Research on the Status quo and Evaluation System of Digital College English Textbook

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Abstract: Compared to paper textbooks, digital textbooks have been changing the traditional teaching mode by applying network and information technology. In order to improve the quality of digital textbook of college English, an inductive analysis was made to discuss the status quo and problems of these digital textbooks and some suggestions were presented. In view of the necessity of establishing the evaluation system of digital textbooks for college English, this paper puts forward the corresponding system construction suggestions.

Introduction

With the continuous development of modern information technology and the important instruction issued by the Ministry of Education that college English teaching should be combined with modern information technology, the innovation and reform of traditional college English teaching materials have become a practical problem that is widely concerned by the publishing industry and teaching and researching workers. How to innovate the content and form as well as improve the efficiency and promote the digitization of teaching materials is an important part of the construction of college English teaching materials. Digital textbooks are based on printed textbooks, rely on network and information technology, and provide teachers and students with more abundant teaching and learning resources through the media of tablet computers, smart phones and other mobile terminals [1]. In general, college English digital textbooks mainly include computer courseware, online course, audio and video products, and digital teaching resource database, etc. These digital textbooks have become the best supplement and extension of paper textbooks, which has broadened the dimension of teaching resources and made English teaching more diversified and personalized. Digital textbooks make up for the deficiency of the presentation of paper textbooks. They not only make resources three-dimensional and unlimited, but also effectively realize the sharing of knowledge [2], which has gradually become an important direction in the development of college English teaching materials.

Developing Situation and Problem

The paper publishing of college English textbooks has gradually passed its golden period of development, and now it is facing many difficulties, such as the reduction of class hours, the trend of online teaching and the fierce competition in the publishing industry [3]. The static and single barrier of traditional teaching materials has been gradually broken down. The digitalization of teaching materials has the incomparable advantages of traditional paper teaching materials, which has become an important direction of the development of English teaching materials, and has begun to take the lead in the era of education modernization and informatization. At present, many presses have published
college English digital textbooks, such as the College Experience English series of the Higher Education Press, the New Vision series of the Foreign Language Teaching and Research Press, the College Academic English series of the Shanghai Foreign Language Education Press, etc. Compared with traditional textbooks, digital textbooks are relied on the internet and information technology, which have changed the traditional teaching mode of classroom explanation, broadened the channels for students to learn independently, and made English teaching more diversified and personalized. Taking the digital textbook of the College Academic English as an example, this set of courses focuses on the content and mobility of use, and creates a teaching platform with multiple supporting teaching aids, such as multi-carrier course management and evaluation and online examination, which provides a convenient, three-dimensional and diversified language environment for the students.

In recent years, the development of college English digital textbooks is unstoppable, but it is only in a subordinate and supplementary position, and cannot completely replace the paper textbooks. It is far from meeting the market demand of diversified structure and multimedia optimization for the digital textbooks, and is facing many difficulties and challenges.

First, from a technical point of view, the application platform is mainly based on the computer or the internet, which ignores other mobile terminals. Most of the learning devices provided by universities are desktop computers. Once students leave the classroom, there will be cross-platform and cross-operating system problems. Their own equipment is generally incompatible with digital textbooks. At present, smart phones are widely used by college students, which have become the most popular learning tools [4]. However, due to technical reasons and backward publishing awareness, the presses ignored the construction of smart phone terminals and did not give full play to the learning function of mobile terminals, so the convenience and universality of learning resources were greatly discounted.

Second, the development of digital resources is only at the primary level of transforming the content of paper textbooks into electronic resources through digital technology, without in-depth integration of various functions contained in digital technology. Most of the contents of digital textbooks are digitized by the contents of paper textbook, that is, the paper contents are transformed into CD, courseware or network learning program by using digital technology, which does not reflect the differences and advantages beyond the technical level. [5] The content of digital textbooks overlaps greatly with that of paper textbooks, and is lacking of original. It does not fully reflect its unique function and positioning, thus losing the advantage of digital platform.

Third, the content of digital textbooks is divorced from the curriculum standards and teaching practice, and can only be used as teaching aids materials, not as primary textbooks. Limited by the development technology and the cost of research and development, the development mechanism of digital textbooks is still in the exploration stage, and it is difficult for most colleges to develop digital textbooks suitable for students. However, the digital textbooks developed by presses and software companies only make more adjustments in information technology, without proceeding from actual teaching efforts, and are difficult to effectively integrate with the teaching design of front-line teachers. In addition, considering that many digital textbooks provide additional materials and resources, the textbooks themselves still lack integrated multimedia content such as video audio and cannot be effectively integrated into the classroom.

Fourthly, digital textbooks did not build communication space between students, teachers and textbook developers through network and information technology. Most digital resources are formed at one time and cannot interact with users. Users cannot adjust, process and update the digital resources according to their own needs [6]. Digital technology has not broken the barrier between editors, teachers and students, and the interactive mode that is difficult to realize in traditional paper textbooks has not been fully reflected with the help of that. In addition, many digital resources are transferred to users in a one-way and linear way through CD or online download, which is difficult to form data accumulation of feedback, thus affecting the sustainable development of teaching materials.
The last, compared with traditional textbooks, digital textbooks are easier and more convenient to be copied and disseminated, and the copyright protection is more difficult. In the digital age, there are more channels for copying or disseminating copyright works, and the process is easier. All kinds of resources of digital textbooks can be reproduced or transmitted at will through specific means or network technology, and temporary copying and sharing may also cause copyright infringement. Due to the rapid development of digital publishing, the relevant legal provisions have not been improved and perfected, and the copyright issue has not been clearly defined in the law for copyright. Intangible intellectual achievements of the authors may be used by others for infringement, breaking through the regional restrictions of traditional intellectual property rights.

**Countermeasures**

First, increase the research on digital technology, especially on that of mobile terminals, and constantly improve the operability and convenience of the use of digital resources. On the one hand, mobile terminal technology should be fully integrated to make the “textbooks in the pocket” a useful supplement to classroom teaching. In addition to the mobile phone terminal, it is possible to constantly update the carrier of teaching materials and change the form of teaching materials, such as laptops and e-book readers. On the other hand, it is necessary to combine teacher effectiveness closely [7], provide convenient access and teacher control links, ensure that the teaching materials can be skillfully mastered and used by teachers. Put an end to work behind the closed door, continue to optimize advanced technology, so can the digital textbooks truly become the three-dimensional textbooks carried by teachers and students.

Second, give full play to the advantages of digital publishing in keeping up with the times and being easy to interact, strengthen the communication between students, teachers and editors, and take the practical needs of the users as the guidance of design. Digital textbooks should not be limited to machine language communication and one-way transmission of low frequency, but develop towards intelligent communication through big data analysis. The application module of high frequency communication should be set up so that the teaching needs and wishes of teachers can be transmitted to the database in time and can be easily designed and implemented. Thus not only promote the communication among teachers, achieve greater teaching innovation and more diverse resource sharing, but also promote the communication and interaction between teachers and students, obtain two-way feedback, form a high degree of interaction.

Third, improve the quality of textbook compilation and publication, dare to abandon the inherent content and form of textbooks, and achieve timely and diversified update. It is not only necessary to employ relevant experts to evaluate the content selection and style design, but also to invite excellent front-line college English teachers to participate in the compilation to ensure its practicability. Digital materials will be filtered from developers to writers to users, namely presses, teachers and students, which in turn develop the knowledge of digital information of these individuals. Therefore, the list of knowledge and technological innovation of teaching materials need to be updated regularly, and advanced teaching ideas and teaching methods need to be promoted and applied in a targeted way.

Fourth, strengthen international publishing cooperation and jointly develop college English teaching materials. Globalization brings great development opportunities for the publication of college English digital textbooks in China. Domestic presses actively cooperate with foreign authoritative presses to introduce advanced publishing concepts and digital technologies, which is of great significance for enriching the types of English digital textbooks and improving the quality of textbooks. “College Experience English” is a successful case of digital course published by the Higher Education Press and the Press of Cambridge University, which accurately locates the actual level of domestic college students and the teaching situation of domestic college. It has been well received by the users and has become the designated textbook of some colleges.
Evaluation System Research

Although college English digital textbooks are developing rapidly, there is not a complete set of evaluation theories in China and abroad, and few of the evaluation theory of digital textbooks. The evaluation of English textbooks in western countries mainly focuses on the audio-visual and oral textbooks, the conventional grammar textbooks and the traditional English textbooks. The evaluation method is also limited to dichotomy, three-way dichotomy and antithesis [8]. Dichotomy emphasizes the evaluation of overall impression and in-depth impression. On the basis of dichotomy, the three-way dichotomy takes the first, middle and last steps of the utilization of the textbooks as the evaluation steps. Antithesis refers to the comparison and evaluation of subjects that need to be analyzed subjectively and objectively. For most western countries, the evaluation of college English digital textbooks is optimistic and they generally support the reform of digital textbooks. They not only realized the advantages of network information technology in the process of using digital textbooks, but also greatly improved the comprehensive education level. The research object of English textbook in China is mainly focused on the introduction and evaluation of foreign textbook evaluation system, which is still in a conservative state.

Through studying the traditional textbook evaluation system designed by domestic and foreign researchers, it can be found that the core issues of standards and concerns will change with the development of linguistics and teaching. The individual difference and subjective judgment standard of teachers bring difficulty to establish a quantifiable evaluation standard. However, as far as English teaching itself is concerned, the development rules of learners' language ability and the general characteristics of English as a second language teaching are relatively stable and unified, which makes it possible to establish some evaluation standards for core basic contents. Combined with the localization demand of college English teaching in China and the general recognition of digital teaching methods by language learners in the new era, a scientific and practical evaluation system of college English digital textbooks can be established.

Theoretically speaking, the main purpose of the evaluation system is to evaluate the status and role of digital textbooks in modern English textbooks, and at the same time, to timely summarize and adjust the content of textbooks, and to explore the differences and connections between digital college English textbooks and traditional textbooks. In terms of practical application, the establishment of digital textbook evaluation system is of great reference significance for textbook users to select textbooks and for teachers to adjust and innovate teaching models according to the actual situation. The following points need to be established in the process of system establishment.

First, the guiding principles of traditional textbook evaluation system can be referenced. Although there are obvious differences between digital textbooks and traditional paper textbooks, they are consistent in teaching theory guidance and textbook design principles. Therefore, in the design process, we can learn from the ideas and methods of traditional textbook evaluation system designed by domestic and foreign scholars, and build a digital textbook evaluation system suitable for college English teaching in China.

Second, application result of digital textbooks can be evaluated as the basis. The use of digital textbooks will vary according to the specific use-pattern of teachers and the individual difference of students, so the evaluation system should be established by referring to the use result of teaching materials and the feedback.

Third, opinions of teaching participants can be considered. Teachers and students are the participants in classroom and the real users of teaching materials, the opinions and feedback from them provide important reference value for the selection of indicators in the evaluation system.

Fourthly, indicators in the evaluation system can be scientifically established at all levels. It is necessary to establish indicators at all levels according to the classroom and scientific and effective
data analysis, and fully combine subjective and objective evaluation, to build a reasonable, comprehensive and operable evaluation system.

**Conclusion**

Traditional textbooks have a strong authority. How to keep pace with them is not only a test of digital technology, but also a test of the integration of teaching resources. The construction of digital textbooks is not only to change the form and renew the content of traditional textbooks, but also to make teaching methods more humanized and personalized. Digital textbooks should be used as an integrated tool of educational resources, a cooperative tool in classroom and a collaborative tool for communication. They should conform to the actual situation of college English teaching and benefits the majority of college English learners. The combination of reasonable and excellent digital resources and advanced teaching methods, supplemented by scientific and effective textbook evaluation system, can improve the teaching effect of English classes and promote the digitalization of English teaching in colleges and universities.

**References**