

The Enlightenment from the Investigation of the Status Quo of Web-based Courses to College English Teaching

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Abstract

With the rapid development of Internet, under the guidance of the “Internet +” policy, the Internet education industry is booming, especially in the discipline of English. While the online courses promote the development of the entire education industry, it also brings great challenges to the traditional school education. This paper mainly uses the questionnaire survey method to investigate 240 students in the university to explore their different understanding and attitude to the network course and the traditional school education, to find out the present situation of the development of the network English course in universities, and to provide ideas for the reform of school education.

Keywords: Web-based courses, traditional school education, net-teaching model, English teaching

1. Introduction

As the carrier of distance education, the online course is the sum of the teaching content and the implementation of the teaching activities of a certain subject through the network. It consists of two parts: the teaching content and the support environment of online teaching.

As a new way of teaching, the network course can not develop without the support of the network. The network makes the teaching activities separated from time and space, and teaching and learning are no longer limited by time and place. In the beginning of the twenty-first century, China's distance education has emerged a vigorous development momentum, followed by more than ten years, its development trend is unstoppable. The Ministry of education and government departments at all levels have given policy support, and institutions of higher learning have also been carrying out the construction of online courses. In recent years, the emergence of MOOC began to radiate to primary and secondary school education.

2. The questions raised

As mentioned above, while the online courses promote the development of the entire education industry, it also brings great challenges to the traditional school education. This paper collects data by means of questionnaire to explore the different levels of students' understanding of online courses and provide ideas for the reform of traditional English teaching. It mainly revolves around the following three aspects:

A: Does the student have a clear understanding of the course?

B: Does the student approve the online course?

C: What are the common problems in online English courses?

3. The design of research programs

3.1 Subjects:

The questionnaires were distributed to 240 students in China West Normal University, including 113 males accounted for 47.08%, and 127 females accounted for 52.9%.

3.2 Research tools:

A questionnaire survey was conducted to understand the different attitudes of college students to online courses and traditional school teaching. Questionnaires were taken by random questionnaires and recovered on the spot. A total of 240 questionnaires were issued and 240 were withdrawn, with a recovery rate of 100%.

4. Findings:

The survey results are as follows:

Table 1. Data statistics

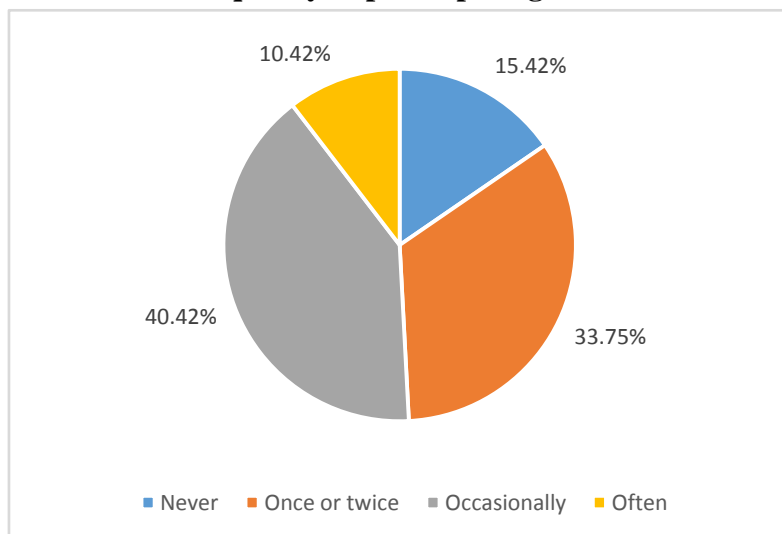
Questions	Options percentage value							
	A	B	C	D	E	F	G	
1. Have you received traditional school education for more than ten years?	100%	0%						
2. How many online courses have you attended?	1.25%	10.8%	69.6%	18.3%				
3. What advantages do you think online education has?	85.71%	81.43%	14.29%	69.85%	14.29%	72.43%	14.29%	5.4%
4. What disadvantages do you think online education has?	86.32%	91.61%	32.7%	32.7%	82.72%	0%		
5. What advantages do you think traditional school education has?	55.83%	49.58%	69.58%	77.5%	8.57%	89.58%	0%	

6. What disadvantages do you think traditional school education has?	82.08%	64.17%	2.91%	84.58%	71.67%	57.5%		
7. Are you interested in the online course?	12.08%	73.75%	12.91%	1.25%				
8. What kind of teaching mode do you prefer?	23.75%	6.67%	69.58%					
9. What do you think of the teacher's main role in class?	64.58%	70.42%	45.42%	7.08%				
10. What kind of teaching model can solve your problem?	88.34%	11.66%						

5. The results of the survey

5.1. More than half of the respondents are rarely involved in online courses.

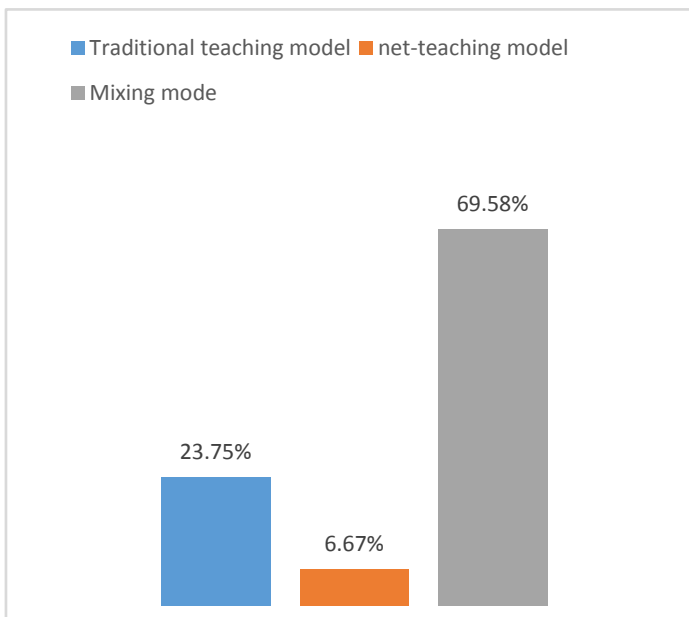
Table 2: The frequency of participating in the online courses



In this survey, only 10.42% of the students were regularly involved in online courses, and even 15.42% of the students had never participated in it. Among the surveyed students, once or twice and occasionally involved in online courses accounting for a large proportion.

5.2 Respondents are more inclined to the combination of online courses and traditional teaching methods.

Table 3: more inclined model of teaching



From the statistical results we can see that only a very small number of students tend to net-teaching model, and 69.58% of the students prefer a combination of the two models.

5.3 Most of them think that traditional teaching can solve practical problems while they are interested in the online courses at the same time.

Table 4. The degree of interest in net-teaching model.

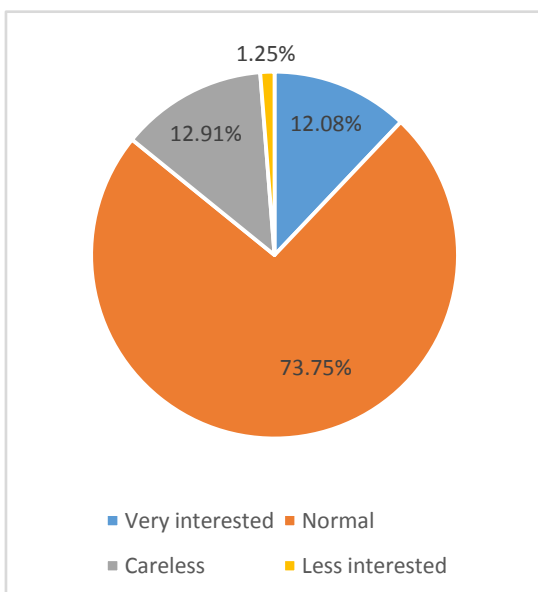
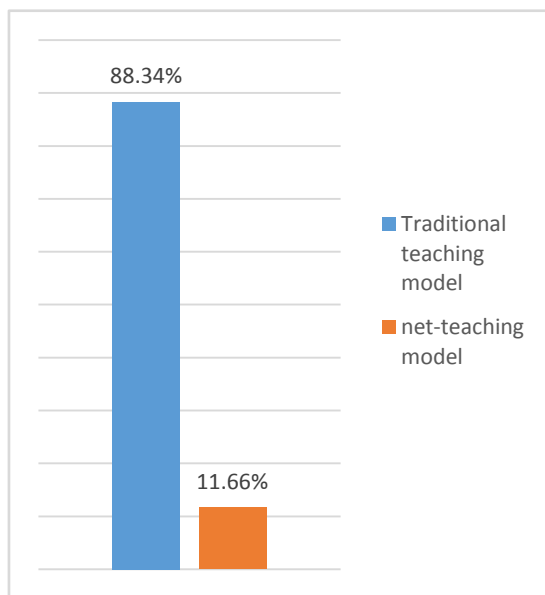


Table 5. A teaching model considered to be more effective in solving problems.

As can be seen from the statistical results, 73.75% of the students are more interested in the course, but when it comes to the specific problem, they still think that the traditional teaching model can better solve the problem.

6. The implications for college English teaching.

From the results of the survey, it is easy to see that most students are still have only a sketchy knowledge of the network teaching model, and there are not many students who really participate in and understand this teaching model. At the same time, it shows that the development of web-based courses in universities is not thorough and does not allow students to have more opportunities to come into contact with this new teaching mode. Students have a strong interest in this model but also have a obvious confusion in it. The network course is flexible in time, free from time and place restrictions, and the class capacity is large. The classroom atmosphere is less inhibited than the traditional school teaching mode. But there are also many problems, such as: teachers and students can not face to face communication, lack of binding, loose management and so on. As for the traditional school education, most respondents think that the classroom atmosphere is depressed, the teacher's authority is too large, the time and space constraints and the class capacity is too small.

How to combine the net-teaching and the school education model effectively, and take the essence of the two courses to discard the dross, universities must take the lead role. All majors in the university have English courses. Whether English or non-English majors, and even art professional, English is its compulsory discipline. The following will start from the subject of English to explore how to better integrate online courses with English teaching.

6.1 Put classroom teaching as the main and network courses as the supplement.

Although we have repeatedly stressed the need to develop a large number of network teaching, but we still have to give priority to classroom teaching. Classroom teaching can give students a more direct teaching experience, teachers and students can face to face communication, and learning results can be feedback more timely. At the same time, the binding and organization of classroom teaching are stronger than online teaching,

which can help students develop good study habits. Therefore, we should still adhere to classroom teaching.

6.2 Make full use of network resources to expand classroom capacity.

Classroom teaching time is limited, a lot of knowledge we can not present in class, resulting in teaching depth and width is not enough. The online course can make up for this, and its temporal and spatial separation can give teachers enough time to broaden their teaching content. The richness of network resources provides a wide variety of teaching materials for teaching. For example, due to the constraints of the classroom time, English teachers have no way to explain more background knowledge to the students. At this point, online courses can help solve the problem, and more relevant background knowledge we can put on the network to explain it.

6.3 Actively popularize the network teaching to students, let more students understand this teaching mode.

From the results of the survey, we can see that most students do not know much about network teaching, and their participation and understanding are not enough. And the student is the main body of network teaching, without the student's approval, this teaching mode can not be properly implemented.

6.4 Handle the coordination between classroom teaching and network teaching.

These two teaching models should be complementary to each other. Classroom teaching provides more direct opportunities for teachers and students to communicate, and network teaching not only can deal with various texts, pictures, sounds and animations, but also has the ability of hypermedia information processing.

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