Analysis of ESP Mixed Teaching Mode in Mobile Environment Based on Multi-mode

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Abstract: In higher education, English teaching is extremely important, for students in the context of economic globalization learning work has an important significance. At present, smart phones have become the main carrier of mobile learning and reshaping learning behavior. In this paper, ESP Mixed English teaching mode in multi-modal "mobile" environment is analyzed.

Keywords: Multimodality, mobile environment, ESP, Blended teaching

Along with the extensive application of information technology with computer, multimedia, network technology and communication technology as the core in education and teaching, the concept of digital learning has gradually been deeply rooted in people's minds, causing the reform of educational concept, teaching mode and learning mode. In order to change the traditional teacher-centered teaching mode and promote the improvement of students' independent learning and autonomous learning ability, various colleges and universities have set up independent foreign language learning centers of different scales based on modern information technology, which combine English learning information technology. But, under the influence of the traditional teaching mode, the non-english major students' autonomous learning ability is not high, strengthen equate the autonomous learning and self-study, many teachers lack of students' learning attitude, learning ability and learning strategies and so on knowledge and the cultivation of ability and autonomous learning almost entirely in a spontaneous state, this is not only conducive to cultivate students' autonomous learning ability, but also disrupt the teaching order, influenced the improvement of the teaching effect and the deepening of education reform.

1. Multimodal Concept

Modal is a symbolic system in which people perceive the world, taking verbal media or non-verbal media as the material basis for communicating meaning and transmitting information. Multimode refers to the symbolic resources that generate meanings through various media such as language, image and three-dimension. In the teaching process, the teaching mode that USES two or more symbol resources and means to present the teaching content is multi-modal teaching. Different from the traditional teaching concept that only relies on language communication to realize knowledge transfer; multi-mode teaching integrates non-linguistic symbolic resources, such as images, animations and other multimedia means. In the era of rapid development of information technology and multimedia, multi-mode teaching can use multi-channel information and communication methods to present the teaching content, and integrate the teaching environment, content and objects, so as to better achieve the teaching objectives.

2. Mixed Learning View

Blended learning is a kind of teaching mode based on computer network environment, the advantages of traditional learning mode and digital learning advantage to carry on the organic fusion, that is to say, in the teaching process teachers should not only play a guide leading role, inspired, monitoring the teaching process, but also fully embodies the student as the main body of learning initiative and enthusiasm. The purpose of blended learning is to combine the advantages of classroom teaching and network teaching, and make a comprehensive use of the teacher-centered collective teaching mode, the group teaching mode based on the concept of cooperation and the teaching mode based on independent learning. Blended learning transforms students' traditional cognitive concepts, learning methods, teachers' teaching models and teaching strategies, etc. It is an improvement of

learning concepts and educational concepts. In blended learning mode, students can according to own actual situation to choose the appropriate learning methods and learning methods, carry out multi-channel, multi-form and human-computer interaction, students and teachers because this study does not need to students by the limitation of time and place, so students have more time to evaluate the learning process and reflection. Teachers have also changed from traditional classroom masters and knowledge imparting to organizers and instructors of the teaching process. Compared with the traditional teaching mode, blended learning has more flexibility and can effectively improve students' learning efficiency.

3. Design of ESP English Mixed Teaching Mode in Multi-Mode "Mobile" Environment

3.1. Overall Design

Mixed teaching is an important direction in the reform of College English teaching in the information age. Video, animation, network learning and other hybrid modern educational technologies present the teaching content in the form of multi-modal discourse, and stimulate students' multi-sensory cognitive models for effective language input, so as to achieve the purpose of English teaching. However, in order to effectively carry out mixed teaching, teachers should not simply combine the relevant elements of modern teaching in classroom teaching, but should organically integrate information teaching technology and course teaching content, and do a good job in guiding students in the teaching process. This design takes the multi-mode mixed teaching mode of ESP course "WeChat + classroom +MOOCs" as an example to analyze mixed teaching mode of ESP English.

In the "WeChat + classroom +MOOCs" multi-mode ESP mixed teaching mode, a unit theme teaching is taken as a teaching cycle, including three links: pre-class preparation, in-class implementation and after-class expansion. These three links are progressive and complementary, forming an organic whole of ESP teaching. In this teaching mode, teachers rely on WeChat platform to assign pre-class learning tasks to students and promote the organic connection between pre-class learning and classroom teaching in ESP teaching from the perspective of ESP course composition knowledge. In the pre-class learning stage, it mainly includes unit vocabulary learning, discourse structure analysis and other contents. Involved in this part of the learning task and learning environment for modal, students receive from WeChat platforms teachers upload such as sound, picture, written language input material provided by modal, completion of learning tasks, in written or spoken by modal form sent to a teacher will finish the homework, and then realize the output of the language. The classroom teaching task consists of two parts: theoretical teaching and situational simulation. After helping students form a systematic grasp of theoretical knowledge, teachers create corresponding situations according to the specific course content to guide students to experience the situation. At this stage, both the theoretical professor and the situational model involve the coordination and transformation of spoken, written, video, audio and other multi-modes. Teachers design students' after-school learning tasks on MOOCs and WeChat platforms. According to students' professional background and learning needs, teachers choose appropriate courses as a supplement to ESP courses in MOOCs platform, and select appropriate learning guidance courses to provide guidance to students.

On WeChat platform, teachers can decorate after-school learning tasks, to further the ESP listening, speaking, reading and writing training for students, and teachers using micro reliance when the function of information, timely communicate with the students, for students in the study of the problems with specific guidance, and can according to the situation of the students in learning and feedback to further improve the teaching of the follow-up work.

3.2. Platform Design

In terms of WeChat platform design, its pre-class and after-class teaching design mainly relies on WeChat real-time information and public number two function modules. On WeChat platform, teachers and students can conduct real-time information exchange, and exchange and share teaching resource information through private chat or group chat. In addition, teachers can also release pre-class and after-class tasks through public accounts. Before class, after class tasks can be completed by student individual or group work, teachers can make use of real-time information and the public, the statistics of the reply function to student's learning process and effect of real-time monitoring, and the collected data as the evaluation basis as a course, through the way of private or group chat to periodically publish student learning, inspire students' learning motivation.

In terms of MOOCs platform design, a special teaching platform for ESP course is built on the mobile platform of the university based on the MOOCs resource library of the university. Under normal circumstances, MOOCs teaching platform is composed of three modules: extension courses, instruction of learning methods and interactive communication. In the extension course module, teachers can select appropriate professional English or academic English courses for students according to their ESP learning situation and learning needs, and help students to carry out effective extension learning. For example, we can focus on the training of oral and written English expression ability for the students with relatively weak English foundation in the class. For students with strong comprehensive English ability, teachers can choose more professional courses according to the situation of students, so as to help students get familiar with the curriculum knowledge in the professional field. In terms of study law guidance, teachers can upload YouTube lectures or courses from school MOOCs resource library to mobile platforms, so that students can learn independently and teachers can monitor the learning records of users counted on the platform. In terms of interactive communication, teachers answer questions and evaluate students' learning in response to their problems in the development course or study method guidance, so as to better promote students' learning.

4. Conclusion

In order to better adapt to the current development trend of College English teaching and improve the quality of college English teaching, it is necessary to actively use the current advanced information technology to reform and innovate the mode and method of college English teaching, so as to better adapt to the current needs of college English learning. "Mobile" based on multimodal teaching environment using online and offline double supervision and feedback, both to make teachers on students' learning situation timely guidance and supervision, but also can carry on the consummation to the existing evaluation system, students can make use of "mobile" smartphone, can undertake learning anytime and anywhere, no longer limited by time or space. The mobile learning mode in the mobile era, combining micro courses and MOOCs, is a beneficial attempt and practice of English ESP teaching reform, which plays a positive role in improving English learning effect.

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