

Online Teaching Model Construction and Practice of College English in Post-Epidemic Period

ZHANG Hongxia^{[a],*}

^[a]School of Foreign Languages, Taishan University, Tai'an, Shandong Province, China.

*Corresponding author.

Received 25 October 2021; accepted 27 January 2022

Published online 26 February 2022

Abstract

Due to the influence of COVID-19, many colleges and universities at home and abroad have actively implemented the measures of “Classes suspended but teaching and learning are continuing”. Through the online teaching practice during this special period, the cognition of teachers and students has been continuously enhanced. With the deepening of the concept of “Internet+” in online teaching, teaching methods and teaching process management are also constantly improved. About the future, in order to reform and develop college English teaching in post-epidemic period, we should do a good job in three-dimensional curriculum construction, diversified teacher development and comprehensive student training. Based on the continuous summary and exploration, the author believes that taking multiple measures simultaneously is an effective way to construct an efficient online college English classroom.

Key words: Post-epidemic period; College English; Online teaching; “Internet +”

Zhang, H. X. (2022). Online Teaching Model Construction and Practice of College English in Post-Epidemic Period. *Canadian Social Science*, 18(1), 56-60. Available from: <http://www.cscanada.net/index.php/css/article/view/12430> DOI: <http://dx.doi.org/10.3968/12430>

1. INTRODUCTION

During the post-epidemic period, the online teaching mode is oriented by the network platform, and it

combines college English classroom teaching with network technology to improve students' learning ability and college English teaching effect. In online teaching, students are the main body of learning. Through some learning styles, such as cooperative learning, autonomic learning and inquiry learning etc., students can improve their grasping of classroom teaching content, which can not only meet the learning needs of students at all stages, but also stimulate their learning interest and improve their autonomic learning ability. Teachers design situational dialogues at different levels according to students' different levels, and introduce more resources with realistic educational significance into the class. This teaching model avoids problems such as boring teaching form in offline classroom, inactive cooperation from students and lagging feedback from teachers. This new teaching process helps students improve their English skills while leading them to experience all aspects of teaching.

Online teaching is a perfect complement to offline teaching. Online teaching is an important teaching model in higher education in the future. Under the situation of “Internet+”, online teaching platforms are becoming more and more perfect, and online teaching resources are becoming more and more abundant, they provide effective supplement and guarantee for teachers' teaching. There are certain differences between online teaching and offline teaching, but course design is still an important teaching process, and the quality of course design has a certain influence on the teaching effect. How to implement online teaching has become a part of the teaching reform in modern colleges and universities, and it is also the key content of college teachers' research. Online teaching is both an opportunity and a challenge for college teachers. “Internet +” provides a guarantee for the implementation of online teaching. At present, major online teaching platforms are becoming increasingly perfect, which provide favorable conditions for the implementation of

online teaching. Colleges and universities attach great importance to curriculum development, and have set up national online courses, provincial online courses and university-level online courses, which also provide resource guarantee for the implementation of online teaching. Online teaching has certain advantages, but most students in colleges and universities are weak in self-regulation. Teachers should carefully design courses, select appropriate teaching resources, improve students' interest in learning, stimulate students' learning potential, make students fully engaged in the classroom, and effectively improve the classroom teaching effect.

2. THEORETICAL FRAMEWORK

2.1 Constructivism

Constructivism theory holds that knowledge is acquired by learners through meaning construction in a certain social and cultural context with the help of others and the use of necessary learning materials. Learning is a process in which students take the center and teachers take the lead. Constructivism emphasizes students' initiative and subjectivity in learning. It emphasizes the important role of "situation" in meaning construction, and holds that learning is always connected with certain real social environment, namely "situation", which helps to connect and integrate existing knowledge with current knowledge. The key role of collaborative learning in meaning construction is emphasized, and the interaction between learners and their surroundings plays a key role in the understanding of learning content (i.e. the construction of knowledge meaning). It also emphasizes that the learning environment should be a place that supports students' autonomous learning and collaborative exploration.

2.2 Mobile Learning Theory

Mobile learning is a process in which learners acquire learning resources through mobile devices and wireless communication networks whenever and wherever they need to learn, communicate and collaborate with others, and realize the construction of personal and social knowledge. Compared with traditional teaching, mobile learning has many new characteristics and advantages; mobile learning is using mobile internet technology to learn, so that learners can carry out digital learning anytime and anywhere. The purpose of mobile learning is to realize the construction of learners' knowledge or meaning. The way of mobile learning is to communicate and collaborate with others anytime and anywhere. Mobile learning is based on mobile communication equipment and wireless network technology. The content of mobile learning is network learning resources, so mobile learning theory provides great support for online teaching.

Constructivism theory and mobile learning theory have played very important roles in online teaching practice

at home and abroad due to their unique theoretical basis, research perspective and research methods, so, they have provided solid theoretical basis for online teaching during and after the epidemic.

3. RESEARCH METHODOLOGY

Literature method. According to the content, this paper summarized, consulted and analyzed some relevant literatures and materials as the basis to carry out the research.

Experiment teaching method. Carry out the online teaching model construction and practice of college English during and after the epidemic period in the experimental class from many aspects, they are, improving teachers' informatization ability and students' autonomous learning ability, full preparation, taking multiple measures simultaneously, innovative testing and continuous tracking.

4. ONLINE TEACHING MODEL CONSTRUCTION AND PRACTICE OF COLLEGE ENGLISH

4.1 Improve Teachers' Informatization Ability and Students' Autonomous Learning Ability

The key of online teaching is to strengthen teachers' teaching skills. Firstly, it is necessary to strengthen the cultivation of information consciousness and realize the importance of informatization in modern times and the inevitability of improving educational technology ability. Secondly, we should regularly participate the professional training of modern educational technology information and timely update the means of obtaining and integrating information resources. Students' autonomous learning ability refers to the process in which individuals can determine learning objectives, make learning plans, choose correct learning methods, adopt learning resources, monitor learning process, give management to time, select learning environment and evaluate learning results. Teachers must guide students to understand the differences between online foreign language teaching and ordinary classroom teaching, which requires stronger autonomous learning motivation and higher learning self-control. Learning strategies should be constantly adjusted according to the reality to stimulate students' interest in learning and change from passive learning to active learning. Teachers should strengthen the "student-centered" education concept, strengthen the outcome based education concept in the design of teaching process, give emphasis to the actual effect of students' learning, and pay special attention to the process, result and ability of teaching. Students' autonomous learning ability is not consciously formed, in addition to the active guidance

of teachers, it also needs the cooperation of parents, schools and partners to form a diversified autonomous learning monitoring system and play the role of external supervision together.

4.2 Full Preparation Is a Necessary Prerequisite to Ensure The Efficiency of Online Classes

To avoid the blindness of online teaching, in the process of preparation, the teacher must specify a detailed planning to set the learning goals and process, and give it to the students one day in advance to facilitate their preparation before class and let the students understand and clear ahead of time, so as to help the students to achieve targeted study and participate the class quickly. It has been proved that, if students get the general requirements, specific process and the key difficulties before class, they can not only prepare the needed platform and data in advance, but also can do some previewing, so as to have a certain understanding of the learning content, internalize some simple and interesting content, and filtrate the confusion and questions to ask the teachers in class. This not only enhances the pertinence and effectiveness of students' studying in class, but also arouses students' interest in learning and desire to solve problems in class, which is conducive to the achievement of teaching objectives.

4.3 Taking Multiple Measures Simultaneously Is an Important Means to Guarantee the Quality of Classroom Teaching Online

4.3.1 Give Strict Classroom Management to Ensure That No One Is Missing

Classroom teaching is one of the most basic elements in the whole teaching activity, but the problem of low attendance rate of college students is very common. In the long run, students will lose interest in learning and teachers will reduce their enthusiasm for teaching, which will directly lead to the decline of teaching quality. Online classroom puts forward higher request to teachers, so teachers should be strict on students' attendance in class, care about all the students, give help to the students with practical difficulties and special circumstances, try to understand the students' inner hearts, strengthen mutual understanding and reduce the distance between teachers and students, only in this way, can the students understand the teacher's good intention, correct the learning attitude and learning motivation.

4.3.2 Diversified Teaching Forms Are Necessary to Meet the Learning Needs of Different Students

Task-based teaching is very suitable for online English classroom with its characteristics of purpose, process, comprehensiveness and thinking. In the teaching process, according to the characteristics of students, teachers can make use of a variety of teaching platforms and network resources to design a variety of problem-oriented tasks. Students are asked to complete the specified task in each

time period, and the teachers can understand the progress of students' task completion and learning situation through the teaching platform statistics. At the same time, teachers can arrange face to face teaching according to the key and difficult points and the number of times students looking back to the learning content, and teachers can also give supplementary explanation, so that students can have a more thorough grasp of knowledge. In addition, teachers can design colorful classroom activities according to the task points, so as to give students the opportunity to speak freely, and help students become the master of the classroom on the basis of happy thinking and good learning.

4.3.3 Ideological and Political Education Should Be Integrated Into the Class, and Teaching and Educating Should Be Put Into Practice

Guidance for College English Teaching states that "... Core socialist values should be organically integrated into college English teaching." In order to achieve the integration of ideological guidance and knowledge teaching, teachers should aim at education and knowledge teaching and seek for the contact point between teaching material content and moral education knowledge system. Teachers should also fully make use of classroom teaching, find out the ideological elements in each unit of the teaching material and ensure that they are included in the important teaching content of classroom teaching. By integrating knowledge education and values education and adopting the appropriate teaching design and teaching methods, each class will become the effective teaching carrier of the socialist core values in a happy way. Thus, teachers can edify and inspire students' ideals and beliefs in a silent way, so as to achieve the teaching goal of integrating morality and wisdom.

4.3.4 Create a Humorous and Passionate Classroom Atmosphere and Establish the Best Teaching Situation

Teachers' language style and emotional involvement in classroom teaching not only affect classroom teaching atmosphere, but also affect students' learning mood and learning effect. In order to eliminate the psychological barrier caused by only meeting with students across the screen, and generate emotional resonance and synergy effect with students, as well as improving the classroom atmosphere to the maximum extent, teachers should deliberately integrate humorous elements of language into the teaching process, and specially select hot drama topics that students are interested in for discussion. In the process of communication, students' participation in class discussion and enthusiasm for learning can be greatly enhanced by timely and appropriate use of abundant expressions in Wechat and QQ expression package. At the same time, teachers should be in full mood in each class with sonorous and powerful voice to inspire students to have active thinking and achieve a harmonious and cooperative teaching atmosphere.

4.3.5 Cultivate Cooperative Learning Ability and Form Teaching Synergy

Students can set up cooperative learning groups according to their interests, hobbies, learning habits and motivation, and freely express their views and discuss problems through QQ groups, teaching platforms, Wechat groups and other media, so as to improve their learning efficiency and obtain the satisfaction of learning.

4.3.6 Relieve Learning Pressure and Solve Learning Anxiety

To release learning pressure and solve learning anxiety, one method is to make use of the psychological characteristics of students, ie. liking online classes to improve teaching strategies and methods, and carefully design teaching processes, so that students can learn in a state of no pressure, thus, their enthusiasm for learning is enhanced and the learning effect is improved; The second method is to strengthen test-taking skills training, reduce test-taking anxiety and improve students' English ability to reduce students' anxiety about final exams and other comprehensive aptitude tests. Teachers can also organize online group discussion, online class meeting and online moral education activities to enhance communication among students and relieve psychological pressure.

4.4 Innovative Testing Is An Effective Way to Consolidate Learning Effect and Stimulate Learning Interest

4.4.1 Assign Homework Scientifically to Consolidate Learning Effect

When Online teaching has been carried out for a period of time, especially when a large number of courses are taught online at the same time, it is inevitable that some students will be tired. In this regard, teachers should pay more attention to the assignment, which is an important way to test students' learning effect. And teachers should carefully design the assignments and check them seriously, so that students can see their learning effect and give more interest in learning. Several principles are important in this process. First, the design of the assignment should conform to the principle of "less but better". The teacher should choose typical and comprehensive content, so that students can put what they have learned into practice appropriately. The second is the hierarchical arrangement of two types of assignments, they are "must do" and "choose to do" to meet the needs of students at different levels. In the process of assignment correction, specific and feasible learning suggestions are put forward according to the completion of each student's assignment, so as to achieve the purpose of "teaching students according to their aptitude" and stimulate students' confidence and interest in learning.

4.4.2 Give Multi-Means Testing to Improve Students' Initiative

In order to understand the students' English learning situation, the teacher should help students master the

basic knowledge of English and basic skills according to the actual needs of students, and make the students happy to learn and active to absorb. The teacher should also try to learn more about the students in the form of a questionnaire survey to help them constantly explore the knowledge, so that they can gradually master English learning methods, be skilled in learn, and fall in love with English. To widely collect the students' opinions to teachers, the teacher should often carry out face to face online discussion forums with student representatives, and comprehensively consult students' opinions and suggestions, so as to improve the teaching methods and enhance teaching level according to the opinions of the students. These not only help the students get knowledge in the classroom, but also help them learn more from the inside of the heart. So that, the students can give full play to the subjective initiative, actively absorb knowledge, and try to become the master of learning.

4.5 Continuous Tracking Is an Important Measure to Maintain Students' Learning Motivation

The challenges of this large-scale educational practice brought about by COVID-19 are multiple. In this situation, attention must be paid to students' online learning experience, online learning motivation and learning effectiveness. There is no doubt that, attaching great importance to the learning process will receive good learning results, so teachers should download and explore the relevant data about the students' daily study from the learning platform, and collect and analyze students' classroom and self-study notes, especially share the good work in the class to show the outcomes, thus, partners' incentive role will be effectively played.

5. CONCLUSION

At present, online teaching is pushed to the front of education implementation. Online teaching has both advantages and disadvantages. As to the advantages, for example, online teaching has diversified shared resources, loose space and time requirements, personalized teaching methods and flexible learning methods, etc. However, in the process of online teaching, teachers and students also face many problems, such as in unenergetic interaction, poor self-control of the students, unable to implement face-to-face feedback and so on. Due to students' weak English expression ability, lack of confidence, and problems with hardware equipment, online communication will not only consume time and energy, but also reduce the participation of other students in the interactive process of questioning, and will ignore the effective development of class. Sometimes, it is easy to cause the phenomenon of screen brushing in teaching, which affects the memory of some students to the key content; If the teacher holds a pre-answering activity, due to the limitation of Internet speed or other objective

reasons, it is easy to cause students who fail to participate the interaction to lose interest, thus affecting their learning enthusiasm.

Therefore, there are both opportunities and challenges in online teaching. Teachers and students should change their roles in time, take advantage of this opportunity to carry out teaching reform, and actively explore the mode of online and offline mixed teaching, which is also a good way to promote teaching reform.

REFERENCES

- Baidu Encyclopedia. (2022). *Constructivism*. Retrieved from <https://baike.so.com/doc/6245366-6458769.html>
- Baidu Encyclopedia. (2022). *Mobile learning*. Retrieved from <https://baike.so.com/doc/3027505-3192220.html>
- Cai, B. Y. (2020). Quality assurance measures for online teaching in vocational colleges during epidemic prevention and control. *Journal of Wuhan Metallurgy Management Cadre Institute*, (3), 12-16.
- Cai, J., Zhang, S., & Tang, J. L. (2021). A survey on the main problems of teachers' education informatization in universities of China. *Foreign Languages and Foreign Language Teaching*, (1), 22-26.
- Ge, Y. Z., & Lin, Y. Q. (2020). Research on online inquiry teaching in special period. *Education*, (19), 9-10.
- Li, Y. (2022). Exploration of college English teaching based on post-epidemic era. *Industry and Science Forum*, 21(3), 150-151.
- Liu, Y. F. (2020). *An investigation of online autonomous learning ability of college students during COVID-19 period*. Baoding: Hebei University, (4), 23-27.
- Ma, J. (2022). Design and implementation of online teaching in the period of informatization. *Hei Longjiang Science*, 13(1), 130-132.
- Wang, F. Q. (2020). Let students learn from the epidemic period. *Gansu Education*, (04), 1-4.
- Wang, Y. (2020). Research on the innovation of "ideological and political education" in foreign language in epidemic period. *Examination and Assessment* (College English Teaching Research Edition), (2), 22-25.
- Wang, Z. L. (2020). How should education be transformed in the post-epidemic era?. *Experts Observation*, (4), 13-20.
- Xu, Y. T., & Tao, J. (2020). Research on the identity of college foreign language teachers in the background of online teaching. *Foreign Languages and Foreign Language Teaching*, 2020,(5), 47-50.
- Yuan, M. L., Wang, L. P., & Huang, X. L. (2020). Investigation on teaching status and improvement strategy of epidemic online teaching. *Journal of Tianjin Association of Vocational Colleges*, (6), 26-30.
- Zhang, A. M. (2021). Online teaching of college English during COVID-19. *Journal of Zaozhuang University*, 38(6), 106-110.
- Zhang, J. (2021). Analysis of English learning anxiety of non-english major college students in online teaching during COVID-19. *Journal of Xihua University*, (3), 44-47.
- Zhao, J. B., Wang, Y., & Cao, Y. M. (2020). Implementation status and reflection of online teaching in china during the epidemic period. *China Audio-visual Education*, (5), 37-40.
- Zheng, Q. H., & Qin, T. (2020). Current situation, problems and countermeasures of online teaching during epidemic. *China Audio-visual Education*, (5), 18-22.