

The Optimization Research on College English Classroom Teaching Under the Network Environment—Based on the Feedback Report of College English Stratified Teaching in SASU

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According to the requirements of *College English Teaching Guide*, together with the freshmen's majors and the actual English level in SASU (Sichuan University of Arts and Science), College English stratified teaching has been implemented in SASU since 2016. In order to completely master the teaching effect of the stratified teaching in the past four years, a questionnaire survey on College English learners has been carried out. On the basis of the feedback report and the teaching principles of College English under the network environment, this paper puts forward the optimization strategies and rectification suggestions.

Keywords: stratified teaching, feedback report, teaching principles, optimization strategies

Introduction

According to the requirements of *College English Teaching Guide* issued by the Ministry of Education of the People's Republic of China, together with the students' majors and the actual English level in SASU (Sichuan University of Arts and Science), College English stratified teaching has been implemented in SASU since 2016. In order to fully understand the teaching effect of the stratified teaching, a questionnaire survey on College English learners of non-English majors from sophomore to senior has been carried out. The questionnaire entitled "the feedback survey of College English stratified teaching in Sichuan University of Arts and science" was published on the questionnaire star and 1,524 valid questionnaires were collected, which consists 21 questions, including 20 closed questions and one open question. The questions mainly involve basic information of students, necessity and dynamic adjustment of stratification, teaching satisfaction, difficulty of teaching materials, assessment methods, follow-up courses etc.

Research Conclusions and Suggestions

Six points are concluded from the findings and analysis: Firstly, students generally think that the school should implement College English stratified teaching, and they are satisfied with the stratified teaching; secondly, students are more inclined to determine the initial basis of stratification through the unified English

test scores, and realize dynamic adjustment by stratification; thirdly, students are satisfied with the teaching pattern and the arrangement of teaching activities; fourthly, the difficulty of teaching materials is appropriate, but some students still think that the teaching materials are difficult or easy, and a few students think that there are few learning materials for after-class learning; fifthly, the reform of oral examination has been recognized by students; at last, the top students have learning needs for follow-up courses, mainly focusing on English listening, speaking and communication courses, postgraduate entrance examination or English courses related to their own majors.

In view of the above conclusions, five suggestions are put forward: First of all, according to the conditions of teaching management, the department in charge of teaching in SASU considers the adjustment of initial and dynamic stratification standards; secondly, teachers should strengthen the publicity of extracurricular learning resources and establish an effective evaluation mechanism for extracurricular English learning to promote students' autonomous learning after class; thirdly, teachers should design more interactive oral practice teaching activities to effectively improve students' oral expression ability; fourthly, considering adding appropriate follow-up courses to meet the continuous learning needs of the top students; fifthly, inviting foreign teachers to participate in College English teaching, improve students' English output level, and improve cross-cultural communication awareness and ability in English learning; at last, integrating online resources and College English courses.

The Definition and Principles of the Optimization on College English Classroom Teaching Under the Network Environment

There is a great difference between College English classroom teaching mode and traditional classroom teaching mode under the network environment. After the computer enters College English classes, the traditional teaching elements have changed greatly under the information technology (including teaching objectives, teaching methods, teaching concepts, teaching resources, teaching evaluation, and so on). These changes are of great significance to the improvement of the efficiency and quality of College English teaching. However, the new technology has also broken the balance of the traditional College English classroom teaching ecosystem, resulting in much maladjustment, which is manifested in different aspects such as students, teachers, and classroom teaching environment. Domestic scholars have made a clear description of College English classroom teaching under the ideal network environment. Tang Wenhe proposed that College English teaching under the network environment should have a transformative effect on all aspects, change the traditional view of teaching and learning, and improve students' learning methods, learning resources, and learning environment (Tang, Liu, & Xu, 2003). Meanwhile most scholars believe that teachers and students should be trained in information literacy. Chen Jianlin made a comprehensive analysis of the maladjustment of College English under the network environment, and put forward the direction of ecological optimization of College English classroom teaching (Chen, 2017). In the College English curriculum integration, the real connotation of "classroom teaching optimization" is how to analyze and optimize the maladjustment in classroom teaching, how to build an ecological College English classroom teaching optimization framework.

Chen Jianlin extended the theory of educational ecology to College English teaching and constructed a complete theoretical system of College English ecological research. Based on this theoretical system, teachers can explore how to maintain the dynamic balance of the classroom teaching ecosystem by analyzing the current situation of each factor's niche and its development and changes. To optimize College English classroom

teaching under the network environment, one must adhere to flexibility, compatibility, and harmony (Chen, 2010), which includes the following principles: optimization principle; stable teaching structure and compatible with teaching elements; restrict the operation of teaching and promote the individual development; principles of human-computer and interpersonal interaction; and multiple interactive teaching principles.

The Optimization Strategy of College English Classroom Teaching Under the Network Environment

Optimize Teachers' Teaching Concept

Constructing teachers' development system with optimizing teachers' teaching concept, information literacy, and teaching methods etc., the guidance and supervision of students' autonomous learning can be strengthened. Under the environment of network information technology, teachers should establish the teaching concept and information literacy of network information, make full use of network technology, computer, Internet, multimedia, and other teaching tools in the teaching work, and make full use of the English learning resources and platforms on the network information platform for teaching, and through the network information update the teaching plan in a timely manner, so that students can get the latest English news and English information in English classroom learning, and improve their interest in learning. Under the network information environment, teachers should learn to use modern information technology and equipment to carry out English teaching in the classroom, which is compatible with a variety of teaching methods and innovative classroom teaching mode (Wang, 2010).

In searching for learning resources with the help of network information, students will be easily disturbed by all kinds of novel knowledge unrelated to learning, which will affect the learning effect of students. Therefore, teachers should properly supervise students in teaching, and correct students' bad learning habits in time.

Optimize Multimedia Teaching Methods

In previous College English teaching, multimedia has also been applied to some extent. However, there are many problems in the courseware, which make teachers spend a long time to explain, and the efficiency of classroom teaching is low (Cai, 2010). Therefore, it is necessary to optimize the multimedia teaching method effectively, make the key points in English course into the courseware with strong intuitiveness and easy to understand, and express the content concretely and vividly, so as to save the teaching time effectively; at the same time, set aside some time, expand and extend the English knowledge, and add some extracurricular English knowledge for students.

Build a Perfect English Learning Database

Due to the obvious individual differences among students, their English learning ability and basic level are different. In the traditional teaching process, influenced by the teaching time, teachers cannot pay attention to all students. Therefore, in order to solve this problem better, it is necessary to effectively apply the network teaching mode. Specifically speaking, it is necessary to manage English materials uniformly and build a relatively perfect English learning database, so that students can learn by themselves according to their own actual ability and level (H. Y. Chen & X. L. Chen, 2012). At the same time, it can effectively stimulate students' interest in learning, and expand their horizons of learning, so as to fully improve the efficiency of English teaching.

Optimize the Teaching Methods of College English Class

College students themselves should have a certain level of English, so teachers need to effectively improve the teaching according to the effective teaching content in English teaching, so as to fully improve the efficiency of classroom teaching (Zheng, 2011). For example, group discussion teaching methods should be used so that students can be more actively involved in English learning. In addition, this kind of participation in heuristic teaching method can also stimulate students' independent inquiry ability and enable students to master more English learning methods.

Build a Perfect Network Communication Platform for College English

English teaching should not only enable students to have a certain level of English cognition, but also improve students' English practice ability. Therefore, it is necessary to effectively integrate the dialogue mode, take teaching as the process of interaction between teaching and learning, and strengthen the communication between teachers and students (Shi, 2012). Therefore, under the network environment, the school can build a relatively perfect College English network communication platform, thus making the dialogue teaching between teachers and students possible. This interactive teaching method can help teachers and students to establish a good relationship between teachers and students, and improve the effect of English learning.

Conclusion

With the rapid development of information technology, the continuous progress of teaching ideas, and the innovation of teaching reform, the field of foreign language education is facing great opportunities and challenges. In the integration of information technology and foreign language teaching, College English teaching has changed from traditional classroom to modern network classroom. The integration of information technology and College English curriculum has fundamentally changed the essence of College English teaching. However, there are still some problems in the actual implementation of the network mode. If you want to solve these problems better, you need to carry out practical teaching analysis in College English classroom teaching, and through the effective application of various modern teaching methods, to realize the optimization of College English classroom teaching, improve the teaching efficiency, and promote the students' all-round development.

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