

# Implementation of Web-based College English Teaching Management Mode in Mianyang City, Sichuan Province, China

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## Abstract

With the rapid development of information technology, the way of people's work and life is changing profoundly. So is college English teaching mode. Students have turned to the age of the internet and handheld devices, in this context, through reading a lot of relevant literature, on the basis of the basic theory, this paper makes a comprehensive analysis on effectiveness of web-based college English management mode from three perspectives of students' personal profile, personal behavior and teaching factors.

The article analyzes the related concepts of college English teaching and mobile learning, and puts forward the main research direction of this paper, that is: Implementation of Web-based College English Teaching Management Mode in Mianyang City, Sichuan Province, China. Meanwhile, the article selected Mianyang Teachers' College, Sichuan Province, China as the case study. This paper mainly uses quantitative method, through the questionnaire survey, it analyzes both teachers' and students' behavior and teaching factors, it tests the three hypotheses.

Finally, it concludes the teaching mode should be like this: "web-based teaching in class and web-based autonomous learning after class": that is to give full play the advantages of internet and build a good platform for students' self- learning, personalized learning and collaborative learning, so as to improve effectiveness of web-based college English teaching management mode.

**Key Words:** College English, Effectiveness, Web-based, Teaching Management

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## Introduction

In this part, the author will discuss the background of the effectiveness of web-based college English teaching management mode; statement of the problem; research questions, objectives; hypothesis and scope of the research; conceptual framework and the significance of the study.

The worldwide informatization and the digitalization of the living environment have come into every aspect of our lives. Under such circumstances, all countries are actively accelerating the pace of educational informatization, carrying out education reform with information technology application as the core. As early as the year of 2000, in the Educational Technology White Paper of US Department of Education has repeatedly talked about "digital learning". The new educational concept seeks to promote the research and implementation of information technology and teaching integration through the promotion of this concept practice. The famous American "2061 projects" put forward the idea of integrating information technology with the teaching of various disciplines at a higher level. Unfortunately, for various reasons, the "project did not implement until the year of 1996, and the textbooks and resources related to the project started to develop, that is to say, the "project" really started to work and had an impact after the middle of the 90s. In comparison, Canada's continuity in this area is better. Since the beginning of the medium term, Canada has been continuously conducting research and experiments on the integration of modern information technology and curriculum. They have achieved good results and accumulated a certain amount of experience. Through years of research and practice, they believe that in the process of education, modern network technology can create a student-centered, teacher-led mode, and can create a network learning environment in which the community is widely connected.

College English Curriculum Requirements released by Chinese Ministry of Education in 2007 which states, "Colleges and universities should remould the existing unitary teacher-centered pattern of language teaching by introducing computer- and classroom-based teaching modes. The new mode should be built on modern information technology, particularly network technology, so that English language teaching and learning will be, to a certain extent, free from the constraints of time or place and geared towards students' individualized and autonomous learning." Following this guideline, most universities employ web-based teaching means to quicken the pace of College English Teaching towards the scientific age of information and networking. Computer-oriented information technology gradually becomes the

pivotal componential part of College English Teaching, which is correspondingly changing the teacher-student relationship

### **Statement of the Problem**

The most influential technologies of the moment are the internet and handheld devices, which have penetrated every corner of our lives. Students have turned to the age of the Internet and handheld devices, and we have not. "It can be seen that no matter whether the education sector is willing or not, technology has inevitably entered education, changing the way of education and the way of learning. The degree of technology joining education is far lower than that of other fields, but still great progress has been made. The web-based learning environment is a product of technology and education. There are also technical uses in traditional classrooms, such as the use of multimedia, which is designed to support the teaching of teachers and is a tool for knowledge transfer; the current trend is the integration of technology and curriculum, and the use of technology is gradually shifting to "learning with technology". (Hannafin, 2010) Let technology be a tool that learners can control and help to develop themselves as they wish.

### **Research Questions**

Based on the research background and research problem statement, the author proposes the following three research questions:

- 1) What are the advantages and disadvantages of web-based college English teaching management mode?
- 2) What factors influence the effectiveness of web-based college English teaching management mode?
- 3) How to implement web-based college English teaching management mode ?

### **Research Objectives**

Based on the research questions, the author puts forward the following three objectives

- 1) To find out the advantages and disadvantages of web-based college English teaching management mode.
- 2) To study factors which influence the effectiveness of web-based college English teaching management mode.
- 3) To find out ways of implementing web-based college English teaching management mode.

### Scope of Research

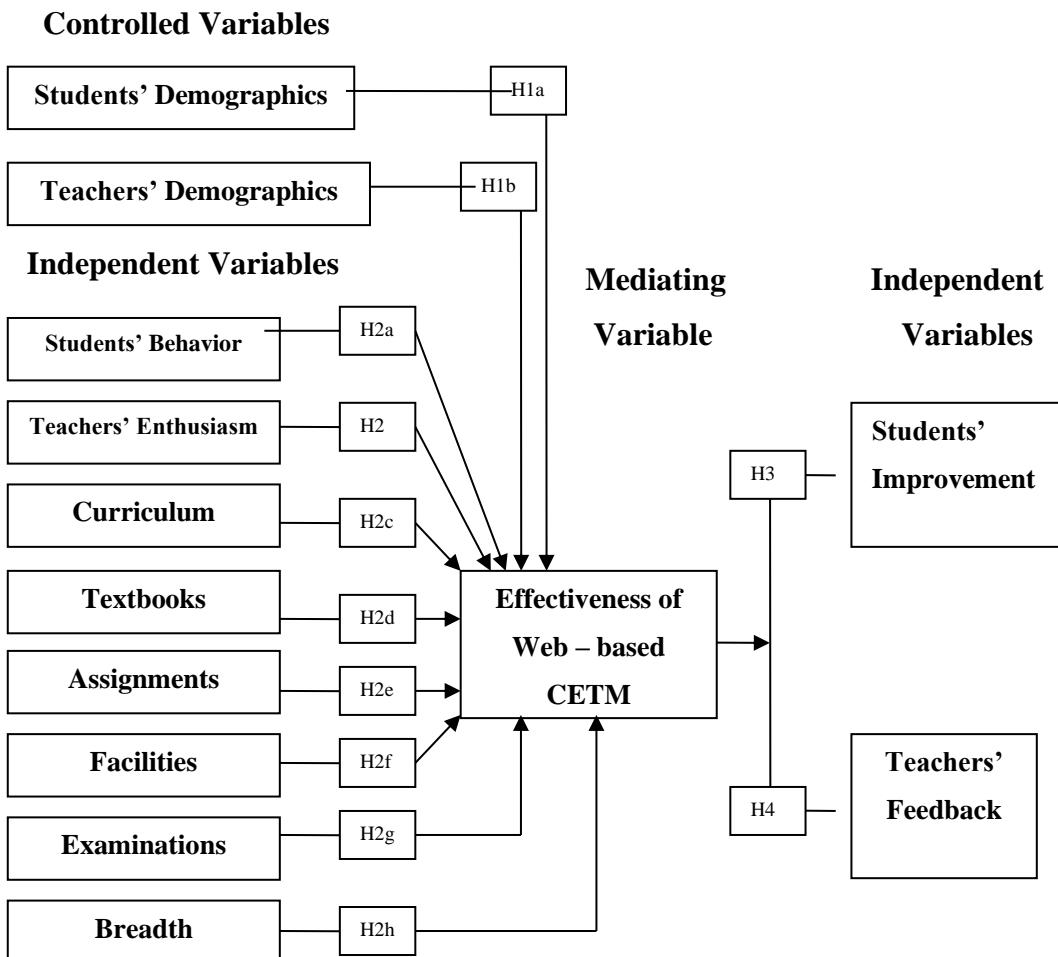
**1) Scope of content and area.** This present research aims to study the effectiveness of web-based college English teaching management mode and to find out ways of implementing teaching management mode and also to study factors that influence the effectiveness of web-based college English teaching management mode. Therefore, the author also studied concepts and theories that related to the topic. About area is Mianyang city of Sichuan province in the southwest of China.

**2) Scope of population.** The population of this research is composed of students who are studying English and some of their English teachers in Mianyang Teachers' College, Southwest University of Science and Technology and City College of Southwest University of Science and Technology.

**3) Scope of variables.** Controlled variables in this research include personal profile such as students' gender, age, English level, school, and teachers' age, gender and teaching experience. Independent variables include both students' and teachers' personal behaviors like students' learning style and study time on internet and the teaching factors like curricular, textbook, supplementary materials, teaching facilities and etc.

Mediating variables in the research is the effectiveness of web-based college English teaching management mode. Dependent variables in this research are students', satisfaction to their English study with the web-based college English teaching management mode and teachers' satisfaction to their English teaching with the web-based college English teaching management mode.

## Conceptual Framework



Source. Marsh (1982)

**Hypothesis 1:** Personal profiles of students and instructors have significant impacts on effectiveness of web-based college English teaching management mode.

H1a: Personal profiles of students have significant impacts on effectiveness of web-based college English teaching management mode.

H1b: Personal profiles of teachers have significant impacts on effectiveness of web-based college English teaching management mode.

**Hypothesis 2:** Personal behaviors and Teaching Factors have significant impacts on effectiveness of web-based college English teaching management mode.

H2a: Students' Learning has significant impacts on effectiveness of web-based college English teaching management mode.

H2b: Teachers' enthusiasm has significant impacts on effectiveness of web-based college English teaching management mode.

H2c Curriculum has significant impacts on effectiveness of web-based college English teaching management mode.

H2d Textbooks have significant impacts on effectiveness of web-based college English teaching management mode.

H2e Assignments have significant impacts on effectiveness of web-based college English teaching management mode.

H2f Facilities have significant impacts on effectiveness of web-based college English teaching management mode.

H2g Examinations have significant impacts on effectiveness of web-based college English teaching management mode.

H2h Breadth has significant impacts on effectiveness of web-based college English teaching management mode.

**Hypothesis 3:** Effectiveness of web-based college English teaching management has significant impacts on Students' satisfaction.

**Hypothesis 4:** Effectiveness of web-based college English teaching management has significant impacts on Teachers' satisfaction.

### Literature Review

This part presents the information related to the topic. The information also used as secondary data to support the ideas of the current research. The author reviewed academic papers, books, texts, statistics, and past researches. After reading, the author analyzed and summarized in each subject and presented in the followings

**Krashen's Input Theory.** The first is the Krashen's Input Hypothesis. Krashen believes that learners gradually acquire a second language mainly by understanding language input, and the basic formula of comprehensible input hypothesis is " $i + 1$ ". " $i$ " refers to the current level of language knowledge of the learner, and " $1$ " refers to the language level slightly higher than the current level of language knowledge of the learner and within their understanding ability. "From the current level to the"  $i + 1$  "level, the premise is to fully understand and comprehend the language input containing"  $i + 1$  "(Krashen, 1985).

Krashen said the ideal language input should have four characteristics: 1. comprehensibility; 2. interesting and relevant; 3. non-grammatical programming; 4. sufficient input ( $i+1$ ). (Jia Guanjie, 2007). Comprehensibility refers to that the input language should be understood by the learner in the first place, and the input that cannot be understood is useless for the learner's learning. The input language should also be interesting, which can arouse learners' interest in learning. At the same time, the input language should also have certain relevance, so that learners can easily master the language. Non-grammatical programming refers to that language input is

not arranged according to the established grammatical procedures, and enough language input should be provided to learners. According to Krashen, there are two ways for learners to understand newly input language knowledge: 1) use context to help learners understand; 2) appropriately simplify language input to facilitate learners' understanding (Zhengyanping, Niuyuehui, 2012).

So in the process of raising questions, English teachers should use "i+1" concept in the theory of input consciously to increase amount of comprehensible input students in the process of classroom questioning. And the content of the teacher questioning input should be slightly higher than the existing level of students, the students through discussions with peers or with the help of the teachers to understand language input, and to a certain extent, stimulate students' initiative in learning English and strengthen the ability of mastering the language knowledge and use it.

**Swain's Output Theory.** The second is Swain's Output Theory "Language output" refers to a process in which learners produce linguistic achievements and demonstrate their use of language, including the output of linguistic knowledge and language skills (Lu ziwen, Kang shumin, 2008). Swain (1995) summarized three main functions of output hypothesis: 1. attention/trigger function; 2. detection hypothesis function; 3. meta-language function. In language output, learners can pay attention to language problems, including the form of the language itself and the meaning of the language. Language output can help learners express their intentions in different ways and test whether these potential assumptions about the target language are correct.

### Previous Researches

Li Xin (2014) Research on the New Mode of College English Teaching under the Multimedia Network Environment Proposed and demonstrated classroom teaching and student self-learning in multimedia network environment teaching mode

Ma Qin (2017) in her dissertation: Research on Individualized Teaching of College English. analyzed the characteristics of the college English course and conducted a range of investigations and studies, use social needs and individual student needs, use interviews, specific quantitative and qualitative analysis methods such as statistical description method, difference coefficient analysis method, and evaluation scale method, analyzed both the theory and research on college English teaching and the current status and problems of college English teaching. The results were sorted out, and finally found a more feasible system design for individualized college English teaching, to make students have a certain depth of English comprehensive ability, while paying close attention to the characteristics of integration and complementarity of language and culture and emphasized the intercultural communication function of English, in order to provide reference for improving the effectiveness of English teaching

and the effectiveness of students' learning, so as to cultivate appropriate talents in response to social needs, reflecting the characteristics of the English language maximizing global economic integration and information, to meet the requirements of the era of science and technology and rapid economic development.

Ma Yuan, Wu Zeyang, (2018) Challenges and Countermeasures of Web-based College English Teaching, they discussed hardware device problems, poor quality of College English teacher's courseware, Teachers' network teaching application awareness and ability are uneven, the evaluation mechanism of network teaching effect is not perfect, the evaluation mechanism of network teaching effect is not perfect. Ma Lijuan (2019) college English PBL teaching mode under the web-based environment, in order to improve the effect of web-based college English teaching and promote the transformation of the new teaching mode, a problem-based teaching model in the network environment is proposed. and taking a student of Electronic Technology Education in a college of mechanical and electrical engineering in Henan as a subject, PBL Teaching mode as a carrier, explore the use PBL Teaching mode pair, Student learning strategy The influence of advanced thinking ability and achievement, found PBL teaching mode is conducive to the improvement of online learning strategies and is conducive to students' advanced thinking ability development and improvement of achievements

### **Methodology**

This research used mixed methods, but mainly used quantitative methods, since the current research focuses on the factors and elements that have influence on the effectiveness of web-based college English teaching management mode, the data and information from primary source of data is crucial. The author needs to have both wide and deep information from such sources. After reviewing and analyzing many theories and previous researches, the author chose the scale of Australian professor Herbert W. Marsh (1982) SEEQ student evaluation of educational quality instrument.

### **Population and Sample Size**

Population in this research is composed of students who are studying English in Mianyang Teachers' College, Southwest University of Science and Technology, and City College of Southwest University of Science and Technology. According to the statistics of Teaching Affairs Office of the three: There are 16 schools in MTC, 17 schools in SUST (Southwest University of Science and Technology) and 6 schools in City College, the number of all students of MTC is 18862, In Southwest University of Science and

Technology, the number of all students is 299,85, in City College, there are 8932 students, so the population is  $18862+29985+8932=57779$

### Questionnaire Design

Designing a scientific and reasonable questionnaire is one of the effective ways to obtain research data. The questionnaire mainly includes four parts, respectively demographics of respondents, personal behavior, teaching factors. variables to be tested and suggestions. Because all the respondents are students of the three universities, and majority of them came from Sichuan Province, so about demographics only tested their age, gender and school/college, personal behavior, teaching factors were measured using the likert-5 scale.

### Data Collecting

The research object in this study is the students and teacher. So the researcher sent the questionnaires to the English teachers of three universities and asked them to help to distribute the questionnaire to their students. The researcher and her colleagues distributed 430 questionnaires and collected valid 428.

The questionnaire has 4 parts including personal profile, personal behavior, variables to be tested and suggestions.

### Data Analysis

All the collected data were input into a computer and data processing was conducted using statistics software. The main data processing methods include pretest, IOC test, descriptive analysis, reliability and validity analysis, KMO analysis, and regression analysis and etc.

First the researcher did IOC test, (which means items objective congruence test) and then did pretest by distributing questionnaires to the 30 students, then the reliability was tested with Cronbach's Alpha, which can be expressed with the following formula: Its formula is: (Cronbach, 1951; Nunnally, 1967).

Where :  $\alpha = \frac{K \cdot \bar{r}}{K + \bar{r}}$  ;  $\alpha$ =Reliability;  $K$ =Number of questions in questionnaire;  $\bar{r}$  is the average of the correlation coefficient of the items.

After testing the reliability and validity analysis, KMO analysis, and regression analysis and

### Research Implementation

How to make full use of advanced information technology, on the basis of inheriting the characteristics of traditional classroom teaching, break through the

previous English learning "teachers speak students listen"Mode, reform the university English teaching mode, constantly explore and develop it, give full play the advantages of web –based college English teaching mode and build a good platform for students' self- Learning, personalized learning and collaborative learning, to improve students' enthusiasm for learning English, makes English learning an important component of campus culture construction develop students' self-learning ability and study habits, improve college students comprehensive cultural literacy. How to implement web-based college English teaching management mode?

#### **Taking "Student-oriented" as the core of web-based college English teaching**

In the course of any course system, "student-oriented" is always the core of teaching, college English teaching is no exception. The fundamental purpose of foreign language teaching is to develop students' English language skills, comprehensive ability of listening, speaking, reading, writing and translation. To achieve this goal, instructors must completely change the traditional teaching mode. The style is changed to "teacher as the main body" as "student-centered". Only with students as the main body can we develop students' language skills from science perspective and long-term development goals. Traditional English teaching has long been used the teacher-centered teaching mode, the teacher is the protagonist of the classroom teaching: the teacher speaks, the students take notes; The teacher demonstrates, the student imitates; the teacher asks questions, the students answer; the teacher makes the regulations, and the students follow them one by one. This teaching method of "full house irrigation" makes students become passive recipients of language knowledge and kills students' enthusiasm and creativity to learn. students often only have linguistic knowledge, don't have the ability to use language, what students learned is "dumb and deaf English", which violates the purpose of learning a foreign language, that is, the ability to cultivate language. but the Internet has entered our life including education. Today, the teaching of college English is still limited to the class of "a textbook, a chalk, a mouth" Teaching and students rely on memory to learn the language. this mode is already out of date. Now under the network environment college English teaching management mode is supposed to be the mode of "web-based teaching in class and self-learning after class", the leading role of teachers and students' ability of learning independently is the key. This mode can better reflect the "student-oriented" educational philosophy. Students have more opportunities to learn their own choices. In the process of self-directed learning and self-monitoring, students' improvement even very little will bring confidence to themselves, help them continue to study and improve their English.

### **Improving the evaluation of teachers' web-based classroom teaching**

Evaluation teachers should focus on the organization and guidance of web-based teaching management and classroom activities as well as professionalism. The author believes that the teacher of the supervisory group should look at the teacher's grasp of the difficult content of the teaching content and the classroom for the teaching content. Organizations and other substantive content, rather than focusing on other aspects or details. Classroom atmosphere is an important indicator of the evaluation of teachers in the supervision team, the atmosphere is active or not, the teaching content, teacher-student interaction and teacher personality, etc. All have connections, but "if you say that being able to pass knowledge vividly and effectively is a basic standard for good primary and secondary school classrooms. If it is accurate, then a good college class can't be evaluated only by the active atmosphere of the class and the likes of the students. We believe that a good university classroom must be able to bring students to the forefront of the subject's knowledge, thereby cultivating students' innovative awareness and innovative spirit is very important. "Evaluating the success of classroom teaching is not about the classroom activities themselves, but it depends on what effect it achieves, whether it matches the teaching objectives of this stage, and whether it can promote students' comprehensive language. cultivation of speech ability and comprehensive quality

### **Innovating teaching management mode and improve management quality**

The introduction of the advanced teaching method of college English teaching, reform the traditional teaching mode, new situations and new problems arrive inevitably, content of teaching, management modes must be changed. Teaching management reform, if still follows the traditional teaching management idea, the lack of the guidance of the concept of advanced teaching management, can only be blind guide. The teaching management department should make reasonable planning and do a good job in the education and training of web-based college English teaching management. By systematic learning and specialized training, master relevant skills and improve the overall quality of managers.

## **Research Conclusion**

Web-based college English teaching management is an effective way of teaching English for English teachers and practical way for students learning English especially during the epidemic period of Novel Coronavirus Pneumonia (NCP), college students can't go back to their universities/college, but they can still learn college English online.

Teaching management is a science, and the scientific management of teaching quality comes from mastering the teaching rules. Quality management of the web-

based college English teaching management mode requires instructors must master English language education, modern management science and computer network technology, especially the ability to collect and process management information using web technologies.

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