

The Application of Information Technology Means in College English Teaching

He Fang

Hengyang Normal University, Hunan, China.

Abstract

To mobilize students' interest and enthusiasm for learning, this paper explores the application of the combination of computer multimedia technology and network technology in college English teaching. Based on the relevant theoretical basis and specific content of English teaching, it analyzes the current situation of college English teaching from three aspects, including English teaching goals, teaching methods, and teaching effects. The application of the network teaching platform based on information technology in college English teaching is discussed. Also, the relevant data of the results obtained after the implementation of the network platform are listed. The research results show that teachers and students should make good use of the advantages of information technology teaching, develop strengths and avoid weaknesses. The means can enrich the learning approach, innovate teaching methods and optimize the English teaching environment, thereby improving the quality of English teaching. Therefore, the combination of computer multimedia technology and network technology can bring fundamental changes to English teaching methods and student learning methods. And it can stimulate students' enthusiasm for learning English and promote students' autonomous learning ability. The research has realistic guiding significance.

Keywords

College English; Network teaching platform; Computer multimedia; Autonomous learning.

1. Introduction

In recent years, with the continuous acceleration of globalization and the rapid popularization of computer technology, many aspects of people's lives are being strongly impacted by the era of network information [1]. The widespread use of computer networks has also brought unprecedented opportunities and challenges to the development of language teaching. Throughout the world, on the one hand, the application of computers to the field of language teaching is gradually realized with the development and progress of computer network technology itself, and it has the technicality daring to innovate. On the other hand, the use of computers is in keeping with the evolution of teaching theory and has a sense of the times following the trend [2].

The application of computers in language teaching (especially foreign language teaching) in China basically started in the late 1970s and developed rapidly in the late 1980s and early 1990s. The vigorous development of computer network technology has brought new opportunities for foreign language teaching in China and has had an important impact on the content and form of traditional foreign language teaching [3, 4]. The application of computers in language teaching in China has mainly experienced three development periods, including computer-assisted instruction, computer-assisted learning, and computer network information technology. It makes the computer network practically become the organic component of the foreign language curriculum, and meet the basic needs of the development of modern education.

Also, it has become an important research issue to promote the transformation of college English from traditional to modern teaching in China [5].

Based on the network teaching platform, the paper takes the English teaching of a specific college A as the research object, using the methods of literature research, field investigation, qualitative analysis, and case investigation. The application of information technology in college English teaching is discussed, and the revolutionary changes brought by the network information platform to English teaching are revealed. And it provides ideas for optimizing college English teaching methods and content.

2. An Analysis of the Current Situation of College English Teaching under Traditional Mode

2.1. Analysis of English Teaching Goals under Traditional Mode

The first is to pass the College English Test. At present, most colleges provide basic English courses based on the students passing the College English Test. The goal is to improve English skills, and students are required to improve their English proficiency through learning. The second is to combine English courses with characteristic specialties to cultivate talents with a certain professional English skill. The main method of college English teaching is to strengthen students' ability to communicate in English. The third is to cultivate various types of applied technical personnel and improve students' English application ability. It mainly aims at the different characteristics of different students through the reform of English teaching. And the targeted teaching is carried out through the organic combination of informatization and college English teaching.

2.2. Analysis of English Teaching Methods under Traditional Mode

Most colleges still adopt the mechanism of large classes, and generally, teachers in foreign language departments are responsible for teaching higher vocational colleges. Due to the small number of full-time English teachers, students in several classes are often taught at the same time. In this way, not only the quality of teaching cannot be guaranteed, but also teachers are easily tired of coping and there is no time to improve teaching methods. At the same time, putting students in large classrooms easily makes them get lost in class, and learning efficiency cannot be guaranteed. After the teaching reform of College A began in the second half of 2017, by building an online teaching platform, it gives full play to the role of information technology. And, it enhances students' interest in learning English and improves the ability to use English through the online and offline interaction between teachers and students in and out of class.

2.3. Analysis of English Teaching Effects under Traditional Mode

Students' ability to use English is still far from social needs for three reasons. From the perspective of student learning, the English foundation of each student is different, and the current teaching method has not yet taught students in different classes, which results in imbalanced teaching effects among students. From the perspective of teaching, the teaching methods and means are relatively single, and it is difficult to stimulate students' learning interest. From the perspective of teaching tasks and performance, colleges often take the passing rate of English exams as an important condition for assessing teaching level. This leads to an emphasis on English language learning while neglecting to improve reading, writing, listening, and speaking.

3. The Application of Information Technology Means in College English Teaching

3.1. The Combination of Network Teaching Platform and English Teaching

The guiding ideology of college English teaching based on exam-oriented education is changed. The interactive teaching mode is advocated. The cultivation of applied English talents is the most important task, and it is also the teaching idea required by the new era [8,9]. The orientation of the cultivation goal is high-quality applied talents, and English is one of the necessary application skills. "Higher requirements" should be selected as the goal of education and teaching, and students' ability to communicate in English should be fully cultivated.

The advantages of network teaching platforms based on information technology are brought into full play. The technology is combined with teaching to improve students' comprehensive ability to apply English. According to the specific situation of higher vocational colleges, an interactive teaching mode based on "cultivating student interest and improving comprehensive quality" should be advocated. The computer information technology is relied on, and the network resources are used. Multimedia technology is used as a means in the classroom, and the teaching method should be student-centered to improve students' enthusiasm for learning English and expression ability. In the classroom, the teaching mode should be "teacher as the guidance, student as the main body, training as the mainline and ability as the goal".

3.2. The Application of Information Technology Means in Innovative English Teaching Methods

Through the network teaching platform, teachers' multimedia teaching will maximize the learning curiosity of students and stimulate their interest. Through the combination of animation, sound, video and other elements for teaching, the classroom atmosphere becomes active. Students devote themselves to interactive teaching, carefully study the knowledge taught by teachers, and cooperate with each other. Multimedia technology is used to present the teaching scene, making the teaching process vivid and attracting students' attention. It largely deepens their learning impression. For example, the history of the development of Hollywood films is mentioned in the third volume "The culture of Hollywood" of College English. Then, a small film based on the historical development of Hollywood Film City can be produced. During its important development, more representative film types can be introduced so that students can see briefly, and clear up ideas in a short time. Through this kind of training, students not only deepen their understanding of the text but also get them exercised in oral English. The classroom teaching effect is great.

3.3. The Application of Information Technology Means in Enriching English Teaching Approaches

The network learning platform provides students with rich curriculum resources. Teachers should guide students to learn independently through the platform. The design of college English teaching is to give full play to the characteristics of information technology, actively guide students to use the platform for autonomous learning. Also, it can encourage students to participate in English teaching through mutual communication and cooperation to comprehensively improve their ability to apply English. Teachers can create simulated real situations according to the content that the student is interested in. Through the participation of students, they are required to write the scene script to give play to the initiative of the student's autonomous learning. Through the guidance of teachers and the network learning platform, students can use the network teaching resources to conduct targeted learning on their points of interest or weaknesses. For example, the autonomous learning module on the network platform can be used to learn the content of interest. Also, Studying the background of the text

can further learn about the relevant Western culture. In addition, English online chat can help students practice the skills of listening and speaking to improve overall English competency.

3.4. The Application of Information Technology Means in Improving English Teaching Environment

The arrangement of learning activities should be based on the self-study of students. The network teaching platform can provide students with many learning resources and the communication platform. Teachers should encourage and guide students to adopt cooperative methods for network learning. The platform can provide students with abundant learning resources. Students can learn their deficiencies through the platform. Then, students can find relevant knowledge points based on their deficiencies and conduct consolidated learning.

Under the network teaching platform environment, teachers should highlight the role of participation and guidance. The role should be changed from the knowledge imparter and indoctrinator of the traditional teaching mode to the guider and participator of teaching activities.

In the organization of learning content, the knowledge both inside and outside the classroom should be considered. In the teaching under the network teaching platform environment, teachers should use the abundant teaching resources on the platform. They not only teach the knowledge points in the textbooks but also enable students to understand the knowledge behind the textbooks by means of scene dialogue and video playback. The teaching mode can improve students' comprehensive ability to use English.

In the process of technology supporting teaching, the role of the platform is brought into full play. In the teaching under the network teaching platform environment, teachers should give full play to the platform's functions of resource sharing, communication, and cooperation. Also, they should actively encourage students to learn independently through the platform, exchange knowledge points with other students, organize discussions and launch cooperative learning activities.

3.5. The Results and Analysis of Teaching Implementation under Information Technology Means

College A uses information technology to establish a campus teaching platform. It has not only comprehensively changed the teaching method for teachers to copy books in the classroom but also trained the good habits of autonomous learning through the guidance for students. The teaching mode is changed from passive teaching to active teaching. Through the teaching platform, students also change their learning methods, and their interest in learning English is increased. The attendance rate in English classes is significantly improved, thereby enjoying English classes. Thus, the comprehensive English ability of students is raised. The mode is changed from passive listening in the classroom to active learning before, during, and after the lesson. Also, it is from listening to what the teacher said to what I asked the teacher to do. In other words, the platform has completely changed the college English teaching mode of the teaching reform experimental class in college A.

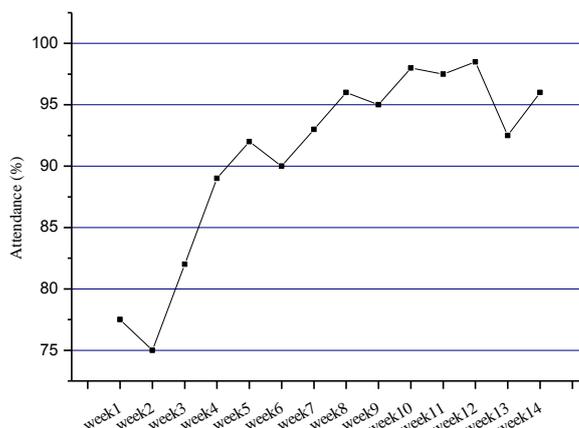


Figure 1. English class attendance rate in the first semester of a class after English teaching reform in college A

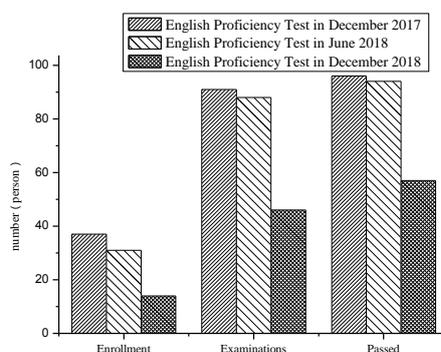


Figure 2. Data chart of College English Test results in 2017 and 2018 after English teaching reform in college A

Table 1. The pass rate of College English Test in 2017 and 2018 in the teaching reform experimental class of college A

Name	Enrolment	examinations	passed	The pass rate
College English Test in December 2017	37	31	14	45.16%
College English Test in June 2018	91	88	46	52.27%
College English Test in December 2018	96	94	57	60.64%

The above data are enough to reflect that the college A builds a teaching platform, and guides students to learn independently through the combination of informatization and teaching. It comprehensively improves the quality of teaching, raises students’ ability to use English, changes the learning method, and increases students’ learning interest.

4. Conclusion

The teaching method based on information technology means have changed the traditional teaching mode of teachers in the past and cultivated students’ good habits of autonomous learning. The teaching mode is changed from teachers’ leading to students’ leading, which reveals the possibility of the reform of basic college English teaching. The teaching results show

that the use of network teaching platforms can promote the positive development of teaching and students' autonomous learning ability. Also, it promotes teachers' analysis and thinking about their teaching. However, the research is limited to students in some classes in college A, and the research area is relatively small. The results of the research cannot be promoted. Therefore, further research and demonstration are needed.

References

- [1] Bradford A, Brown H. English-medium instruction and the information technology parallel in Japanese higher education. *International Higher Education*, 2018, (92), pp. 24-25.
- [2] Teo T, Huang F, Hoi C K W. Explicating the influences that explain intention to use technology among English teachers in China. *Interactive Learning Environments*, 2018, 26(4), pp. 460-475.
- [3] Ahmadi D, Reza M. The use of technology in English language learning: A literature review. *International Journal of Research in English Education*, 2018, 3(2), pp. 115-125.
- [4] Du Y. Discussion on Flipped Classroom Teaching Mode in College English Teaching. *English Language Teaching*, 2018, 11(11), pp. 92-97.
- [5] Mahapatra S, Mishra S. Articulating identities—the role of English language education in Indian universities. *Teaching in Higher Education*, 2019, 24(3), pp. 346-360.
- [6] Li Q. Study on the college English curriculum from the perspective of general education. *Theory and Practice in Language Studies*, 2018, 8(7), pp. 836-840.
- [7] WU J, NIE Y, CHENG P, et al. The Research of Designing Blended Teaching Mode in GIS Special English. *Journal of East China University of Technology (Social Science)*, 2019 (1), pp. 13.
- [8] Hamidi H, Chavoshi A. Analysis of the essential factors for the adoption of mobile learning in higher education: A case study of students of the University of Technology. *Telematics and Informatics*, 2018, 35(4), pp. 1053-1070.
- [9] Hariharasudan A, Kot S. A scoping review on Digital English and Education 4.0 for Industry 4.0. *Social Sciences*, 2018, 7(11), pp. 227.