

Opportunities and Challenges for College English Teaching in the Post-EPIDEMIC Era from the Perspective of Students

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Abstract: The arrival of the post-epidemic era has changed the traditional English teaching model. Based on the English classroom teaching model from the perspective of students, the traditional English teaching model needs to be innovated in class form, course content, interaction and after-school testing to adapt to new opportunities and challenges.

1. Current situation of students in traditional teaching mode

Lack of enthusiasm in English learning, some textbooks deviate from the development of the Times and are not practical. Influenced by the exam-oriented examination in compulsory education stage, most students still have the phenomenon of "kung fu only falls on the pen" in English learning, and fail to effectively export and transform English as a language. In English learning, English major students fail to effectively understand international thinking, forcing them to understand foreign thinking with Chinese thinking, and non-English major students fail to effectively use English to promote the international development of their professional fields.

2. Cause analysis based on the above situation

2.1 Boring and stale English learning content

With the rapid development of The Times, language itself is rapidly updated, and some expressions are gradually phased out with the development of The Times. The reason for the lag of textbook update is that some expression methods and skills are replaced by more accurate and exquisite ways, which are not practical in real life. It takes a long time for the contents of textbooks to change, some contents are replaced by new current events, and the original speculation has a new conclusion with the development of The Times. Textbooks are not updated in time, and there is a phenomenon of disconnection with the development of reality.

2.2 English teaching and assessment of the single and fixed

Teachers vary in their ability to use multimedia teaching, creating different English learning environments and communication opportunities in the classroom. Some teachers stick to the

traditional teaching mode of "I speak and you listen", which can not effectively mobilize the participation and enthusiasm of students. In the traditional English assessment mode, most of the students focus on the examination paper, and the oral output accounts for a small proportion. As a result, some students can barely pass the test through short-term intensive review before the interaction with the teacher in class, failing to truly achieve the purpose and requirements of English teaching.

2.3 The rigidity of students' thinking

Non-english majors fail to effectively use English to promote the international development of their professional fields, fail to effectively cross English learning with their professional disciplines, and fail to promote and complement each other in English learning and professional development. English majors fail to effectively understand the cultural essence behind English characters, and are superficial in English learning, failing to form essential differences with non-English majors.

3. The challenges of offline teaching in the post-PANDEMIC era

Post-epidemic era is a new term that emerged after the outbreak of the epidemic. It refers to the COVID - 19 outbreak, people have experienced after months of isolation and fear of disease, with the outbreak of the temporarily smooth resumption of normal life, people are aware of the outbreak in a period of time to completely destroyed, all hard as the norm, the outbreak of ups and downs sex makes it possible outbreaks again at any time, and last longer, The influence of internal factors is the dominant reason to a certain extent. During this period, students' learning attitudes will also be polarized (data). Some students will show the characteristics of slacking: there is less active interaction in online class, and the ease of switching to other web pages will reduce the efficiency of online learning. At the same time, there are also some obstacles for after-class inspection: the singleness and limitation of after-class inspection lead to the teacher can not truly understand the students' learning status and classroom mastery. Some students copy their homework, and the operability and ease of pasting and copying on the Internet increase, which will increase the difficulty of teachers' online investigation. At the same time, the influence of external reasons can not be ignored. The study environment provided by dormitory and home is somewhat different from that provided by school. The online learning environment is controversial to some extent. Some students fail to adjust their learning state and rush online to learn and listen to lectures. Studying in the dormitory, different majors study different courses, answering teachers' questions will affect other students' listening efficiency; However, studying at home also needs to take into account the lifestyle and pace of parents, which may not match the class schedule of teachers. Secondly, network reasons can not be ignored. The dispersion of students' learning places and the differences of network signals in different learning places result in the inability of students to listen to the teacher smoothly and interact with the teacher effectively to a certain extent.

4. Opportunities for online education in the post-PANDEMIC era

First of all, online teaching can effectively promote students' learning initiative. In the teaching process, the classroom can be divided into several modules, and the learning results of the last lesson and the preview results of this lesson can be used as the demonstration part of the classroom. On the one hand, it promotes the ability of students to study independently, and on the other hand, it also effectively improves the teachers' inspection of students' learning status, thus achieving the effect of two-way interaction between teachers and students. In order to achieve this goal, students should participate in the learning process with a positive attitude, actively interact with teachers and teaching

content in their thoughts, and think independently. This mode effectively promotes the motivation and efficiency of students to review effectively after learning the course, and makes full preparation and preview for the next course. Teachers mainly answer the doubts of students in class, which effectively improves the class progress and capacity. At the same time, it will further promote the effective practice of flipped classroom. Flipped classroom, also known as flipped classroom, changes the roles of teachers and students in traditional teaching and replans the use of classroom time through reversed arrangement of knowledge imparts and knowledge internalization, thus realizing the innovation of traditional teaching mode. In flipped classroom, students are taken as the subject to guide the class, and teachers are taken as the guidance of the class. To a certain extent, teaching benefits teaching.

Secondly, online teaching can provide more abundant teaching resources to supplement the teaching content of English textbooks. Using current news articles and international video news reports can not only attract students' interest in class, but also effectively increase the course capacity and enrich the mode of class. In the textbook content as the leading classroom mode, increase the English video sharing, foreign content learning. Let students have a deeper understanding of western local culture, keep up with international current events, enhance international vision, and form a virtuous cycle in the process of learning. At the same time, in the after-class investigation, we can cooperate with a variety of apps for effective comprehensive investigation. Schools can officially cooperate with APP to improve the flexibility and comprehensiveness of examining students' learning effects. Students' oral English ability can be effectively inspected on qudubbing software, and class group construction can be carried out in APP. Teachers can check students' learning progress and learning limitations in real time, and set up classroom content and teaching objectives based on this, so as to improve the practicability of classroom teaching. Not only in oral English, but also in words, grammar, reading and other aspects, the official cooperation can be carried out with the APP to promote all-round investigation of students' listening, speaking, reading, writing and translation in this mode. This method not only improves the effectiveness of after-class assessment, but also promotes the effective combination of public and private teaching modes to a certain extent and stimulates new teaching modes.

Moreover, in the student-centered teaching mode, effectively promote teaching and learning, stimulate students' initiative at the same time, promote the renewal of teachers' teaching concepts. Not only the technology of using electronic equipment in teaching has been effectively improved, but also a better understanding of students' psychology and effective communication with students. Online teaching provides an effective way for introverted students. Compared with offline physical classes, students can express their ideas more freely and confidently to some extent. Online teaching also provides a convenient platform for teachers to communicate with students in a timely and effective manner. Teachers can communicate with students in a variety of ways through a variety of online teaching media to understand students' learning style and psychological status.

In addition, with the continuous development and progress of Internet big data, teachers can effectively use Internet data statistics to more intuitively see the class attendance of students. At the same time, we can also see students' overall response to homework. Using the above data, we can make teaching objectives and teaching plans more accurately. This way can effectively improve the quality and efficiency of the classroom, in line with the needs of students on the classroom.

It is worth noting that online teaching effectively promotes the fairness of education to a certain extent and achieves the sharing of teaching resources. The students can not only according to the teacher for learning resources for learning, can also be studied in the video website search and relevant professional learning, in learning English, on the basis of this specialized knowledge and deepen their understanding, broaden horizons and promote the development of interdisciplinary, more effective play English language learning tool.

5. The interaction of teaching subjects in online teaching

Online teaching in order to effectively stimulate students' initiative to participate in class and learning initiative, we should give full play to the role of flipped classroom and promote the effective play of students' main body. In college English teaching, we should change the traditional way and take "learning before teaching" as the main mode. Although the main characteristics of flipped classroom are student-centered, students lack experience in overall classroom mastery and cannot accurately distinguish the key points and emphases of teaching tasks. In order to effectively ensure the quality and efficiency of class, the teacher, as the guiding subject, needs to play a guiding role in students' pre-class preview and define the main goal of the whole class. On the basis of determining the teaching theme of the whole class, the main role of students should be given full play, so as to avoid the failure of the basic teaching objectives of the whole class caused by completely handing over the class to students. At the same time, in the classroom teaching, teachers should also guide effectively, avoid wasting too much time on some minor issues, unable to achieve the final teaching objectives. Therefore, when flipped classroom plays a role in the classroom, the two-way interaction between teachers and students should be emphasized as well as the main role of students. When students play a leading role, teachers should also give effective guidance, so as to achieve the effect of two-way interaction and a virtuous cycle, and give better play to the role of flipped classroom.

6. Conclusion

In the post-epidemic era, learning styles and teaching modes should also change along with various changes in life and learning. This not only puts forward higher requirements for teachers, but also higher requirements for students' learning consciousness and initiative. The factors that affect the quality of college English teaching are not teachers or students, but the effective interaction and contact between teachers and students supported by Internet science and technology. In the online teaching platform, the role of flipped classroom should be brought into play. While students are the main body, teachers should also play a guiding role in class, grasp the rhythm of class, and sublimate the theme of class teaching to achieve the purpose of efficient teaching.

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