A Study of College English Online Classroom Answering System

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Abstract. With the development of College English teaching, colleges and universities have trained a large number of compound talents who understand foreign languages. At the same time, with the development, there are many problems in some aspects of English teaching. Nowadays, the teaching guiding concept overemphasizes the study of language foundation, grammar, sentence structure, etc., but neglects the training of students' practical ability of using language, which embodies a strong color of exam oriented education. This paper explores the combination of the online answering system and College English teaching, and puts forward the design and implementation of the online answering system in order to improve the quality and effect of English teaching.

At present, the only standard to measure the quality of College English Teaching in China is generally the CET-4 and CET-6. In this way, the means of assessment and test for teaching is very single. In our country, this kind of test mostly follows the design of foreign related tests and the aspects involved in them. This kind of test mode obviously does not meet our needs for English talents. As for the students' language ability, it can't be detected completely only through the examination. In this way, this single test mode also brings some negative effects to the English teaching work and the design of teaching to a certain extent.

Therefore, in view of the existing problems, further improvement and innovation can be made in the future college English teaching. Teachers can scientifically use multimedia, Internet and other information technology means to reform the traditional classroom teaching methods. Because, in the traditional teaching process, the amount of information that students receive is very small, and the way that they can choose to receive is very single, which leads to the low interest of students in learning and the low efficiency of teachers' teaching. With the continuous application of various science and technology as well as various network resources in the teaching field, computer network assisted English teaching has become an important teaching mode. We can see that with the rapid development of science and technology today, the existence of online classroom answering system can better connect teaching, teachers and students, and can mobilize the initiative and enthusiasm of students, so that college English teaching in higher vocational colleges can embark on the road of sustainable development.

1. The Current Situation of Online Classroom Answering System at Home and Abroad

Because of the reasons of science and technology, culture, education and so on, the foreign network classroom starts earlier and develops longer than the domestic network classroom. After actually visiting the official websites of famous universities in North America and Europe, I learned about their construction in the network classroom. In the process, I mainly learned about the development of the question answering system in the network classroom of the mainstream foreign schools.

As the first public university in the United States, the University of California, Berkeley, provides the latest lectures that can be tracked. Click on the professor's web page, you can see the assignments and teaching notes assigned by the professor. The professor usually leaves a website for the students in the class. MIT is the first one to free open education courseware among universities. MIT plans to put more classroom teaching courseware on the website to provide learners with corresponding courses and
assignments in PDF format for download. Carnegie Mellon offers videos of courses in 10 subjects for new college students. Non Carnegie Mellon students can also learn free courses online. If students want to know the progress of their courses, Carnegie Mellon also provides a platform for visitors to set up their own database through registration on the website. In this way, you have to use these limited time to complete a course and take several related examinations.

By visiting these websites, we find that the main energy of the school is to explain the course itself, while the content of the question answering part is relatively weak in the online classroom. Some websites do not have the design of the question answering system for various reasons. Now, the ability of autonomous learning of college students is gradually enhanced, so it is necessary to develop a question answering system in online classroom.

The domestic online classroom has gone through all kinds of tests from scratch and achieved good results. The work achievements of our predecessors are our precious wealth. But at the same time, compared with foreign countries, we should also see our own shortcomings. The domestic online classroom started late and developed unevenly, so there are many places to improve and do better.

In the “The Design and Implementation of Online Question Answering System”, Mao Yanghong thinks that the development of the current question answering system is beneficial to the interaction between teachers and students, and introduces the development of the online question answering system in detail, but the main object of this article is any subject. When introducing the system, we focus on the overall macro description, which does not reflect the characteristics of specific subjects. Therefore, how to reflect the subject characteristics in College English is our problem to be considered. In the “The Application Research of Asp.net-based Network Course Development Technology”, Zhang Qi thinks that the stability, security and portability of the original development mode in today's network environment are not as good as that of the basic asp.net development mode, so the development of distance education platform is carried out by using this more simple, safe and translatable tool. When we develop the network classroom answering system, we can consider using this technology to make the developed system safe and reliable.

The above is the current situation of the development of the online answering system in China. The development of the online answering system in China has made great contributions from scratch. We should see the shortcomings when we improve the system step by step, or we can make efforts to improve and do better. The existing online answering system generally provides a platform for all the questions and answers, so the subject characteristics are not obvious. We can design the online answering system for College English online classroom for teachers and students.

2. The Importance of Online Question Answering System in College English Online Classroom

The development of online answering system in College English online classroom is conducive to improving students' enthusiasm and initiative in learning English. Because of the heavy burden and lack of interest in learning, most of the students have to deal with the situation of "weariness, fear and abandonment of learning" passively over time. In the designed answer system, students can make different levels of understanding feedback according to the answers to questions, which is helpful for teachers to master students' learning situation. Teachers should encourage students to learn and ask questions actively through various means to protect their enthusiasm for learning. At the same time, when teachers ask questions, they should also vary from person to person, so that students can try their best to answer questions through their own efforts, so as to enhance their self-confidence. Teachers should also try to eliminate the psychological barriers that students are afraid to answer questions. Even if students make mistakes, teachers can explain and correct them patiently.

The development of College English online classroom answering system can enhance the interaction between teachers and students, and enhance students' interest in learning. Teaching activity is a common activity between teachers and students. In teaching activity, teachers and students become
friends by gradually getting familiar with each other. A good teacher's character will become a model for students to learn. Every word and deed of a teacher will influence the cultivation of students' good character imperceptibly. If students respect and love a teacher, this kind of love will be transformed into a love for the subject taught by the teacher, and then the students' enthusiasm for learning the course will be higher.

3. The Feasibility Analysis of College English Online Classroom Answering System

The current college English classroom teaching mode is basically "Teacher-centered", which focuses on the cramming of students' knowledge, neglecting students' subject status and active participation. However, the main reason for this widespread problem is that we are still fundamentally bound in the traditional teaching concept. After the expansion of enrollment in colleges and universities, English teaching resources in some colleges and universities are difficult to meet the needs of teaching. "Cramming method of teaching" has become the main classroom teaching mode in many colleges and universities, which is against the law of language teaching.

Therefore, how to let the students actively participate in is the key research content of Modern College English teaching. Traditional explanation of text, explanation of language knowledge points, introduction of boring grammar knowledge, mechanical sentence pattern practice, obviously cannot meet the requirements of students. Teachers should organize rich and colorful activities in and out of class so that students can become the leading role in English learning. Teachers can mobilize students' enthusiasm for learning English in a variety of ways. For example: 3 minutes English speech before class, duty report, etc. Teachers can also collect some meaningful topics that can arouse students' interest, and let students make speeches and express their own views. Or ask students to report the news in English before class, so as to urge students to listen to and watch the English news and be able to tell the news.

Outside the classroom, it is equally important to provide ways to promote students' enthusiasm in learning English. Teachers should create a stage for students to learn independently and stimulate students' creative potential. By encouraging students to actively participate in various social activities, teachers and students should establish a mutual trust attitude and create a happy and pleasant atmosphere, so as to improve students' interest in learning language. In reality, there is still no effective way to encourage students to learn outside the classroom. Students often have no motivation to learn after class.

The traditional classroom teaching mode of College English is dominated by teachers. The main mode of teaching is to teach knowledge by teachers. The mode of "imparting knowledge and accepting knowledge" is adopted, which ignores the influence and role of students in classroom teaching, the essential attribute of practical application writing of College English and the main position of students' self-development. In the whole teaching process, students are just machines, and the teaching process lack of interaction between teachers and students. That will lead to students' weariness and loss of interest in learning. On the other hand, there is a lack of practical training. The whole teaching process focuses on theoretical teaching but little practical training. Even writing training is only carried out in the classroom. Because students seldom participate in social practice, the training in the classroom becomes passive water. Therefore, how to make the vast majority of students can be enthusiastic into learning is one of the key issues in College English Teaching in higher vocational colleges.

Under the background of modern education technology represented by multimedia technology and network technology, students can obtain learning resources according to their own learning needs through these new technology means; at the same time, students can get rid of the limitation of time and space of traditional classroom classes, and they can communicate with teachers more conveniently and quickly; teachers can also evaluate students at any time and timely adjust the teaching program. Therefore, with the help of multimedia technology and equipment, English teaching breaks through the
limitation of time and space in traditional teaching and enriches the communication between teachers and students. According to the theory of constructivism, language learners are not passive recipients of knowledge, but active creators of knowledge structure. In the whole teaching process, teachers must ensure students' participation and independent learning. The answering system also makes teaching management convenient: teachers can modify teaching instructions at any time without time and place restrictions, so that students can benefit from teachers' guidance to the greatest extent.

4. Conclusion

Therefore, it can be seen that the College English online classroom answering system has a certain educational strengthening effect. The development of College English online classroom answering system is conducive to enhancing the interaction between teachers and students, enhancing students' enthusiasm for learning, cultivating students' learning ability, improving teaching quality and so on. Therefore, it is beneficial to both students and teachers. Once students have problems in the early stage of learning English, they can log in to the system to find solutions. When they start, they will be steady, step by step, and lay the foundation for the follow-up systematic in-depth learning. Students can also visit the system when they have difficult problems, so as to cultivate the habit and ability of self-study. Therefore, the development of College English online classroom answering system is helpful to improve students' enthusiasm and initiative in learning and enhance their self-confidence in learning.

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References