

## Design of College English Literature Course Based on Network Mode

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**Keywords:** English Literature; Network Environment; Instructional Design

**Abstract.** The literature course was once one of the main courses in English teaching, but now its importance is gradually weakening. Through the analysis of this phenomenon, this paper proposes to reform the teaching of adult English literature in the network environment. First, we must improve the teaching content and change the original traditional teaching materials. Second, we should improve the learning environment, use advanced online education technology to provide more high-quality learning resources, and guide adult learners to master and adopt appropriate learning methods. The third is to respect the individual differences, encourage learners to actually get the literary experience, enhance the humanistic quality in the true sense, and abandon the learning concepts of the past. This paper takes the disorder of college English classroom teaching as the starting point in the teaching reform mode, and strives to construct an ecological college English classroom teaching optimization framework based on empirical and speculative. The research results of this paper have practical reference and reference value for improving the quality of college English classroom teaching under the current network environment and improving the teaching reform model. It has a certain promotion effect on the concept of lifelong learning and teacher development.

### 1. Introduction

English literature courses not only improve students' practical ability in listening, speaking, reading, writing and translating, but also cultivate students' understanding of language and professional knowledge. However, due to the influence of internal and external environment, the importance of literature courses has gradually faded. From the perspective of external environment, today's society generally believes that the importance of literature courses is not as important as other practical courses. From the perspective of internal environment, because the educators' teaching concepts are old and there is no bold innovation, the teaching level has not been greatly improved, resulting in language skills. Compared with the traditional English and American literature courses, the curriculum teaching under the conditions of online education is under more pressure.[1] Because the teaching of English and American literature in the network environment has the characteristics of distance learning, and language and literature is a subject that needs face-to-face emotional transmission and language input training, it reflects a major drawback of online education in literature courses. In addition, online learners are not limited to students but are largely working adults. This leads to learners' learning ability and knowledge level, and some even have difficulty reaching the height required for English literature teaching. It is difficult to make unified planning and adjustment, which greatly increases the difficulty of teaching literature courses.[2] On the other hand, it is difficult for working adults to ensure a stable learning environment and a learning environment suitable for learning. This paper explores the optimization framework of college English classroom teaching under the network environment, emphasizing the construction of independent learning strategies and teachers in the student network environment. The research results have certain practical value and practical significance for constructing the balance of the informatization foreign language teaching ecosystem and improving the effectiveness of college English teaching reform.

### 2. Teaching Design Ideas of English Literature Course Based on Network Environment

#### 2.1. Update the teaching method and clarify the teaching objectives.

According to the characteristics of English and American literature, as well as the unique arrangement of such textbooks in China, it is not difficult to find that the course is based on the process of literary development when introducing English and American literary knowledge. [3]It tells the main representative writers in the process of historical development in many languages. , representative works and styles of works, so that the literature course that should be the cultivation of students' aesthetics and cultivation of sentiment has become passively receiving literary knowledge. Classical literature involves a wide range of historical and cultural knowledge, which is less accessible to contemporary students. Therefore, the use of words and writing styles often exceeds the range of students' ability to accept. Teachers can remember this knowledge for students. Words and sentences are translated word by word. The process of thinking makes the learning less fun to explore, and does not achieve the purpose of enriching students' cultural knowledge and improving their language and thinking ability. [3]Through the investigation and research on students' learning needs, adult learners in the network environment prefer to learn English and American culture independently, which leads to cultural thinking and understanding of beauty, and the charm of culture. Accordingly, we should pay attention to the diversification of the teaching environment and resources, deepen the understanding of the

British and American cultures, and improve the English literacy of scholars. This is the ultimate goal pursued by British and American literature education. Therefore, the teaching reform of the selection of English and American literary history is imperative, which makes the English and American literary knowledge more systematic and coherent, and is more conducive to learners' learning.

## **2.2 Respect individual differences and teach students in accordance with their aptitude.**

Online learning members are different from ordinary students. Most of them are working adults. They have obvious differences in age, psychology, learning ability, knowledge structure, and learning environment.[4] Therefore, they cannot be treated like ordinary face-to-face education. The kind of "one size fits all" teaching the way will combat the learner's enthusiasm for learning. The online course provides a platform for students to choose their own learning content according to their own needs, and choose the most suitable learning method and learning materials according to their hobbies, instead of accepting them completely passively, so that they can get the best learning result. There are many kinds of online learning methods, such as video and audio materials, or a group of students to communicate independently. This not only takes into account the individual needs of students, but also fully mobilizes their enthusiasm.

## **2.3. Pay attention to the process and diversify the assessment methods.**

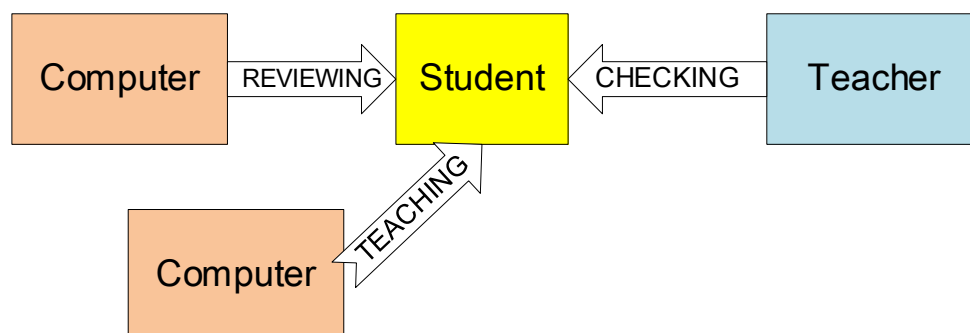
Literature courses are very different from science and engineering courses. It is not only the teaching and memory of knowledge, but also a kind of comprehension. It needs to comprehensively consider the overall quality and ability of students, so it is comprehensive in the literature course. The assessment and assessment methods are critical. The assessment should be continued in the student's learning process, and the performance of the student's learning and practice process should be included in the assessment. It is not only concerned with the scores of one or two exams.[5] At the same time, students can also choose their own assessment subjects, and divide the study into compulsory and elective so that students can choose their own learning content, methods and tasks according to their own needs. This fully takes into account the particularity of each student. It avoids all students' feelings of being tired of one form and losing their interest in learning. This kind of course study is devoted to the humanized and scientific service to the learners, and to achieve "student-oriented".

# **3. Network technology is applied to the teaching stage**

## **3.1 The implementation of English literature course based on network environment**

With the development of the three key technologies of the computer, the computer-aided teaching function has been able to improve the teaching effect in an all-round and three-dimensional manner. It has far surpassed its auxiliary functions, and the computer has gradually moved from the auxiliary foreign language teaching to the foreground of teaching.[5] "Three key technologies" include artificial intelligence technology, digital technology, and information and network technology. Artificial intelligence technology is the core technology used in computer teaching. It enables the localization of foreign language teaching, environmental virtualization, and management automation. Teachers can truly teach students according to their characteristics according to the characteristics of different students; classroom teaching can enter virtual time and space, and be more free in time and space; teaching evaluation and testing, problem diagnosis and task assignment can be electronic files, electronic works, electronic records, etc. The approach tends to manage automation. AutoTutor, an intelligent system developed by the University of Memphis, is a representative of computer artificial intelligence technology. [6]It can talk to learners and is sensitive to students' emotions. It can understand students by tracking students' facial expressions, voice, body posture and dialogue records.

In the computer-assisted foreign language teaching mode, teachers use computers to teach students. The role of students is not the active constructor of knowledge, but an instilled object, without the shackles of the traditional teaching mode. English learners in the network environment use computers to learn independently, which is the active constructor of knowledge. The highly intelligent computer occupies a dominant position in teaching. It can serve as both a teacher and a student. It is an electronic tool that can improve the teaching effect in an all-round and three-dimensional manner. [7]The new relationship between teachers and students is shown in Figure 1. The super-powerful function of the computer can fundamentally change the status quo of traditional inefficient foreign language teaching.



**Figure 1** The mode of English teaching based on network environment

### 3.2 Changes in College English Teaching after Integration

The integration of computer network technology and college English courses brings a series of changes to the traditional college English course. The goal of college English teaching has changed from the transfer of linguistic knowledge to the development of students' ability to use English, cross-cultural communication, self-learning and information literacy; teaching content has changed from vocabulary and grammar to learning strategies and learning methods; The setting shifts from traditional classroom teaching to classroom teaching combined with computer-based self-learning; textbooks shift from traditional paper textbooks to paperless, digital, and even networked textbooks; teachers' roles are driven by traditional knowledge transmitters. Transforming into a leader, a collaborator, and a design organizer of teaching resources; students are transformed from passive knowledge recipients to active knowledge building

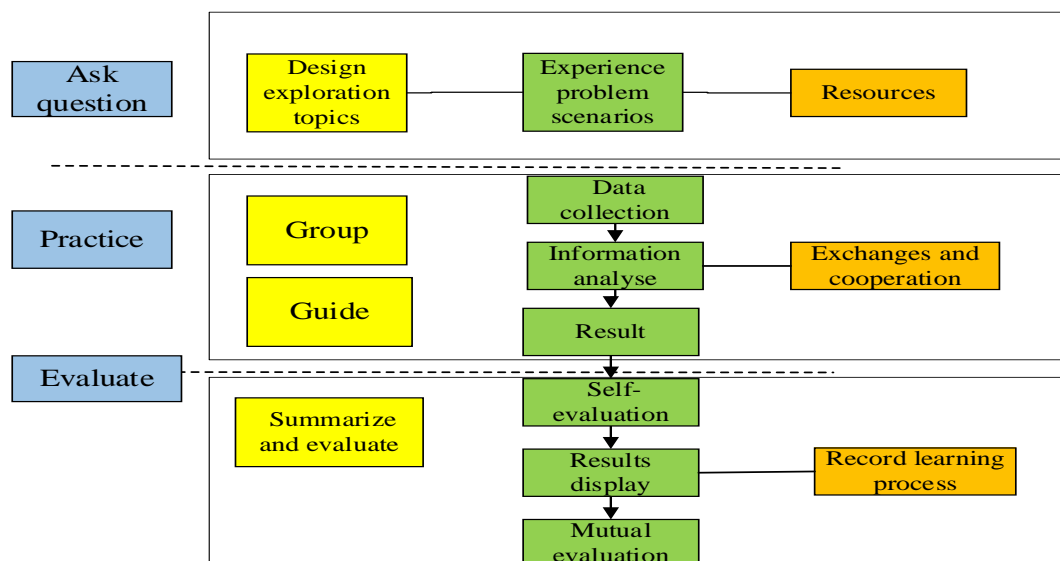
### 3.3 The phenomenon of college English classroom teaching after integration

First, students' information literacy is weak. While the computer network autonomous learning model emphasizes individualization and autonomy, it expands students' autonomy. However, some students lack good technical information literacy and humanistic information literacy. Faced with the knowledge ocean where all kinds of information coexist, the ability of students to use information tools to obtain information and analyze information is relatively low. Especially when learning at autonomous learning centers, self-control is weak, and it is vulnerable to network bad information and games. Faced with a large amount of information resources, students are at a loss, can not adopt appropriate learning strategies, have a poor sense of self-efficacy, often have "frustration", and the learning effect is not good. Some students are not self-conscious, playing games or chatting in the computer room. These will affect the full play of the advantages of foreign language teaching.

Secondly, the teacher's teaching concept in the information environment needs to be improved. Because of the obsolete teaching methods, there have been polarizations in the practice of college English teaching reform: on the one hand, the application of computer information technology is not enough, expensive intelligent equipment is only used as a large recorder or projector, and the emergence of computer information technology is low. The phenomenon of value use indicates that the teacher's information teaching ability letter needs to be improved, and the teaching reform needs to be further strengthened.

### 3.4. Start network self-cooperation.

In the traditional literature class, the teaching method taught by the teacher and the students passively receiving knowledge needs to be improved. On the one hand, teachers should encourage students to innovate independently and dare to break the limits. In addition, teachers can actively guide students to communicate, so that students have sufficient space to express their opinions, thus motivating students to think and stimulate interest in learning. It is also possible to form a study group. The group members communicate and communicate in the network. The learners can establish a forum on the Internet, and the forums between the groups can be linked to each other to achieve the purpose of resource sharing. In the process of learning, teachers should be used as a yardstick to measure and evaluate the discussion of the group, give suggestions as appropriate, and set appropriate discussion topics to facilitate more unobtrusive and interesting interaction between the members. The materials can be found in the library or textbooks, and the progress of the discussion can be promoted, so that the papers and evaluations related to the discussion can be written and evaluated in time to promote the joint improvement of the group. Teachers should also play their full role in this activity. The specific role is shown in Figure 2. Teachers can ensure that the various processes of activities can be implemented normally.



**Figure 2.** The main aspects and tasks of the teaching model

#### 4. Conclusion

Through the reform of the online literature course, students' self-directed learning awareness and interest in learning have been significantly enhanced. At the same time, this teaching mode has made the network platform a quantum leap, the teaching resources in the network have been fully utilized, and the participation and initiative of students in teaching activities have also been greatly improved. In the previous study, students were always in a passive acceptance position, and the current network teaching method is more focused on guiding students' independent learning. Under the ultimate goal of teaching students to learn to learn and lifelong learning, the online literature class has increased the intensity of guiding students to take the initiative to learn, and the students' ability and knowledge system through the interaction between teachers and students and students. There is a greater improvement. In the past teaching mode, the way to learn by listening to and writing notes, the rushing study before the test can not meet the requirements of today's learners. The emphasis on formative testing in the new online course teaching makes the learners no longer full. Subject to the pressure of the test and the burden of passive rote, it pays more attention to the learning process, so that students can truly grasp the initiative of learning and gain substantial gains in the learning process. The success of technology does not necessarily lead to the success of teaching. The key to success is the responsibility of teachers. Management, motivate students at the right time, so that students have a good learning habits and motivation to learn actively. Only in this way can students really gain something[8].

#### Acknowledgement

In this paper, the research was sponsored by the Nature Science Foundation of Henan Province (Project No. 201112400450401) and Youth Fund Project of Luoyang Institute of Science and Technology (Project No. 2010QZ16).

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