

Exploration on the Innovative Mode of English Listening and Speaking Class of Junior High School Based on Internet Technology

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Abstract: Given that the limitations of traditional English listening and speaking class includes the lack of interest, interactivity, and contextualization. This paper discusses the innovative mode of Internet technology of English listening and speaking class of junior high school. It explores its application in teaching resources, methods, and evaluation. Case studies demonstrate the positive impact of multimedia classrooms, virtual communication environments, modern teaching software, and online platforms for English listening and speaking class. The article concludes by emphasizing the future direction of educational technology, such as the integration of virtual reality and artificial intelligence in English teaching, to enhance English teaching.

Keywords: Internet Technology; English Listening and Speaking Classe; Innovative Models

1. Introduction

The rapid development of Internet technology has brought great influence to education. Utilizing Internet technology can provide rich contexts, promote effective interaction among students and improve their cross-cultural communication skills. In the context of Internet+, teachers can use technology to realize online interaction, simplify knowledge points and provide more learning opportunities for students.^[1] However, there are many problems in the teaching methods of traditional English listening and speaking class, which often lack interactivity and flexibility, and rarely have contexts, which can't be personalized, and can't expand cross-cultural communication knowledge, so finally the students' core literacy can't be improved, and whole-person education can't be realized. Therefore, the innovative model of Internet technology applied to junior high school English listening and speaking classes has gradually become an effective means to improve English listening and speaking classes.

The Internet technology-based English listening and speaking classroom embodies the theory of multimodal learning, which is a cognitive science and neuroscience theory that explores how human perception and cognition interact and integrate through multiple sensory channels. These sensory channels include sight, hearing, touch, smell and taste, etc. Internet technology supports a variety of media forms, including text, images, audio and video, which enables students to receive information through multiple sensory channels and improve the perception and expression of listening and speaking skills, which is a vivid illustration of the multimodal theory.

2. Internet-based innovation in the teaching mode of listening and speaking class

2.1 Innovation in teaching resources

English speaking and listening class of junior high school focuses on improving students' abilities of listening and speaking, to fully grasp the educational value of the English curriculum, to broaden the international outlook, and to enhance the sense of identity of the Chinese culture. Therefore, we can use the Internet technology network search engines, online databases and digital libraries and other resources to supplement intercultural knowledge for students in time to make English listening and speaking classes more vivid and truly improve students' intercultural communication skills, and we can also use online teaching platforms to share teaching resources, so that teachers and students can share their own high-quality cross-cultural resources, and summarize them to form their own unique resource packages.

2.2 Teaching Method Innovation

The traditional teaching mode is based on the teacher's teaching, but the new curriculum concept of learning-centered requires teachers to fully realize that students are the main body of language learning activities, application and practice and transfer of innovation and other activities, to guide the students to learn the language knowledge and cultural knowledge in an integrated way. The Internet technology can precisely meet the above requirements. In listening and speaking lessons, teachers can rely on multimedia classrooms, virtual communication environments, and design more realistic contexts for students to really use the language and develop their expressive abilities.

2.3 Teaching evaluation mode innovation

Traditional evaluation methods may be difficult to fully reflect the comprehensive ability and learning effect of students, the teaching evaluation mode based on Internet technology can innovate the teaching assessment and feedback mechanism to provide a more diversified and personalized assessment method. Through the data analysis and learning records of the online platform, teachers can keep abreast of the students' learning progress and learning situation and provide targeted tutoring and guidance, which provides the basis for teaching adjustments and personalized guidance. Teachers can also interact with students in real time to help students correct errors in time and improve the learning effect through student-student interaction.

3. Case studies

The following is an example of U9 It's raining. Section A listening and speaking lesson in Sixth Grade of Shandong version to discuss the application of modern educational technology in English listening and speaking class and its effect.

3.1 Multimedia classrooms help students learn English experientially

Multi-media classrooms refer to the projection or display of course contents through various network technologies, including electronic whiteboards, projectors and other equipment. Students can participate in teaching and ask questions in an interactive way, which lets students make full use of hearing, sight, feeling, hands, and brain to experience. Research has shown that the application of multimedia classroom technology can significantly improve students' listening, speaking, reading and writing skills and enhance their adaptability in cross-cultural communication.

The following is the first teaching part of the course. It demonstrates the students' activity, which is divided into 3 steps: Step 1. Students watch a weather forecast. Step 2. Learn the weather words together by using the pictures. Step 3. Describe the weather.

The second teaching part includes 3 steps: Step 1. Listen carefully and finish the tasks. Step 2. Read after the recording. Step3. Learn names of cities by knowing the landmarks.

These two parts make full use of the multimedia classroom where students can visualize the changes in the weather and let students hear the sounds of the weather, which gives students the opportunity to comprehensively utilize all senses to learn English. These two parts are fully embodied on teaching resources and teaching methods of innovation.

3.2 Virtual communication environments help students to realize simulated situational learning.

Virtual communication environments (third-person perspective games) such as virtual reality (VR) or online simulation environments, to experience real-life scenarios in English-speaking countries, which help students practice language in real-life scenarios and improve their ability to cope with real life.

In the third part of the lesson, a virtual communication environment is used to simulate a telephone conversation, and the rotating earth and vivid animations let students visualize the weather changes in different parts of the world, which also improves students' intercultural communication skills. The third part fully reflects the innovation of teaching resources and teaching methods based on Internet technology.

3.3 Modern Teaching Software Helps Students Improve Evaluation Skills in Student-Student Interaction

The utilization of modern teaching software greatly facilitates English teaching with the ability to capture students' learning situation in time, improves students' learning efficiency, such as the most commonly used seewo Whiteboard.

In this lesson, after completing the big task in the group activity, the students' works were uploaded on the seewo in time by scanning the QR code and shared with everyone. It can timely capture the errors of students' expression, generate and correct students' errors in time, so that students can better understand and master knowledge. Finally, the homework in this class includes 2 tasks: 1. Do a weather report vlog to talk about weather and what people are doing. 2. Read after the listening material in class and submit to the website. Task 1 greatly mobilizes students' participation, and internalizes what they have learned in the process of making the video, which is conducive to improving the comprehensive quality of students. The homework fully embodies the innovation of teaching

evaluation methods based on Internet technology.

4. The Inspiration of Internet Technology on Middle School English Listening and Teaching

4.1 Before class make full use of Internet technology to cultivate students' habits of independent learning

English listening and speaking class often corresponds to a certain theme, requiring students to master structured knowledge under the theme. When supplementing the classroom teaching content, teachers can make full use of the Internet resources to combine the English teaching materials with relevant knowledge, so that students can understand the knowledge more deeply after learning^[3], so that they can better participate in class discussions. Micro-class mainly refers to the use of multimedia technology to record the process of explaining and imparting knowledge to students in class, including the summary of knowledge points and the induction of difficult points^[4]. Through the above can teachers make better use of internet technology to develop positive habits of independent learning among students before class and increase their interest and effectiveness in learning.

4.2 In class make full use of Internet technology to promote students' English expression

In the process of learning English, creating real-life scenarios by making full use of the Internet can improve the practicality and attractiveness of the language. Multimedia formats like videos, audios, images, and more vividly depict the emotions, culture, and practical application contexts behind languages, thereby stimulating students' interest and deep thinking.^[5] In short, students can create more realistic and concrete language learning scenarios on the Internet to improve the application of language skills, and this way of learning not only contributes to the improvement of language proficiency, but also better adapts to the contexts in real life and work.

4.3 After class make full use of Internet technology to promote the mutual benefit of teaching and learning

After class is a key part for students to fully understand and apply what they have learned, but the traditional way of consolidation after class is mostly copying or memorizing, which is difficult to mobilize students' enthusiasm. Teachers use online platforms to create assignments and quizzes for students to practice after class, and then collect and analyze students' answers to understand their level of understanding and provide targeted tutoring and explanations. After-class assignments encourage students to use digital tools for note-taking and mind mapping. This helps to organize the knowledge structure and improve learning efficiency. To sum up, the use of Internet technology can provide more diversified and personalized support and resources for after-school teaching and promote the common growth and learning of teachers and students.

5. Summary

Educational technology in the future will continue to innovate and develop continuously. We can see that modern technologies such as virtual reality, augmented reality, artificial intelligence and so on have been integrated into English listening and speaking teaching with positive results. In addition, the future of education will pay more attention to curriculum design, teacher training and other aspects, in order to improve English teaching and learning continuously.

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