

# *The Construction and Effectiveness Analysis of the Network Learning Community of College English Reading*

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**Abstract:** The concept of learning community originated in Germany and was put forward by scholar Tennis. Afterwards, this concept has continued to develop and has gradually become an inherent concept in college English teaching. Today, with the high popularity of the Internet, this concept has begun to come into contact with college English reading online learning. In this case, because the learning community is conducive to the quality and efficiency of learning, and can also express the learning personality of students, how to build a college English reading network learning community has become a question worth pondering. This article will carry out related research and propose one. This is a network learning community model for college English reading, discussing community construction methods around the model, and finally analyzing the effectiveness of the model.

## **1. Introduction**

At present, college English teaching in my country has been integrated with the Internet. Students can carry out English reading learning activities on the Internet, but simply letting students do online English reading learning activities cannot guarantee the learning effect. Many teachers find that students' autonomous reading learning activities are rather confusing. There may even be students who feel confused, do not know where to start, and do not know how to deal with problems that cannot be solved. This leads to students becoming more passive in autonomous reading and learning. In this case, the learning community can solve these problems. Therefore, the learning community can improve the effect of college English reading network learning. The construction of such a community is of great significance and relevant research should be carried out.

## **2. College English Reading Network Learning Community Model**

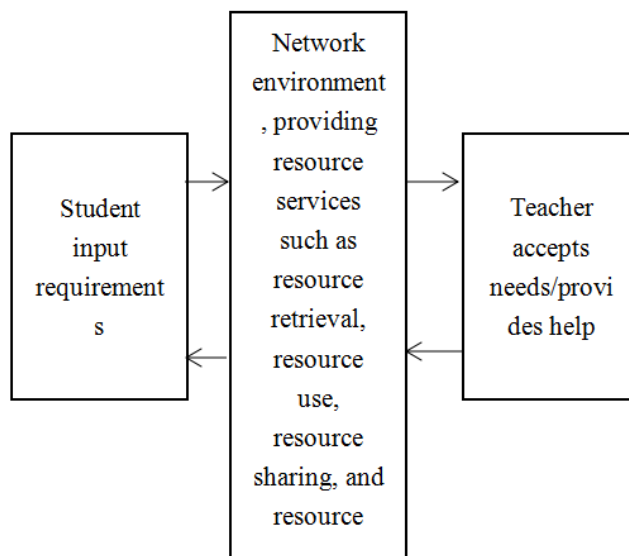
### **2.1 Model Construction Ideas**

The construction of the college English reading network learning community must be based on the network environment, and resources in the network environment need to be developed to provide certain support for students' English reading learning. At the same time, students should be the main body in the network environment to provide students with independent learning. Help, the

provider of help should be the teacher. Therefore, the idea of constructing the college English reading network learning community model in this article is to provide teachers and students with corresponding resources in the network environment, and then take students as the main body and teachers as the helpers. Focusing on the various needs of students in autonomous learning, teachers use corresponding resources to provide Students provide help [1].

## 2.2 Model Overview and Analysis

According to the idea of model construction, the network learning community model of college English reading in this paper is shown in figure 1.



*Fig.1 Network Learning Community Model of College English Reading*

(The sequence of the process is: students input needs, the corresponding resources are transmitted to the teacher, the teacher dispatches resources to provide help, and the students receive help)

On the basis of figure 1, the network closely connects teachers and students, and interacts well with each other, and the interactions are all carried out on the network. Therefore, the network has become a community of college English reading. Based on the interaction between teachers and students, the community can give full play to the role of teachers, mobilize students' awareness of learning and inquiry, and can answer questions and solve doubts for students at any time, or provide guidance for students to learn independently, so as to prevent students from being confused, and can be orderly and accurate Learning, for example, when a student poses a grammar question to the teacher through the Internet, the teacher can tell the student which learning resources can help the student to solve the answer, so that the student can search for the relevant resources on the Internet independently, and the teacher can understand through the Internet In the case of students' English reading learning, if students find weaknesses in their abilities, they can also search for resources on the Internet, send reading resources to students for students to read repeatedly, and even send exercises to allow students to train repeatedly, strengthen students' weaknesses, and promote students' comprehensiveness English reading ability increases. As the main body of English reading and learning, although students mainly receive teachers' help in the community, they must exercise their autonomy after receiving help, such as taking the initiative to repeat questions, repeat training, repeat thinking, and can also use network resource sharing, etc. The function makes autonomous

learning decisions, that is, whether to discuss resources with other learning, during which the teacher will act as a supervisor to urge students to carry out these activities to ensure the effect of autonomous learning. In addition, the resources that the network can provide are very rich in types and forms, and many of them are in line with students' interests. Therefore, whether it is student independent resource retrieval or resource retrieval required by teachers, it can be based on students' learning interests. Obtaining corresponding resources and using learning interest can enhance students' learning autonomy, and students will become willing to learn and think, which also provides an effective guarantee for the effect of college English reading learning.

### 3. Analysis of the Effectiveness of the College English Reading Network Learning Community

Disassemble figure 1. The practical application of the college English reading network learning community can be roughly divided into three steps, namely resource collection, resource application, and learning reflection. The following will analyze the specific application of the three steps in combination with a case. At the same time, data is used to verify the validity of the community.

#### 3.1 Case Overview

In order to improve the effect of students' autonomous English reading and learning, a university set out to introduce the community theory and hoped to support the theory through the Internet. Therefore, the requirements of the university are in line with the model in this article. Under this condition, this article constructs a university English reading network learning community model (same as figure 1), and at the same time promotes the model for teachers and students in the school, and tentatively allows teachers and students to try to carry out related activities in the model platform, and pass The training allowed teachers to understand their own work content and responsibilities in the model platform, so the model was successfully implemented in the school.

#### 3.2 Model Application

Analyze the application of the three steps of the college english reading network learning community in this article. The specific content is as follows.

##### (1) Resource collection

The resource collection process is the responsibility of the teacher. The teacher needs to collect various resources in the network environment according to the needs of college english reading teaching, or create resources independently, that is, shooting teaching videos, which explain the various knowledge points of english reading textbooks. It also gives examples to help students understand knowledge. Afterwards, all the collected resources are uploaded to the model platform for students to download in autonomous english reading and learning, and self-study activities are carried out according to the resources, which can help students consolidate professional knowledge and cultivate students' awareness of active learning [2]. Within one month, the resources collected by the school's english teachers are shown in table 1.

*Table 1 Resources Collected By English Teachers of the School within One Month*

Resource type/form	Quantity	Effect
english major theoretical resources/graphics, videos	103 Graphic resources, 72 Video resources	Help students understand the professional theory of english reading, construct preliminary concepts of english, and cultivate students' english reading ability
Interdisciplinary english resources/graphics	122Graphic resources	Cultivate students' interdisciplinary reading ability and interdisciplinary english application ability, including the key points of interdisciplinary noun translation, etc.

Daily communication case resources/videos	54 Video resources	Cultivate students' english communicative competence, cross-cultural awareness, etc.
Exercise resources/graphics	500 Graphic resources	Help students consolidate and train knowledge

### (2) Resource application

The application of resources is led by students, that is, students can search for the resources they need in the process of self-learning, and can be used after downloading. These resources can not only teach students english reading, but also allow students to practice independently. At the same time, the application of resources can be divided into two types: independent and interactive: ① Independent application means that students view pictures, videos, or do exercises alone; ② Interactive application methods can be divided into two types, one is interaction between students If students have the will, they can share resources with other students, put forward their personal opinions, absorb others' opinions, and discuss related matters. The other is the interaction between students and teachers, mainly when students encounter problems in their studies. Propose it to the teacher, or the teacher takes the initiative to make learning requirements for the students.

### (3) Learning reflection

Learning reflection is organized by teachers, and students are still the subject of reflection, that is, teachers must supervise students' learning through the platform, record the main problems of students' learning, analyze the strengths and weaknesses of students' abilities, and then organize students after a period of learning Reflect on the platform and ask some questions in the process to allow students to independently think about whether they have corresponding defects and what are the main reasons for the defects. For example, the teacher of the school asked a student about the pronunciation of words. Through reflection, students realized that they did have pronunciation defects. The main reason for this phenomenon was that students rarely practice pronunciation. It is necessary to strengthen the pronunciation connection, and the teacher should provide corresponding help.

## 3.3 Application Effect

Select the school's students' english reading ability test data one month before and after the application of this model for comparison. If the test data of students' english reading one month after the application of this model is better than before the application, the model is effective. Table 2 shows the test data of students' english reading ability one month before and after the application of this model.

*Table 2 Test Data Of Students' English Reading Ability One Month Before and after the Application of This Model (Test Result of a Certain Student)*

Time	Test index	Test results
One month before application	Word accuracy	97%
	Translation accuracy	86%
	Grammatical accuracy	100%
	Pronunciation accuracy rate	75%
One month after application	Word accuracy	100%
	Translation accuracy	95%
	Grammatical accuracy	100%
	Pronunciation accuracy rate	97%

Through comparison, it can be seen that students start english reading learning on the basis of the model, and all aspects of ability test data have improved, So the application of this model is effective.

## 4. Conclusion

In summary, this article constructs a network learning community model for college english reading based on theory, and introduces the main functions and application processes of the model. On this basis, the article combined with the case to verify the effectiveness of the application of the model. With reference to the test data of students' english reading ability one month before and after the application of the model, the comparison shows that the students' english reading ability has been significantly improved one month after the application of the model. The effective application of the model can improve the effect of college english reading network learning.

## References

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