

Information Technology Enabling College English Teaching: Bottleneck and Breakthrough

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Abstract: *The deep integration of information technology and college English teaching is a new way to realize the informatization and intelligence of college English education. The author proposes that in order to deeply integrate information technology and enable college English teaching, immersion teaching mode can be adopted to establish a framework for cultivating diversified students' autonomous learning ability, and an information-based teaching mode of college English can be built based on the intelligent cloud platform, so as to realize the information and intelligence of foreign language education and promote the further development of college English teaching in China in the new era.*

Keywords: *education informatization; College English; Intelligent cloud platform; Autonomous learning*

1. Introduction

With the wide application of information technologies such as big data, cloud services and social networks, the teaching concept and mode of higher education in China have undergone profound changes. New learning methods such as mobile learning, ubiquitous learning, online education and flipped classroom have emerged one after another. College English teaching has begun to move towards personalized and diversified development. The college English teaching model of "Internet plus education" has been widely recognized and accepted by college teachers and students.

At present, many domestic teachers and scholars have conducted in-depth discussion and research in the field of information technology optimization of teaching mode, but there are few applied researches on the deep integration of information technology and college English teaching, and the construction of smart cloud platform to comprehensively help college English teaching and evaluation. As foreign language education informationization enters a new stage of development, under the background of closer international exchanges and the ever-increasing requirements of all sectors of society on the English level of college graduates, it is necessary to reflect on the experience and lessons of the current deep integration of college English teaching and information technology, and sort out the connotation and elements of the deep integration of information technology and college English teaching on the basis of the application of information technology in college English teaching. It is expected to break the bottleneck of the "two skins" of information technology and college English teaching, and then build the application strategy and mode of their deep integration.

2. The bottleneck of college English teaching in the context of information technology

2.1 Teachers' teaching philosophy is backward and their information literacy is insufficient

With the rapid development of information technology, new teaching methods and models such as admiring lessons, flipped classroom, online and offline hybrid teaching emerge in endlessly, providing new opportunities for college English teachers to change their teaching methods. However, the traditional educational concept of most teachers, especially the middle-aged and elderly teachers, is still deeply rooted^[1]. They are unwilling to actively try and use modern teaching methods and models. Teachers are still in the leading position in the English classroom. College English teaching has not yet broken out of the barrier of "teachers' indoctrination and students' passive acceptance". Therefore, it is impossible to fundamentally reverse the situation of students' low enthusiasm and learning efficiency.

2.2 The type of courses is weak, and students lack motivation to learn English

At present, most non key undergraduate colleges and universities do not offer English elective courses, and most, if any, tend to choose less professional courses such as British and American culture or literary appreciation. The learning of English language is not closely related to professional knowledge, which makes many non English majors not interested in English and lacks motivation for English learning.

2.3 The students' autonomous learning ability is low, and it is difficult to truly integrate information technology and teaching

The integration of information technology and teaching is a re creation of the teaching process, which changes the teaching process of "teaching before learning" to "learning before teaching" and "less teaching and more learning". The ability of students to learn independently is a key factor for the smooth implementation of information technology enabled teaching. However, students in China basically receive exam oriented education before they enter universities^[2]. Teachers pay little attention to students' practical application ability, which seriously weakens students' ability to learn independently, making it difficult for students to plan, manage, monitor and evaluate their independent learning after they enter universities.

3. The necessity of integrating information technology into college English teaching

Information technology enables college English teaching to shift the time for students to acquire knowledge and abilities from in class to out of class. With the help of information technology, college students can make full use of extracurricular time to learn the course content in advance. They can not only use the whole time to learn by topic, but also use fragmented time to watch short videos, content cards, etc. This learning mode caters to the free learning Personalized learning habits of autonomous learning.

3.1 Personalized teaching design

The main goal of college English teaching is to improve students' ability of listening, speaking, reading and writing in an all-round way, and to establish the quality of lifelong English learning. Exploring and implementing the online and offline mixed teaching mode in teaching practice can better help teachers to give play to personalized teaching design. The traditional teaching method of college English is to let students learn independently directly after teachers teach knowledge points. Although there are aspects of personalized teaching for students, there are still some limitations in improving students' English ability in practical operation. The combination of online and offline teaching mode effectively solves the teaching problem that classroom teaching is not in-depth and offline learning cannot be combined with classroom content. For example, for the intensive reading of college English, students need to master enough vocabulary, have a clear understanding of English grammar and language logic of writing, and have the ability to grasp the topic of the article and correctly analyze the problem. Then the personalized teaching design for this section should cover the aspects of supervising students to memorize words, learn grammar and understand the cultural connotation behind the article. Online learning first prepares for the class. The teacher can give students the task of memorizing words and learning grammar on the network. If students want to enter the offline class, they must complete the assignments arranged by the teacher, which will remove the obstacles of language learning in the learning process after class. With the language foundation of intensive reading, the teacher will select the cultural background of the corresponding intensive reading article for the students, so that the students can avoid their own inherent thinking and better integrate into the offline English classroom learning. With these teaching foreshadows, teachers can focus on teaching language skills in the classroom, summarize the weak links of students, and conduct personalized teaching, so that students can comprehensively improve their English skills under the new English learning mode.

3.2 Teaching preparation

Compared with traditional teaching, the teaching preparation of online and offline mixed teaching mode of college English is more comprehensive, showing the personalized development principle in all aspects of teaching. First of all, in the preparation stage of teaching, we should fully consider how

students can truly establish lifelong college English literacy and ability suitable for their own development while accepting college English subject knowledge points. Then take the classroom as a platform to carry out colorful college English all-around competitions, enhance students' sense of participation, innovate the teaching content of college English classes, and effectively enhance students' lifelong interest in college English. Secondly, in the online and offline hybrid teaching, the college English content and teaching materials have been personalized connected, and the personalized teaching content has been set up to meet the diversified development of students, so as to achieve the construction effect of curriculum knowledge points in all aspects of teaching with personalized new learning mode.

3.3 Expand teaching resources

The implementation of the online and offline hybrid teaching mode of college English should be combined with the knowledge points of college English subject, and the teaching resources of the bridging platform should be fully expanded. Change the traditional teaching mode, comprehensively use innovative teaching methods, and constantly optimize the teaching content. First of all, strengthen the research of teaching materials, adhere to the combination of teaching materials and self-innovation, and flexibly arrange the teaching content on the basis of following the teaching rules. For example, online teaching resources can show students rich and colorful extracurricular content, extend the content of the articles in the textbooks, let students understand the deep culture behind the English knowledge points, and effectively improve college students' English cultural literacy. Then take the classroom as a platform to carry out various forms of competitions, such as oral competition, writing skills competition, "King of Listening" challenge, etc., students have a sense of participation, and also enhance the collective cohesion. You can also select distinctive British and American national festivals and properly integrate British and American culture into the classroom, which can achieve innovative results. Finally, in the online and offline hybrid college English teaching, teachers often take a guided approach to let students give full play to their initiative, so as to mobilize students' enthusiasm for college English learning. In addition, teachers should try to choose simple and practical teaching methods, not taking teaching difficulty as the dominant factor in the classroom, but taking learning interest and learning efficiency as the primary task. For example, when learning a course, teachers can first use network resources to introduce the cultural background of the chapter and the key and difficult points of language knowledge to students, and then use multimedia to play audio and video related to the course, so that students have a comprehensive learning experience, thus stimulating students' desire for English learning. During the learning process, the teacher can edit the content of this lesson in advance, and play the corresponding video to the chapter taught, so that students can better grasp the teaching focus.

3.4 Classroom construction

The construction of college English online and offline hybrid classroom is the basis and guarantee for the efficient completion of teaching tasks, which mainly includes three important aspects. The first is the networking of students' intelligent devices. The stable and efficient learning APP can timely convey students' preview and homework completion outside the classroom to college English teachers, so that college English teachers can analyze the completion of these assignments, adjust the teaching content according to different students' response to teaching knowledge points, and avoid the uniform teaching method. Next is the establishment of intelligent mobile terminals. In order to better complete the teaching of college English courses and give full play to the functions of online and offline hybrid college English, the APP developed by the school and the Smart Joint Laboratory, which can connect the school and parents, can provide parents and teachers with real-time reports of students' learning, make statistics of students' pre-class preparation and post-class homework, and urge students to better complete the study outside the classroom, Promote the overall effect of college English class. Finally, the construction of intelligent learning platform. This learning platform is introduced in detail in the previous article. Its main function is to connect the whole learning process before and after college English class, so that students no longer have doubts about some language knowledge points due to the limited time of college English class. Teachers also adjust the teaching plan at any time because of the students' timely homework feedback. At the same time, parents can also view the daily specific learning content of children through this platform, It has achieved the function of jointly promoting college students' comprehensive English ability.

4. Deeply integrate information technology to enable college English teaching

The deep integration of information technology and college English teaching needs to strengthen top-level design, do a good job in the overall planning of concept guidance, teaching design, resource construction, process management, teaching research and quality evaluation, and lead the deep integration of the two, so as to enable college English teaching.

4.1 Change teachers' teaching concept and optimize teaching

In the information technology environment, the smooth progress of college English teaching inevitably requires the diversification of teachers' roles. Before class, teachers should use multimedia technology to design and develop courses; In class, teachers should teach the key points of the course and organize students to actively participate in various classroom activities, guide students with poor practical ability in real time, and timely comment on the results of students' participation; After class, teachers need to review students' tests and assignments and provide learning resources for the next chapter. Therefore, teachers should fully realize the importance of creating a diversified learning environment for students, and strive to learn information technology as a necessary learning skill to improve their professional level and teaching efficiency.

4.2 Improve teachers' information literacy and truly play the role of "sharp tool" of information technology

Teachers should fully realize that the deep integration between information technology and English teaching is the relationship of mutual promotion and collaborative innovation. Therefore, they should systematically learn and master the latest English education and teaching theory and information education technology, build a solid bridge for the effective use of information technology in English education and teaching, play the real role of information technology as a "weapon", and fully integrate information technology into and innovate English courses. Finally, the classroom structure of English teaching will be fundamentally and substantially changed^[3]. At the same time, the school should continue to strengthen the content of information technology training in teacher training, improve and optimize the information literacy of in-service teachers, and avoid the situation that some teachers are ambiguous about their role in the new environment, their ideas and behaviors are disconnected in actual teaching, and their teaching is independent.

4.3 Adopt immersion teaching to improve the quality of English teaching

Immersive teaching means that students are fully integrated into the English learning environment. Teachers not only use English to teach, but also dabble in certain professional knowledge in the process of teaching. It embodies the language teaching concept of Content Based Language Teaching, that is, English is not only the goal of teachers' teaching, but also the medium for students to learn subject knowledge. Under the immersive teaching mode, teachers no longer teach students language skills such as listening, speaking, reading and writing in isolation, but combine the interpretation of English language with the learning of knowledge in different disciplines to provide a real and effective environment for students to learn English, use English and improve their discipline quality. Immersive teaching makes college English classroom not only a place for students to learn English, but also a place for them to learn subject knowledge. This will enable students to learn something useful, improve their learning interest and enthusiasm to a large extent, and enable their subject knowledge, language level and thinking ability to be fully developed.

4.4 Establish a framework for cultivating diversified students' autonomous learning ability

College English classroom under the background of information technology should focus on cultivating students' habits of English language acquisition. While focusing on cultivating students' autonomous learning ability, we should also improve students' ability to.

The update of information and the change of environment constantly improve themselves and reshape their lifelong learning ability. To this end, teachers should pay attention to the combination of learning and thinking in teaching, advocate inquiry, heuristic, participatory and other autonomous learning models, help students develop good autonomous learning habits, and help students learn to resist bad temptations in the network environment, cultivate a correct learning concept, and provide

cognitive support, so as to achieve meaningful learning^[4]. In addition, teachers also need to fully meet the diverse and personalized development needs of students, abandon the old concept of educating people, keep pace with the times, deeply understand the emotional world of "post-00s" college students, stimulate their interest and motivation in autonomous learning under the information background, and help them establish and master effective college English online autonomous learning strategies.

5. Construction of college English information teaching mode based on smart cloud platform

In the context of education informatization, we will build a "four-dimensional" college English intelligent teaching overall solution that integrates teaching, expansion, testing and evaluation, deeply integrate information technology with college English teaching, change the education supply mode, and carry out a new teaching mode that integrates online, offline and practice by means of pre class task list guidance, online resource assistance, formative evaluation and learning promotion, Provide personalized learning support for students, highlight the learner centered position, maximize their enthusiasm for learning, and help improve the quality of foreign language teaching.

5.1 Complete the "internalization" of the basic knowledge of this unit before class by using the online learning platform supported by the textbook

The learning platform matched with college English textbooks provides students with a language skill training mode integrating listening, speaking, reading and writing on the Internet. Students can log in to the learning platform from the computer or mobile phone to preview and master the basic knowledge of reading and writing of the unit; It can imitate, change and reorganize the spoken language conversation resources provided on the network platform, and upload the spoken language conversation or speech made by itself to the platform as required for teachers' evaluation and students' exchange and learning; You can also summarize listening material understanding strategies and improve your listening comprehension ability by constantly completing various exercises on the platform. Teachers need to log in to the learning platform in advance to guide students to prepare for class according to the syllabus and objectives^[5]. It should be noted that teachers should fully consider the differences of students' English proficiency in the selection of platform preview content, and the pre class preview materials should be flexible and diverse, with moderate difficulty, so as not to dampen students' enthusiasm for learning.

5.2 The information PBL class is adopted to realize the "optimization" of knowledge in the class

PBL classroom requires teachers to design classroom tasks in advance, including how to demonstrate the classroom content and answer questions raised by students. Teachers can publish class sign in to check students' attendance, publish personal presentation topics, class discussion topics, group activities and other interactive content for students to actively participate, and also publish classroom tests to check the preview of learning, so as to optimize chapter knowledge. Teachers can also upload PPT, micro lessons and other audio and video supplementary materials to the platform to help students sort out key points of knowledge. Students can upload various PPT or video assignments made by individuals or groups, such as presentations, discussions, mini plays, talent shows, etc. to the platform before class according to the teacher's requirements, and display them in class with the help of projection screens. In this way, teachers and students can better realize the teaching characterized by heuristic, inquiry and participation, and give full play to the advantages of the combination of "learning, doing and thinking" of PBL model.

5.3 Use online training and testing system to improve formative evaluation and summative evaluation

The online testing system can realize the intelligent online testing and evaluation of English subject listening, speaking, reading, writing and translating, enable teachers to quickly set questions and form papers as needed, and realize the information management of the whole process of examination from question setting, paper formation to examination and evaluation^[6]. For example, oral test is an important part of foreign language learning, but traditional oral test is time-consuming and laborious, and the evaluation criteria are very subjective. The use of online testing system can greatly improve the efficiency of the examination, improve the objectivity and consistency of the evaluation. In terms of writing, the online testing system can correct spelling errors and grammatical errors in students'

compositions, reduce the burden of teachers' composition correction, and enable them to have more time for more creative work.

6. Conclusions

The test system can also conduct visual data analysis on a variety of subjective and objective full question types. Through data feedback, teachers can adjust the evaluation in the teaching process, increase the proportion of process evaluation, refine the evaluation content, and formulate operable evaluation standards and methods to guide students to implement learning tasks, ensure learning input, and promote learning effectiveness.

First of all, under the influence of new media, the boring and fixed educational knowledge dissemination in traditional courses can no longer meet the needs of learners. Although teachers have prepared English resources such as courseware, videos, teaching-aid software, library e-books for students, if they do not establish a common mechanism between online resources and offline course learning, these teaching resources will be in a relatively isolated state, which is not conducive to improving students' English application ability.

Secondly, the online and offline mixed teaching mode is conducive to promoting the deep integration of information technology and English, enriching and developing the implementation of English teaching in colleges and universities. The online English education resource sharing system has designed and implemented the system flow for the specific functional modules, and divided the teaching resources of the corresponding courses into some small subject knowledge, so that students can not be limited by time and space in the learning process, and it is convenient for students to control the learning festival, supplemented by the teaching of offline English classes, which can help students better understand the English teaching content and enhance their interest in English learning. It further affects students' autonomous learning ability and inquiry learning ability.

Finally, the online and offline mixed college English teaching mode is conducive to the construction of the new college English teaching system and ensures the diversified development of the curriculum. At present, it is difficult for college English teaching to build a complete system to meet the needs of English education informatization. In addition, the lack of integration of application systems in various schools, inadequate use of resources, and lack of due diversification have become the stumbling block to the promotion of English education informatization. Therefore, the attempt of online and offline mixed teaching mode of college English has integrated college English courses into a complete system structure, expanded the skills and knowledge of college English subjects more widely, and teachers have also realized the possibility of personalized teaching for students at different learning stages, and differently pushed suitable college English teaching content to students at different levels. It also achieves the teaching effect of "clear explanation" and "vivid and interesting", and improves students' overall English skills.

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