

Discussion on the Teaching of Online Courses in College English in Distance Education

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Abstract: With the extensive application of computer technology, distance education has gradually received widespread attention. Distance education has become the effective form of people's access to knowledge and academic advancement in today's society. In order to promote the development of distance education and standardize the behavior of running schools in distance education in China, the Ministry of Education issued opinions on supporting the construction of modern distance education in colleges and universities. Relevant departments strictly control the technical standards for distance education, which makes the distance education in China continue to be standardized. It is an important task for distance education to establish educational resource sharing mechanism in China and give full play to the advantages of educational resources in colleges and universities. This paper outlines the theory of resource sharing in distance education, expounds the necessity of resource sharing in college English education, and proposes countermeasures of optimizing instructional design, formulating standards for resource sharing and providing learners with a good independent learning environment, etc.

1. Introduction

Modern distance education uses modern information technology to develop high-quality teaching methods, and English distance education has achieved leap-forward development. English is a communication tool in language. The ultimate goal of language learning is to master communicative skills. A lot of practice is necessary when mastering language skills. Students who enroll in distance education have a fear of learning English because of the basis of learning and the contradictions between working and learning. The current distance education teaching is still in the initial stage of development, and there is no mature teaching mode to refer. This paper studies the construction of online college English courses in distance education, and discusses the cultivation of students' autonomic English learning ability.

2. Research on the construction of teaching resources of online courses in distance education

The Ministry of Education emphasizes the integration and sharing of modern distance education resources to promote the intercollegiate exchange of resources. China has invested a large amount of money to build network quality courses. Major online schools are committed to the resources sharing in modern distance education. However, the development of educational resource sharing is not satisfactory. Modern distance education is the cornerstone and prerequisite for the lifelong education system in China. Building open distance education resources is the key to make lifelong learning come true.

The rapid popularization of computers in the 1970s and 1980s enabled teaching resources to be reused many times. The booming development of Internet in the 1990s made teaching resources spread rapidly around the world. Since the new century, the development of online courses has entered the stage of open educational resources.

In recent years, in order to realize the sharing and co-construction of resources, all organizations and institutions have actively made a lot of preparations. Distance education resources continue to

be developed and applied. The Ministry of Education has clearly proposed to realize the sharing of educational resources and establish a form and operational mechanism of resources sharing. Modern distance education project is an important measure to promote the sharing of educational resources, and is an effective way to promote the sharing of educational resources.

At present, all kinds of colleges and universities focus on the development of resource sharing, but they do not pay enough attention to how to make full use of resources, which caused a great waste of resources. The per capita education level in China is low. Through the screening of many resources and the sharing in a variety of ways, manpower and material resources of schools can be saved, and the education expenditure can also be saved. Therefore, resource sharing is a necessary means in distance education reform.

At present, although the Ministry of Education and distance education universities have invested a lot of financial and material resources, modern distance education still lacks high-quality resources. Some colleges and universities reduce resource quality in pursuit of teaching schedule, and some colleges and universities blindly increase enrollment to gain more economic benefits, which bring great pressure on resource construction. China's modern distance education takes the development of online teaching resources and the utilization of high-quality resources of schools in the priority. However, the distributed teaching resource is short of effective management. It is mainly manifested in the fact that the management of colleges and universities are independent, the technical norms are diversified, and the effective guarantee system is lacking.

The mode of running higher education in China is a closed, and there is an independent teaching platform. Which runs in its own network system will lack a good sharing mechanism. Modern distance education is an open teaching mode. College administrators and teachers should actively promote the open teaching concept. Domestic colleges and universities lack proper preparations in the development of teaching resources. They simply integrate their own teaching resources, and the quality of developing educational resources is not high. This leads to duplicate construction and competition among universities. Many colleges and universities regard the market-oriented school-running model as an important way to establish a brand, which is not conducive to the construction of resource sharing.

3. The significance of building online courses

Network teaching breaks through the restrictions of time and space in the traditional teaching mode. Students can learn without the limitation of time and space, making information exchange more efficient and faster, and making students' learn style more individualization. In the traditional teaching mode in colleges and universities, excellent educational resources are only occupied by a few people. The emergence of the Internet has revolutionized the traditional information storage states and utilization ways. The online course realizes the resource sharing with domestic advanced universities, so as to achieve the purpose of comprehensively improving the quality of teaching.

The focus of the English audio-visual course now is changed from teachers-teaching to students participation. Students learn through an online learning system. The focus of teachers-teaching has changed accordingly, which prompting students to use online learning software as much as possible to learn language knowledge. Teachers' lecture centers are transferred to classroom discussion activities to give students the opportunity to hear different opinions, which can expand students' thinking. A great deal of teachers' work has been transferred to the preparation before class. The focus of the teacher's work is to organize and motivate students to complete their learning tasks.

The application of online courses has changed the passive learning mode of students in the traditional teaching mode, which is conducive to the creativity of students and the cultivation of various qualities. The online teaching model provides students with opportunities to participate and practice. It can give full play to students' initiative and creativity, and enhance students' ability to analyze and solve problems.

4. Problems in English online course learning for distance education students

Students who enroll in distance open learning have not entered colleges and universities for a variety of reasons. Because of the basics of learning and the contradictions between working and learning, they have fears of learning English. The age factor is an objective factor that students cannot change while learning English. It is more difficult for adults to learn the verbal ability of foreign languages. With the increase of the adults' age, the use of mother tongue deepens its curing process, which affects the efficiency of learning English. The cognitive structure of adults is different from that of ordinary students. The various information stored in the brain will interfere with memory, and the learning of words which is the basic constituent of a language requires a strong memory..

At present, undergraduate students in adult colleges have a poor foundation in learning English. Students study for the purpose of passing examinations results in a lack of good study habits. Students who enroll in the open English college are subjectively interested in English. However, they have not systematically studied in the high school, thus they generally have problems such as the grammatical knowledge is not enough, vocabulary is limited, and reading speed is slow.

Time is the guarantee of learning. Adult learning is different from that of ordinary college students. Most of the students are highly mobile. Although the students have clear learning goals and strong motivation to learn, the study time cannot be adequately guaranteed. The contradiction between work and study is outstanding. The characteristics of adult English learning determine that adults will have obvious negative psychological characteristics when they learn English. The specific performance is that the learning initiative is not strong, the learning mood is urgent, the psychological burden is too heavy, and the memory is weak, which leads to the heavier opportunistic psychology in learning, and thus the obstacles in adults English learning occurs.

5. Requirements of online English course construction

Language is a tool for communication. The ultimate goal of language learning is to mastering communication skills. Mastering language skills requires a lot of practice. Therefore, students should be allowed to learn in practice. English language skills include listening, speaking, reading and writing. Language knowledge is the basis for mastering communicative competence. The current problem of adult students learning English is that they only stay in the grasp of the knowledge points, but they do not turn the knowledge they have learned into skills. The reason is that students master insufficient knowledge and they are short of links that knowledge transfer to skills. Students neglect the link of speaking, writing and translating, so that they fail to find suitable learning methods according to their own conditions. To solve the contradiction between knowledge output and input with the unbalanced skills, it is necessary to strengthen the training of students' language skills in practice.

Open education textbooks have changed the past form of textbooks arranged according to skills. Dialogues are linked with other units to form coherent stories, which can fully arouse students' expressive desire. It provides students with reading fragments on various subjects to understand written English. Autonomic learning requires students to experience the learning process from learning language phenomena to discovering and summaries language regulations, using language rules to create language. In this process, students should make full use of their imagination and explore the logical thinking ability of analysis and induction.

The nature of distance open education determines the characteristics of distance open learning model. With the guidance of the teachers, the students independently make learning plans and use the multimedia learning resources provided by the school to learn independently. The teaching mode of distance open education mainly focuses on students' autonomous learning, and provides multi-media curriculum resources for students' learning by means of modern information technology. Students should be able to use the teaching materials provided by the school to learn independently. Autonomous Learning and individualized learning are the prominent features of the

distance education teaching model.

Distance open education provides a variety of media resources, which can solve problems such as prominent contradictions between students' work and study and weak language communication skills. Adult students can choose the mode from the multimedia suitable for their own learning, and solve the multiple contradictions in life and learning. Students can actively learn according to their actual situation in autonomic learning.

6. Construction of English online courses in distance education

6.1. Theoretical basis for curriculum development

The framework of online courses should be conceived before the courses are developed. Firstly, the appropriate theoretical framework is applied to guide the development process, use the relevant curriculum design theory according to the characteristics of English curriculum in the development. In the initial stage of developing online courses, the teaching objectives should be clarified, that is, to get rid of the past cramming teaching mode, so that the course is suitable for students' autonomic learning. With the development of instructional design theory, the current dominant-subject teaching design model is widely used. This allows teachers to flexibly choose teaching methods based on the content of the teaching and the cognitive structure of the students. Online courses must focus on the subjectivity of students. At the beginning of the course design, a comprehensive analysis of the student's learning style should be made. If the student's learning style is seriously different from the teacher's teaching style, it will affect the student's learning effect.

Students English learn styles are mostly divided in sensory, visual, positive and continuous. It is required to use intuitive media expression when designing online courses. Because the remote students are an incumbents, the module time cannot be too long, usually the module provides 20 minutes of content.

Course design should take into account the characteristics of the language course. Learn from communicative language teaching theory and task-based teaching theory. The core of communicative language teaching theory is to teach students with language for the purpose of communication. Judging the communicative degree of teaching activities can be considered from the aspects of communication goals, communication needs, content style, language diversity and autonomic learning. At present, undergraduate students in online education in China are required to take a unified degree English test, which should be considered in the online course. The course designers are required to balance the relationship between the test and the actual practice. The further development of communicative language theory in task-based teaching theory emphasizes the central role of tasks in teaching activities. Online courses should include appropriate tasks to enable students to achieve better learning outcomes by completing tasks.

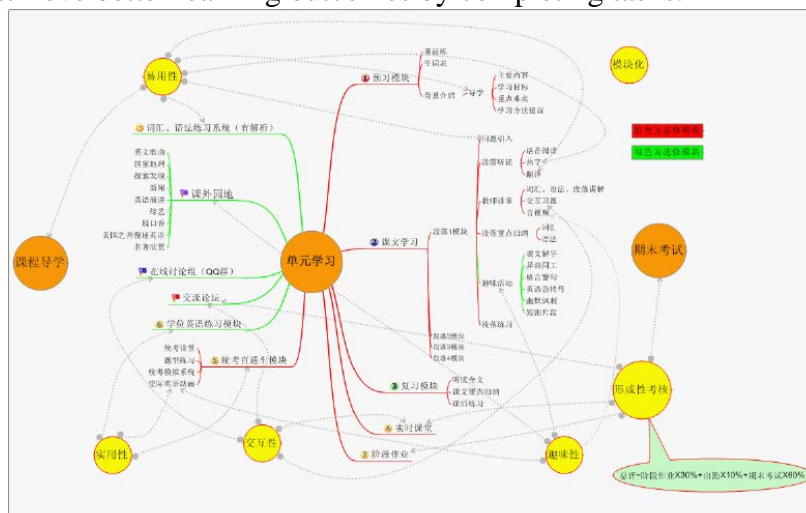


Fig.1 System diagram

At the beginning of the course, students should take the course of learning guide, master the course learning process, and participate in the final exam after unit study. Learning activities are mainly in the unit learning session. Unit learning consists of preview mode, text learning, review module, unified test module and stage homework.

6.2. Achieving the objectives of course design

The source of online education is complicated, and most students have a poor English foundation, which requires online courses to highlight the characteristics of easily to be used. There is a course orientation on the homepage of the course to introduce the overall situation of the course. Each unit consists of pre-class preparation, text study and summary. The pre-class preparation module introduces the background knowledge of the text and detects the existing knowledge of the students. The important words in the article are displayed in red to further explain the important words. There are Chinese interpretation and pronunciation reading for each paragraph.

The text module consists of problem introduction, intensive lecture, interesting activities and module post-test. After the text learning module, the text summary module and the text post-test are set to summarize the emphasis of the practice article. The stage homework system enables students to perform targeted exercises based on the error feedback in the student's answer.

A lot of audio materials are used in class explanations. Each module of the course literature learning has interesting activities to reflect the interest of the course. Set up English songs, film clips and other content under the extracurricular learning field to expand the range of students' English learning content. In view of the long texts of English courses, each text is divided into opposite parts according to its meaning group. The learning time of each module is controlled in about 20 minutes.

Interactive activities are included in the lecture. There are a large number of online timely classes to provide online forums and other means of communication each semester, in order to achieve the interactive requirements of the curriculum. Undergraduate students in online education must face English exams and degree English exams. At the end of the course module, the relevant content is set up, and the simulation exercise system of the unified examination is developed to give feedback on the students' wrong questions.

Course assessment emphasizes formative. It is difficult for online education to monitor students' self-study, so the formative assessment of the curriculum should be highlighted. There are 10 assignments per semester. The general course evaluation consists of stage assignments, attendance and final grades.

7. Conclusion

With the rapid development of distance education in China, the form of teaching has changed into a form that relies on distance learning. Online course construction is an important part in the development of distance education reform. This paper studies the construction of college English online course, analyzes the problems in the construction of distance education online course, and designs the online course model of distance education English to provide reference on the construction of English online course for distance education university.

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