

Exploring the Optimization Path of Informatization Teaching of College English Curriculum

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Abstract: This paper discussed the necessity of university English informatization teaching from the three aspects of extending learning time and space, optimizing teaching management and relying on platform evaluation. It introduced the teaching mode of cultivating students' English listening, reading, writing and speaking abilities with the help of informatization teaching platform, domestic and foreign listening resources with real-time subtitles, WeChat applet H.AI, MyET, AI Teaching Tool Network and AIGC, etc. It also raised a topic that it is necessary to promote the development of university English informatization teaching by improving teachers' informatization literacy and teaching ability through relevant training, informatization teaching competitions, and online shared open courses.

Keywords: Informatization teaching; College English curriculum; Continuing education; Applied competence; Duifene

1. Introduction

The "13th Five-Year Plan for Education Informatization" clearly states that information technology should be relied upon to create an informatized teaching environment and to promote the reform of teaching concepts, modes of teaching and content, so as to meet the needs of the information age for the cultivation of high-quality personnel. It is necessary to establish and improve the standard of teachers' information technology application ability, cultivate teachers' ability to use information technology to carry out learning situation analysis and personalized teaching, and enhance teachers' ability to innovate education and teaching in the information technology environment [1]. The Action Plan for Improving Quality and Excellence in Vocational Education (2020-2023) advocates comprehensive informatization training in vocational schools to improve the informatization literacy of teachers and administrators, as well as to cultivate students' ability to use network information technology and learn independently from high-quality online resources [2]. College English teaching faces challenges such as diversification of student sources and insufficient class time, and informatization teaching opens up a new path for college English teaching.

2. The Necessity of Informatization Teaching of College English

2.1 Extending the time and space for learning

From the perspective of college English teaching, informatization teaching has significant advantages. Teachers can set up guided learning and pre-study tasks with the help of informatization platforms, so that learning happens before class. They can also assign tasks on the platforms to expand exercises makes it possible for learning to continue after class. This way of teaching breaks through the time and space limitations of English course teaching in the traditional mode, and makes it possible for students to learn at any time and place. Online and offline blended teaching is more suitable for the individualized learning needs of different students, and improves the teaching effect and learning motivation [3]. The information-based teaching platform can also realize live network teaching, which provides convenience for enterprise apprenticeship students. Students can learn through the network, which has improved the flexibility and effectiveness of teaching.

2.2 Optimizing teaching management

College English is mostly taught in large classes, and the teachers teach many classes. In addition to lesson preparation and teaching tasks, teachers also undertake trivial and heavy teaching management

tasks. They need to spend a lot of time and energy in collecting and organizing teaching data. However, with the help of information technology teaching platform, classroom code-sweeping check-in can be quickly realized and reminders can be sent to absentee students. At the end of the course, students' attendance can be exported, and the usual score of students' attendance can be automatically derived according to the set weights, which significantly reduces the workload of teachers. Students' participation in brainstorming, discussions, answer-session and submitted assignments are all recorded on the platform, making it easy for teachers to objectively give students their usual grades. By assigning objective questions with the help of the platform, teachers can improve the efficiency of homework correction and see the correctness of each question at a glance. Electronic homework is convenient for organizing, counting and archiving. Teachers are freed from trivial teaching management and put more energy into teaching design to improve the effectiveness of teaching.

2.3 Platform-based evaluations

In informationized teaching, teachers get feedback on teaching effects through the informationized teaching platform, such as data on students' online learning hours, completion of learning tasks, correctness of assignments, frequency of classroom interaction, etc. Through these data, they can understand the students' learning situation and problems in time, adjust the teaching strategies and methods in a targeted way, and improve the teachers' informationized teaching ability and level.

3. Informatization Teaching Platform and Application Ability Cultivation

College English informatization teaching can adopt the principle of contextual teaching to help students better understand and master what they have learned. In the teaching process, teaching methods such as situational simulation and scene reproduction can be used to combine textbook knowledge with actual situations, so that students can learn and use the language in a real context. Informatized teaching can be combined with industry needs and occupational standards to provide students with teaching content and practice opportunities that are closer to reality, enhance students' professionalism, take into account their professional needs, and highlight the tool nature of English. In order to better integrate quality micro-teaching and relevant extensions outside the classroom, resources such as the MOOC platform, websites and artificial intelligence platforms can be utilized to develop students' listening, reading, writing and application skills.

3.1 Informatization teaching platform

3.1.1 The informatization platform of publishers

The informatization teaching platform for college English curriculum can rely on the informatization platform provided by the textbook publishers. For example, WE learn platform of Foreign Teaching Service is an Internet-based informatization teaching platform, which provides various functions such as online courses, teaching resources, interactive tools and so on. Students learn English anytime, anywhere through the WE learn platform and interact with teachers and classmates in class. On the other hand, the Unipus platform of the Foreign Research Institute is a cloud-based teaching platform that provides a variety of functions such as online courses, teaching resources, learning management, etc. It covers a wide range of fields, including language skills, cultural knowledge, and professionalism, to meet the needs of different students. These informatization teaching platforms provide more teaching resources and tools for college English teaching, help students better master English, and provide teachers with more teaching tools and assessment methods.

3.1.2 Generalized informatization platform

In addition to the informatization teaching platforms provided by publishers, there are also general-purpose informatization platforms to choose from. For teachers who teach several courses at the same time, the generalized informatization platform is convenient for teaching management. Students only need to open WeChat and scan the code to complete tasks such as check-in, quiz, voting, discussion and examination on the Pair Score Easy platform without the need to install other cell phone applications, which greatly improves students' autonomy and motivation.

Chaoxing platform has a wealth of high-quality curriculum resources. The setting of teaching units provides a breakthrough mode, making learning more interesting and challenging. It completely records students' learning behaviors and reacts to their learning performance, including independent

learning, communication, creativity and many other aspects, which provides strong support for formative assessment. Teachers and students can answer questions and discuss problems through the platform, and students can also carry out cooperative learning through the platform and collaborate to complete group tasks.

The use of informatization teaching platform helps teachers to better implement and manage course teaching, improve teaching efficiency and quality, and also provides students with more learning resources and tools to help them better master English.

3.2 English application skills development

College English teachers utilize the informatization teaching platform to efficiently integrate teaching resources inside and outside the classroom to comprehensively cultivate students' listening, speaking, reading, writing and language application skills. This teaching mode improves the teaching effect of higher vocational English and enhances students' comprehensive language quality and independent learning ability [4].

3.2.1 Listening

APPs such as Daily English Listening and Coco English provide English radio news from home and abroad such as VOA, BBC and CRI, which are very helpful for students to grasp news from around the world and English expressions. Conversation programs such as Round Table China on the Easy FM APP are also excellent resources for understanding hot topics and expressing authors' opinions. CGTN, on the other hand, is an important channel for understanding current news and introducing Chinese stories, helping students accumulate materials on Chinese topics. Real-time generated phonetic letters help students better grasp what they are listening to. Windows 11 system provides the shortcut key combination of Ctrl+Windows+L to generate subtitles in real time. Huawei phone users, on the other hand, can use the AI subtitle function that comes with the phone to generate subtitles automatically. Other brands of cell phone users can also use the recording to text apps. These APPs are more accurate and can meet the needs of learning. Through these APPs and tools, students can access English news and learning resources more conveniently and improve their English listening skills.

3.2.2 Speaking

The requirements of the future workplace for the English oral communication skills of highly qualified and complex talents are increasing. Students are also paying increasing attention to oral communication. WeChat app H.AI is an artificial intelligence WeChat app that helps students practice IELTS exam speaking topics on topics of daily small talk, life and work scenarios. It also provides reference answers, equivalent to a free online English speaking teacher. It is a platform that provides students with real-time communication and interaction. With H.AI, students can practice speaking English more conveniently, overcome their nervousness and improve their English speaking skills.

MyET English Multimedia Resource Library is a platform for English speaking practice. Students can improve their speaking skills through conversations in English. myET not only provides fixed conversation topics as practice materials, but also provides a recording function for students to follow along and correct their pronunciation, which is very suitable for higher vocational students to improve their speaking skills. Through role-playing, students can utilize the vocabulary and expressions they have learned in real-life contexts to improve their speaking fluency.

3.2.3 Reading

Twee.com is an AI teaching tool website for English teachers. Teachers can automatically generate single-choice questions with the help of this website from a collection of articles on the same topic from different viewpoints, transforming the articles into challenging reading comprehension questions and assigning diversified exercises for students to help them understand the same topic more comprehensively from multiple perspectives and gain a deeper understanding of the textbook topics.

3.2.4 Writing

The goal of college English writing teaching is to train students to have the ability to write all kinds of letters, resumes, notices, leave notes, postcards and posters. Compared with the fixed topics and reference samples of Critique.com, AIGC-type applications, such as Baidu's Wenxin Yiyin and Microsoft Edge's Chat AI open on the homepage, are more capable of meeting the actual needs of students' learning and future work scenarios, providing more realistic and close-to-the-practice writing training, and helping students to better master their writing skills. Compared with traditional writing

teaching, these platforms allow students to learn and explore more independently, thus realizing lifelong learning. This also provides a guiding direction for the development of continuing education and a new path for college English writing teaching.

4. Optimization Path of Informatization Teaching

In order to effectively apply the informatization teaching platform and in-class and out-of-class extension materials to the teaching of college English courses, teachers' informatization ability is the key. Colleges and universities should strengthen the training of informatization teaching and encourage teachers to actively participate in informatization teaching competitions and carry out informatization project construction.

4.1 Enhancement of informatization teaching training

In order to improve teachers' informatization teaching ability, colleges and universities should strengthen the training of teachers' informatization teaching, focusing on transforming teachers' traditional teaching concepts and modes, so that teachers can actively embrace the informatization teaching mode. In order to make the training more targeted, research should be conducted on teachers' informatization training needs before the training, so as to understand teachers' deficiencies and needs in informatization teaching. By inviting experts in informatization teaching from inside and outside the school to carry out special training, we will improve the theoretical quality of teachers' informatization teaching, expose teachers to new informatization teaching technologies and platforms, master the practical functions provided by the platforms, enhance teachers' ability to implement and manage informatization teaching, improve the efficiency and effectiveness of teaching, and cultivate a team of teachers with high informatization teaching ability.

4.2 Participation in Informatization Teaching Competition

Teaching competitions that are currently attracting much attention, such as the microteaching competition, the National College Young Teachers Teaching Competition, and the Teaching Competence Competition, all emphasize the importance of teachers' informatized teaching ability. Teachers actively participate in informatization teaching competitions to compete with their peers and learn from advanced informatization teaching literacy and concepts. This way of promoting teaching by competition constantly pushes teachers to improve their informatization literacy and master new informatization means, so as to better adapt to the requirements of informatization teaching [5]. In the process of preparing for and competing in competitions, teachers continue to explore the operating skills of the informatization teaching platform, learn from our peers, bring new inspirations and motivations to teachers, absorb the strengths and experiences of others, expand our horizons, and learn about the latest educational technologies and teaching concepts.

4.3 Construction of informatization project

In order to jointly promote the informatization construction of college English curriculum, an informatization teaching team should be built on campus. By declaring and constructing online shared open courses and teaching resource libraries, team members will create a high-quality online English course resource library by taking into account the schooling characteristics of their institutions and the majors studied by their students, so as to realize the sharing of excellent resources, improve the informatization teaching ability of university English teachers in their schools, and expand the coverage of their courses. In the process of team building, each teacher gives full play to his/her professional expertise and teaching experience, jointly explores new modes and methods of informatization teaching, gathers high-quality teaching resources on campus, and forms a synergy to promote the informatization construction of college English curriculum, provide students with more high-quality and rich learning resources, and promote the quality of teaching English in higher vocational education.

5. Conclusion

This paper explores the new opportunities and impetus provided by informatization for the development of higher vocational English teaching. Teachers carry out informatization teaching with the help of informatization platform, and transfer their teaching experience and resources to students

through the platform to improve students' English listening, speaking, reading and writing skills. With the empowerment of the informatization platform, colleges and teachers actively invest in informatization teaching training, competitions and the construction of informatization projects to promote the improvement of the quality of college English teaching and provide students with a more efficient and convenient informatization learning environment. This meets the requirements of the current era of education informatization and provides better guarantee and support for the cultivation of high-quality talents.

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