

Practice and Reflection of College English Online Teaching during the COVID-19 Period

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Abstract

During the COVID-19 period, the Ministry of Education called for the use of the network platform to carry out the project "Classes Suspended but Learning Continues", which's imperative to integrate information technology and subject education to conduct the distance education. Taking College English in Guangdong University of Science & Technology as an example, this paper summarizes the implementation process of online teaching so as to improve the quality of online teaching of College English in colleges and universities.

Keywords

COVID-19 period ; college English; online teaching; practice and reflection.

1. Introduction

At the beginning of 2020, China has entered the state of emergency for fighting against the COVID-19. In order to beat back the COVID-19, the Ministry of Education issued "The Guiding Opinions on the Organization and Management of Online Teaching in Colleges and Universities during the Prevention and Control Period of the COVID-19". Aiming at defeating the epidemic situation, colleges and universities have seriously implemented the policy of "Classes Suspended but Learning Continues" and flexibly carried out online teaching activities.

2. Online Teaching Preparation of College English

According to the general requirements of the second semester (2019-2020 Course Teaching) in Guangdong University of Science & Technology, the Foreign Language Department has arranged in advance, made overall arrangements, selected platform resources, determined online teaching modes, and formed the online teaching implementation plan of college English. Three weeks before online teaching, all teachers in the Foreign Language Department prepared for online teaching, online learning and training, familiarity with platform operation (such as the live broadcasting software: Dingtalk, QQ, Ketangpai, Tencent Meeting, etc.), video discussion, and so forth. The Foreign Language Department was responsible for coordinating and communicating with each platform, providing relevant training for teachers to execute online teaching, ensuring that teachers understand the operation of each platform resource before class.

3. Online Teaching Implementation of College English

3.1. Pre-class

From February 24, 2020, all teachers who took the college English conducted online trials, online course construction, teaching resources preparation (including video materials, teaching courseware, teaching materials-PDF documents, exercises-Word documents and

audio and video files), online release of course profiles, teaching contents, reference materials, preview contents and expanded resources.

From March 1, 2020, students could log into the network platform, interact with the teacher, watch the platform video resources, and complete online autonomous learning. On the day before the formal opening of the class, the teacher published the class announcement in the Dingtalk, QQ, or Wechat group, informing the students of the specific class time, learning contents, teaching process and the time and method of signing in.

3.2. In-class

Ten minutes before the formal class, the Dingtalk, QQ, or Wechat group regularly reminds the students to attend class, and organizes the students to sign in with Dingtalk or Ketangpai software.

After the check-in, the teacher starts the live broadcast by means of Dingtalk, QQ, Tencent Meeting, or Ketangpai. According to the video resources watched by the students on the platform, combined with the supplementary resource PPT, the teacher combs the knowledge points, explains the key and difficult points, focuses on the combination of teaching and practice, uses the platform questioning and discussion functions to interact with students, stimulates the enthusiasm of students in class through the forms of connecting talkback or video calling, and pays attention to the effect of classroom teaching.

In order to ensure the effectiveness of students' online classes, teachers need to publish an announcement in advance to clarify the proportion of attendance, classroom questioning, classroom testing, video watching time and homework completion in the usual grades of online courses, and take random roll-call to check the attendance and online learning of students in the teaching process.

3.3. Post-class

According to the teaching contents of online course, teachers use Dingtalk, QQ, or Wechat group to arrange homework, release the time and path of homework submission, take out fixed time to follow up and guide students to complete the assignments after class, communicate and interact with students frequently, and provide students with positive evaluation through homework comments, so as to improve students' learning enthusiasm.

4. Online Teaching Feedback of College English

Due to the limitations of online teaching, teachers should listen to the feedback from other teachers, students and teaching management departments at any time in the teaching process, and constantly enhance the online teaching work. In accordance with the use of platform resources and the feedback of the live broadcasting effect, it is predicted that the network jam may occur during the formal opening of the course. The Foreign Language Dept. has developed an emergency plan. In case of network jam, the standby communication group Wechat or QQ can be used, and the teaching contents can be supplemented and adjusted according to the jamming time.

One week after the beginning of the course, the college conducted a questionnaire survey on the teaching operation situation and online teaching effect. The Foreign Language Dept. issued a questionnaire to all the non-English majors of Grade 2019. The results showed that students were satisfied with the teaching effect of College English online teaching, and the satisfaction rate was 87.58%. Most of the students could understand the network jam in the teaching process, and actively cooperate with the teaching work, ensure the class attendance on time and complete the scheduled teaching contents.

5. Online Teaching Reflection of College English

5.1. Changing the Traditional Teaching Principles

English teachers first need to realize that the traditional classroom teaching mode and online teaching mode should be combined to give full play to the complementary advantages of the two teaching modes. Through the use of modern information technology, college English online teaching promotes the comprehensive deepening of teaching contents, methods and means. Although online teaching can integrate images, words, sounds, animations and other multimedia information, making the original abstract and boring teaching contents become visualized and dynamic, we must not simply regard online teaching as the transformation from “blackboard + chalk” to “computer + screen”. Teachers do not have blackboard writing in class, and easily ignore the interaction with students. As a kind of language teaching, college English course attaches great importance to the subjective initiative of teachers and students, that is, the two-way interaction between teaching and learning. Therefore, this modern online teaching mode should not be completely divorced from the traditional teaching methods. It is necessary to combine the traditional teaching mode with online teaching, make full use of the advantages of online teaching, such as flexibility, variety, vividness and interest, and give full play to the advantages of traditional teaching in spreading knowledge and explanation, so that students can enjoy rich and colorful online learning while firmly mastering knowledge.

5.2. Creating Online Teaching Resources

In order to enhance the attraction of online teaching and stimulate students' learning enthusiasm, we should make full use of the application software, such as We Learn, China Daily, MOOC, SPOC etc. to actively expand online teaching resources. Through careful preparation of teaching plan, optimization and integration of teaching resources, and effective application of learning resources, college English online teaching mode is vivid and has been effectively improved. Based on the online excellent course resources, we integrate the teaching materials, carefully select some intuitive articles, animations and videos, give intensive lectures through online classroom, pay attention to students' problems, actively reflect after class, update teaching resources, and create teaching contents again.

5.3. Evaluating Students' Learning Effects Comprehensively

Teaching evaluation is an important part to measure the effect of college English teaching. Diversified teaching evaluation can dynamically observe and evaluate students' learning effect as a whole. Using the online teaching platform, teachers should use diversified evaluation systems to evaluate students' learning effect in an all-round way. Before class, teachers can judge the students' performance by the test and discussion results submitted by students through the online platform, and design a targeted teaching plan accordingly. In class, teachers can evaluate the learning process of students through the aspects of classroom answering, question discussion, and class speech. After class, teachers can evaluate students' learning effect through the detailed data of class participation and students' homework submission exported from the platform. Detailed learning tracking allows teachers to know the students' learning progress, learning time, ranking and other specific details at any time, so as to master the students' learning situation more comprehensively. Through the timely feedback of learning data to students, teachers can stimulate students' learning motivation and promote the learning process in order to improve the teaching effects.

6. Conclusion

Online teaching mode is not only the requirement of the development of the times, but also the trend of China's higher education reform. As a front-line teacher, we should keep up with the

pace of the times, constantly update teaching methods and teaching modes to adapt to the new requirements of social development for educators. During the period of Covid-19 prevention and control, college English teachers should make full use of the powerful online platform, carefully design online teaching contents, explore new modes of English teaching, and provide high-quality online courses for students, so that students can win the battle of epidemic prevention and control from the educational level.

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