

A Study of College English Teachers' Information Literacy Based on Blended Learning Model

Jinfen Shan

Shanxi Technology and Business College, Taiyuan, Shanxi, 030006

Abstract: With the rapid development of information technology, the field of education is constantly undergoing reform and innovation. As a kind of teaching method that combines traditional teaching with online teaching, blended learning model has been widely used in various educational stages. In college English teaching, the blended learning model has also received more and more attention and practice. However, in order to effectively implement the blended learning model, teachers' information literacy is the key factor. In this context, it is particularly important to improve teachers' of information literacy. Therefore, this paper aims to explore the research on college English teachers' information literacy based on blended learning model, in order to provide guidance and reference for college English teachers.

Keywords: Blended learning model ; College English teacher; Lnformation literacy

Fund Project:

Project: 2023 Foreign Language Teaching and Research Project of Universities and Colleges in Shanxi Province "Research on Career Development Path of College English Teachers in the Era of Artificial Intelligence" (Project number :SXSKLY2023SX0039)

1. The significance of college English teachers' information literacy under the blended learning model

Blended learning model refers to the teaching mode combining traditional face-to-face teaching and network technology, aiming to provide students with a more flexible and efficient learning experience^[1]. In this mode, teachers need to make full use of the online platform for course design, resource provision, assignment and correction, and at the same time interact, discuss and practice in class. The information literacy of college English teachers refers to the information awareness, information knowledge, information skills and information security qualities that teachers should possess under the blended learning model. In the blended learning model, teachers need to have certain information literacy in order to better organize and implement teaching activities. The ability of information literacy refers to the ability of teachers to use modern information technology in the teaching process, including information acquisition, information processing, information evaluation and information transmission. College English teachers' ability of information literacy is not only related to their professional development, but also directly affects the effect and quality of blended learning model.

2. Analysis on the development of information literacy of college English teachers in blended learning model

With the rapid development of information technology, the field of education is facing unprecedented changes. As an important part of higher education, college English teaching has also been deeply affected by the wave of informatization. Although most colleges and universities have tried to adopt blended learning model in English teaching, the information literacy of college English teachers is uneven. Although some teachers have a certain ability of information technology application, there are still many shortcomings in the understanding of blended learning model, the motivation of teaching mode reform and the awareness of information security.

2.1 Current situation of college English teachers' information literacy

The improvement of college English teachers' information literacy has achieved certain results, but there are still some shortcomings and challenges. On the one hand, many college English teachers have certain information technology application ability, and can use basic computer operation and office software, such as Word, Excel, PowerPoint, etc.^[2]. They can also make use of network resources for lesson preparation and teaching, such as finding teaching materials and making digital courseware. In addition, some teachers have begun to experiment with using online teaching platforms for remote teaching and homework correction, providing students with a more flexible learning experience. However, on the other hand, college English teachers still have many deficiencies in information literacy. First of all, some teachers do not have a deep understanding of blended learning model and it is difficult to integrate it into teaching effectively. They may simply move traditional teaching content online, lacking deep thinking and innovative practice for blended learning model. Secondly, some teachers lack motivation and innovative consciousness in using information technology to promote the change of teaching methods. They may be accustomed to traditional teaching methods, hold a wait-and-see attitude towards new technologies and methods, and lack the motivation to actively explore and practice. In addition, some teachers have insufficient awareness of information security, and it is difficult to ensure the security of teaching data. They may lack a basic understanding of information security and do not know how to handle sensitive information, leading to the risk of leakage or misuse of teaching data.

2.2 College English teachers are faced with difficulties in the cultivation of information literacy

The improvement of college English teachers' information literacy provides a strong support for the implementation of the blended learning model and has achieved remarkable results. First of all, the application of information technology makes classroom teaching more vivid and interesting, and effectively stimulates students' learning interest and enthusiasm. Secondly, the improvement of information literacy enables teachers to make better use of network resources, enrich teaching content and improve teaching quality. In addition, by means of information technology, teachers can more conveniently manage students and correct homework, which improves work efficiency. Although some results have been achieved, there are still some shortcomings in college English teachers' information literacy. Colleges and universities should increase training efforts and encourage teachers to actively innovate and practice.

First, some teachers have insufficient grasp of information technology, and it is difficult to flexibly use various teaching software and platforms. Second, some teachers lack creativity in information teaching design, and it is difficult to effectively integrate information technology with teaching content. Third, some teachers have weak awareness of information security, and there is a risk of leaking student information and teaching materials. The main reasons for these deficiencies are as follows: First, some teachers do not have a good understanding of information-based teaching and lack of motivation for active learning and promotion. Secondly, colleges and universities have insufficient investment in information-based teaching and training, resulting in the lack of necessary technical support and guidance for teachers. In addition, the implementation of information-based teaching also needs the policy support and fund guarantee at the school level, but some universities still have some deficiencies in this aspect. In the process of improving college English teachers' ability of information literacy, there are still some challenges. First of all, with the continuous development of information technology and the emergence of new teaching software and platforms, teachers need to constantly update their knowledge and skills. Secondly, information-based teaching requires teachers to have innovative thinking and interdisciplinary integration ability, which puts forward higher requirements for teachers' professional quality. How to protect students' privacy and information security in information-based teaching is also an important issue for teachers to face.

3. Strategies for improving college English teachers' information literacy based on blended learning mode

3.1 Ideas for improving college English teachers' information literacy

The cultivation of college English teachers' information literacy is a long-term and systematic process, which needs the joint efforts of schools, teachers and the society. By clarifying training principles, clarifying training ideas and grasping training priorities, teachers' information literacy can be effectively improved and the in-depth development of information teaching can be promoted. At the same time, we should also realize that the cultivation of information literacy is not achieved overnight, and it needs continuous investment and update to adapt to the rapid development of the information age. Through strengthening training, practice, evaluation and management measures, the teachers' information awareness, information technology application ability, information literacy education concept and information moral quality are constantly improved to promote the in-depth development of information-based

teaching.

3.2 Measures to cultivate college English teachers' information literacy

3.2.1 Improve teachers' information awareness

Information awareness is the basic quality of teachers in the information age, which determines whether teachers can capture, judge and apply information sensitively. In order to improve teachers' information awareness, we can start from the following aspects: (1) Organize regular information awareness training: Schools can invite experts in the field of information technology to hold special lectures or workshops for teachers to enhance information awareness. Through case sharing and practical operation, teachers are deeply aware of the importance of information in education and teaching, and learn how to effectively use information in teaching. (2) Encourage teachers to participate in academic exchanges: Encourage teachers to participate in relevant academic conferences and seminars at home and abroad to exchange the latest information technology application achievements and experience with their peers, broaden their information horizons, and improve their sensitivity and judgment of information. (3) Establish an information sharing mechanism: Establish an information sharing platform within the school, encourage teachers to share their teaching resources and teaching experience, and promote the circulation and sharing of information. At the same time, feedback and suggestions from teachers can also be collected through the platform to continuously optimize the information sharing mechanism.

3.2.2 Strengthen teachers' information technology application ability

Information technology application ability is an important part of teachers' information literacy, which directly affects teachers' teaching effect and students' learning experience. In order to strengthen teachers' IT application ability, the following measures can be taken: (1) carry out targeted technical training: according to the actual needs and technical level of teachers, develop personalized training programs. The training content can include the operation skills of teaching software, the construction and management of online teaching platform, the production of multimedia teaching resources, etc. Through training, teachers can master various information technology tools and improve the teaching effect. (2) Provide practical opportunities and platforms: Schools can establish teaching practice bases or virtual laboratories to provide opportunities and platforms for teachers to practice information technology applications. Teachers can continue to explore and innovate in practice to improve their ability to apply information technology. (3) Establish a technical support team: the school can set up a professional technical support team to provide teachers with timely and effective technical support and services. When teachers have problems using information technology tools, they can ask the technical support team for help to ensure the smooth progress of teaching.

4. Conclusion

Under the blended learning model, college English teachers' information literacy is the key factor affecting the teaching effect and quality. Therefore, college English teachers should constantly improve their ability of information literacy in order to better adapt to and cope with the challenges brought by blended learning model. At the same time, schools and educational administrative departments should also strengthen the training and support for college English teachers' information literacy, so as to create good conditions for the smooth implementation of the blended learning model. With the continuous progress of information technology and the renewal of educational ideas, blended learning model will play a more important role in English teaching in the future. Therefore, college English teachers should constantly improve their information literacy to adapt to the development trend of education information and make greater contributions to cultivating outstanding talents with innovative spirit and practical ability.

References:

- [1] Zhou Ruixue. Research on the Reform of College English Teaching Mode under the background of Informatization [J]. Journal of Chengdu Aeronautical Vocational and Technical College, 2023, 39 (03): 17-20+84.
- [2] Yang J. A Study on Teaching Beliefs of College English Teachers in Western Regional Colleges and Universities under Mixed Teaching Model [J]. Journal of Gansu Normal University, 2023, 28 (03): 92-97.

About the author:

Jinfen Shan (1982 -), female, born in Jincheng, Shanxi Province, is a lecturer at the School of Foreign Languages, Shanxi Technology and Business College. She is mainly engaged in English teaching, translation theory and practice research.