

College English Online Course Design During the Epidemic

Liu Ying

*Foreign Language Department, Changchun University of Chinese Medicine, Changchun, Jilin
130117, China*

Keywords: The outbreak, College English, Online courses

Abstract: The outbreak has forced people across the country to stay at home, and schools have had to postpone the opening of classes to prevent the spread of the disease. Schools across the country have launched online courses. Taking medical undergraduate universities as an example, this paper explores the teaching preparation, teaching process and teaching evaluation methods of college English online course.

1. Teaching Preparation

All teaching activities need to be carried out around teaching objectives. As a public basic course, "College English" aims to cultivate students' comprehensive English application ability of listening, speaking, reading, writing and translating, laying a language foundation for their future work, study and communication, and enhancing students' critical thinking ability, independent learning ability and comprehensive cultural literacy [1].

To jointly fight the epidemic, publishers have provided students and teachers with free electronic textbooks, teaching reference books and extra-curricular learning materials. Major MOOC platforms are open for free, and there are many excellent learning software and teaching platforms that offer teaching videos. In today's information technology, the main task of teachers has changed from traditional teaching knowledge to guidance and answering questions. Teachers need to select and recommend suitable learning materials for students, arrange and plan their learning plans, provide learning methods, guide and encourage students to complete their learning goals step by step.

Writer's universities for a medical undergraduate course colleges and universities, according to the actual situation of students for the students to choose the basis of learning resources are: U campus platform to launch the third edition of "new horizon college English reading and writing tutorials 2" "new horizon college English audio-visual course 2" and form a complete set of "new horizon college English comprehensive training 2" "new horizon college English long read 2". These study materials help improve students' reading, grammar and vocabulary. By logging in to the U campus platform, students can see detailed text analysis and complete corresponding after-class exercises on the mobile and computer terminals, and then generate student learning reports. Teachers can monitor students' learning content, duration, answer details and learning weaknesses in the teacher side, so as to give key guidance and explanation in class. In order to facilitate students' knowledge expansion, the recommended and selected learning software and platform are

Kekeenglish, Daily English Listening and UMOOCs, which are mainly used to improve students' listening, speaking and writing.

2. Teaching Concept

Online teaching during the fight against COVID-19 is both a challenge and an opportunity, with teachers' professional skills challenged as students gain access to rich learning resources. Teachers must change the traditional teaching methods, guide and stimulate students' independent learning ability and creative thinking ability, to meet the needs of students' development in the new era. The main problem of online live classes is that students' attention is easily distracted when they cannot meet all the students face to face, which makes it more difficult for students to actively participate in classroom activities. Therefore, online classes need more time and concise, so that students have the opportunity to interact with other students in the isolated state of loneliness, feel the power of the collective.

The output-oriented approach proposed by Professor Wen Qiufang emphasizes the theory of "learning center", "integration of learning and application" and "holistic education". This concept is particularly suitable for students who spend a lot of time on their own during the pandemic. According to the teaching content, teachers provide students with learning situation, let students understand the practicability of learning content, and provide knowledge facilitation, guide and help students to produce knowledge [2]. On curriculum combined with fudan university psychology professor xue-xin zhang tutors "for class method", the classroom in two, so as to shorten the time of the live class, to improve students' attention, also can make the students' knowledge learning and knowledge output stagger, autonomous learning for students and internalized absorption of time and space, So as to promote students to better carry out output activities.

3. Teaching Process

Since online teaching is still a new thing for both students and teachers, the arrangement of each learning task has not yet formed a fixed pattern, and students need to be provided with clear learning guidance. Therefore, in the week before the official start of school, teachers began to guide students to gradually get familiar with the learning process and enter the learning state. Because the author has gradually infiltrated the blended teaching mode into the class in last semester's teaching, the students have learned to use YouTube.The course platform and coco English App, so in the week before the start of the semester, let students download the U campus containing electronic textbooks and daily English listening two software, assign students preview tasks and daily listening training tasks, so that Students understand the learning purpose, learning method, completion method and evaluation method of each task, paving the way for the completion of homework after school [3]. At the same time, we also conducted pilot teaching of live classes before the semester began, and made videos and connected with students to help them get ready for the semester with a stable attitude.

After the beginning of the semester, the model of live classes and independent learning will drive students to advance their English learning according to plan. Every day, we will push the learning content of the day to students on the Online MoOCs platform, so that students can understand what to do and how to do it. In addition, online tests are carried out on daily learning tasks to understand the learning situation of students. Things that used to need face-to-face communication in class can now be constantly communicated through wechat and the teaching platform; The teaching method that used to take each class as a module is now refined to the specific learning content of every day. Although the geographical distance between teachers and students is far away, the communication is more. The students' daily learning and progress are visible in detail [4].

Every day, students need to recite English words, and complete the corresponding word test; Complete listening training in daily English listening software, and complete speaking output in corresponding HOMEWORK; The daily reading training is completed by comprehensive training on U campus and cet-4 real exams. On weekends, students can be arranged to do exercises and writing exercises after class. In this way, students will practice listening, speaking, reading and writing every day. Teachers can track students' daily training through homework correction and test results of U campus and MOOC, and timely communicate with students about problems in homework. After a period of adaptation, students have gradually mastered the daily training tasks and procedures, and can well cooperate with teachers to achieve teaching goals. With compared with traditional classroom teaching, online learning requires teachers to give students a clearer task arrangement. Teachers can upload frequently asked questions in the form of videos and texts to the "Frequently Asked Questions" section of THE PLATFORM for help students solve difficult problems. Online teaching requires teachers to spend more time communicating with students in real time, correcting homework and feeding back problems. It is because of the closer connection, more specific tasks and corresponding tests that students can keep pace with teachers in various cities and learn new things every day.

4. Conclusion

College English online teaching in college education of the future will be more and more popular, because college students have a strong independent learning ability and self resolution, using electronic resources and science and technology teaching tools, learning according to students' individual differences, as their guide, can help them to find and solve problems, and then finish learning goals.

Acknowledgement

This work was supported by Higher Education Teaching Reform research project of Jilin Province in 2021: College English Information Teaching Design and Application Research with Integrated Mobile Tools (JLJY202128256704); Scientific Research Project of Jilin Provincial Department of Education in 2021: Research on the Design of MOOC+SPOC Mixed Advanced English Teaching Model in the Post-epidemic Era (JJKH20211001SK).

References

- [1] Sun Hongye. *An Analysis of the Application of Classroom Teaching in College English Teaching* [J]. *Theoretical Observation*, 2016(4):174-175.
- [2] Wen Qiufang. *The Chinese Characteristics of "Output-Oriented Approach"* [J]. *Modern Foreign Language*, 2017(3):353.
- [3] Wen Qiufang. *Building the Theoretical System of Output-Oriented Approach* [J]. *Foreign Language Teaching and Research Investigate*, 2015 (4): 547.
- [4] Zhang Boya. *Divided Classroom: A New Approach to College English Classroom Teaching Reform* [J] *Science and Wealth*, 2015(12):803.