



## ARTICLE

# Analysis of Effective Strategies for Using Internet Resources to Optimize English Teaching

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### ABSTRACT

Affected by the nCOVID-19 (New Corona Virus Disease 2019) pandemic, schools around the world are facing the dilemma of "class-suspended but still learning from offline to online". At present, online teaching has become the main form of teaching for teachers in this extraordinary period. This paper will analyze the effectiveness and effect of the online teaching strategies and optimized use of resources in English subject.

## 1. Introduction

With the development of mobile terminals and 5G technology, network teaching has evolved from a new learning method to a mature learning scenario, so network teaching has gradually become a common means of English teaching in middle schools. At present, nCOVID-19 pandemic has not ended in the global scope, the delayed start of school continues, which breaks the plan of classroom teaching in time and space. Solving the intractable problems faced by English teachers, online teaching has brought more possibilities and opportunities so that most English teachers to complete their teaching goals efficiently. Reasonable design of online course content, rebroadcast of high-quality teaching videos, insertion of video or audio files related to teaching content to enrich teaching, thereby inspiring students' interest in

learning and helping teachers guide their students to actively participate into English learning, greatly improving teaching efficiency. Compared with traditional classroom teaching, this information-based teaching model of middle school English online teaching can not only implement knowledge teaching and enrich teaching resources, but also improve classroom efficiency and promote students' autonomic learning. This teaching model can achieve the teaching goals and aims as well as the classroom teaching does.

## 2. Advantages of Online Teaching in Middle School English Teaching

### 2.1 Outstanding Features: Fast, Convenient and Efficient

In the process of middle school English online teach-

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ing practice, the use of high-quality Internet resources enriches the teaching content, which allows teachers to efficiently collect, edit, and use teaching materials from the Internet, and integrate the materials according to the existing knowledge level and learning situation of the students. Processing and integrating the materials is the key to achieve the expected teaching goals. But in the context of live broadcast teaching, although there is no such immediate and ritual sense as in face-to-face classroom teaching, however, with only one person, one network, and one computer, various high-quality resources and materials can be efficiently combined and an effective class can be designed. The online teaching platform for online live teaching has brought much convenience and feasibility to learning.

## **2.2 Easy to Use: Massive Resources and Efficient Storage**

The Internet provides rich and diverse resources for English teaching. The network resource that integrates text, sound, picture and animation is a whole, which makes teachers and students broaden their fields, improve the fun of both teaching and learning, successfully stimulating students' interest in learning. At the same time, the rapid development of network technology and information technology has enabled live broadcast courses optimized by English teachers as new teaching resources to be stored in the network space for a long time, and these curriculum resources themselves have become part of the big data of teaching resources, making new teaching resources continue to grow exponentially, which provides the possibility for the sustainable development and innovation of English teaching. It is the objective condition created by technological innovation that makes information storage and data sharing possible and fast.

## **2.3 Less Restricted: No Restrictions on Time and Space**

Many people claim that webcasting overturns the traditional classroom space, which greatly restricts teaching interaction, but it is not. In fact, although the interactive form of online classroom has changed, it is still feasible and effective. Online teaching is not only freer in time and space, but also makes us benefit greatly in terms of content and teaching methods. Firstly, students' learning breaks the space constraints of traditional classrooms, allowing learners to interact and learn face-to-face with teachers even when they are not in the classroom. Secondly, the time for students to study is no longer limited by the schedule, and the missed live courses can be watched

and played back, it is more autonomous and flexible for individuals. At the same time, online teaching mixes one-to-one teaching model with the one-to-many one, but for students, it creates a "one-to-one" context that cannot be seen in the traditional teaching environment, which helps develop the habit of students' independent learning and active learning, promoting students' skills of making personal learning plans.

Of course, online teaching is consistent with traditional classroom teaching in terms of kernel driving, which essentially reflecting the interactive relationship between teaching and learning and being affected by the learner's learning attitude all the time. Due to nCovid-19 pandemic, teachers rely heavily on online teaching to teach students, correct homework, submit tests online, etc. The online teaching ability of middle school English teachers has been improved in a way. Teachers, parents, students, technology developers, education authorities and the public should have a new understanding or perspective of online teaching.

## **3. Ways of Optimizing English Teaching by Using Internet Resources**

### **3.1 Accept the Change of Teaching Mode Conceptually**

Being in an extraordinary period is both a challenge and an opportunity for all teachers. So English teachers also need to think about the abilities and ideas they should possess in the field of teaching. They also need to be aware of the significance of rich Internet resources for English teaching. The development of network technology has quietly changed the form of English teaching in middle schools. Micro courses, MOOC courses, and flipped classroom have already appeared. But the most essential change is to liberate students from the time and space constraints of classroom learning, and attach importance to their autonomous learning and independent thinking before and after class, that is to flexibly dig students' learning time, improve students' self-learning ability, stimulate their enthusiasm and efficiency of learning. After the outbreak of nCOVID-19 pandemic, teachers from all over China have made a lot of efforts and attempts in teaching. Many English teachers in the same group or school prepared classes collectively through online meetings to discuss counter measures to solve new problems they might encounter. As teachers of other subjects, English teachers are facing the same problems, such as that how to meet the learning needs of each student sitting in front of the camera? How to make the online teacher-student interaction as efficient as that in a real classroom? The author

here mainly talks about her personal practices and experiences.

### **3.1.1 Prepare Hard Before Class**

Firstly, before the class, the author has carefully analyzed the goals of the upcoming course, combined with the unit topics and their knowledge and ability goals to make a right class plan, and refined the goals into the classroom design and homework design of each class, striving to improve the quality and efficiency of online teaching. Meanwhile, she collected multimedia materials related to the teaching content on the Internet in advance, combined with the city's best online teaching resources to learn from each other's strengths and weaknesses, taking the actual academic situation of the class in which the author taught into consideration and integrating the materials selected properly. In addition, the author also focused on exploring the fun and knowledge of online assignments and exercises, and flexibly used various learning applications, such as DingTalk Home-School Notebook, ucenter.17zuoye.com, ekwing.com, www.qupeiyin.cn, www.dongni100.com, WeChat group, etc. The author also collects and analyzes the feedback to make sure her students can improve knowledge understanding and improve the comprehensive use of language in audio-visual fun brought by online learning.

### **3.1.2 Mine New Elements from the Lesson Contents**

In the online teaching process, there are many uncontrollable factors. For example, in the home classroom, students cannot focus their attention. When the author introduces some activities, the students may not keep up with the teacher's pace due to their personal reasons, which will greatly reduce their effectiveness of the lectures. For teachers, the monotony and rapidity in an English class need to be abandoned. They can use humorous, relaxed, and lively language expressions to attract and maintain students' attention. At the same time, by setting interesting and reasonable context, English teachers should also pay attention to the reasonability of instructional design and the logic of instructional links to avoid distracting students due to the dullness or disorder of the content, and duly incorporate more relevant pictures and video materials to hold the learners' attention. Besides, pay attention to the flexibility of the teaching language and constantly attract students' attention through various tricks to stimulate their interest in learning and prevent students from distracting themselves in front of the computer or doing other things not related to study. Last but

not least, during the online teaching, the author also pay attention to the repetition of key points and her speech rate, try to speak less and focus on necessary points as much as possible, use video to present key teaching content to enhance students' visual memory and facilitate students to review and organize notes while watching playback.

### **3.1.3 Attach Importance to Class Feedback and Homework**

In addition to the effectiveness of instructional design, online English teaching also faces a major problem in teaching organization. Compared with Traditional classroom teaching organizations, people hold the belief that online teaching perhaps cannot effectively monitor learners' learning status, spot check and feedback learners' progress. Thus, if English teachers intend to make online teaching more solid and effective, this problem must be solved to the maximum extent. Nevertheless, the author believes that online teaching is actually almost the same as the traditional classroom teaching in terms of feedback and assignment. She insists that English teachers can first lead students into the target learning content through problem guidance or situational introduction. Then the teachers ask students heuristically in the form of gradient question chains, strives to produce "problems" from "problems", and guide students to think deeply, critically and creatively as well. Finally, in the face of the overall teaching needs, students can be asked to use the dialog box to answer some easily input questions, such as options, numbers and vocabulary; In the face of individualized teaching needs, you can call the name through the microphone to spot-check or ask individual students to explain and share their experience through independent learning before the broadcast.

In addition to the maximum control of the teaching process, the author also plans for the homework carefully. First of all, the author uses diverse learning or teaching network platforms on which tasks are well arranged, develop different forms of assignments. As network teaching platform, the author often chooses www.yiqizuoye.com, www.qupeiyin.cn, www.dongni100.com, DingTalk, ZOOM and so on. In addition to the written assignments, the assignments should also include oral, listening and other assignments with knowledge and fun. Teachers can divide homework functions into self-prepared homework, post-school consolidation homework, monitoring and evaluation homework based on the characteristics of English subject. Taking the consolidation of homework after class as an example, students must shoot and upload written assignments. Teachers send homework evalua-

tions to students themselves through circling or correcting mistakes, marking, sending voice message and video message. Taking monitoring and evaluation operations as an example, teachers can select suitable online resources, make answer sheets, electronic test papers, upload them to start an online exam. Evaluate and explain the difficult points according to the analysis of the test data after the test, give timely comment and feedback. The content of the comment can be given in two different forms, explain collective error-prone points to all students during online live broadcasting and provide individual counseling for individuals after the online class.

### **3.2 The Online English Class Evaluation and Students Evaluation**

To use information technology in teaching English under the background of nCOVID-19 pandemic, we must first correctly understand the importance of English classroom evaluation. The new classroom evaluation system should keep pace with the times, and it is the most scientific to look at problems from a developing perspective. The current online teaching is out of our normal classroom environment, networked channels are very difficult to control the performance of students. English teachers should brainstorm and think hard to find methods and strategies that can improve the quality of their teaching. Secondly, the teachers should also make quantitative analysis based on the dimensions of students' class performance, interactive performance, test data and so on. It is foreseeable that assuming the addition of three modules of teacher evaluation, student self-assessment, and parental evaluation in online classroom evaluation.

## **4. Conclusion**

Online teaching is a very effective measure if you want to "class-suspended but still learning". At present, if teachers want to improve the teaching quality and efficiency of English teaching, they must make good use of network resources, treasure the research opportunities for teachers, continue to promote the transformation of teaching models and learning methods, focus on resource integration, curriculum design, teaching organization, class evaluation, students evaluation to achieve the teaching goal.

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