



# A Study on the Construction and Practice of the Online Course of *the History of English Language Education* Based on the Superstar Fanya Platform

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**Abstract.** With the rapid development of information technology, various online teaching platforms are emerging. In the process of online teaching, how to apply the network platform to conduct the effective teaching and ensure the teaching quality and learning effect has become a challenge for teachers. Thus, this study took the course of *The History of English Language Education* as an example, selected four classes (Grade 2018) of English majors of Guangdong University of Science and Technology to carry out the teaching reform of “online teaching + simulation practice” with the help of the modern education technology of Superstar Fanya Platform, and explored the construction and practice of the online course. The results show that most students vote for this online teaching model and deem that the online live teaching, video teaching and simulation practice are interesting and worthwhile, covering rich forms, concise points and comprehensive knowledge, which are conducive to promoting the effect of English learning and improving the quality of English teaching.

**Keywords:** Superstar Fanya Platform · online course · course construction · teaching practice

## 1 Introduction

*The History of English Language Education* is a selective course for the undergraduate education of English majors, which characterizes the histories, academics and practicalities, aiming to enable students to understand and master various ideological trends, theories and methods in the history of English education, and to systematically describe the English curriculum, textbook compilation, teaching methods, educational evaluation, teachers’ development, vocational education, educational technology, educational research and international cooperation, and summarize the progress, achievements, experiences and lessons of English language education in China, so as to lay a solid foundation for students to engage in English education in the future [1]. In the teaching of English major courses, there are heavy tasks, compressed class hours and a wide range of aspects

for *The History of English Language Education* [2], and the traditional offline teaching are increasingly unable to satisfy the teachers' teaching requirements and the students' learning needs. Therefore, the construction and practice of the online course of *The History of English Language Education* will not only help to realize the hierarchical teaching of English courses, but also provide students with richer teaching models and learning choices, which also meet the needs of social development.

## 2 Online Course Construction

During the construction of the online course of *The History of English Language Education*, this study is based on the Superstar Fanya Platform which is also referred as a kind of online teaching platform. According to the objectives and requirements of *The Talent Cultivation Scheme for English Majors (Education Direction) of Guangdong University of Science and Technology* [2] and the basic characteristics of the course of *The History of English Language Education*, the corresponding teaching schemes are designed and provided for teachers and students, such as the syllabus, teaching resources, teaching methods, testing and assessment modes, teaching evaluation and so forth to ensure the online course construction of *The History of English Language Education* is systematic and scientific.

### 2.1 Developing Syllabus

Before the teaching of *The History of English Language Education*, in order to make students better understand the contents of this course and clarify the learning requirements and abilities, the online course construction initially provides a detailed syllabus, requiring students to be familiar with the contents of the syllabus and avoid blind learning, which covers the following six aspects: course information (including course name, course type, course code, applicable majors, credits, class hours, prerequisite courses, follow-up courses, etc.), course nature, course design (including the design of course objectives, course contents, training projects and teaching progress), recommended teaching materials (including main teaching materials and auxiliary teaching materials), testing and evaluation modes and relevant reference books and network resources.

### 2.2 Dividing the Knowledge Points

As for this course, *English Language Education in China: Past and Present* [3] is the main textbook, and *A History of English Language Teaching* [4] is the auxiliary textbook. The learning of this course is designed for 13 weeks, 2 periods per week (45 min per period), a total of 26 periods. At the same time, in accordance with the syllabus, main and auxiliary teaching materials, the knowledge points of this course are divided into 11 chapters, such as Chapter 1-Westernization and English language education; Chapter 2-From decline to boom: English language education in the People's Republic of China; Chapter 3-English curriculum development for schools in China; Chapter 4-Development of English teaching materials and other resources; Chapter 5-Development of instructional approaches and methods; Chapter 6-English language

assessment; Chapter 7-English language teacher education and teacher development; Chapter 8-Educational technology; Chapter 9-Research on English language teaching in China; Chapter 10-English teaching in secondary vocational education and Chapter 11-English language education in China: issues and prospects [3]. In addition, the online course of *The History of English Language Education* emphasizes on live teaching, video teaching, case teaching and simulated practice. Meanwhile, the corresponding typical historical materials and case studies are also designed in these 11 chapters to help students grasp various educational trends and movements in the history of English language education, and explore the theory and practice, characteristics and functions of Chinese English language education.

### 2.3 Constructing Online Teaching Resources

The construction of online teaching resources for *The History of English Language Education* is based on online videos, teaching courseware, lesson plans and expanded contents, supplemented by chapter tests, after-class exercises and assignments, and adopts the form of combining teaching and testing, which specifically includes the following five steps. First, drawing up an online teaching plan, granulating the knowledge of 11 chapters into 33 specific knowledge points and recording short videos for each granular knowledge point in the light of the course syllabus are a must. Second, on the basis of the granulation of course knowledge, 33 knowledge points are distributed in 26 periods of the whole semester. Third, making 33 copies of teaching courseware and corresponding teaching plan severally corresponding to 33 granular knowledge points is necessary. Fourth, 33 pieces of online micro-video explanations with a duration of 10–15 min are recorded in units of granular knowledge points and expanded contents. Lastly, in the construction of teaching resources, the relevant preview and review tasks for each class are established for pre-class, in-class and after-class exercises and tests in order to understand the situation of students' mastery of knowledge.

## 3 Online Teaching Practice

In teaching the course of *The History of English Language Education*, online teaching was adopted. During the period of 12 weeks, the undergraduates of four classes (class 9, class 10, class 11 and class 12 of grade 2018) in Guangdong University of Science and Technology were selected to carry out the teaching reform of “online teaching + simulation practice” to enable students to grasp this course knowledge and cultivate their comprehensive application ability.

### 3.1 Pre-class Stage

First, teachers create rich teaching resources and fully prepare lessons. In order to enable students to grasp the teaching progress of the course and increase the learning effect, all the teachers of this course team make a full discussion before class, such as formulating the syllabus, teaching plans, testing syllabus, teaching schedules of the semester, writing the teaching schemes and online teaching designs based on the progress, and uploading

these teaching electronic materials to the Superstar Fanya Platform through the PC or mobile terminal for students' learning and reference in order to make them fully understand the teaching progress of the course. Second, teachers also upload the e-textbooks, e-lesson plans, teaching courseware and relevant online videos to the database of the platform for facilitating students' pre-class preview. Especially for students who do not have textbooks, they can directly access the database to view the contents of e-textbooks. Third, before class, the teachers record the short videos about the key and difficult points of each class, and issues the learning tasks, self-test questions and related discussion topics to the students in the Platform so as to test the effects of students' preview. During this preview process, students can ask teachers for advice at any time through class group chat or private messages in the platform when encountering problems. Meantime, the teacher will timely feed back the problems in students' preview and summarize them to prepare for online teaching.

### 3.2 In-Class Stage

During the in-class learning stage, teachers mainly use the Superstar Fanya Platform for diversified teaching. First of all, online teaching based on the network is not simply to directly broadcast the offline teaching online or directly make students watch the online video explanation, but to push students to conduct online learning and check the learning effect by designing reasonable learning tasks with time nodes. At the same time, attaching importance to the design of learning tasks, making it be constantly improved and innovated, monitoring students' learning progress, and ensuring teaching quality and learning effect are significant [5]. In order to solve these problems, live broadcasting and video broadcasting are employed in the process of online teaching. With the aid of Superstar Fanya Platform, live broadcasting in the "Personal Live Room" is conducted, and video broadcasting is mainly realized through the mini-class function of the platform. "Personal Live Room" is mainly used for course review, doubtful points, key points, difficulties and summary. Teaching through online live broadcasting can create a certain ceremony and sense of presence. The key points and difficulties can be explained online by sharing PPT and videos. Simultaneously, teacher and students can make real-time communications by connecting their microphones, which is highly interactive. These two teaching models of live broadcasting and video broadcasting are combined together, complementing each other and achieving the expected teaching effects. Secondly, applying Superstar Fanya Platform to broadcast the online teaching of *The History of English Language Education*, which is conducive to the teachers' real-time interactive communication with students via video or Internet, and monitoring the whole teaching effects and students' learning dynamics. For example, in the process of online teaching, the teacher can use the function of QR code to quickly be aware of the students' attendance, saving time and efforts. What is more, in the discussion, question-asking or tests, the teacher can also communicate with each other in real time by using the functions of shaking, answering and drawing lots in the platform to randomly select people, which changes the boring question-answering situations in the past, greatly activating the teaching atmosphere and improving students' participation in class [6]. Finally, according to the questions fed back by the students in the platform and the answers to the preview self-test questions, the teacher could employ the statistical

function to find out the existing problems encountered by the students in the preview, and discuss these problems for the purpose of providing targeted guidance and helping students solve the problems.

### 3.3 Post-class Stage

In the post-class stage, the teacher needs to summarize and reflect on the teaching effects. After class, the teacher will arrange tests or assignments in the platform for the key and difficult learning contents. For the important knowledge points of the chapter, students are required to draw mind maps to strengthen memory. The amount of tasks is basically guaranteed to be completed in 30 min, avoiding the phenomenon that students' after-class burden is too heavy due to the excessive amount of tasks. Meanwhile, students can complete tests or submit assignments in the platform in different forms, such as documents, recordings, photos, PPT, etc. so as to feed back students' ability to master, digest and apply the knowledge points of each lesson. On one hand, the teacher can also timely understand students' learning status through the functions of students' performance management and course statistical results in order to supply students with an objective and fair evaluation, which also aids teachers to implement a comprehensive teaching reflection based on the problems before, during and after class. On the other hand, students can also evaluate teacher's online teaching and teaching effects by means of the Superstar APP and put forward suggestions for improvement, which inevitably helps teachers reflect on the shortcomings of online teaching and timely adjust the teaching methods and contents for the sake of boosting the online teaching effects.

### 3.4 Analysis and Feedback on Students' Learning

In order to better understand the students' acceptance and learning effects of the teaching reform of "online teaching + simulation practice", the questionnaire survey, interview and online final test for the students of four classes at the end of the course were conducted. The survey results show that 98.68% of the students agree with this online teaching and learning mode, and deem that the functions of Superstar Fanya Platform are powerful in learning, discussion, interactive communication, homework and testing, which are convenient for learning. Moreover, in the interview, 85% of the students mentioned that "the online course of *The History of English Language Education* is meaningful in contents and rich in forms, and they can learn the knowledge points again through the online videos until they master what they don't understand in class. They hold that the contents in the relevant videos of the online course are concise and contain comprehensive knowledge points. The teachers explain them specifically and carefully. The attached courseware and lesson plans can be consulted and studied by students at any time". At the same time, from the distribution of students final scores is normal, which reflects the scientific teaching law. In terms of the means of four classes (Class 9, 10, 11 and 12), there are 76.53, 84.43, 81.08 and 79.44 respectively; and the passing rate of each class also take up 97.22%, 96.88%, 100.00% and 89.66% severally, which indicate that most students have mastered the learning contents of this course smoothly, as shown in Table 1.

**Table 1.** Statistics of Students' Final Test Scores

Class	N	Mean	Passing rate	Excellent rate
9	39	76.53	97.22%	27.78%
10	35	84.43	96.88%	56.25%
11	41	81.08	100.00%	47.37%
12	31	79.44	89.66%	31.03%

Besides, the online course based on the Superstar Fanya Platform not only helps teachers focus more on the teaching work, but also makes students more motivated to learn this course. First, various powerful online teaching functions of the platform (such as check-in, interaction, homework correction, exercises, testing, etc.) have greatly reduced the burden on teachers, allowing teachers to have more time and energy to stress on designing teaching contents and improving teaching effects. Second, the statistics of the online course, such as the attendance rate, the number of interactions, online learning time, exercises, assignments and test scores, are all displayed to students in real time, and are also included in the total evaluation scores in proportion, which make students show a sense of urgency for the completion of these tasks and have a higher initiative in learning.

## 4 Conclusion

To sum up, the online course construction of *The History of English Language Education* attaches great importance to students' learning process and learning results, which can make students grasp the development history of English language education as a whole, experience the characteristics and fun of English language education, obtain enough practical training, and ultimately improve their professional knowledge and ability. At the same time, through the interaction between the teacher and students, students and students, this kind of online course teaching can enhance students' enthusiasm to participate in learning and deepen their understanding of the course knowledge. Therefore, the online teaching of *The History of English Language Education* based on the Superstar Fanya Platform makes full of modern educational technology to provide students with a new learning mode of "online classroom + simulated practice", which can effectively improve students' learning quality and the effect of English teaching.

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