

Analysis of Improving Students' Language Ability in English Teaching in the Information Age

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Abstract: English teaching is a dynamic learning process. When students learn the target language, they must fully understand and master the language they have learned so as to achieve comprehensive language skills. However, there are certain defects in the current test system, which has reduced the importance teachers attach to language skills, and ignored the cultivation of students' language skills. This paper classifies and explains the structural system of language, and analyzes the language ability training of teachers and students through interviews, literature analysis, experimental methods, etc. In addition, on the basis of comparing and analyzing the two tests, the language characteristics of English learners in School A and the factors affecting their language ability are discussed and analyzed. Finally, this article puts forward some suggestions on how to improve the language proficiency of School A in daily English teaching.

Keywords: English Teaching, Language Proficiency, Information Technology, Language Structure System, Language Achievement Test

1. Introduction

At present, information technology has penetrated into all aspects of society, especially the development of education, which has had a huge impact on the development of education, and has promoted the transformation of educational concepts, teaching methods and teaching methods in various countries around the world, so that education has entered a new era, namely educational informatization. English teaching is centered on cultivating students' language communication skills. However, in English teaching, students' communicative ability must be reflected in students' language expression. Therefore, an important goal of English learning is to improve the English acquisition level of English learners.

In the context of information technology, English education has developed rapidly, and people pay more attention to students' language skills. In order to further improve the foreign language proficiency of English teachers, Tahir S conducted a qualitative research on them from a basic perspective, the purpose is to explore the role of multilingual teachers in English teaching. In the process of collecting data, he used three main data collection techniques to learn the abilities of lecturers in different languages [1]. Under the guidance of constructivism, Li proposed a hybrid design of English teaching method curriculum, and starting from the student's behavior, gave specific realization standards and corresponding effects. His research provides a comprehensive learning environment for teaching internships to help a wider understanding of mixed learning [2]. By combining mobile Internet technology with classroom teaching and teaching materials, Zhou S has constructed a flipped English teaching classroom model to solve the problem of disconnection between teaching software and teaching materials in the teaching process, and comprehensively improve the level of language learning in time and space [3]. However, the methods used in the process of teaching English are not efficient, resulting in poor improvement of students' language skills.

The innovation of this article is manifested in: (1) Using a combination of theory and practice to study how teachers should be able to improve their classroom teaching language skills, thereby improving the quality of classroom teaching. (2) Through questionnaires, we will target the problems of teachers in classroom teaching, and then propose corresponding training strategies to achieve the ultimate research goal.

2. Research Methods for Language Proficiency Training

2.1 Information Age

The information age is an inevitable trend, and with the advent of information technology, many developed countries have to adjust and reform their economic systems, while many developing countries are seeking new management methods and production concepts [4]. Its characteristics can be summarized into four elements: virtual, global, interactive and open [5-6]. In addition to the exchange of information between society and groups, the exchange between individuals is also constantly growing, and eventually it has become the mainstream of information exchange.

2.2 Language Structure System

Language is a tool for interpersonal communication, and the language of instruction is no exception. It is also one of the ways of communication between teachers and students. To learn a thing, you have to look not only at its appearance, but also at its innermost, and you have to know it from within [7]. From the perspective of linguistics, language is a symbolic system composed of three elements: speech, semantics, and grammar.

1) Voice

In linguistics, speech is produced by human vocal organs, and we can feel and produce a certain psychological impression in the brain to convey a certain meaning. It is not only the cornerstone of language, but also the form of language. In the process of communication, if people can't pronounce, no matter how deep the language is, it can't be expressed in an effective way.

2) Semantics

Semantics refers to the meaning and connotation contained in language itself, and it is the objective understanding of the world that people have gained through the accumulation of daily life. Speech and semantics are actually a relationship of form and connotation, and the two complement each other. Without semantics, sound cannot be created. On the contrary, without sound, it is a form without true meaning [8-9].

3) Grammar

Grammar is the rule of a language. The semantics are expressed in the form of speech, and then constrained by grammar. This is the connection of three aspects. Chinese language is a vast subject. The same vocabulary and statements can form different meanings under different rules. Therefore, grammar is a definition of semantics, as shown in Figure 1.

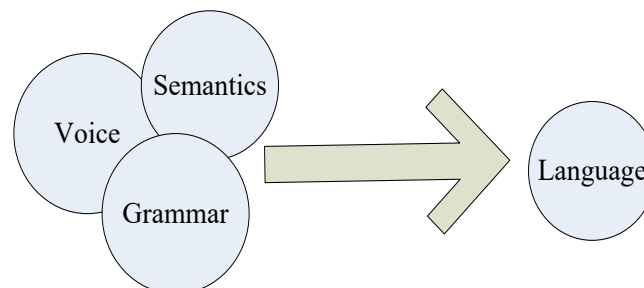


Figure 1: The organic composition of language

2.3 Research Methods

(1) Interview method

This article adopts the interview method. Through conversations with individual students, they can discover the problems they face in spoken English, their attitude and acceptance of new spoken English teaching. The purpose of this research is to continuously improve classroom teaching through feedback from students to ensure the smooth progress of the experiment [10].

(2) Literature analysis method

Before that, this article collected a large amount of relevant knowledge about English teaching and

pragmatics in the new period through various channels such as the Internet and books, thus laying a solid theoretical foundation for the future research on pragmatics in spoken English teaching. Theoretical foundation.

(3) Experimental analysis method

In this paper, an experimental method is used to explore the cultivation of students' oral pragmatics [11]. In the experiment, this article will select two parallel classes as the experimental class and the control class. The control class will cultivate students' contextual awareness, cultural awareness, and pragmatic reasoning skills by adopting the new era teaching model, with a view to improving the spoken pragmatics, while the experimental class adopts traditional teaching methods [12]. The pragmatic levels of the two classes were tested before and after the experiment, and then the resulting data were compared and analyzed.

In this paper, the "three-step method" is used to conduct the experiment, as shown in Figure 2.

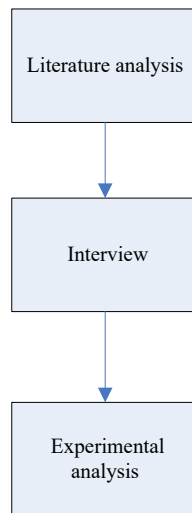


Figure 2: Experimental steps3

3. Survey on Language Proficiency Training in English Teaching

In this experiment, 38 English teachers and 84 students from School A were the research subjects. All English teachers have rich teaching experience. Among them, 6 teachers have more than 30 years of teaching time, 15 teachers have more than 20 years of teaching time, and the other teachers have more than 10 years of teaching time. The selected students are two experimental classes in the 2021 grade, each with 42 students. The average entrance English test scores of the two classes were 86.5 and 87.3, respectively. The proportion of men and women in the two classes was roughly the same. There were 7 boys and 35 girls in the experimental class, and 9 boys and 33 girls in the control group [13].

In order to make the research more reliable and effective, quantitative and qualitative methods are used in the research, with questionnaires, interviews and tests as the main research methods, which are tools for collecting first-hand and effective information.

A survey of 38 English teachers in School A was conducted to fully understand their views, attitudes and implementation on the teaching and cultivation of students' pragmatic abilities. 84 students were tested for pragmatic proficiency in order to understand the current status of English language proficiency.

4. Results and Discussion of Language Proficiency Training in English Teaching

4.1 Status Analysis

Before the start of the experiment, this paper conducted a pragmatic proficiency test for the experimental class and the control class respectively. The pre-test is mainly to understand the students' oral pragmatics level before the experiment. The pragmatic knowledge involved in the test paper is

common in daily life, and there are no new words in the stem and options of the question. The test questions include 20 questions, each with 5 points, for a total of 100 points. The results of the 2 classes obtained are shown in Figure 3:

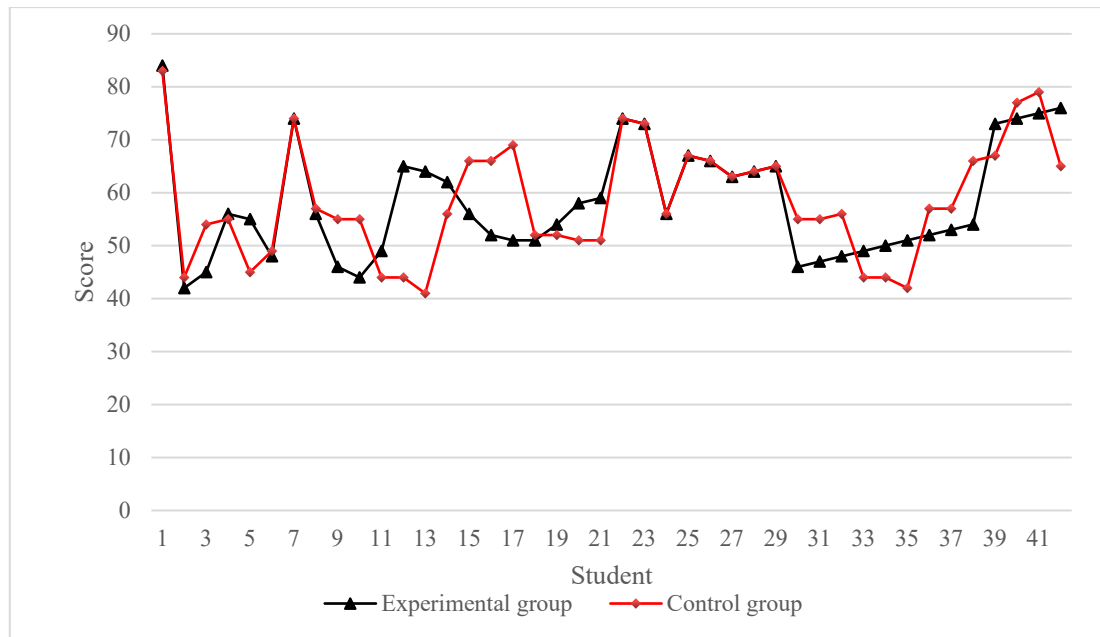


Figure 3: The performance of the experimental group and the control group shows

Before the experiment, the average pre-test score of the experimental class was 58.26, and the control class was 58.45, with no significant difference. It can be seen from this that before the experiment, the spoken pragmatics of the students in the experimental class and the control class were basically the same, or the pragmatics of the students in the two classes were basically at the same level. At the same time, the data also show that the overall oral pragmatics level of students in the two classes is not high[14].

The test results show that there are differences in pragmatics between the experimental class and the control class, but there are shortcomings in pragmatics knowledge. Due to the relationship between the subject matter and the choice, the language barriers of candidates have been removed. Therefore, the problems in the exam are not only problems in the use of language knowledge, but more communication errors caused by non-conforming language habits and context.

4.2 Influencing Factors

In this section, the questionnaire gives a series of options for teaching links that affect students' practical abilities, such as dialogue (speaking), speech (listening), vocabulary, grammar, reading, writing, and extracurricular activities. The statistical results are shown in Figure 4:

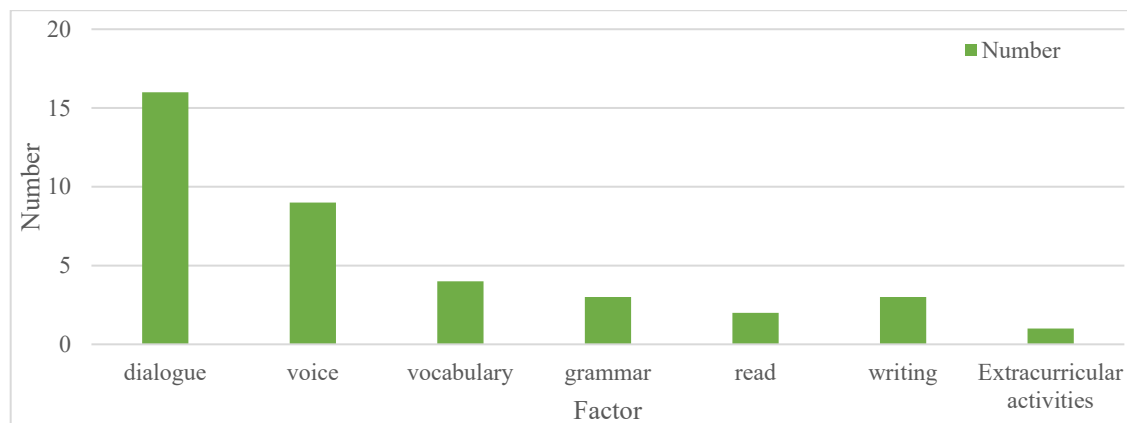


Figure 4: Statistics of influencing factors of language proficiency

16 teachers like conversation (oral) teaching, 9 teachers like speech (listening) teaching, and 4 teachers like extracurricular activities. They believe that these three options are the best way for students to improve their pragmatic skills. Only 1 teacher chose grammar teaching, which is considered to be the most difficult way to cultivate students' pragmatic abilities. It can be seen from this that oral teaching can maximize students' English language skills.

4.3 Training Strategy

When cultivating students' language skills, the principle of subjectivity should be followed. In training, we must adhere to the principle of taking students as the main body and teachers as the auxiliary, and give full play to the subjectivity of students. In the practice of English teaching, teachers should make full use of the subjectivity of students, especially the use of the Internet as a teaching method. On the other hand, teachers should play a role of supervision in teaching, guide students to identify the pros and cons of the network, make it profitable and avoid harm, and enable them to better develop and improve their language skills in the network environment[15].

With the advent of the Internet era, the relationship between teachers and students has changed. Teachers are no longer the only source of knowledge, and students are gradually dependent on the Internet. In this case, teachers should take the initiative to change their thinking, keep pace with the times, strive to improve themselves, and communicate with their classmates. Teachers get off the podium, establish friendly teacher-student relations with their classmates, and enhance communication. It is the key to cultivating students' English learning. In the past, due to the condescension of the teacher, the communication barriers between teachers and students were caused, and some students even had unclear speech in front of the teacher.

Staging and promoting development refers to teaching, not only based on the physical and mental development of students and the evolution of subject knowledge, but also to promote the development of students as much as possible, and correctly deal with the relationship between current development and possible development levels. In the cultivation of language skills, the principles of "gradual development" and "promoting development" should be followed. You know, learning a language requires step by step, and some people will never be proficient in a language in their lives. In the Internet era, everyone communicates virtually through the Internet, and it is urgent to improve students' English expression skills. However, in this process, teachers should adhere to the principle of gradual development, fully affirm students' language skills, and actively encourage them to speak and write more, as shown in Figure 5.

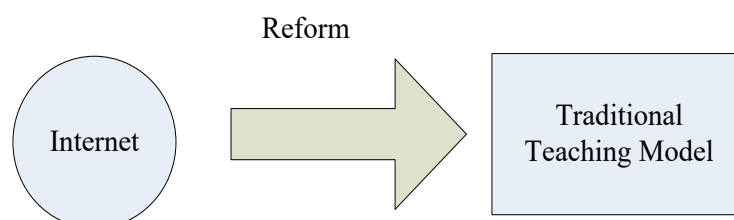


Figure 5: Reform of the teaching model

5. Conclusion

This article will take the English teachers and students of School A as the research object, conduct qualitative and quantitative research on the participants, and conduct experimental design of teachers and students through interviews and questionnaires, and finally get the final results of the test. In order to understand the current situation of pragmatic ability training in high school English teaching and the actual level of language ability of high school students, this paper designed a targeted questionnaire. However, the article still has certain shortcomings. First of all, the research results cannot comprehensively reflect the overall state of high school students' English proficiency, and can only provide certain explanations for some of the problems. Secondly, many factors such as language learning style and learning concept have a great influence on students' pragmatic ability. In practice, teachers should try their best to pay attention to many aspects. This has caused the limitations and depth of the research in this paper to be limited.

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