

Online Teaching of College English during Covid-19 --- Taking Shandong Vocational College of Industry as an Example

Yu Yao*

Department of Business Administration, Shandong Vocational College of Industry, Zibo 255000, China
Email:liyif1988@163.com

*Corresponding author

Abstract: *The Internet + phenomenon can be seen everywhere in human life. With the rapid development of Internet, the integration of Internet and education is imperative. A new concept of education: online teaching, began to become popular recent years. This kind of education concept is constantly impacting the traditional teaching mode and making it disintegrate. In the Spring Festival of 2020, the education industry suffered a lot from the outbreak of Covid-19. In response to the call from the Ministry of Education: "Suspend School without Stopping Classes", the English Teaching and Research Office of Shandong Vocational College of Industry has also moved the traditional English teaching classroom to the network, that is, English online teaching. In this paper, the author gives a detailed introduction to the College English online teaching activities, and makes statistics on the students' opinions in the form of questionnaire survey before the class starts, including the satisfaction with the course mode, the course content and the learning methods, so as to meet the students' learning needs.*

Keywords: *COVID-19, Online Teaching, College English*

1. Introduction

In the wave of Internet + big data, the Internet has been widely applied to the education industry, which has become the education vane of the 21st century. The Ministry of Education also timely released the "Ten Year Development Plan of Educational Informatization (2011-2020)", which pointed out: "the construction of educational informatization should adhere to the education orientation, taking the innovation of educational ideas as the guide, taking the construction of high-quality educational resources and information learning environment as the basis, and taking the innovation of learning methods and educational models as the core." In 2018, the "Education Informatization 2.0 Action Plan" issued by the Ministry of Education further pointed out: "we should continue to promote the deep integration of information technology and education, and build an integrated" Internet + Education platform".

Under the background of novel coronavirus pneumonia, the Ministry of Education has asked all colleges and universities to make full use of the network platform and online high quality curriculum resources, and carry out online teaching to achieve the goal of "suspension of schools and not to stop learning", so as to achieve the regular teaching effect in the course of teaching and learning during the epidemic prevention and control. Therefore, during the period of epidemic prevention and control in 2020, online teaching will become the only teaching mode of College English teaching. In view of this situation, it is urgent to build an online education platform integrating high-quality education resources to provide teaching guarantee for College English teaching based on high quality curriculum resources. At the same time, the phenomenon of students' low interest in learning is generally considered in the offline classroom, that is, the traditional college English teaching classroom. In the online classroom, teachers can fully use high-quality educational resources to stimulate students' enthusiasm for College English learning and improve their comprehensive English practice ability. Starting from the students' learning intention, the author tries to meet the students' learning needs to the greatest extent, and summarizes the advantages and disadvantages of this teaching mode, so as to provide valuable practical experience for building a new college English teaching mode in the future.

2. The Definition of Online Teaching

Searching “Online Teaching” on CNKI and other academic websites, the author finds that there are many papers describing and defining “Online Teaching”. Through the author's literature review, it is found that both joksimovid (2015) and shijuan Liu (2018) believe that online teaching is a type of distance learning. Modern video teaching is mainly carried out on computers, mobile phones and tablets through Skype, Wechat, other softwares or APPs, so video teaching can also be regarded as a part of online learning. Online teaching is a part of distance teaching, video teaching can be a part of online teaching. But when the technology used is the same, it can also be equivalent to online teaching. The subject of this study is the online classroom of college English teachers in Shandong Vocational College of Industry during the epidemic period, which is completely designed by the teachers themselves. The online teaching involved in this paper refers to the bilateral interactive activities of teaching and learning between students (teachers) and students (students) through various educational resources and two-way communication in the situation of discontinuous face-to-face instruction, that is, distance teaching based on video real-time interaction. Teachers' teaching can be based on Dingding, Tencent classroom and other platforms. Some platforms can undertake professional teaching tasks, while others only have powerful social functions, which can connect teachers and students and break the space distance, so they can be used for teaching during the epidemic period. With the deep integration of the Internet and education, many offline and online classes adopt network technology and social platform communication, resulting in more and more blurred differences between offline and online classes. Therefore, it is necessary to distinguish the two teaching modes in this paper. Shijuan Liu (2018) believes that offline classroom is to promote the improvement of teaching quality with the help of various technical means and tools of online classroom. But online classes are all done on the Internet. Now many researches focus on comparing the teaching effect of the two kinds of teaching. Shijuan Liu (2018) summarized previous studies and found that there is no significant difference in teaching effect between the two, which is equally effective. Means et al (2010) and Sitzmannetal (2006) found that in some aspects, online courses are even more effective than face-to-face courses. Therefore, some education authorities predict that in the future, the focus of online learning research will shift to making online courses effective from the perspective of analysis, design and development. This is also the main intention of this paper.

3. Online teaching course design

3.1 Selection of Teaching Platform

In the online courses during the epidemic period, there are many choices for teachers' online teaching platforms. The most common platforms include Dingding, Wechat group, Tencent classroom, QQ live broadcast and etc. Among them, Tencent classroom is the most professional online education platform, which is proficient in online education technology, simple interface, detailed functions and easy to operate. The background record of students' learning can make the teacher clear at a glance. QQ live room is simple and easy to operate, but teachers can't see the background learning data, and there is no teaching function. The network often gets stuck in the process of broadcasting, which affects the teaching effect. Wechat group is well known and easy to operate. However, because it is not a professional online education software, and Wechat group is limited by the number of people, large class teaching is prone to get network stuck and users are easy to drop off.

Combined with the above situation, teachers can use the learning group to push learning materials and share course links, and publish classroom notices and requirements in the form of group announcements. In the live class, the class interaction and Q & a discussion can be completed through the public notes of the live room, screen sharing or students' connection. Therefore, in the choice of teaching platform, teachers could mainly think about from the stability of the platform and the simplicity of operation to ensure the smooth progress of online teaching.

In addition to the live platform, the author introduces the use of Zhihuishu network platform in online courses. Zhihuishu is a large credit course operation service platform recognized by the country. As many as 3000 colleges and universities are registered, and more than 17 million college students have completed their studies and obtained corresponding credits on the platform. On the one hand, it is convenient to promote teachers' teaching reform and curriculum construction, on the other hand, it provides high-quality services for students, breaks through the barriers between schools, and realizes the free dissemination of knowledge. The course modes on the platform mainly include three modes:

shared course, self-built course, and shared course + self-built course.

3.2 Selection of Teaching Mode

Online college English teaching is a brand-new teaching mode with many unknown factors during the epidemic period, which is completely different from the traditional offline classroom teaching mode. Teachers have strong autonomy in choosing online college English teaching resources, and properly guide students to establish correct political ideas. Before the beginning of the course, teachers should first establish the teaching objectives of this course, and on this basis, choose the corresponding teaching content, so as to improve students' interest in learning and obtain better teaching effect, fundamentally improve students' English comprehensive practical ability, and ensure the quality of online teaching during the epidemic period. At the same time, for the three teaching modes on the Zhihuishu network platform, a questionnaire will be launched among students to test their intentions.

3.3 Selection of Teaching Content

In order to break the traditional boring college English classroom teaching and students' lack of classroom participation, teachers can make full use of online teaching resources before the online classroom, make the online classroom into an air classroom with teaching and entertainment, choose teaching materials close to students' actual situation and direct reports of the epidemic situation, guide students to participate in the classroom, stimulate students' interest in learning, and fully realize teaching Goals.

First of all, teachers choose the objective and fair reports and analysis of the epidemic situation published by the World Health Organization, CCTV international news, China Daily and other authoritative institutions as audio and video materials to improve students' English comprehensive practical ability, so that students can have a comprehensive understanding of the process and development of the epidemic situation from the perspective of English.

Secondly, teachers could introduce Ted speech platform to assist teaching. The teacher selects the English speech video materials related to the current social, international hot spots and new scientific and technological discoveries, and asks the students to choose the theme video which is in line with their own interests and hobbies. Students should follow and imitate it, and then show it in class. This kind of follow-up reading not only exerts the students' oral ability, but also makes them understand the development process of Western society better and cultivate their cross-cultural trading ability consciously. In the shared class, the course College English (2), which is close to the theme of the textbook, is selected from the platform of Zhihuishu, and videos of grammar and writing are selected in each unit. Students are required to complete self-study according to the teaching schedule.

3.4 Students' Intention Questionnaire

The online teaching adopts the mode of shared course and self-built course, which belongs to the network teaching that students have never been exposed to. In order to have a full understanding of the students' wishes before the class, to construct the course based on it and to fully meet the needs of students, the author designs a questionnaire from three aspects of teaching mode, teaching content and learning methods, and distributes it to 300 freshmen, including students major in metallurgy, computer and preschool. A total of 300 questionnaires were distributed, 300 were returned, and 300 were valid.

The final result makes Fig. 1. In terms of teaching mode, the mixed mode of shared class and online class is the most popular among students, followed by shared class and online class. In the teaching content, students put the improvement of English skills as the top priority, followed by grammar knowledge point explanation, text explanation, text background knowledge. Finally, in learning methods, students are most eager to achieve teacher-student interaction in the classroom, so online class is also very popular among students. According to the questionnaire of students' intension, the author constructs the College English online course into the teaching mode of sharing class + online class, focusing on improving students' comprehensive practical ability of English, highlighting the interaction between teachers and students and answering questions in self-study class.

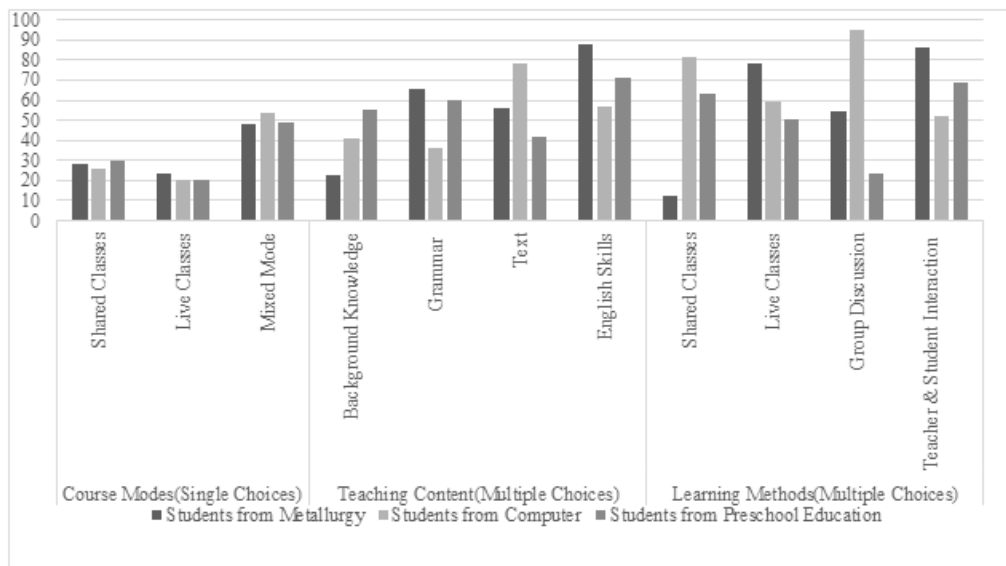


Figure 1: Statistics of Students' Intentions

4. Implementation of Online Teaching Courses

4.1 Preparation before Online Teaching

Before the beginning of the class, teachers set up classes on Zhihuishu teaching platform and Tencent classroom platform respectively, and teachers are familiar with the operation interface and process. At the same time, teachers write operation manual to facilitate students to operate, generate classroom connection, invite students to enter the classroom, and be familiar with the operation of the two platforms. Teachers upload learning materials and extracurricular development materials on the platform and create a college English group within the class as the unit, so as to inform students of teaching arrangement. Teachers share preview discussion topics in the group, so that students can fully preview.

According to the students' operation manual, students log on to Zhihuishu teaching platform and Tencent classroom platform respectively, accept the invitation and join the class created by the teacher. Students should log in to the two platforms on time to check the learning and preview tasks issued by teachers. Students can ask questions to teachers in the teacher-student interaction section, and teachers can answer questions.

4.2 Implementation of Online Teaching in Class

For the design of online teaching, seen from Fig. 2. According to the curriculum schedule prepared by the college, the teacher establishes a live classroom 1-3 minutes in advance, releases the course links to the student group, and initiates the check-in to the students. After signing in, the teacher contacted the students who did not sign in to confirm the attendance and announced the attendance in the class. The teacher assigned the video watching task of Zhihuishu to the students online. After watching the video, first of all, teachers explain the knowledge points and give examples, and use the auxiliary teaching resources for live class. Then the teacher analyzes the students' autonomous online learning situation, and the students can express their questions in the comment area, and the teacher answers them. In the live class, teachers explain the text, release learning tasks, and use various functions of the live room to discuss, interact, answer questions, and test with students. At the same time, students are required to take photos of their study notes and upload them to the platform at random in class, and teachers will make spot checks and comments.

Online teaching is an important part of College English online course. Compared with the traditional college English classroom teaching, which ignores students' listening and speaking ability, online teaching can strengthen English listening and speaking training through computer technology. Through the function of Lianmai, teachers can master the performance of individuals and groups in real time and evaluate students in all aspects. The function of raising hands and rushing to answer can

adjust the atmosphere in class and attract students' attention.

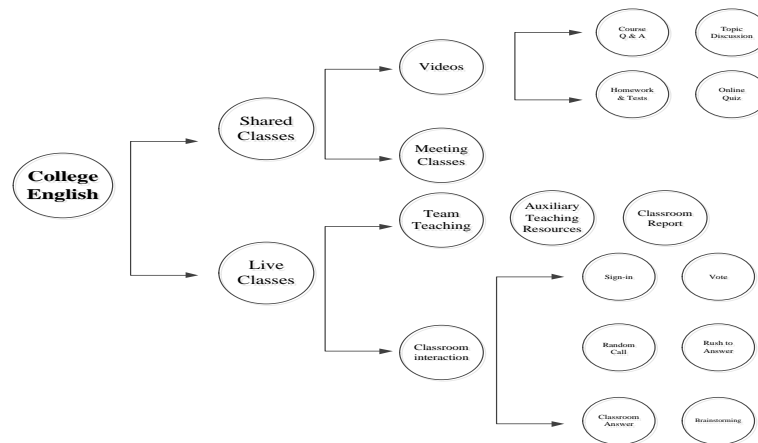


Figure 2: Online Teaching Mode of College English

4.3 After-class Evaluation and Feedback of Online Teaching

Because through online teaching, teacher can not see the real situation of students' learning, so how to arrange homework has become an important means to test students' learning. For the exercises after class, the teacher can set the time period on the questionnaire star, and ask the students to complete and submit the exercises within the specified time, so as to avoid plagiarism. In oral follow-up and dialogue practice, teachers can ask students to record videos, upload them to the platform within a specified time, and complete the punch in small program in Wechat, which is convenient for students to learn and count their homework. Teachers make online corrections and give feedback. Teachers could also select representative homework to share in class and invite students to comment. In listening practice, the teacher arranges and publishes listening tasks on the platform, the students complete them on the app, and the teacher can see the students' completion in the background.

In the offline teaching, the college organizes the evaluation of teaching at the end of the term with the class as the unit, and at the same time organizes the teachers to evaluate the learning. Teachers and students will get teaching feedback after the end of the semester with a long time interval. In online teaching, students can be organized to give teaching feedback regularly, which is convenient for teachers to grasp the dynamic situation of students' learning, adjust the teaching methods and contents in time, and improve the teaching effect.

5. Conclusion

With the rapid development of the Internet, online college English teaching makes full use of network resources and information exchange during the epidemic period, and gives full play to the advantages of online education. Teachers and students overcome the huge challenges and achieve the goal of suspending classes. Under the new teaching mode, students' comprehensive practical ability of English is improved in all aspects, providing students with high-quality educational resources and new educational ideas. Through practice, we also found that the defects of online teaching can not be ignored, the traditional teaching mode is difficult to be replaced, and the future education mode will be online and offline mixed teaching.

References

- [1] Ministry of Education of the People's Republic of China. *Education Informatization 2.0 Action Plan* [EB / OL]. (April 13, 2018) [May 1, 2020] <https://etc.hzu.edu.cn/2018/0420/c877a156035/page.htm>.
- [2] Li Tingting. *Novel Coronavirus Pneumonia Prevention and Control Period of Vocational College English Online Teaching Practice and Thinking* [J]. *Forest Area Teaching*, 2020 (6)
- [3] Liu Li. *Online Teaching Learning Strategy Survey of College English Curriculum under COVID-19*, [J]. *Journal of Tonghua Normal University*, 2020,41 (4)
- [4] Zhou Yuqing. *Classroom Teaching in the Context of "Internet +"*. *China Education Informatization*,

2016 (1)

[5] Chen Jing. *A Study on the Blended Teaching Mode and Strategy of College English under the Background of "Internet +". Overseas English*, 2020 (4)

[6] Lai Chuncai. *A Study on the Teaching Mode of College English Based on Wechat Platform. Journal of Huainan Vocational and Technical college*, 2020,20 (2)