

# Design of College English Literature Course Based on Network Mode

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**Abstract**—Based on the network model, the "three-in-one" college English teaching model advocates the teaching philosophy of "student-centered, teacher-led", stimulating students' enthusiasm and interest in learning English, and cultivating English autonomous learning ability under the network environment of students. Improving the teaching effect and teaching quality of college English is a new path for the integration of information technology and English teaching. In terms of evaluation methods, it is necessary not only to reduce the quantitative evaluation based on examinations, to increase the qualitative evaluation, to achieve diversification of evaluation methods, but also to gain insight into the learning trajectory of students and to comprehensively utilize a variety of people-oriented formative evaluations.

**Keywords**—Network mode, course design, college English

## I. INTRODUCTION

In the 21st century, the papers on curriculum design in journals have increased significantly over the last century. He first reveals the core factors affecting curriculum design from the perspective of philosophical paradigm theory, such as national planning, social and market needs, the collective inertia of the teaching community and internal requirements for change, and the voices of educated people. Then from the diachronic perspective to describe and reflect on the core endogenous and exogenous variables that have influenced the reform of the English curriculum design paradigm in the past 30 years, and elaborate on the operation of endogenous and exogenous variables [1-4]. [5] It is believed that quality education requires strengthening the proportion of "export" in the design of college English courses. The lecture started from the interdisciplinary and cross-curricular integrated foreign language teaching approach and proposed a framework concept for college English curriculum design. [6] which discussed the networked architecture and curriculum teaching function of college English courses based on modern information technology, and proposed a networked method based on XML document structure for college English curriculum design.

## II. WEB-BASED COLLEGE ENGLISH LITERATURE COURSE DESIGN

"Course is an academic plan" is a more general and general concept. When discussing the specific curriculum problems of a university, it is first necessary to clarify from the perspective of organization or leadership which question level the curriculum question belongs to. According to Stark's definition, university courses can be broadly divided into four levels: a single course, a subject or professional course or program, a school/college curriculum, and a university course. (university curriculum), as shown in Figure 1. On the one hand, there are many commonalities at all levels of the curriculum, such as vertical relationships, horizontal relationships, and the relationship between goals and content. On the other hand, different levels of curriculum are due to planners, planning processes, and Different influences also have their own uniqueness, but the courses at each level are mutually influential, interdependent, and form an organic, unified overall relationship.

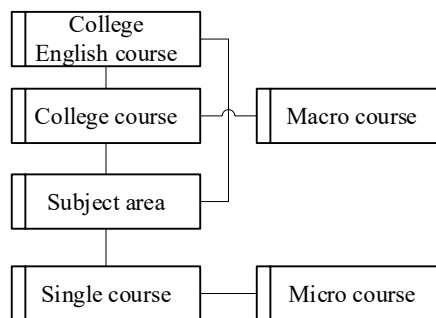


Figure 1 College English Course Level

The College English Academic Program, which includes five elements in terms of objectives, content, sequence, teaching process and evaluation, aims to develop students' comprehensive English application ability, enhance their self-learning ability, and improve their comprehensive cultural literacy to adapt to China's social development and The need for international exchange. The college English course is not only a language-based course, but also a quality education course that broadens knowledge and understands world culture. It is both instrumental and humanistic, so it is an important and integral part of the university's online education curriculum.

At present, the college English teaching in most colleges and universities is still based on the traditional teaching mode based on classroom teacher teaching. The teacher-centered, emphasizing the authority of teachers and books, implementing the teaching method of full house filling and cramming, ignoring the subjective students Motivation has hampered the development of students' critical thinking and systematic thinking, and hindered the development of students' ability to innovate, solve problems and build knowledge. Therefore, the college English reform advocates information education supported by network technology to realize “mediation of teaching materials, globalization of resources, individualization of teaching, autonomy of learning, cooperation of activities, automation of management, virtualization of the environment, and openness of the system”. This computer-based English teaching model achieves the perfect combination of information technology and constructivist learning theory. Information technology creates a realistic “situation” for students. It is student-centered. Teachers act as organizers, instructors, and facilitators. They use the learning environment elements such as situation, conversation, and collaboration to give full play to students' initiative, enthusiasm, and innovation. The spirit ultimately enables students to effectively achieve the purpose of constructing the meaning of the knowledge they are currently learning.

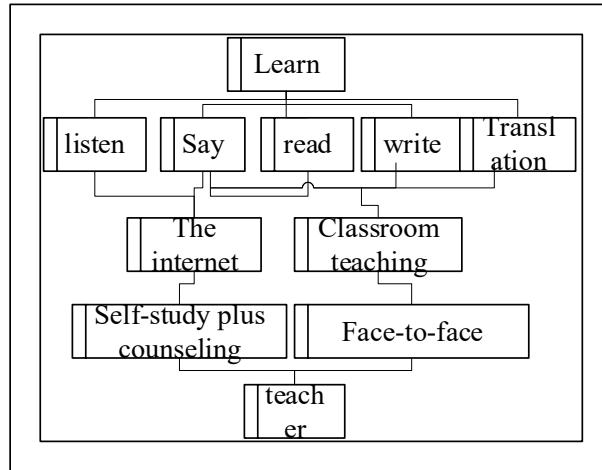


Figure 2 Network-based English teaching mode

The change of teaching mode in college English in China is not only the change of teaching methods and teaching methods, but also the transformation of educational concepts. It is to realize the teaching thoughts and practices from the teacher-centered, simple teaching of language knowledge and skills, to the student-centered It not only teaches language knowledge and skills, but also pays more attention to the transformation of teaching thoughts and practices in cultivating language practical application ability and self-learning ability. It is also a change to lifelong education oriented to the cultivation of students' lifelong learning ability.

### III. COURSE DESIGN RESULT VERIFICATION

The study was conducted in the first-year and second-level college English students of the two schools. The course name was “College English II” or “College English Level 2”, which is one of the basic courses of college English. A mandatory English starting course for students is at the second level after the English grading test. It is necessary to understand how to use English correctly and in a specific communication environment, and to have the social and cultural background knowledge about the nation that must be possessed in English for social communication, that is, the acceptability and decency of language communication ability.

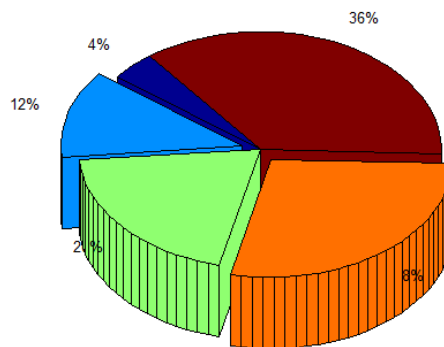


Figure 3 College English to improve skills needs in the network mode

Figure 3 shows that students' demand for audiovisual skills in the advanced stage of college English is decentralized and does not show a concentrated situation. This shows that students have a certain demand for "speaking skills of various lectures/speech" 58%. "speaking skills of various news" 57% and "skills of watching original English films" 53% have certain needs, not special needs Improve one of the audiovisual skills.

TABLE 1 READING SKILLS NEEDS FOR COLLEGE ENGLISH ONLINE COURSES

Reading skills					
Reading skills	General reading	Popular science reading	Newspaper reading	Professional journal reading	English classic reading
Percentage of people surveyed	19	29	45	41	50

It can also be seen from Table 1 that the proportion of students who need to strengthen the "English newspaper reading skills" and "English professional journal reading skills" in the improvement stage is 45% and 41% respectively, indicating that students will learn English and their future life and profession. Study or work together. With the rapid development of information technology and the Internet, the distribution and reading of various important and core newspapers and periodicals in the world has expanded rapidly, which has promoted dialogue and exchanges between people from all over the world. Students realize that these two reading abilities are helpful for them to know the world, to understand the world and to explore the world.

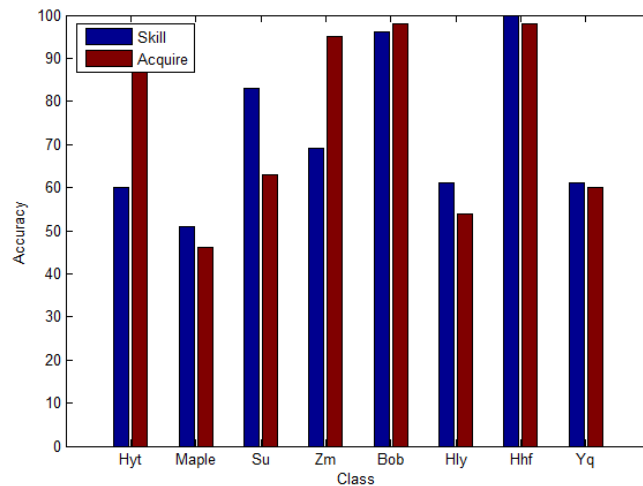


Figure 4 College English writing skills in network mode

Students believe that "interviews and interviews between teachers and students" on the Internet is also the way they need to evaluate. Because teachers communicate face-to-face with students, they can objectively and deeply observe the learning process of students, and find and point out problems in time. Students can get guidance and improvement, and ultimately promote learning outcomes.

IV. CONCLUSIONS

Through the network of college English teaching independent learning "to build a "three-dimensional integration" college English teaching model, advocating "student learning as the center, teacher-led" teaching philosophy, improve the teaching links, balance the knowledge "input" and "output". It effectively promotes students' independent learning ability and improves the teaching effect and teaching quality of college English. It is a new path for the integration of information technology and English teaching.

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