

Reflections on Online College English Teaching Based on the Novel Coronavirus Epidemic Environment

Dandan Zhang

Zhengzhou Technical College, Zhengzhou 450100, Henan, China.

Abstract: The rapid advancement of modern education technology, coupled with the outbreak and spread of the novel coronavirus epidemic in early 2020, has undoubtedly accelerated the advancement of online teaching. This not only brings an impact to offline teaching, but also brings challenges to teachers. As teachers, we must constantly learn and think about how to adapt to classroom teaching in different environments. This article analyzes the choice of online teaching tools and platforms in the context of the novel coronavirus epidemic, and combines its own teaching practice with teaching materials, courseware design, screen recording skills, classroom effect feedback to make reflections, in order to inspire teachers to research and discuss the future online English classroom teaching from a new perspective.

Keywords: The Novel Coronavirus Epidemic; College English; Online Teaching; Teaching Thinking

At the beginning of 2020, a sudden novel coronavirus epidemic broke people's lives and work, and subverted the normal teaching model. From elementary school to university, without exception, teachers and students could not return to school to work and study normally. However, due to the inherent advantages of the popular Internet, the beginning of school is approaching. In order to ensure the normal progress of the teaching plan, the Ministry of Education has issued a notice of "no suspension of classes", which means that all traditional offline teaching in the past will be transferred online, and teachers need to rethink about their teaching content, teaching methods, and student management, which is a new challenge for them.

1. Selection of online teaching platforms or tools

Before the outbreak of this epidemic, many teachers had done some research and practice on online teaching, but most of them assisted traditional classroom teaching. For example, the flipped classrooms, students completed online tasks issued by teachers. It is better for some students to discuss face-to-face, and it is better for teachers to answer questions face-to-face. Various communication software or teaching platforms have demonstrated their unique advantages, such as WeChat, QQ, Tencent Conference, DingTalk, Chaoxing Learning Link, Wisdom Tree and so on. Some platforms are more suitable for live broadcasting, while others are more suitable for recording and broadcasting, and some platforms take both into account.

2. Strengthen the study of information technology to solve technical problems

In the novel coronavirus epidemic environment, all teaching content has been transferred to online. For most teachers, this is the first time and may be unprepared. However, the Ministry of Education and schools have organized various forms of online teaching training, from platform operation to online classroom design, class, supervision, etc. As long as teachers study hard, actively practice, and summarize in time, the content design and online teaching links and other aspects will be well-

organized. I used the online teaching platform Superstar Learning to conduct sign-in, watch recording, question discussion, rush answer, selection, main discussion, in-class test, homework assignment and questionnaire. Especially for the final exam system operation, even though it has undergone training, in order to ensure the smooth progress of the online exam, teachers still need to keep exploring until they are proficient in the operation. As long as they are good at exploring with theory, they will achieve the same teaching effect both online and offline.

3. Online teaching design

3.1 Integration of teaching materials

Although the novel coronavirus epidemic has completely overturned the previous teaching model in a short period of time, from offline teaching or online and offline mixed teaching to all online teaching, teachers must first seriously think about one problem: not all of the courses are suitable for online teaching, and not all the content of a course is suitable for online teaching. At this time, the teacher must re-integrate the content of the course. Take the college-level public English courses as an example, the students' English foundation is generally weak. In the traditional classrooms in the past, some content needs to be combined with lectures and exercises in the classroom, group discussions, and opinions expressed on the spot. Students answer on the blackboard. Everyone's question-making situation is analyzed face-to-face as well as question-making skills and methods, and students take notes.

However, the effect of online implementation of this link is not good. There is still a time gap between online and face-to-face, or due to problems such as network signals, it cannot be completed within the specified time. The time delay is too long, which eventually leads to this. One teaching session is too long. Teachers should redesign the teaching links, analyze the content of the textbook and divide it in detail: self-study part, explanation part, after-school exercise part and message discussion part. Generally, the content of self-study part is relatively simple and can be completed independently. For example, vocabulary learning, students can be assigned to check-in, listening and reading vocabulary tasks every day, and relatively simple listening dialogues. The content of the explanation part is the key and difficult point.

3.2 Design of courseware

In the past, most of the PPTs used in traditional classrooms were outline-oriented. The purpose was to let students listen to lectures and take notes in class instead of copying PPT. Sometimes, according to the situation, it is necessary to write on the blackboard to further supplement the difficult analysis part. In short, the traditional classroom content is not fully presented on the PPT. However, the presentation of online teaching PPT content is different. The key and difficult points need to be presented on the PPT. In addition, the key points of the supplementary tips on the blackboard also need to be cleverly designed into the PPT. Too much content is messy. You can insert key words when you talk about an important knowledge point that needs to be emphasized. When it is said, the key words will pop up on the PPT to attract students' attention and deepen the understanding of the knowledge points.

3.3 Screen recording skills

During the epidemic, my classes were mainly recorded and broadcast, supplemented by WeChat groups and QQ groups. The recording and broadcasting language should be concise, the speaking speed should be moderate, in line with the viewing characteristics of the students being taught, and the duration of a teaching video should not exceed 10 minutes. If the student watches a teaching video for too long, it will easily cause visual fatigue, distraction, etc., and it will not be able to catch the purpose of video learning. If a teaching module has a lot of content, it can be decomposed into different sub-modules from the macro understanding and the micro mastering first. When recording the screen, the problem is detailed to each part. The students look at the problem, listen to the teacher's explanation of the text, and then find the answer to the problem. The student solves a specific problem while watching every page of PPT. In this way, students will learn more clearly.

3.4 Online class effect feedback form

3.4.1 Class supervision

Online teaching is different from offline teaching. It cannot catch people. In order to ensure the quality of class, classroom

interaction is a crucial link. The teaching platform can detect and understand the interaction of students in time, and pass in time for those who are slow or not learning. Class group chats can be urged by naming, or sharing screenshots of the learning situation on the teaching platform in class, it can also play a certain role in supervision. However, it is inevitable that some students will have the phenomenon of swiping the screen for the scores of online learning. In response to this problem, the time to complete the video viewing is specified. After completion, random questions will be asked in the group chat or on the teaching platform to detect students. Check statistics after class, find students who never or rarely participate, communicate individually, understand the situation, find out the problem, analyze the problem, and solve the problem in time, thereby improving the efficiency of online class.

3.4.2 Check notes

Encourage students to develop the habit of taking notes in the learning process, be actively involved, and think carefully, especially online learning, almost entirely based on the students' self-consciousness. However, some students are not very self-conscious. In order to prevent them from using the video to do other things, all students are required to take notes when watching the video. When the class is over, they should organize their notes and upload them to the teaching platform as a normal performance assessment. In this way, not only can play a role in consolidating knowledge points, but also can arouse students' attention to the learning process.

3.4.3 Assessment method

The final assessment results are divided into normal (40%), mid-term (20%), and final (40%). The usual results are different from the past, including online learning (25%), online testing (40%) and online homework (35%), the final exam is also different from the past. The question bank is built, 20 sets of questions are randomly grouped, and they are randomly sent to the same examination room. The questions are set out of order and the options are out of order. At the same time, the amount of questions is increased to avoid collusion among students answer. During the exam, all students are required to turn on the front and rear cameras and cut the screen 3 times or more to compulsorily collect papers. In this way, a relatively fair online exam environment can be created for students. The assessment results of this semester are all related to online learning, and the process of assessment has been increased, which can improve the activeness of students in online learning.

4. Future prospects of college English teaching

Nowadays, information technology is becoming more and more developed, and it is constantly changing people's lifestyles and working methods. So, teaching methods are no exception. With the emergence of various teaching platforms, the number of online courses is increasing. College English as a communication tool is not only learn the language itself, and more importantly, it is related with culture. This is more suitable for students to learn and understand with the help of the Internet. In addition, during the online teaching period of this special period, the Department of Education has repeatedly carried out the online teaching situation on the majority of teachers and students. Then, online and offline college English teaching based on the Internet will replace the single teaching model in the past, and online education is even better than offline education.

5. Conclusion

The online classroom under the "novel coronavirus" epidemic has given students valuable experience in growth and cultivated their independent learning ability. However, for English teachers, online teaching still has many shortcomings. The beginning of teaching under the background requires teachers to further understand and think about online teaching. In the future teaching, we will continue to learn information technology and continue to explore in combination with teaching practice.

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