

Thoughts on the Concepts and Approaches of Online English Teaching

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ABSTRACT

With the rapid development of internet technology, online teaching and learning activities are technically possible. Teachers can accomplish their teaching tasks through the internet, ensuring that the quality of online learning is substantially equivalent to that of classroom teaching. This article analyzes the characteristics of knowledge and learning in the information age and, on this basis, proposes the concepts and methods of online teaching.

KEYWORDS

Online teaching; Educational informatization; Teaching concepts

Nowadays, online teaching and learning become popular. But online teaching is different from on-the-spot teaching. I conducted online teaching and provided online tutoring when necessary. The fact that teachers and students can complete teaching and learning at home is closely related to the development of educational informatization in recent years.

1 Analysis of the Concept and Differences of Online Teaching

The concept of online English teaching mainly centers on students, and all teaching designs are carried out with students at the center. In the actual teaching process, it is necessary to pay attention to cultivating students' subjective initiative. Especially since online learning is a relatively unfamiliar teaching method for students, it should be distinguished from traditional teaching methods. Online teaching is not simply moving teaching to the online platform. It is pointed out that "online education is an educational and teaching practice based on media where teachers and students are separated in time and space". Through analysis, it can be seen that there are mainly the following differences:

1.1 Higher Requirements for Teachers and Students in Online Teaching

Teaching behavior includes two processes: teaching behavior and learning behavior. The key lies in whether the teaching behavior of teachers promotes the learning behavior of students. In the process of online teaching, teachers and students do not need to be in the same classroom at the same time, and teachers cannot see the status of students during teaching. The teaching behavior and learning behavior are separated in time and space. In traditional teaching, teachers and students are in the same time and space, and teachers can adjust their teaching behavior in a timely manner according to the status of students. Therefore, online teaching requires teachers to observe students' learning behavior through a series of teaching designs without seeing the status of students, which is a considerable challenge for teachers. For students, online learning tests their self-study ability more. In classroom learning, with the real-time monitoring of teachers and the influence of classmates, students' concentration is higher. However, in online learning, the lack of real-time monitoring by teachers and interaction with classmates may weaken students' learning behavior and result in unsatisfactory learning outcomes. Therefore, online teaching requires students to have strong self-management skills.

1.2 Different Teaching Concepts

Online teaching requires a student-centered approach, with all teaching designs centered on students, aiming to effectively promote students' learning behavior. In contrast, traditional classroom teaching is dominated by teachers presenting knowledge, although it also emphasizes the central position of students, the role of teachers in organizing and managing the classroom is more prominent.

1.3 Different Evaluation Models

Teaching evaluation is based on learning objectives and involves making value judgments on learning activities and their results through certain standards and methods, which is a process of measurement, analysis, assessment, and guidance of learning activities and their results. From this, it can be seen that evaluation has four functions: diagnosis,

stimulation, guidance, and intervention. Educational evaluation is divided into formative evaluation and summative evaluation. In traditional classroom teaching, the evaluation of students' learning is more focused on summative evaluation, or the proportion of formative and summative evaluation is the same. For example, in the English course I taught, formative and summative evaluation each accounted for 50% of the students' learning evaluation. However, in online teaching, a large amount of learning occurs on the Internet and through platforms and resources. Learners leave a series of learning data, which can help us make value judgments on the learning process of students. Therefore, online teaching pays more attention to formative evaluation. Conversely, when the proportion of process-oriented assessment increases, it can encourage students to participate more actively in classroom interactions and activities. It is not difficult to see that online teaching is a great challenge for both teachers and students, but it is also the beginning of a change. Online teaching not only enables students to acquire knowledge normally but also cultivates their autonomous learning ability and self-management skills. It can be said to be a win-win situation.

2 Analysis of Online English Teaching Methods

2.1 Creating a Cross-media Practice Teaching System for English

With the continuous advancement of information technology, in the "Internet +" era, if English teaching is to be carried out more efficiently, it must keep pace with the times. Based on digital information technology, a cross-media practice teaching system should be created, integrating new media resources such as flipped classrooms. Then, online learning platforms such as TRP and MOOC should be constructed to build a hybrid and diversified teaching model and a multi-interactive learning environment. English teaching practice activities should be built by integrating various cross-media resources such as Weibo, QQ, WeChat, and virtual communities, fully combining the advantages and characteristics of different media to enhance the utilization rate of micro-resources. The online teaching mode and traditional teaching mode should be fully integrated, and the teaching goals should be reconstructed with students as the center. Only in this way can the teaching quality be further improved, and greater impetus be provided for the improvement of students' English literacy and comprehensive quality.

2.2 Creating an Online English Course Learning Model Based on MOOC

With the rapid development of Internet information technology, "MOOC" has been increasingly applied in education and achieved remarkable results, bringing new opportunities and advantages to English teaching. At the same time, through the analysis of the actual situation, it can be found that MOOC gathers a large number of teaching resources and is a new teaching method that integrates the advantages of the Internet and new media. It has the advantages and characteristics of highlighting situational education, diversified resource composition, concentrated teaching time, and condensed teaching content, which is more in line with the needs of modern education development and can effectively stimulate students' subjective initiative. At the same time, in the process of creating an online English course learning model based on MOOC, English teachers should also rely on advanced MOOC experiences at home and abroad and provide better teaching resources for teachers and students through the effective application of open sharing systems, effectively guiding students, thereby promoting the quality of English classroom teaching and the comprehensive quality of students.

2.3 Construction of Micro-lessons and SPOC Flipped Classroom Teaching Model

With the continuous advancement of educational reform, the flipped classroom, a brand-new teaching model, has been increasingly applied in classroom knowledge teaching, bringing about revolutionary changes in teaching methods and talent cultivation models. Meanwhile, the flipped classroom based on micro-lessons has advantages such as timeliness, flexibility, and micro-cosmicity, which can effectively enhance students' interest and desire to participate in classroom knowledge learning. Therefore, in conducting English teaching, the strength of the online English teaching and research room and the teaching team should be fully integrated, and on this basis, the design and development of micro-lesson resources and SPOC courses should be carried out. Students should be guided to conduct literature reading, topic discussions, and question answering and other practical activities online after watching the corresponding course videos, so as to improve the quality of classroom teaching. In addition, teachers should create cross-media interactive platforms to promote closer online interaction between teachers and students, create a better teacher-student relationship, help students better solve difficult problems, and thus provide stronger support and guarantee for students' all-round development.

2.4 Conducting English Practical Teaching through New Media Platforms such as Weibo, WeChat and QQ

With the rapid advancement of science and technology, new media platforms like Weibo, WeChat and QQ have gradually become common tools in people's daily lives, providing great convenience. This has laid a solid foundation for the innovation of cross-media English teaching models. At the same time, conducting teaching model innovation based on this can further enhance the informatization of education, meet the needs of students' individualized development, promote the close integration of online and offline, provide students with a better teaching environment, help students achieve resource sharing, and create an open, three-dimensional and all-round innovative teaching platform.

2.5 Adopting Various Tutoring Methods for Online English Teaching

For after-class individual tutoring, since online teaching is different from offline teaching, teachers cannot take advantage of the environment to give students constant guidance and instructions. However, they are actively trying to make the tutoring methods flexible and diverse. First, the "one-to-one" method. Teachers provide online answers to students' questions at any time through WeChat, QQ, DingTalk and other platforms, helping them solve problems. Second, the "group of three to five" method. Teachers form small groups on DingTalk for students with the same problems and conduct tutoring through video conferences. Some teachers also encourage students with extra time to form study groups to discuss and solve difficult problems together in the group, or form mutual assistance groups for students with different learning abilities to learn from, influence and motivate each other. Third, the "self-service on-demand" method. Teachers record micro-videos of key and difficult knowledge and extended content and upload them to the class DingTalk group for students to watch on demand and review repeatedly. Some teachers also upload solutions to difficult problems to the internet so that students can watch them when they encounter difficulties in solving problems. Some teachers also upload learning materials provided by the municipal and district education departments to the class DingTalk group for students to study independently. Fourth, the "layered advancement" method. Based on the differences among students, teachers in the lesson preparation group divide the work and prepare two or three levels of tutoring content, namely difficult, medium and easy, and conduct online layered tutoring through multi-group live streaming. Students throughout the grade can choose to participate in the tutoring of any level without being restricted by their classes.

2.6 Prepare diverse teaching plans to prevent unexpected online teaching incidents

Online teaching is carried out in an orderly manner according to the normal teaching schedule. However, due to the limitations of the network and platform, unexpected situations are unpredictable. Teachers need to prepare emergency plans. First, establish a WeChat or QQ group to create a direct communication channel with students. Second, when preparing the "first class of the semester", record a class in advance and prepare resource materials for students in case of network system crashes or other emergencies. Third, use a platform with synchronous recording function during live teaching sessions to record the synchronous teaching for students to review later. Fourth, it is best to conduct online flipped teaching in a unit-based manner. Common types of flipped classrooms include: original flipped classrooms supported by information technology, in-class flipped classrooms with self-study in the first half and deepening in the second half, regular flipped classrooms with self-study before class and interaction during class, and unit-based flipped classrooms designed with several classes as a unit. Unit-based flipped classrooms are more suitable for online teaching during the epidemic. On the one hand, in the case of separation between teachers and students, the space is more flexible, and students' autonomous learning and teachers' online interaction are more flexible. On the other hand, through the design of unit-based flipped classrooms, the online teaching during the epidemic and the normal teaching after the epidemic can be well connected, avoiding the confusion and discomfort caused by the change of teaching environment.

3 The Future Direction of Online Teaching

Today, we live in an environment with advanced information technology, and the teaching model will also undergo changes, no longer being as monotonous as traditional classroom teaching in the past. With the development of communication technology, the effect of interpersonal interaction based on the network will become better and better. Big data technology can record the teaching and learning behaviors in the online teaching process, achieving precise teaching monitoring. Meanwhile, artificial intelligence technology can push learning content in real time based on the process monitoring data and inform teachers of students' responses to knowledge points. Therefore, the development of modern information technology makes online teaching more complete and widespread, and will become an important force driving the entire teaching reform. The Internet not only enables the improvement of the original school education practice, serving a wider range of people, but also allows us to explore, generate, disseminate and cultivate the unique

knowledge of this era, and provides unprecedented functions for this purpose.

From a broad perspective, in today's rapidly developing society, lifelong learning for all has become a way of life. Online education provides unprecedented convenience and possibilities for building a new educational system that serves lifelong learning for all. Especially with the continuous improvement of the teaching requirements for English by the education department in our country, it not only focuses on developing students' general language abilities, but also enhances their academic or professional English communication skills and cross-cultural communication abilities. Based on such a goal orientation, the English course is very suitable for adopting a blended online and offline teaching model. On the one hand, students can use high-quality learning resources on the Internet to strengthen their listening, reading, writing and translation skills. On the other hand, students' oral practice requires real interpersonal interaction scenarios, so listening and speaking courses can be conducted in a classroom teaching mode. Therefore, future education will no longer be a single school education model, and schools will not be the only educational service base. The coexistence of school education models and online education models may become a trend, or online education may be superior to school education, but it will not completely replace school education. Therefore, we should actively draw on the excellent experience of online teaching methods, continuously improve our technical level, and lay a good foundation for the smooth development of future educational work.

4 Conclusion

The rapid development of "Internet +" education has made large-scale online teaching a reality. Only by carefully designing teaching content and interactive sections can students be engaged in learning at home, ensuring that the quality of online learning is substantially equivalent to that of classroom teaching.

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