

Application of Online Course Resources in College English Teaching

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Abstract: *The introduction of online courses such as microlectures and MOOCs has profoundly affected the education ecology. The use of online courses and related resources can promote the improvement of English teaching quality and help students to carry out independent and personalized learning, so that the classroom instruction efficiency can be enhanced. This paper analyzes the importance of online course resources, sorts out the problems related to online course resources in the current English teaching in colleges and universities, and discusses how to improve the effectiveness of online course resources for reference.*

Keywords: *college English teaching; online course resources; application*

1. Introduction

The rapid development of modern information technology has provided support for the change of learning methods, and in recent years, online course resources represented by MOOCs and microlectures have been more and more widely used in the university teaching work. However, there are some problems of English online course resources that need to be solved in some universities, such as insufficient construction of teaching platform and imperfect management system, so it is necessary to sort out the related problems and solve them one by one.

2. The important role of online course resource development

Under the background of informationization, college English teaching relies on advanced technology for reform and optimization to promote the development of online teaching. Therefore, vigorously constructing and developing online course resources has positive significance for both teachers and students. A large collection of resources and their integration and utilization can effectively innovate the teaching mode, improve teachers' ability to use information technology, and cultivate students' English learning habits.

At first, it supports personalized learning mode. In university English teaching work, teachers can use the information technology platform to provide course resources, so that students can easily choose to study according to their own needs, either starting from different nodes or their own weak points, or repeatedly consolidating key and difficult issues. Such as looking for relevant resources in the course catalog, and using various mobile terminals to study texts, microlectures, and other content. Unlike traditional teaching models, this method of learning can be achieved through the Internet, rather than in a specific classroom. Students can adjust their own learning pace and find the appropriate learning content[1].

Then, it promotes innovation in the teaching model. The use of online course resources can facilitate teachers to carry out online plus offline hybrid teaching and promote the teaching mode to adapt to the current development trend. From offline lectures only to all or part of online learning. Taking the mixed online and offline teaching mode as an example, a stable network platform environment is needed, as well as high-quality teaching resources, otherwise, online teaching work will not be possible. Teachers and students in colleges and universities can use a rich library of mobile teaching resources to expand students' international horizons and facilitate their understanding of the social conditions and customs of other English-speaking countries. The development of online course resources helps to shape a more pure English environment for college students, so that they can be familiar with and use English thinking to understand the knowledge in the teaching and learning process, which is of great significance to the improvement of English literacy of college students.

3. Problems related to online course resources for college English teaching

3.1. Renewal delay of the content of course resources

In recent years, with the steady development of various social and economic fields, the demand for highly educated talents is increasing day by day, and the expansion of higher education institutions is progressing faster. However, we need to realize that the growth of the number of students in colleges and universities will definitely put forward higher demands on teacher resources, teaching facilities and related supporting resources. In the field of English education in colleges and universities, it is urgent to change the teaching scene and realize a combined online and offline teaching mode. Especially for the online teaching session, course resources are the basis to ensure its orderly implementation. It is necessary to have massive and diverse course resources, and at the same time, to have certain matching with the content of teaching materials to become practical and operable course resources to ensure the learning effect of students. However, in the actual research of some schools, it was found that due to the limitations of the teachers' level, economic ability and other factors, the development of resources for online courses is insufficient, mainly in the form of a single learning resource, the deferred update of test bank resources, some frequently-used teaching courseware with low completion, and insufficient learning resources library[2]. Especially, the English resources for each major have not yet formed their characteristics, which cannot meet the needs of students' online English learning.

3.2. Online course resources ignore "student based idea"

The goal of college English teaching is to improve students' intercultural communication ability and to cultivate students' English ability in related professional fields. Therefore, the teaching process should always adhere to the student-centered teaching concept, and the selection, integration and utilization of course resources should be based on the teachers' teaching tasks, and the students' learning needs should be the center to provide strong support for students' independent learning. However, there are still many English teachers in colleges and universities who are influenced by traditional teaching habits and neglect students' learning effects when developing and applying online course resources, and their course teaching lacks professionalism and practicality. They simply transfer the content of relevant courseware to the Internet, and do not focus on how to scientifically guide students to carry out independent learning and independent exploration. The course resources they develop are still according to the textbook and have nothing new, and cannot attract students' interest in learning. Some school systems are but empty shells, and the frequency of students log in is low, so it is unable to give full play to its teaching value.

3.3. Low degree of integration of course resources

The degree of comprehensive use of online English course resources in colleges and universities depends on their application efficiency. To improve the integration of online course resources, colleges and universities need to first consider the actual demand and development trend of the market and the professions for talents, and on this basis, for adapting to the professional development needs of talents, course resources that are highly compatible with them should be created, making progress from listening, reading, writing, translation and other comprehensive application skills. In the research of this problem, it is found that there are many online English course resources in colleges and universities at this stage, and they have the advantage of large amount, but the relevant course resources are not integrated systematically with the application, skills and humanities of professional fields, etc. There are a lot of English learning resources in the Internet, but there is a lack of modular integration, which causes students to choose online English course resources blindly with a high degree of arbitrariness, and even to a certain extent causes "selective anxiety"[3]. Some students' English learning is not systematic enough, and they are confined to various fragmented resources, which are difficult to form a system. It will increase the invisibility of students' learning, i.e., the effort is not proportional to the gain, with less effective.

4. Strategies to promote the effective application of online course resources for college English teaching

In order to improve the quality and teaching level of college English teaching, the construction of English online course resources needs to follow the principles of nationalization, diversification and

specialization all the time, take the enhancement of students' practical ability as the basis, take the teaching effect as the guide, so as to cultivate excellent talents who have a broad international vision, are more familiar with international rules, and are capable of intercultural communication as well. Therefore, in the process of developing and integrating online course resources, the practicality of the resources should be considered, which can facilitate students' independent learning in daily life. At the same time, the content of the course resources should highlight their novelty to stimulate students' interest in learning.

4.1. Clarifying the content of online course resources

Embedding Internet and information technology in college English teaching has become a development trend in the teaching field, which aims to be able to cultivate a large number of talents with high quality and compound ability for the society. The construction of online course resources has become an important support to ensure the orderly development of English informatization teaching in colleges and universities, and is the basis for improving the quality of English courses, with the ultimate guidance of improving students' English literacy. Therefore, it should be ensured that the online English course resources in colleges and universities can cover online resources, classroom teaching resources and tutorial and assessment resources at the same time. Online course resources should be based on teaching objectives, then the resources can be designed and planned to develop various MOOCs, micro-lectures, videos, etc.. Relevant reading and dialogue and other audio resources should be added into the course resources, and the resources about humanities expansion should be increased, and targeted after-class homework and English proficiency test resources can be assigned. All in all, English online course resources should cover a wide range of learning requirements for students' listening, reading, writing and translating skills. Among the online course resources similar to the traditional teaching process, it is necessary to prepare the corresponding textbook content, lesson plans, complete lesson plan content, prepare relevant lesson libraries, video libraries and activity task lists, and focus on highlighting the interactivity with students to ensure that they can master the key and difficult points of the course in the learning process[4]. The content of extracurricular tutorials provided by online course resources needs to be centered on expanding students' comprehensive abilities, developing learning resources that match their future professional development, to promote their overall development.

4.2. Active change of teaching concept

We need to make it clear that the development and construction of online resources for college English teaching is not to expand teaching resources, but to promote students' learning behaviors and focus on how to effectively apply these course resources. During the period, English teachers in colleges and universities need to change the traditional teaching mode of "indoctrination" and mechanical teaching concept, and start from the optimized teaching mode of constructivism, emphasize the student-centered teaching concept, adjust the teaching mode, combine with the current college students' actual learning situation and physical and mental growth characteristics to consider their all-round development, and use information technology to create mixed online and offline teaching. When carrying out online teaching activities, teachers need to use the teaching platform to assign certain learning contents to students, so as to guide them to use relevant resources to preview the contents of classroom teaching, so that they can have a first knowledge of what they are going to learn, think actively in the process of previewing, and explore more purposefully with questions in learning[5]. At the same time, the online teaching platform facilitates students to choose more suitable online resources for learning according to their own majors, preferences and learning levels. For example, students in the major of international trade can focus on the content related to their major to lay a solid foundation for their future professional development. In the offline teaching stage, English teachers can also use microlectures and MOOCs to show relevant contents and shape teaching situations on the teaching platform, and adopt project-based teaching and cooperative teaching to return the initiative of the classroom to students, so that students can better apply English in the classroom, improve the interactivity of the classroom, and actively construct English skills in the process of applying English. After the course is finished, English teachers need to upload after-class assignments and extension tasks on the learning platform, and students can use the platform to finish submitting assignments or displaying the results of learning tasks. English teachers use the platform to review and comment on students' assignments and results, and to answer English questions in the interaction.

In the process of teaching English in colleges and universities, it is easy to find that the use of

diverse teaching modes can effectively enhance the interest of college students in online learning and lay a solid foundation for the improvement of online teaching quality. Therefore, the following teaching modes can be adopted to improve the quality of online teaching when carrying out online teaching of English in colleges and universities. First, English teachers in colleges and universities can work together to carry out a cooperative teaching mode. The specific method is to encourage students to preview what they have learned before entering online teaching activities, divide the students in the class into several study groups, and encourage them to collaborate to complete the teaching tasks assigned before the course. On the one hand, it can effectively improve students' English ability, and on the other hand, it has positive significance to cultivate their cooperation and communication ability. Second, exploratory teaching mode is carried out. English teachers in colleges and universities issue tasks to students in the teaching platform, which requires students to be able to use their knowledge, relevant materials provided by teachers or resources from other channels to solve relevant problems, so as to effectively improve students' ability to refer theory to practice, which is conducive to promoting the smooth development of online English teaching work. Third, independent discussion-based teaching mode is conducted. When carrying out online English courses in colleges and universities, teachers should encourage students to actively participate in the discussion and communication of classroom teaching contents, use the advantages of the information-based teaching platform, use the English knowledge they have mastered, speak on the English learning contents and subjects they are currently studying, and actively discuss with other students. That is what is called among any three people walking, I will find something to learn for sure. And this mode of teaching can effectively improve students' overall ability and English proficiency.

4.3. Strengthening the construction of English teachers in colleges and universities

English teachers in colleges and universities need to have a deep understanding and grasp of the teaching contents when they give instruction, especially to further understand the new teaching mode and teaching concept of online teaching. First of all, the universities should strengthen the professional training for the existing English teachers, on the one hand, they can organize English teachers to "go out" for training, and they can also adopt the mode of "inviting in", that is, inviting experts to give lectures or conduct teaching seminars online or offline, so that teachers can improve their teaching level and adapt to the online and offline teaching mode[6]. Compared with the traditional English education in colleges and universities, online teaching focuses more on students' ability to apply relevant resources, so students need to be encouraged to preview and review online resources after class. In addition, colleges and universities need to train English teachers' information technology skills to ensure that teachers are proficient in using related equipment and carry out online teaching in an orderly manner, so as to avoid negative impacts on teaching quality due to teachers' unfamiliarity with related facilities.

4.4. Optimizing teaching management system

A perfect and scientific teaching management system is an important foundation for promoting the quality of English teaching in colleges and universities. Before carrying out online English teaching reform, the first thing is to improve the opinion collection mechanism. Relevant technical personnel need to set up a special opinion feedback board in the teaching platform to collect teachers' and students' opinions and suggestions on the online teaching management system, and to respond to these opinions regularly. Colleges and universities can use cloud computing, big data and other advanced technologies for online teaching management to understand students' use of the online English platform and their learning ability in real time and recommend personalized course resources for them. In addition, the use of virtual reality technology facilitates effective supervision of students' online learning quality, sending reminders for their learning tasks and urging them to complete them carefully. In order to further improve the teaching management effect, colleges and universities can hire experienced teaching management professionals to inspect and evaluate the teaching management system, so that they can make scientific and objective evaluation on online teaching and the courses, etc. from a professional perspective, and timely find out the existing problems and make purposeful adjustments and improvements[7].

5. Conclusion

The in-depth application of network technology has promoted the transformation and improvement

of English teaching work in colleges and universities. In the process of improving and optimizing online course resources, colleges and universities should always adhere to the problem-oriented and student-centered approach to improve the problems of insufficient development, slow update and low integration of resources in online course resources, so as to create favorable conditions for promoting students' English literacy and comprehensive ability.

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