

A study on the development and utilization of college English curriculum resources

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Abstract: College English curriculum has always been a difficult point in teaching. The active development and rational use of English curriculum resources plays an important role in improving the quality of college English teaching. Therefore, this paper studies the development and utilization strategy of college English curriculum resources. This paper analyzes the current situation of the development and utilization of college English curriculum resources, and expounds the problems in the process of curriculum development and utilization. In view of the above problems, this paper discusses the strategies for the development and utilization of English curriculum resources from the following aspects: establishing a community of English teachers' curriculum resources, capturing effective information to develop student resources, making full use of the extensive and deep college English classes, and building an online teaching platform to push English curriculum resources. Through the above research, it aims to improve the quality of college English curriculum and provide guarantee for the future development of college students.

Keywords: College English; Curriculum resources; Development and utilization strategy; English teachers; student; Online teaching platform

1. Introduction

Curriculum resources refer to all people and material resources that can be used in the course design before class, teaching practice during class, homework evaluation after class, etc., including school resources, family resources, social resources, etc., which are the source power for the future development of college students [1]. The ideas, knowledge and manpower required by college English curriculum resources all need to be related to the curriculum objectives and content, which serves the English curriculum and is an important prerequisite for the smooth implementation of the curriculum. Due to the large scope of curriculum resources, from the perspective of the characteristics of resources, curriculum resources can be divided into materials and conditions [2]. Material resources are the direct application of English knowledge, writing ability, reading comprehension, oral practice and other aspects in English teaching to ensure the continuity of English curriculum.

Conditional resources are resources that do not directly affect English courses. Resources such as teaching sites, teaching media, teaching equipment, teaching facilities, and teaching environment are resources that determine the scope and level of curriculum implementation. According to the difference of curriculum resources and environment, it can be divided into internal and external resources [3]. Internal resources include libraries, scientific research rooms, sports grounds and other resources in colleges and universities; External resources include students' family environment, living environment, public cultural environment and other resources. College English curriculum resources are mainly to integrate all the conditions conducive to the implementation of the English curriculum and the conditions that can achieve the English teaching objectives into the teaching process. With teachers, students, textbooks and other contents as the key points for the development and utilization of curriculum resources, it is conducive to the implementation of the English curriculum towards higher quality objectives [4]. Therefore, this paper studies the development and utilization strategy of college English curriculum resources.

2. Current situation of development and utilization of college English curriculum resources

Colleges and universities are the main places for English teaching. Instead of the tense learning atmosphere in the past, students learn English with the idea of "passing the exam, everything is fine".

At this time, students are at a good time to stimulate their automatic learning. If they want to break a new ground in the future employment, they need to turn passive into active, actively adapt to the English learning environment and actively adapt to the English teaching environment [5]. On this basis, more favorable curriculum resources have been developed and applied to students, achieving twice the result with half the effort. However, colleges and universities have been affected by traditional concepts for a long time, and have not paid enough attention to students' thoughts. In the process of teaching, the teacher imparts the knowledge points of the textbook to the students in a mechanized teaching form, which makes students memorize by rote and affects the learning quality.

For colleges and universities, English teacher resources are scarce, and most teachers have not received curriculum training before entering the school, so they cannot effectively manage students' performance in class, which makes students ignore class discipline. In the aspect of resource development, the content is relatively simple and lacks teaching characteristics. Lack of interaction in the teaching process, students' sense of identity to English is not high, oral communication is not flexible. After the rise of online teaching, students learn less on the teaching platform and stay for a long time on the website browsing page, which also affects the learning effect of students. In addition, the development of English resources in colleges and universities lacks individuality and does not reflect the teaching function of campus English culture. Some campus cultures can only reflect the ideological and political education function, and some campus cultures can only reflect the physical education function, but do not establish a complete image of English teaching culture, which affects students' attention to English learning.

3. Strategies for the development and utilization of English curriculum resources

3.1. Establish a curriculum resource community for English teachers

English teachers are important resources, developers and users of resources. Therefore, teachers themselves are a community of curriculum resources. Teachers' English level, application ability, teaching methods, teaching emotional state, size of knowledge, personal personality conditions and other factors need to be improved. This paper believes that the establishment of a curriculum resource community for English teachers can enable cooperation between internal and external resources and enrich teachers' teaching resources [6]. In their spare time, students will listen to English radio programs, English songs, American dramas, etc. to improve their initiative in learning English. At the same time, teachers can hold some English opera competitions to let each student have a few lines and release their charm on the stage.

In the process of English teaching, the students in the class are divided into several groups to set up extracurricular English interest groups for students. Discussions and oral English interaction that are not completed in class can be left after class. In the same way, students in the same dormitory can communicate in English. Students with good oral English in the dormitory can organize students to shoot short videos of oral communication and show them in English teaching activities, so as to further improve the teaching and learning effect. Students can also be encouraged to actively communicate with native English speakers to develop their oral English ability, as shown in Figure 1.



Figure 1: Students communicating with native English speakers

English songs, teaching activities and discussion groups are all based on teachers' curriculum

resources. The formed curriculum resources community is more conducive to enriching students' English knowledge.

3.2. Capture effective information and develop student resources

The implementation of English curriculum depends not only on teachers, but also on students. Each student has different thinking and understanding of English. To understand and experience English courses from the perspective of students is a new resource development and utilization plan. In the process of English teaching, teachers need to pay attention to the content of students' needs and stimulate the potential motivation of students' learning. Students' performance in class is different, representing different information. Doubts represent that they cannot understand the knowledge point, and nod to show that they can understand the knowledge point [7]. Each student has different understanding abilities. There are some differences in English course teaching that can be understood. Teachers need to face up to these differences, communicate with students more, fully capture effective information, and take the information resources generated by students as valuable teaching resources.

Teachers need to change their role in the classroom, abandon teachers' inherent views on students, and fully tap the potential of students. Student resources usually need to be developed by students. The students in the class are divided into several English groups, and the members in the group are respectively strong in oral English, writing and reading ability. There are six students in each group, and three students with strong ability assist three students with weak ability. In the form of teamwork, the students improve the overall English performance of the group. In the final score assessment, the group with high performance gets better rewards, while the group with low performance gets corresponding penalties, so as to give full play to the students' English learning potential.

3.3. Make full use of wide and deep college English classes

The extensive and deep English teaching classroom is that teachers integrate curriculum awareness into teaching, set curriculum objectives from the perspective of students, and let students analyze the value of the curriculum. Constantly examine the rationality of teaching methods and teaching objectives in the classroom, and flexibly change teaching methods and teaching objectives according to students' learning status. Textbooks are the core of curriculum resources. Reasonable use of textbooks can ensure the quality of English learning [8]. The textbook has a complete knowledge and skill system, and the teaching structure is relatively reasonable. However, the limited content of the textbook requires students to develop teaching resources in daily communication activities. Teachers can use English newspapers, English radio, English short plays and other resources as English course materials to apply the knowledge learned from the textbooks to extracurricular resources. The content of the textbook is the breadth resources, and the resources such as English newspapers, English radio and English short plays are the depth resources. The combination of the two, on the basis of enriching students' English knowledge, can also enable students to experience the English environment in daily life and provide multiple guarantees for students' future employment.

3.4. Build online teaching platform to push English course resources

Nowadays, various universities are carrying out teaching reform, and online + offline teaching form is widely respected. Based on the development of teacher resources, student resources and textbook resources, this paper builds an online teaching platform and pushes English course resources in real time. Table 1 shows the resource push schedule.

Table 1: Resource push schedule

Week	Content	
Monday	New Vision Compulsory Course 1	Level 4 vocabulary -- noun suffix
Tuesday	New Horizon Compulsory Course 2	Translation -- Object clause
Wednesday	Translation exercise	Napoleon was ill--Napoleon Was ill
Thursday	IELTS Exercises	
Friday	Let's listen to the English version of "extra nice"	
Saturday	Fun reading	An Unexpected Answer
Sunday	Fun reading	Two Students Missing an Exam

As shown in Table 1, in the weekly courses of colleges and universities, the contents of English course resources are pushed once every two weeks. It utilizes the textbook content of compulsory courses I and II, and also develops IELTS writing, fun reading and other teaching resources. In Friday's lesson, the English version of "Ordinary Road" was used as the lesson content, so that students could relax and be energetic for the rest of the study. After a week of English learning, Saturday and Sunday are fun reading, the content of reading is fascinating stories, so that students can understand in the context of small stories, really improve the quality of reading.

4. Conclusion

In recent years, there are many books about intensive English training. The training of vocabulary, writing, reading and so on has improved students' English performance. As far as the current college English curriculum is concerned, teachers pay more attention to the results. The number of vocabulary training, writing training and reading training is more, while the number of oral training is less, which affects the overall learning effect of students. The development and utilization of English curriculum resources can maximize the effectiveness of English curriculum resources, make students more adapt to English curriculum learning, and improve the quality of teaching and learning. Therefore, this paper studies the development and utilization strategy of college English curriculum resources. Through teachers, students, courses, platforms and other resources, teachers, students and courses are integrated to improve the quality of college English teaching in a real sense.

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