# Construction of the Practice Teaching System of Advanced English in We Media Era

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*Abstract*—**Traditional advanced English teaching mode, where teachers talk and students listen, take notes as well as review for exams, cannot meet the requirements of English professional training objectives and the needs of the talent market for high-quality compound foreign language talents, and does not match the learning style of college students in the self-media era. Therefore, to improve advanced English teaching, this paper analyzes the cognitive characteristics of college students in We Media era and explores innovation of advanced English teaching concept with focus on the main body, openness, activities and process. What is more, the author, based on her own teaching experiences, proposes vigorously promoting practice teaching and constructing an integrated, multi-level and open practice teaching system, in which group presentation, text performance, simulated group teaching, debates and reading reports are integrated to achieve ideal teaching results.**

*Keywords—We Media era; Advanced English; Practice teaching system; Construction*

## I. INTRODUCTION

Traditionally Advanced English is viewed as a language course. The content of Advanced English is mainly about the author's introduction, related cultural information, the main idea and structure of the text, vocabulary and phrases, and interpretation and analysis of the long and complex sentences, identification of rhetorical devices . Students are supposed to consult dictionaries for the usages of the new words, understand the words and sentences and the structure of the text. The teacher teaches the above content with the aid of PPT, interspersed with some questions and interactions, and the students listen and take notes, do exercises after class, teacher checks or gives reference answers [1-3]. The assessment method is the final closed-book exam., with questions mainly from the textbook exercises., including vocabulary, rhetoric devices, sentence paraphrasing, translation, reading comprehension and writing. The final evaluation is the main form, with some colleges and universities taking the students' usual attendance , classroom and assignment performance as the basis of usual time learning achievement.

However, the characteristics of contemporary university learning are very different from those of predecessors. One is the reduction of dependence and the enhancement of consciousness. College students are no longer waiting for teachers to impart knowledge as the main body of learning. Autonomy is the primary feature of college students' learning. The second is the enhancement of cooperation. Contemporary university is an academic community. It is a community of teachers and students who jointly create knowledge and values.

This special nature determines the cooperation of contemporary college students. Different from previous accepted, passive and independent learning methods, contemporary college students tend to learn ways of collaboration, dialogue and cooperation, and then establish a "learning community" of openness, mutual assistance and sharing. The third is openness. With the development of network technology and the rise of Internet+, the university classroom has undergone fundamental changes. From the original limited space to infinity, the fixed-time and fixed-space teaching methods have gradually been replaced by life learning, networked learning, personalized learning . Traditional scholastic Advanced English teaching model can't achieve the professional talent training goal. The learning style of individual students listening to the teacher and completing the homework can not form a good sense of collaboration and teamwork. Only the team-based teamwork to complete the task-based teaching mode is conducive to the formation of team spirit [4]. Similarly, the study methods that students passively attend classes, take notes, do exercises, review before the exam can not cultivate innovative ability and the ability to analyze and solve practical problems is not consistent with the cognitive characteristics of college students in the self-media era. It cannot satisfy market's requirement for high-quality compound foreign language talents ,which is solid English professional knowledge , good sense of collaboration and team spirit, certain innovation ability and the ability to solve practical problems.

And, there is gap between traditional Advanced English teaching and the talent training objectives of the English major, and the needs of the talent market.. In the new era, the professional quality of graduates has such expressions ,solid English professional knowledge, good sense of collaboration and team spirit, certain ability to innovate and strong ability to analyze and solve practical problems. The traditional scholastic Advanced English teaching model can't achieve the professional talent training goal because individual students' learning style of listening to the teacher and completing the assignment can not form a good sense of collaboration and teamwork [5]. Similarly, the learning mode of students passively attending classes, taking notes, doing exercises, reviewing notes before the exam can not cultivate innovative ability and ability to analyze and solve practical problems and so not to be able to meet the needs of the talent market for high-quality compound foreign language talents.

Traditional Advanced English teaching mode runs contrary to the provisions of the English Majors syllabus for Colleges and Universities. The "Syllabus for English Majors in Higher

Education" (revised edition 2000) stipulates that Advanced English is a course that trains students in comprehensive English skills, especially reading comprehension, grammar, rhetoric and writing skills. Through reading and analyzing a wide range of materials including famous works in politics, economy, society, language, literature, education, philosophy, etc., expand students' knowledge, deepen their' understanding of society and life, cultivate their' ability to analyze and appreciate famous articles, and think logically and consolidate and improve students' English language skills. However, traditional Advanced English teaching and evaluation model focus on language knowledge transfer and students' skill training, especially the language training of words and sentences, which cannot expand the knowledge of students. The lack of shared resonance between teachers and students' emotions and experiences cannot deepen students' understanding of society and life. Learning mode of students passively accept knowledge is unable to cultivate the logical thinking and independent thinking ability. Therefore, the Advanced English teaching mode [6], in the past ten years runs counter to the provisions of the English Majors syllabus for Colleges and Universities ,so it is impossible to achieve the training objectives of the course

## II. THE LEARNING STYLE OF COLLEGE STUDENTS IN THE MEDIA ENVIRONMENT

With the popularization of smart phones, a smart phone has become a must for college students . The application of the network has developed to mobile terminals. China has entered the era of self-media. Almost all self-media platforms support mobile terminal access. This provides great convenience for college students' autonomous learning , on campus, in the subway, in the park, in the bed. They can really learn anywhere, anytime. The self-learning method mainly refers to the process of students actively searching for learning topics through relevant online platforms, obtaining learning materials and self-internalization. From the perspective of learning content, it is more inclined to learn from fragmentation, book knowledge is more systematic, and self-media learning characteristics break up this system, students can quickly learn a certain knowledge point, which is a useful supplement to the traditional learning method. Collaborative learning. using WeChat group and QQ group facilitates collaborative learning. For a learning topic, one can discuss, express opinions, and share information in the group to maximize the purpose of collaboration [7]. Inquiry learning. Emphasis is laid on the exploration of the unknown with the need for innovation and the formation of results. The learning process and accumulation of the process is important. The collection and display of learning results are based on the media platform. Under the traditional learning mode, students rely on books, classrooms and teachers to learn with learning channel norm, and learn resource authoritative. but with single knowledge acquisition method and slow information acquisition speed , and there is a phenomenon of lag of information. In the media environment, college students' dependence on books, classrooms and teachers has dropped significantly. Instead, they rely on networks, computers, and smart phones [8]. They participate in media events and learn from different perspectives.

## III. INNOVATION OF ADVANCED ENGLISH TEACHING PHILOSOPHY: FOCUS ON THE MAIN BODY, OPENNESS, ACTIVITIES AND PROCESS

Focus on the main body means to give full play to the students' enthusiasm for learning. It plays a major role in the pre-study of Advanced English classes, classroom discussion and after-school development. It is manifested in the full autonomy and practicality of students throughout the Advanced English teaching process. participation and experience. " Focus on the openness" is reflected in the expansion of Advanced English teaching from in class to after class, and the expansion of teaching content to networks, libraries, social media, audio and video files, etc., and also encourages students to open their minds and encourage students to ingesting nutrition from rich teaching resources, constructing their own knowledge and value system, and forming their own ideas. "Focus on activity" is reflected in the students' activities such as speculation, discussion, reading report, research statement, topic interview, impromptu speech, courseware production and other activities with teachers participating as the guide and guide .

## IV. VIGOROUSLY PROMOTING PRACTICE TEACHING AND CONSTRUCTING AN INTEGRATED, MULTI-LEVEL AND OPEN PRACTICE TEACHING SYSTEM

Traditional scholastic advanced English teaching mode of teacher speaking while students listening, taking notes, reviewing for exams, is not consistent with the cognitive characteristics of college students in the self-media era, nor is it in consistent with the concept of teaching focused on the main body, openness, activities and process. Therefore, we must thoroughly change Advanced English teaching mode, vigorously strengthen practice teaching, and build an integrated, multi-level and open language practice teaching system. Integration refers to the different time and space in and out of the classroom, online and offline, in-class and out-of-class, daily learning competitions, and practical learning in different places. They are mutually integrated and complement each other Openness refers to the openness of the practice teaching dimension. It not only provides a stage for students to display their professional knowledge and skills, but also creates opportunities for students' cognitive ability, such as logical thinking and practical innovation ability. At the same time, it also cultivates students' emotions and attitudes [9-10]. The concept of humanistic literacy develops to provide opportunities for exercise. Multi-level refers to the organization of students to participate in bottom-up or top-down classes, school-level, municipal, provincial, national and international levels of relevant professional competitions, and volunteer activities at all levels. The author has undertaken the teaching and research tasks of Advanced English for many years. Through continuous summarization of previous research results, and exploration in practice, improvement ,She has explored a set of Advanced English practice teaching system. Specifically, it has the following forms:

## A. *Group presentation*

In order to develop students' public speaking and presentation skills, teamwork spirit and research capabilities, Advanced English can implement group presentation system. Students voluntarily form a group of two to five people, and select topics related to the text, such as the author's evaluation, the background of the work, literary and cultural academic topics related to the text, the selection of materials, the refinement of the arguments, the collection of arguments, the formation of conclusions, the making of PPT, Audio, video selection and tailoring, display exercises, and finally five to ten minutes before each class, group presentations in the class, then enter the QA (question and answer) stage, answer questions raised by the classmates or teacher, At the same time, the teacher records the score, ask the students to comment, and finally the teacher comments and summarizes it . Each group has two to three opportunities for group presentations per semester. After the practice training, the team consciousness of the students is obviously enhanced. When the team members state, the other team members voluntarily demonstrate PPT, play video, gesture expressions, and even the performance, and pay attention to the adjustment of classroom lighting. Students have a strong sense of criticism, dare to present different opinions, question the views of authoritative books or teachers, and can list arguments and justify themselves. In English, the ability to display publicly is enhanced, and self-confidence is improved. After many trainings on the stage, students can better grasp the speed of speech, the control of volume, the use of body language, etc., pay attention to the reaction of the audience, and interact with the audience promptly.

## B. *Acting out the text (text performance)*

Different from the implicit and introverted students of the pre-zero era, the biggest characteristics of the students in the Internet era are open and self-confident, internationalized, and most of them are "view controlled." In order to deepen students' understanding of Advanced English texts, especially those with story content, at the same time, develop students' ability to "do things" with the language they are learning. According to the text structure, the author divides the text into several parts. The students voluntarily form several crews, all of them participate, divide labor within the crew, self-direct texts, and require students to fully exert their imagination, create scenarios, bring their own props . After two or three weeks of rehearsal, the performance is released in the class, and then the students comment, teacher comments, summarizes. Students are disciplined in activities, innovate with their skills, and become talents in practice. Students' enthusiasm is extraordinary, and their imagination and creativity surpass the teacher's expectations. Through texts performance, students experience unspeakable happiness and sense of accomplishment, their performance talent, direction talent, creativity, which not only enjoy the body and mind, broaden the mind on the personality level, dilute the soul, cultivate fine taste, and reflect the humanistic function of Advanced English learning. The author has learned from the interviews that students like this kind of practical learning method and feel it "fun" and it is arousing students' interest in curriculum learning and improving students' confidence in doing things with the language.

## C. *Simulated group teaching*

Students are grouped, the group leader organizes the text content to learn, discusses the problems encountered in the group study by dialogue and discussion of the negotiation debate, and finally presents in the form of PPT lecture video the before the whole class . If time is limited, you can upload it to the online teaching platform, or the course QQ group, WeChat group, students download learning, watching, commenting, teacher review summary. For example, "Mark Twain - A Mirror in the United States", the students are grouped to study the author's profile, writing background, Mark Twain's life, works, humor, writing style, theme, article structure, vocabulary, allusions, rhetoric and writing styles . The student group finds relevant materials in the network, film, television, library , books, selects and edits materials, produces PPT, records the actual teaching videos, discusses and communicates within the group, improves the students' English listening and speaking , and cooperates with the group. The interaction between teachers and students promote the integration of teachers and students' thoughts and emotions, as well as the establishment of ideals and beliefs, strengthen the motivation of learning, makes necessary knowledge reserves for classroom learning discussions, and established confidence and courage in class speeches and discussions. At the same time, students learn to think in terms of empathy, think about problems from the perspective of teachers, and actively cooperate with them in future studies to cultivate positive learning emotions and attitudes, which will help improve learning efficiency and achieve learning goals.

In addition, students are encouraged to participate in lectures, debates, reading reports, professional competitions, and participate in volunteer service activities such as interpreting . Through learning online and offline, in-class and out-of-class, and inside and outside the curriculum, students extend the connotation and space of practical courses, stimulate learning motivation, improve professional skills, explore learning potential, develop critical thinking, which enables students to practice in activities, improve their comprehensive literacy and innovation capabilities.

## V. CONCLUSION

Under the guidance of the communicative, cognitive, affective and humanistic functions of foreign language teaching, the integrated, multi-level and open practice teaching system emphasizes the subject of students, openness, practice and process, respect the needs and space of students' individualized learning and experiential learning, enhance their motivation to acquire knowledge, train students to explore innovative spirit, thus meet the requirements of English majors for the syllabus of Advanced English courses, and meet the talent market needs for innovative composite foreign language talents. The demand is in line with the national "double innovation" goal and the training goal of English professionals, which is in line with the cognitive rules of college students in the era of self media. Therefore, it has been praised and welcomed by teachers and students, and achieved ideal teaching results.

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