change means that once the student as the main body of teaching changes, the classroom teaching model must also change accordingly. Contingency is to practice in the classroom

In the process, some unexpected situations often occur, and it is impossible for classroom design to pre-consider this. This requires teachers to exert their adaptability and make temporary adjustments to the classroom plan. On-the-spot performance is even more common in the classroom. The place where the model is solidified is also the place where the thinking becomes rigid and mature.

3. Conclusion

The continuous development of cloud computing technology provides a support platform for ubiquitous college English learning^[2]. The permanence of the application, the convenience of access, the immediacy of use, the strong interaction, the authenticity of teaching activities, the universal adaptability of the scope and the collaboration of learners are the basic characteristics of ubiquitous university English learning. U-College English Learning is a key to college English learning in the ubiquitous computing environment. To strengthen the reform and innovation of college English teaching mode, methods must be used as the guide and focus on the cultivation of language skills. Maximizing the promotion of teacher-student interaction, student-student interaction, and human-computer interaction is also the purpose of realizing the collaboration, conversation, and semantic construction of the ubiquitous multi-level interactive learning model of college English.

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