

Research on the Practice and Exploration of “Guidance Control-Interaction” University English Teaching Based on Big Data

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Abstract: The iterative progress and maturity of computer technology have enhanced the interactivity and teaching effect of University English. Through technology, personalized analyses of students’ learning characteristics can be effectively carried out, and teaching can be conducted according to students’ personalized learning characteristics. In this paper, the “guidance control-interaction” University English teaching mode is first analyzed, followed by an exploration of the practice of this teaching mode based on big data. Lastly, teaching practice strategies in relation to this teaching mode are proposed.

Keywords: Practice and exploration; Guidance control-interaction; University English; Teaching mode

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1. Introduction

The iterative progress and maturity of computer technology have led to the extensive use and popularization of the former in many fields, especially in the domain of education, represented by University English. It enhances the interactivity and teaching effect of University English [1]. At present, the teaching of University English is in a critical period of reform and practice, and the use of big data enables personalized analyses of students’ learning characteristics. This allows for individualized teaching according to students’ personalized learning characteristics. The main goal and contents of the teaching reform are shown in **Table 1**. Based on these aspects, computer technology may be helpful in building a diversified and three-dimensional teaching system in order to fulfill modern demands, students’ practical needs in English, and the realization and play of personalized ability.

Table 1. Goal and contents of University English teaching reform

Aspects	Before reform	Reform goal and contents
Teaching program	Grammar and reading comprehension	Communication skills
Teaching mode	Passive	Active
Evaluation method	CET-6/CET-4	Learning in order to practice

Abbreviation: CET, College English Test.

The interactive teaching mode can effectively change the role of teachers from leaders to instructors, centering students in the process of learning. In this context, the key to improving the interactivity of

English teaching is to advance the communicative competence and pragmatic competence in English teaching [2]. The former is mainly used to enhance students' language ability, which is more suitable for beginners, while the latter is more suitable for more advanced English learning in tertiary education. The "guidance control-interaction" University English teaching, as a teaching mode that is in line with the spirit of English reform, adds to the experience of teachers in English teaching. This teaching mode has several elements and principles, as shown in **Figure 1**.

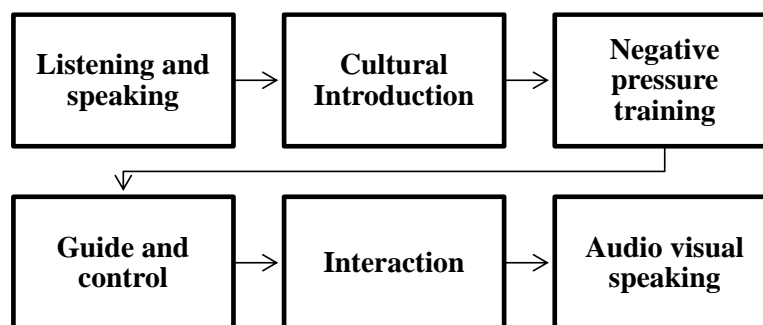


Figure 1. Elements and principles of "guidance control-interaction" teaching

In a word, the iterative progress of big data has laid a premise for the practice and reform of "guidance control-interaction" University English. This teaching mode can effectively enhance the teaching effect of University English [3]. In view of the obsolete and rigid teaching mode as well as other practical difficulties, big data should be applied to carry out "guidance control-interaction" English teaching, so as to enhance the dynamicity and interactivity of the teaching process as well as interdisciplinary integration. In this context, it is of great practical value to examine the "guidance control-interaction" University English teaching mode in relevant universities to advance the reform and improve the teaching practice of University English.

2. "Guidance control-interaction" University English teaching

2.1. Concept

In traditional University English classroom teaching, teachers tend to lead, while students passively learn. This phenomenon suppresses students' learning enthusiasm and initiative [4]. The "guidance control-interaction" teaching mode is mainly based on the combination of big data, related audio-visual media, computer-assisted instruction (CAI), network courses, and other modern technologies with the traditional classroom teaching mode to bring about an efficient integration of autonomous learning and cooperative interactive learning among students and to enhance interactivity in the learning process. In addition, teachers primarily play the role of a mentor in this teaching mode, assisting and guiding students in an interactive manner.

2.2. Characteristics

The "guidance control-interaction" University English teaching emphasizes on using digital courses to enhance the interest and interaction in the teaching process and to meet students' personalized learning needs, so as to bring about knowledge construction in groups and healthy emotional interaction between students and teachers as well as among students themselves [5]. The specific characteristics of the "guidance control-interaction" teaching mode are shown in **Figure 2**. This teaching mode promotes the dissemination of English teaching objectives, design, and ideas at the level of inheritance and encourages teaching interaction among individuals and the development of research-based learning activities at the level of operability. In addition, it advances the teaching concepts and techniques at the level of progressiveness.

Last but not least, at the level of integration, the combination of online and offline teaching activities facilitates the organic integration of online and traditional offline teaching modes, which results in the construction of a multidimensional evaluation system.

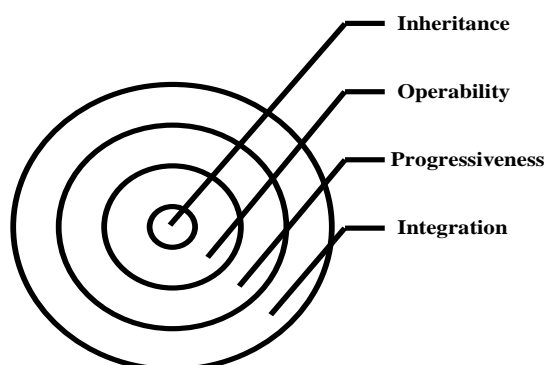


Figure 2. Characteristics of “guidance control-interaction” University English teaching

2.3. Function

First, the “guidance control-interaction” University English teaching mode functions to promote the display and exchange of students’ English learning achievements as well as to help teachers gauge and monitor students’ learning process with the use of big data platforms ^[6]. Second, this teaching mode allows teachers to make formative and summative learning evaluations of their students, which would be accessible to them, along with various English teaching videos available on the online platforms. This would promote autonomous learning and interactive communication among students. Third, this teaching mode functions to provide teachers the opportunity for online guidance and background monitoring. It also functions to encourage teachers to internalize English knowledge into learning activities in classroom settings so as to improve students’ English skills; thus, the practical application of English knowledge can be done through offline practice. This mode enhances the interactivity of English teaching and promotes the organic combination of teachers’ guidance and monitoring.

3. Practice of “guidance control-interaction” University English teaching based on big data

3.1. Module

The “guidance control-interaction” University English teaching module based on big data mainly includes autonomous learning and learning resource sharing after class, interactive teaching in class, a learning evaluation system, a learning interactive community, and a learning monitoring system ^[7]. The purpose of autonomous learning after class is to provide explanations for listening, speaking, reading, and writing in English teaching. In this process, different methods are used, some of which include mixed teaching, task-driven teaching, and group cooperative learning, to carry out English practice teaching. In addition, through the release of autonomous learning task list on these big data platforms, teachers can monitor the learning process of students and students themselves can develop autonomous learning plans and carry out self-study and self-assessment.

3.2. Key elements

The key elements of “guidance control-interaction” University English teaching mainly include listening and speaking skills as well as culture introduction. From the perspective of cultivating students’ listening and speaking skills, first of all, it is necessary to motivate the students and pique their interest to actively learn, beginning from listening and speaking training. This would bring about the training of oral English and listening and exercise their language communication skill. In addition, language, as the carrier of

culture, reflects the value orientation and mental framework of different nations. Hence, language learning is inseparable from the acquisition of cultural knowledge, which would improve students' cross-cultural awareness [8]. Therefore, we should implement the teaching principle of cultural introduction in class and complement it with extracurricular culture introduction, so as to enhance the era, culture, and interest of University English teaching.

3.3. Practice

First of all, teachers should strengthen their guidance in terms of the learning content and direction through systematic lesson preparation. Second, the planning of lessons should be adjustable based on the students' learning situation, so as to ensure the development of the overall teaching plan [9]. Since language is a symbol with cultural and communicative attributes, we should pay attention to the interaction and experience in the teaching process, especially the exertion of students' dominance in the learning process and prevent students from learning in a passive manner. In addition, situational teaching and several other teaching forms, such as panel discussion and individual speech, enable students to establish a more three-dimensional thinking and language sense. In this process, teachers only need to provide guidance and assistance.

4. “Guidance control-interaction” University English teaching practice strategy based on big data

4.1. Practice mode

The practice mode of “guidance control-interaction” University English teaching based on big data mainly includes interactions among individuals, between students, between students and English reading materials, and between students and technological carriers [10]. Among them, at the level of interaction among individuals, teachers should carry out collective situational teaching based on students' personalized learning characteristics and actively use multimedia and other advanced equipment to assist teaching, so as to further enhance students' learning initiative and enthusiasm [11]. At the level of interaction between students, through role exchange, teachers should strengthen students' dominance in the process of learning and encourage autonomous learning among students, so as to develop their language expression ability and adaptability. At the level of interaction between students and English reading materials, students' audio-visual and writing skills can be enhanced by means of freedom, collective audio-visual, and other means. At the level of interaction between students and technological carriers, we should give full play to the open and interactive advantages of the big data network environment to ensure the development of individualized teaching activities [12].

4.2. Teaching practice strategy

First of all, universities and teachers should take students as the focus and advance the personalized development of university students' English learning [13]. Through cooperative teaching, the positive interaction between teachers' teaching and students' learning can be realized. Secondly, universities should take the initiative to cross the foreign language circle in University English teaching, further explore the discipline, and promote the integration of English and other disciplines as well as the incorporation of professional knowledge [14]. In addition, universities should further strengthen the depth and breadth of modern English education technological application represented by big data so as to enhance the scientificity and effectiveness of the teaching process and links as well as establish a dynamic and systematic ecological teaching environment for University English [15].

5. Conclusion

“Guidance control-interaction” English teaching based on big data can improve the dynamicity and

interactivity of the teaching process, especially interdisciplinary integration. In this paper, the concept and characteristics of this teaching mode are analyzed through research. Through the analysis of the teaching practice of “guidance control-interaction” University English based on big data, the practice module and key elements of this teaching mode are better understood, and several teaching practice strategies are proposed.

Disclosure statement

The author declares no conflict of interest.

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