

The Application of Online Teaching Mode of College English Based on Superstar Learning Platform

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Abstract: With the impact of the new coronavirus and the Internet+education model, the College English curriculum, focusing on the teaching objectives, integrating and developing network teaching resources, and optimizing the teaching mode reform, has realized online teaching based on the Superstar teaching platform. This paper expounds the three procedures of online teaching, including pre-class, in class and after class, analyzes the teaching effect of online college English teaching based on Superstar learning platform, summarizes the problems exposed by teachers, students and teaching platform in online teaching, and puts forward constructive suggestions for improving the effect of online teaching.

1. Introduction

With the rapid spread of emerging coronavirus in the world, the Ministry of Education officially issued the notice of the extension of the spring semester on January 27, 2020, which suggested that all kinds of schools in primary and secondary schools, even colleges in China should adopt the online teaching method to realize the goal of “suspension of classes and non-stop of teaching, stop classes and never stop learning”^[1]. The development of online teaching is a test of the ability of the education system to cope with major emergencies. It is a test of the achievements of online teaching related work in Higher Education in the past few years, such as promoting the construction of online open courses and learning platforms, and focusing on improving the informatization quality of teachers and students. It is also a preview of the reform of teaching education and the practice of learning revolution. With the wide application of information technology in higher vocational education, how to effectively use the learning platform for online teaching is the primary problem to promote the reform of curriculum teaching mode.

2. The Development of College English Online Teaching

2.1 Choice of Teaching Platform.

According to the learning situation and the nature of the course, the current higher vocational colleges suggest to adopt the network teaching platform of Superstar Learning. Because English learning is communicative, covering listening, speaking, reading and writing, it is necessary to use live or recorded teaching forms to effectively promote the interaction between teachers and students.

(1)Live + Social Software

During live teaching, teachers teach online in the process of class, with students using the screen sharing function of the live platform to realize synchronous listening and learning, and complete online Q & A and tutoring after class. Among many live broadcast software, Ding Talk can open the “nailing group” on the computer, input the live broadcast theme - screen sharing mode-create live broadcast - start live broadcast. Watch and playback function after live broadcast, on one hand, it can avoid the congestion problem of Superstar live broadcast platform due to excessive load, on the other hand, it can better supervise students' online learning and consolidate teaching effect.

(2)Recorded Broadcasting + Network Teaching Platform

Before teaching, the teacher records the teaching video through the class by recording function

on the Superstar platform, and uploads it to the platform. Completing the preview task before class leads to formative evaluation, while completing online classroom activities for process evaluation in class.

2.2 Choice of Teaching Mode

According to Dewey's children-centered theory and Ausubel's learning theory, the online teaching mode with student as the center is determined^[2]. This teaching mode is divided into three stages: before class, during class and after class. Released before class learning task list, summarizes the problems in preview, in order to get ready for classroom teaching; During the class, online interactive procedures, such as learning achievement display, summary and discussion, online question and answer, are arranged to help teachers understand students' mastery of online learning in time, so as to conduct feedback after class; After class, students can form learning evaluation by completing homework test, which helps teachers to reflect on the shortcomings of teaching in time and achieve teaching effect.

3. Online Teaching Mode of College English Based on Superstar Platform

3.1 Before Class

Teachers release learning guide and specific tasks to students through teacher side before class, issue learning task list according to knowledge points for each unit, and timely monitor students' preview effect according to the student learning schedule in the background system, including learning process and participation in discussion as well as accomplishment of tasks, supervising and reminding unfinished students individually^[3]. For the problems in the preview, teachers can answer questions at any time. At the same time, teachers can also upload some developed and integrated courseware, micro video or auxiliary audio and video resources to chapter materials, in order to facilitate students' autonomous learning. Due to the differences of students' learning capacity and progress, students can control the learning pace according to their own situation, which not only meets their personalized needs, but also can timely feedback the learning effect, so as to pave the way for teaching activities in class.

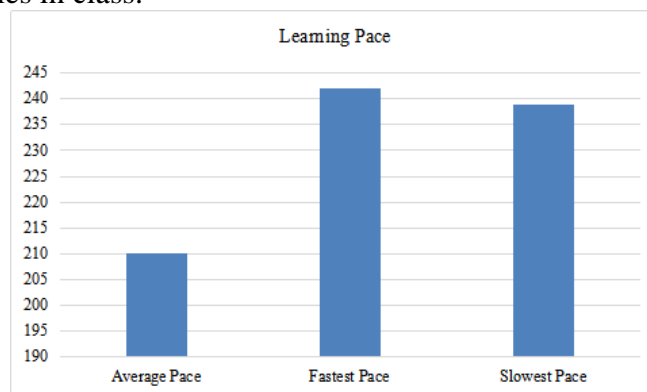


Fig.1 Learning Pace on Superstar Platform

3.2 Classroom Teaching Activities

Teaching activities in class are mainly carried out in form of Superstar platform + live broadcast (Ding Talk). In the process of live teaching, the teacher will focus on the key points and difficulties of this class and the doubts raised by students before class. In order to enhance the interactive communication of online teaching, teachers throw out questions through some procedures, such as rush to answer, selection students, topic discussion and questionnaire to guide students to think over. Students express their opinions through nailing group chat or applying for the function of connecting with microphone to avoid students "skipping class". For students with poor capacity, teachers should answer questions in different levels. For typical tasks with strong communication, we should guide students to carry out inquiry learning driven by tasks, and cultivate students' ability

to think independently and solve problems. Taking the English for New Skills “Unit5 what's your travel plan” as an example, the group task is released on Superstar platform, and the students in each group are allowed to show their achievements according to the characteristic tourism projects of their hometown. This procedure allows everyone to participate in the process of division of labor and cooperation, and in the process of mutual evaluation between groups, you can see other groups’ accomplishment, which can better promote the mutual learning and communication among groups, and help to improve students' critical thinking and cooperation ability.

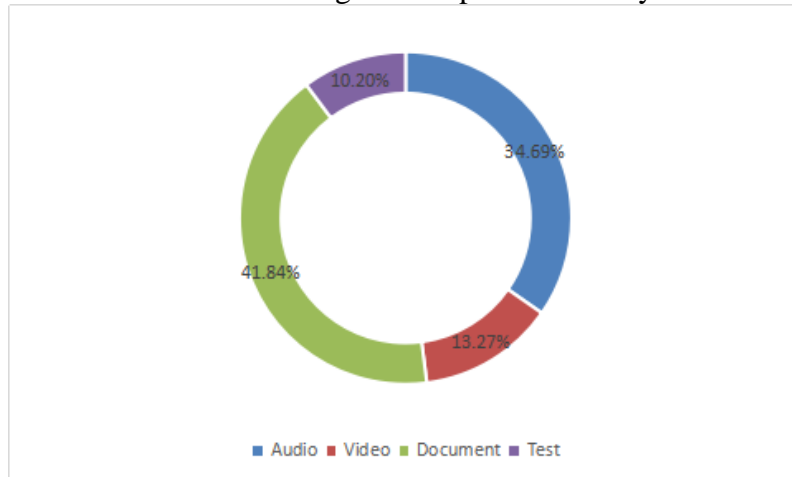


Fig.2 Distribution of Tasks in the Course

3.3 After Class

After online teaching, teacher issues the designed learning test through the examination and homework function of Superstar platform, and students receive, submit and feedback the work to the platform. The teacher collects and analyzes what students have completed. Through the analysis functions of big data, such as score management and course score of the platform, the difficulty and type of the test are adjusted in time, and the key problems of the students are improved through evaluation and feedback. Meanwhile, students can also discuss and evaluate, form peer learning, and evaluate the teaching mode and effect, in order to form teaching enclosure.

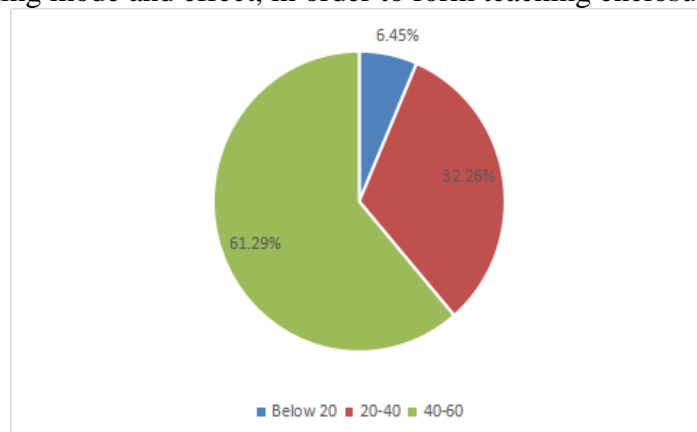


Fig.3 Distribution of Overall Score for Students

4. Effect, Problems and Improvement Measures of College English Online Teaching Based on Superstar Platform

4.1 Teaching Effect

With the theme of “the Influence of Online College English Teaching Based on Superstar Platform on Learning”, we conducted a survey and interview with 80 freshmen majoring in tourism management.

Table 1 Results of the Survey of Titled “the Influence of Online College English Teaching Based on Superstar Platform on Learning”

Survey Indicator	Yes		No		Uncertain	
	Number	Percentage	Number	Percentage	Number	Percentage
Arouse the enthusiasm of learning and enhance the interaction between teachers and students	78	98%	1	1%	1	1%
Conducive to the reform of information teaching	70	88%	5	6%	5	6%
Regardless of time and space constraints	75	94%	3	4%	2	2%
Cultivate students' ability of autonomous learning and inquiry learning	39	49%	25	31%	16	20%

As seen from the table 1, most students agree that online teaching can motivate learning enthusiasm and enhance the interaction and communication between teachers and students, with 78 students in favor; 70 students think it can be conducive to informatization teaching reform and should be worth promoting; 75 people think that superstar learning can be conducted without limit of time and space, and overcome the shortcomings of traditional classroom; in the cultivation of students' autonomous learning and inquiry learning, less than 50% of them agreed. To sum up, the online teaching mode of superstar learning has achieved the expected goal and improved the teaching effect, but it needs to be further improved in the cultivation of students' autonomous learning ability.

4.2 Problems

Through interviews and exchanges, it reflects that there are still some deficiencies in the online teaching of superstar learning platform. First, the online teaching design is relatively simple, without exquisite content design and short teaching video time, and other online learning tasks are heavy, it is easy to decline students' learning enthusiasm. Second, students' self-discipline and self-management is poor. Due to the network is not smooth or the platform is not well-established and other reasons, teachers can not achieve effective monitoring of students. Third, teachers are lack of online teaching experience and are not familiar with the operation process of online teaching platform. Teachers use different online teaching platforms, and students are tired of the conversion of them. Fourth, there are many objective constraints, so it is difficult to ensure the teaching order. Many irresistible objective factors, such as network congestion, imperfect platform functions and noisy surrounding environment, will have a negative impact on the teaching order.

4.3 Improvement Measures

Firstly, teachers should innovate teaching mode, flexibly adjust online teaching methods according to students' feedback, and scientifically design assessment contents and methods of course. Online classroom should control the knowledge capacity and class time, scientifically design teaching procedures, fully grasp the explanation of key content, and realize the students' high efficiency and high quality learning. Teachers should use the teaching platform to carry out colorful online teaching activities (such as voting, group discussion and survey) according to the teaching content, and flexibly adjust the interaction mode according to students' feedback at any time.

Secondly, improve students' initiative and self-discipline through scientific classroom management, and truly achieve effective learning. Teachers create scientific classroom management and cultivate students' ability of time management. For example, teachers can release task lists in the learning group before class, so that students can clarify their learning objectives, understand the learning content of the course in advance, and make reasonable time arrangement. The task evaluation and assessment methods of each class should be digitalized and specified, and online encouragement and praise should be adopted in an appropriate way, which positively strengthens students' interest and motivation, and timely interferes with negative learning behaviors^[4]. When

teaching, help students to clarify their learning ideas and strengthen the integration of the contents before and after the course. Through the design of online Q & A and discussion, discussion after class and other interactive procedure, every student can have the opportunity to participate in the classroom. After class, online tutoring and Q & A should be conducted in time for students' problems, and mutual learning groups should be established among students to stimulate their learning potential and enhance their learning awareness and self-discipline ability.

Thirdly, create a core teaching team, give full play to the team advantages, and improve the quality of the course. Teachers should seriously engage themselves in curriculum teaching design with a positive attitude and improve online teaching ability. To help more teachers improve the efficiency of online teaching, the core teaching team should be set up to strengthen the teaching exchange and summary among teachers, and explore new ideas in practice. Combined with the teaching objectives, we should increase the selection of existing high-quality online course resources. The training units also need to further strengthen the integration and development of online resources of relevant courses, promote the optimal allocation of resources, and further improve the quality of curriculum teaching.

5. Conclusion

The application of online teaching mode based on superstar learning platform fully reflects the trend of Internet plus education in current era. It breaks through the limitation of time and space in three procedures: before class, after class and after class, and achieves the student-centered teaching concept, improves the participation between teachers and students, and promotes students' learning initiative and learning interest, which is conducive to teaching diagnosis and improvement. However, the wide application of online teaching mode will be limited by many factors, which can not completely replace the traditional teaching mode. It is necessary for each training unit to improve the infrastructure of teaching platform, especially the hardware, and strengthen the training of teachers' modern educational technology. Teachers, as the main body of online teaching, should adapt to the new requirements of modern education technology with a positive attitude, constantly explore and optimize the online teaching mode, and improve the quality of education and teaching.

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