Research on the Replenishment Strategy of Diversified College English Textbook Material Resources from the 6A Theory

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Abstract: In order to carry out the fundamental task of cultivating people, and fully realize the important concept of "Three Comprehensive Education" in college, the passage is exploring the content of college English textbook materials, as the starting point, further integrates the textbook materials resources effectively, and tries to take the current supply of textbook resources. From the problem raising and problem analysis of the diversified supply of textbook materials resources, finally, it points out a strategy research to solve the pain points and difficulties in the problem. Based on the "6A" theory and focusing on autonomous supply, auxiliary supply and digital supply, the author aims to construct a relatively complete textbook materials resources e system in college English courses, so as to make up for the deficiencies of teaching resources.

Keywords: 6A Theory; Diversified Methods; Replenishment Strategy; Textbook Material Resources

1. Introduction

Nowadays, English resources for students are increasingly abundant, especially for college English courses. On the one hand, in the face of massive "learning resources" [1], students are prone to "insufficient resources" and "excessive resources" in the screening and judgment, which also directly impacts on students' in-depth understanding of traditional culture. At the same time, it also affects students' appreciation and practice of core values. On the other hand, returning to the teaching classroom, the textbook topics in the course cannot be satisfied with students' learning needs [2], the language is not sufficiently communicative and instrumental [3], and it leads to problems of dumb English and exam-oriented learning are prominent, which is not conducive to improving students' intercultural communication and the ability to spread Chinese culture to the outside world [4]. So, the passage based on the 6A theory and combined with modern teaching techniques, such as multi-modality, it is expected to conduct a research on the replenishment strategy of teaching resources for college English courses, so as to achieve the purpose of solving the malleability of textbook resources.

2. Overview of 6A Theory

The 6A theory is based on the 3A theory of U-learning (ubiquitous- learning). 3A (Anywhere, Anytime, Any device) learning mode, is by the Weiser M. It emphasized that students use the technological tools available to them anytime, anywhere for learning activities to overcome the shortcomings or limitations of digital learning [5].

In the passage, it based on the situation of college English courses, the theory of 6A (Anywhere, Anytime, Any devices, Anyone, Anyway, Anything) is taken as the leading factor, and the supply of teaching materials resources for teachers and students is carried out throughout the teaching process. In order to highlight that teachers and students take the initiative to carry out, after receiving the stimulation of external resources effective information processing of teaching resources, seamless connection of textbook content, and provide learners with expanded learning space. And meet the needs of students' personalized teaching materials resources, it aims to achieve the deep integration of learners and supplementary teaching materials resources, modern educational technology and curriculum learning environment, and achieve the supply of diversified teaching resources.

3. An Analysis of the Situation of College English Textbook Resources

3.1 Overview of Situation of English Textbook Resources

The pattern and formulation of teaching material resources are prominent. Take the freshmen of Yangtze Normal University, (where the author works): the main textbook is innovation college English integrated course (the second edition) published by Shanghai Foreign Language Education Press and innovation college English published by East China Normal University Press. And then, New Horizons College English by Foreign Language Teaching and Research Press and Innovative College English Comprehensive Course (Third edition) by East China Normal University Press replaced the original textbooks in September 2022 and September 2023, respectively.

On the other hand, Tianjin Education Press's "A-level Model Test" & "CET-4 Model Test" and Foreign Languages Press's "New Outlook College English (Fast reading)" are auxiliary textbooks.

As a textbook of public foreign language, although the update cycle of the main teaching material is about 5 years, the update of the auxiliary teaching material is relatively slow, or it is stagnating. It is clearly pointed out in the syllabus of College English formulated by the Department of Foreign Language Teaching and Research, which is responsible for the College Foreign Language public English course of Yangtze Normal University, its course objective is to "cultivate students' English application ability, enhance and combine cross-cultural communication awareness" to improve students' cultural literacy and humanistic quality. It is not difficult to find that the teaching material resources are far from meeting the needs.

3.2 Teaching Material Resources Use Pain Points

Take the textbook used in our school as an example: The topics covered by the teaching units in innovation college English integrated course (the second edition) are: "Unit1 Growing Up; Unit3 Understanding Science, Unit5 Work to Live or Live to Work, Unit8 Educational Problem". And the topics covered by the teaching units in innovation college English are: "Unit1 College Freshman: How to Get over Homesickness", "Unit2 Countering Computer Game Addiction: Step Away from the Screen"

The pain points of the integration of textbook content and elements. There are many life topics involved in the teaching materials, which have great restrictions on stimulating students' cultural self-confidence and value orientation. Therefore, in the main textbook, the important elements not involved or lacking of the content should be properly supplemented, the Chinese and foreign cultures and Chinese and English languages should be differentiated, and the linkage space between culture and text should be reserved, which will effectively improve the compatibility between the content of the textbook and the elements.

The pain point that the content of the textbook is out of touch with the actual life. As we have seen, there are many topics related to life in the textbook, and it can be seen from the unit title, the topic only exists in the "shadow" of student's life. The social hot spots, focuses and topics concerned by students is not enough, and it is easy to forget after learning. It doesn't meet the students' demand for daily language and ease of use; and is not conducive to students' ability to "export" culture to the outside world.

3.3 Teaching Material Resources Research Difficulty Points

When researched teaching material resources, it is necessary to cooperate with policy orientation, theoretical support, educational technology, resource supply and other factors. At the same time, the implementation of the coordination, integration and interaction of diverse elements is difficult, so it needs the joint efforts of many aspects (such as: local, institutions, teachers and students) to complete.

The degree, strength and dimension difficulty points of teaching material resources research. As mentioned above, since the content of the textbooks mainly focuses the topics around daily life, but the daily use is low, intensity and dimension of the resources actively explored and supplemented are low, which restricts the enthusiasm of teachers and students to extend teaching and learning after class. When the empathy in the unit topic is insufficient, the problem of resource integration outside the unit topic is particularly

prominent. It is mainly reflected in the following aspects:

First, teachers' consciousness of theme research is weakened, and it is easy to appear "research theme resources for the sake of task of Theme Curriculum" and its integration is low.

Second, students have difficulty in learning Theme Curriculum, which is easy to lead to "learn theme resources for the sake of task of Theme Curriculum", and the initiative is low.

Third, the topic of textbook is separated from daily life, and it is easy to form a "zero development", it means that closed loop state owned by teachers and students within pre-class, in-class, after-class. Therefore, it is very necessary to maintain the supply of diversified teaching materials resources, especially, teaching material resources of Theme Curriculum.

The ways, manners and methods difficulty points of teaching material resources research. Currently, although the mining of diversified teaching materials resources is combined with modern educational technology, the process is still relatively simple. It mainly manifested in:

First, the resource ways are dominated by the purchase of mainstream textbooks from famous or large press, and English teaching requires high resource innovation and update speed of these presses, but the development of some textbook contents cannot keep up with the demand.

Second, the auxiliary teaching materials are mainly supplied to teachers and students in the form of "Paper Textbooks + PPT". It is lacking of formal diversity, and is shorting of the innovative thinking on style in auxiliary teaching materials. teachers or students (users) are prone to "aesthetic fatigue" of auxiliary teaching materials.

Third, it is the means of resource deeply research, which is still "predecessors plant trees and descendants get the shade". So, we can know that essential core has not changed, for the development of teaching material resources take new challenges to meet the demand for high-quality curriculum.

The author thinks that it is very important to realize the replenishment of reasonable teaching material resources, especially in the application of diversified educational technology and the improvement of hardware and software of resource. At the same time, this will also be conducive to the supply of diversified college English textbook resources based on the 6A theory to improve the textbook resource system, develop misaligned textbook resources, and create an effective path for textbook resources.

4. Research on the Replenishment Strategy of Diversified College English Teaching Materials

The replenishment of college English teaching materials is one of the ways to alleviate the existing difficulties of teaching resources. To solve the current situation of college English teaching materials resources, the author tries to encourage students and teachers to self-supply, increase the auxiliary supply of teaching departments, colleges or university and promote the supply of modern educational technology (based on the multi-modal theory).

4.1 Autonomous Replenishment Strategies for Teachers and Students

The main unit on the textbook drives the topic, and the topic itself drives teachers and students to supply the textbook resources independently. First of all, based on the students' pre-class task starting point, combine the unit content according to the students' situation. Secondly, based on teachers' pre-class as the starting point and combine main elements according to the teaching content. Finally, after class, with the goal of completing the teaching material resources together, the auxiliary teaching material resources research for teachers and students in this unit is expanded.

For example, the first-year students the author once taught, the textbook is Innovation College English, its first unit introduced "How to Get overcome Homesickness." During pre-class, students can prepare the introduction of their hometown, such as regional characteristics, culture, food, etc. Students will show the content of resources supply in class. As teachers, during pre-class, Teachers supply resources can research deeply in the theme resources, such as theme culture, theme person, theme resources with the life and then learning process of the characters as the main line, teachers will show the content of resources supply in class. The detailed steps for the strategies are shown in the figure 1.

To sum up, this method can awaken students' resonance for the unit content, pull the topic

and students into it, at the same time, it can effectively help teachers guide students to establish a correct attitude on life and values.
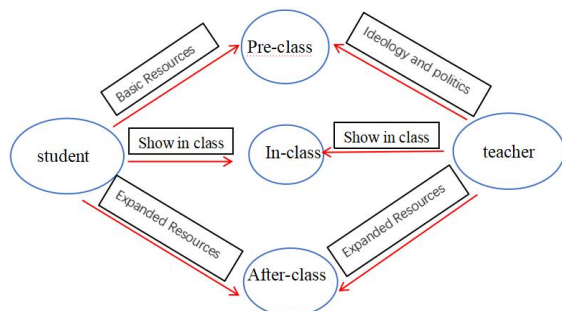

Figure 1. Autonomous Replenishment Strategy Steps for Teachers and Students

4.2 Complementary Replenishment Strategy for Departments or Schools and College

Relying on the departments or schools and colleges offering courses, it will make use of effective resources to increase the development of policy-oriented, regional, characteristic and unique auxiliary teaching materials resources, and promote teachers and students to contribute more resources.

First of all, the colleges lead to organize various activities on the country and the location, and takes this as an opportunity to use various major policies as a breakthrough in teaching materials resources, and deeply explore auxiliary teaching materials resources by policy direction. It is helpful to ensure that the textbook resources have the correct attitude; it is helpful to ensure the clear direction of teaching material resources.

Secondly, improve teachers' enthusiasm, encourage teachers to participate in resource integration activities; at same time, it can assist teachers to obtain resource information and promote the development of teaching material resources. It is helpful to improve teachers to explore teaching material resources; it is helpful to improve teachers' autonomous learning ability.

Finally, carry out the resource-sharing activities of various schools or department and colleges, promote the integration of disciplinary resources, and establish and improve the personalized teaching material resource system with college-based characteristics and college-based innovation.

Yangtze Normal University, the English public courses offered by the Department Foreign Language Teaching and Research, "Theme Teaching Activities" have been carried out for about three years. (5 semesters). These teaching activities comprised content that includes various reports, speeches, but also involves environmental protection, resource sharing and focus topics on social. It plays a very important role in establishing values for teachers and students. In addition, teachers can communicate with and learn from experts and teachers of other schools or other colleges by participating in various special education activities, and they can explore the theme resources in the region, so as to improve the theme teaching materials resources and assist teachers to display English teaching resources with distinctive characteristics in the classroom. So, the further development of diversified teaching materials for students with different English levels and major directions is inseparable from the supplementary resources of schools and teaching departments.

4.3 Replenishment Strategy of Teaching Material Resources Based on Multi-modal Theory

Nowadays, AI or multimedia have been fully used in all kinds of teaching loops. In the integration of modern educational technology, based on multi-modal theory, the author tries to combine language, image and sound into innovative teaching material resources, and tries to construct the replenishment strategy of technical teaching material resources from a unique collaborative perspective.

First of all, Zhang and Wang say that multi-modal teaching is the use of a variety of senses, different methods and symbolic resources, [6] such as words, video, audio, symbols and other all-round teaching methods [6]. Therefore, we can try to construct an online teaching resource data for teachers and students of college with English languages, video and picture. For example: According to the different majors and disciplines of teachers and students, the college will complete the collection task of English teaching materials together. These tasks are satisfied with the timeliness and extensibility of resource supply, and fully mobilize the enthusiasm and creativity of teachers and students.

Secondly, according to the resources of English teaching materials in the resource database, the college will lead to organize

experts to revise resources or information and they should compare and analyze the contents, [7] such as using mature network platform resources. Such as: MOOC, UMOOCs, Rainclass etc. And appropriate selection of content (such as: listening, speaking, reading, writing and translating) and feedback to the resource database. It is convenient that teachers and students select and modify again. Finally, first step, it is through the self-correction method of teachers and students, the teaching material resources are integrated again, available resources are screened out, useless resources are deleted, in the end, adjust information is collected. Resources or information is made of word, audio, video, pictures, PPT, and specific roles in teaching activities. (it can be used for theme English teaching or theme English topics, etc.) Second step, it is published to the textbook resource library as a shared expansion resource, and tries to re-revision.

On the one hand, based on the guidance of the multi-modal theory, the supply of teaching materials is implemented, it conforms to the 6A theory (Anywhere, Anytime, Any devices, Anyone, Anyway, Anything), and it can transform its theory into practice and help students to use modern educational technology. On the other hand, the teaching material resources transfer two-dimensional resources into three-dimensional resources, and tries to study by self-learning tasks from the perspective of students. By replenishing the teaching material resource database, students' enthusiasm for English learning can be triggered effectively. At the same time, it conforms to the purpose of teachers' comprehensive use of multimedia teaching, and promotes the diversification and individuation of teaching resources, and changed development of teaching materials resources from single to multiple, from simple to rich. Finally, a new method is found in the expansion of teaching materials resources.

5. Conclusion

The replenishment of diversified college English teaching materials based on the concept of 6A is a continuous and systematic project. It can effectively promote knowledge education and autonomous learning simultaneously. Based on these strategies, it needs the cooperation of all aspects to implement. first point, it needs the cooperation and technical support of schools and teaching departments, and attaches importance to the selection of teaching materials as an important link in teaching activities. Firstly, it needs the cooperation and technical support of colleges and schools or departments, and attaches importance to the selection of teaching materials. Secondly, it is necessary for teachers explore the particularity of teaching materials, and make appropriate additions and subtraction for different students. Extract teaching materials that can improve students' listening, speaking, reading, writing and translating ability in college English courses. Finally, it emphasizes the students' self-learning spirit of active exploration and active discovery, based on researching teaching material resources is a starting point, and lay foundation for improving the comprehensive use of English.

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