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Construction of Ubiquitous Learning Theory English Teaching System Based on Network

¹Xue Wang and ²Wei Zhang

¹Department of Western language, Mudanjiang Normal University Mudanjiang, Mudanjiang, 157011, Heilongjiang, China

²Department of Computer Science and Technology, Mudanjiang Normal University, Mudanjiang, Heilongjiang, 157011, China

Abstract: Ubiquitous environment is the information environment of the future knowledge society, In that environment information network will develop into a knowledge network with the user at the core. Ubiquitous teaching for english, as a new teaching model, is intended to bring full play to the initiative and great creativity of the students, encourage them to take an active part in English learning and build their own knowledge system. Based on network, this study brings ubiquitous learning teaching into the teaching process system and construct experimental teaching system, expecting to achieve the objective of English teaching all-dimensional immersion learning.

Key words: Ubiquitous learning, network, english teaching system

INTRODUCTION

In 1991, Xerox laboratory computer scientists have proposed “Ubiquitous Computing”. Then, Japan and South Korea proposed the “ubiquitous network” based on it, the EU put forward “Ambient Intelligence”, USA proposed in “Ubiquitous Knowledge Environment” to describe different with the goal of the connotation of the concept. To establish multi language, multimedia, mobile, semantic network environment, development and reform to promote information service (Chatham, 2003).

Ubiquitous learning refers to every hour and moment of communication. Technically, it is used communication technology, at any time and at any place, learning any they are interested in. In short that can get any information required in any place, any time and can be called the embedded learning. Ubiquitous learning features include: duration,accessibility,direct,interactive, initiative.

ELEMENTS OF UBIQUITOUS LEARNING

The basic principles of learning is to provide practical and convenient learning services for learners, learning content, high quality so that the students can at any time, any place and in any way get personalized. Ubiquitous learning and other learning methods which included:

Multi channel broadband access: The access pattern can help English learners at any time, any place, in any way to

access the network learning object content. The user can through the existing broadband networks (such as family or dormitory LAN, wireless LAN, a particular focus of mobile 3G or WiFi), the most appropriate way to the use of the network learning system). In order to maximize cost efficiency and reach the widest possible user group, the system construction is a strong central server and a plurality of “thin client” based on. This provides a very high level of security for the customer organization. In addition, it also allows the end user widely customers choose low cost terminals. The component user can at any time, any place, in any way to access the network English learning content. The user through the point to point arrangement, can be in a variety of network, using the most appropriate way to access the learning environment of network service (Laurillard, 1993).

Content management and interoperability: The use of learning content management service is a method of workflow driven, metadata language allows flexible curriculum application display and compilation of learning content. Learning materials through Information Management System (IMS) interoperability standards from the input system, also can because of learning transfer and output to the learning management service. Content integration allows access to knowledge catalog and electronic learning resources available, it can quickly change the existing course content and strong curriculum assembly. By using the input and text, text, Sharable Content Object Reference Model (SCORM) consistent

content and any of the contents of the HTML file, you can quickly and easily create learning objectives of the curriculum and the comprehensive test based on. The system can integrate the existing Electronics Learning content and other high quality content.

Environment and data management: E-learning platform must as far as possible to adapt to a variety of services and service delivery according to the needs of users and scenarios. The component can provide the environment of e-learning content based on. Among them, the user environment includes the schedule, tasks, personal information, past experience, equipment available and interests and other factors, the environment based on the use of the individual (Georgouli and Paraskakis, 2003). Characteristic of or preference personalization is the process of modifying the webpage makes it suitable for individual users. This method can effectively meet the needs of users, thus faster and more easily interact, therefore, more likely to improve learners' satisfaction and electronic learning activities (Weber and Brusilovsky, 2001). According to the environment and information, transfer learning content is completely applicable to the user to a specific environment by multi model of broadband access of the most appropriate. All services within the framework of the representing the user and group management to the central service.

DESIGN AND APPLICATION OF UBIQUITOUS LEARNING ENVIRONMENT, TEACHING SYSTEM

Conventional multimedia teaching: Multimedia teaching refers to the classroom teaching mode, the full range of application of a fully reflect the multimedia in the classroom, the teacher through the use of computer technology to teaching contents of pre made into PowerPoint software, at the same time, image, sound, suitable to add text, animation and other media into them, a lot of difficult problems can be in front of students more intuitive, image display, make the abstract content specific, clear, easy for students to understand and accept. The application of multimedia teaching assistant teaching, reduce the difficulty of teaching, increase teaching density, high efficient; instant feedback, reflect the breadth of real feedback; let the students "moving", realize the features of "channel", "multi-functional" harmony, "stereoscopic" permeability, thereby expanding the students vision and thinking; to provide a rich and vivid teaching materials for the students, give full play to the initiative of students, cultivate the students' autonomous learning ability of exploration and innovation spirit. The second is the content of classroom teaching of

"non satisfaction", here the "non satisfaction" does not mean do not complete the task of classroom teaching but teaching content based on extending down the students need to further solve the task, to prepare students to explore, to discover, to construct their own knowledge system but is not limited to to meet the class content of the digestion and absorption.

Design of network autonomous learning: The learning theory of constructivism holds that knowledge is acquired in the interaction of the cognitive subject and the objective environment of cognitive subject cognitive development; is the way through the construction of meaning and the formation of. The theory emphasizes the students in the learning process of self control, emphasizes the learners to be more responsible for their own learning, the main role of teachers is a guidance and counselling. Autonomous Learning under the network environment is actually the metacognitive learning, students according to their learning ability, learning tasks, actively adjust the learning strategy and the level of effort, namely autonomous learning subjectivity of student learning. In the learning process, the learners self planning, self paced, self control, self selection of media and resources, our evaluation, should be a kind of consciousness and behavior control of autonomous. Typically, autonomous learning is to "explicit" individualized learning but learning is not "self". Therefore, in the network environment, learning mode should not be confined to a fixed pattern, like the individual learning, collaborative learning, resource based learning, problem based learning mode and so on, are autonomous learning under the sub pattern, form is diverse. The network independent study is the language teaching practice of virtual space, also called the second classroom activities, its purpose is to enable the students to use the rich

The experimental teaching center of language to establish a complete independent language courses experimental teaching system, in accordance with the "hierarchical, modular" requirement of experiment courses, "in the language training", "professional skills and comprehensive training", "simulation and practical application of training" three levels on the basis of and on the basis of language learning training needs, goals and professional talent, integrate the content of experiment teaching, teaching module, construct "language experiment teaching system of three levels, eight module". The three levels are independent with each other and promote each other. Language training to cultivate students' listening and speaking ability, improve the students' ability of using the language, lay a good

foundation for experimental courses; professional skills and comprehensive training to provide professional skills improvement platform for related professional students and students with interest and ability; simulation and practical application training to promote and cultivate the students' Employment skills training. The system emphasizes the characteristics of grasping the foundation, application, hierarchical, modular, covering the "tone", "listening and speaking", "reading and writing", "language", "interpretation", "English teacher skills" such as language learning process is an important link of experiment teaching.

- **Language training:** Language training is mainly in the dominant and experimental teachers teachers under the assistance, experimental teaching by using comprehensive experimental language teaching center language laboratory and network autonomous learning center of basic language knowledge and skills to the students, mainly focus on language basic knowledge training and strengthening, i.e. foreign language speech and audio visual and Mandarin and English teacher. In the language training level, mainly the independent inquiry teaching mode, self diagnosis, give full play to the learning initiative, task driven, let the learner to acquire language knowledge and skills in the self evaluation and teacher evaluation. Such as "language" teaching, teachers based on humanism and constructivism learning theory, by means of interactive advantages of the network, based on the optimization of teaching contents, to build a "multimedia aided classroom teaching and learning" English phonetic teaching mode, the teaching process has stronger interaction and pertinence, thus to improve the quality of teaching goals. "Listening" course
- **Professional skills and comprehensive training:** Professional skills and comprehensive training is based on language training based on the content, according to different professions and disciplines, the language ability and skill requirements higher level courses for training and improving experimental teaching content type and operation. Professional skills and comprehensive training including: reading and writing, language translation, linguistics and linguistics and English speech and debate. In the professional skills and comprehensive training, mainly to the students as the center, the teacher as the guide, with the knowledge and skills oriented, classroom teaching and autonomous learning combining diverse language experimental teaching mode of the concept, make full use of classroom

teachers in teaching and after class autonomous learning training mode of combining. The teacher in the classroom, mainly on the demonstration of skills and evaluation criteria, use of multimedia courseware and network video data instead of the teacher the speaker role. Center Web site provides different training stages, different knowledge difficult practice according to the different language levels of the students, students can choose the appropriate exercises according to their own situation, make the classroom teaching and class training to become a unified training system and thus greatly improve the students' training effect (Grabinger and Dunlap, 1995)

- **Simulation and practical training:** Simulation and practical training is mainly the use of advanced equipment, advanced teaching theory, high requirements for skill, ability strong skills courses experimental teaching level. Draw on the advanced theories at home and abroad, using advanced technology, realize the sharing of resources, to help learners improve skills, knowledge expansion and preparation for employment in the new teaching mode, improve the learning efficiency, mainly used in high skill and high communicative competence training course. The module includes: Interpretation and teaching skills. In the simulation and practical training in skills, as the starting point, focus on training and access to the actual capacity, changed from the original single classroom teaching to provide a full range of teaching service for students and strive to create a learning and practice of the organic combination of multi angle, three-dimensional language learning environment for students to acquire, change the learning process language knowledge and skills for cross-cultural communicative. As in the simultaneous interpretation in teaching, using the conference simultaneous interpretation laboratory, creating the training of interpreting, interpreting training learners on-the-spot psychological quality and interpretation skills. The simultaneous interpretation laboratory can carry out the "visual interpreting training", "dual channel audio comment", "movie" and other features, can effectively cultivate students' practical ability, the experiment teaching and practical application to achieve a seamless docking. The experimental teaching has changed the traditional teaching methods, classroom, teacher books as the center, to change the teaching form teaching group form diversification, the use of small class teaching practice, multimedia classroom and extracurricular

learning center of autonomous learning, extracurricular training, second classroom activities by various teaching forms of organization, formed a "classroom teaching guidance after Class Autonomous Learning-again-extracurricular training and second classroom activities to strengthen the" teaching mode, create the learning cycle system spiral is benign, for students. The heuristic, interactive, task type teaching method of classroom teaching and make full use of multimedia teaching, provides lots of information, fast and convenient learning environment and conditions for the students, formed to study students in autonomous, cooperative, the main way of learning. By using the experimental method of experimental teaching in general, also carried out discussion in class, race, language lab, extracurricular training and cultural activities in various forms, the change from the previous explanation of teachers, students passive learning program. During the experiment, through the establishment of the language teaching methods students cognitive law, so that students from the shallower to the deeper, from simple to, gradually understand, understand and master the method, is conducive to the enthusiasm, initiative to mobilize students' experiment, help students autonomous learning, cooperative learning and research learning, training help students practice ability and innovation ability, improve the comprehensive application of English language ability. In the ubiquitous learning under the guidance of the principle, our focus on the construction of network teaching environment, to build digital campus, purchased the interactive teaching, English teaching and management platform of autonomous learning and monitoring, network testing, the background records, performance management and other functional modules, introduced the financial resources to download, synchronous tutorship, online self testing etc. one has the massive learning resources, learning resources library, spoken language training and testing system installed with man-machine conversation, network test function, establishes the computer, multimedia, digital teaching into classroom teaching and students individualized and autonomous learning teaching model of combining. University English teaching based on Gigabit Campus network backbone and high-speed exit bandwidth, with digital network teaching environment, multimedia teaching environment, construction of network teaching resources, online

technical support services for the construction of a cross time, cross platform digital teaching environment, the teaching means modernization, the modernization of teaching mode and teaching management modernization, thus forming the English language knowledge and language application ability, learning strategies and cultural literacy as the main content of the course teaching system. Network teaching and management platform not only provides the online teaching resources for teachers and students and gradually realize the personal teaching, curriculum and teaching, learning, training, examination classroom integration, digital information of distance education network courses can be based on the value and to the total collection to the data center, so that students can through computer network, network communication for teachers to guide and visualization, information, realizes the network assisted language teaching. Integrated platform of network teaching links interactive and practical network courses, general design structure reasonable course, rich in content, depth and width of the right, the students can be selectively free access to the relevant teaching resources, facilitate the knowledge to improve the teaching effect (Schunk and Zimmerman,1998)

- **Testing method:** Evaluation of formative evaluation and summative evaluation combining, established a method for evaluating the experimental results of structured, pay attention to usual experimental training practice and training effect evaluation. Established the "peacetime laboratory use record book", "the academic records and computer management database", usually results in training performance, network independent training time and content, stage test scores, extracurricular training and so on; the final exam in the classroom test, network testing as the main way, check the learning effect. At the same time, teachers can through the resource center selection experiment content, students through online foreign language teaching assistant website self testing. Through the reform method of evaluating the experimental results of students, so as to more scientific, accurate, comprehensive evaluation of knowledge, ability and quality of students, to enable students to understand the shortcomings of their own at any time according to their own situation and strengthen the training, students study interest, improve their language ability

CONCLUSION

Ubiquitous environment is an omnipresent digital environment to provide comprehensive, interactive function of complete information sharing space for the user of information equipment, in ubiquitous environment, the fundamental change has taken place in publishing and dissemination of knowledge, it is more emphasis on user participation in the technical environment and service concept transformation, provides dynamic and rich environment for the formation of interactive knowledge network.

Based on the network of the pan is a comprehensive system in the English teaching system, the cultivation of the learning of language knowledge and language skills but also get rid of the traditional English teaching mode with the teacher as the center, so as to effectively stimulate the enthusiasm of the students, the students are to play fully but also greatly improve the the students' ability to use the language. Through theoretical study, content design, method reform, evaluation, to enhance the quality of comprehensive design of this teaching method and driving this method in continuous try and reform is carried out. Under this system, not only to play a leading role in Teachers' guidance, inspiration, control of teaching process but also fully reflect the students as the initiative of the learning process, the main initiative and creativity, so that the student's cognitive style change; at the same time, the models of teaching, teachers teaching strategies, roles have changed. This change is not only the change of form but, in the analysis of student teaching content, teaching environment based on the actual, make full use of online teaching and classroom teaching advantages to better achieve the teaching objectives complement each other, so as to achieve the best teaching effect.

Construction of ubiquitous learning theory english teaching system based on network, provides a new method, new ideas, new ideas for new era English teaching.

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