

# Discussion on the application of information technology in college English teaching

Xuezi Han

School of Foreign Languages, Jiaying University, Meizhou City, Guangdong Province 514000, China

**Abstract:** With the full implementation of the Information-Based Education 2.0 Action Plan, the application of information-based technology in modern education continues to spread, and has become an important approach to improve the teaching quality and provide educational resources. In college English teaching, teachers should also give full play to the advantages of information teaching means, not only to deeply explore the application of information resources, but also to master the application of multimedia equipment and Internet platform in order to promote the innovation and development of modern English education. This paper analyzes the values and principles of information technology in college English teaching, and further puts forward the application and measures of information technology in college English teaching.

**Key words:** college English; Information technology; Teaching reform

Information technology is regarded as one of the important motivation means regarding the reform and development of modern education. It not only stimulates the original education ecology, improves students' learning enthusiasm and participation experience, but also reshapes the teacher-student relationship and teaching mode. Furthermore, it also builds a new curriculum system, which can further improve the teaching quality and efficiency.

## 1. This paper will further focus on the illustration of the following three main points: 1. Teachers should fully understand the values of the application of information technology in college English teaching.

### (1) Deepen interest building and improve students' learning experience

With the support of information technology, the methods and forms for teachers to implement interest building have been expanded. On the one hand, teachers can use hardware facilities such as multimedia, digital large screen, computer and mobile intelligent devices to assist teaching, thereby attracting students' attention through audio-visual situations or simulated demonstration pictures, and achieving multi-sensory stimulation effects such as visual and auditory. It can also guide students to further understand and thus to discover knowledge. On the other hand, teachers can also select film and TV drama clips, cartoons, social news, daily life phenomena and other content as the carrier to present the course content through the integration and reference of information resources. By achieving this, teachers could effectively draw on students' attention, and thus achieve the purpose of improving students' learning experience.

### (2) Create a good atmosphere to guide individual learning

In actual teaching, teachers should promote the implementation of the principles of teaching according to their aptitude throughout the whole teaching and learning process. However, with the continuous expansion of college enrollment, English teachers are faced with an increasing number of students, the differences and personalization of students are also developing, which makes it impossible for teachers to make teaching designs echo each individual students, resulting in the unification of students' learning methods and personalities, and thus the problem of rigid thinking. With the support of information technology, teachers can apply big data system to track students' learning behaviors, and scientifically analyze each student's learning habits, strengths and weaknesses, so as to improve teachers' understanding of students and contribute to the construction of harmonious teaching atmosphere. On the other hand, teachers can establish a self-learning space for students on the Internet. Meanwhile, teachers can recommend learning resources to students through the intelligent system, and assist students to carry out personalized learning activities.

### (3) Broaden students' horizons and enhance their cultural awareness

The capacity of knowledge in textbooks is relatively limited, but the information resources on the Internet tend to be unlimited. Under the trend of information-based teaching reform, students' access to information resources is no longer limited to textbooks and teachers, and thus to expand their cognition. In college English teaching, teachers can provide students with rich course content through the development of information resources, thus extending and guiding the textbook knowledge; students can also learn independently through the Internet to understand the differences between English culture and Chinese culture, and thus form a sense of national cultural confidence. In addition to course learning, students can more directly understand and observe the connotation and expression of English culture through audio-visual resource information, which can enhance students' cultural awareness and play an important role in cultivating cross-cultural communication awareness.

## 2. The discussion of the application principles of information technology in college English teaching should be paid particular attention to.

### (1) Adhere to the student-oriented principle

Student-oriented is the basic principle of modern education, and the application of information technology promotes the transformation and upgrading of education ecology, but positioning students as the focus of the classroom is still a major principle that teachers need to

adhere to. In the process of information-based teaching, teachers should pay attention to the initiatives of students to participate in English activities. On the one hand, they should set up an open learning space, so that students can form learning groups independently and choose the necessary learning resources to complete the learning and exploration tasks independently. On the other hand, teachers should balance the guiding role of teachers themselves while encouraging students to carry out various learning activities with interest, passion and patience through relevant online links and designs.

(2) Specify teaching and learning objectives

In the process of applying information technology, teachers should realize that all kinds of resources, equipment and platforms should serve for English teaching. Teachers must distinguish the primary and secondary teaching objectives and give full play to the carrier role of information technology, so as to enable students to achieve the expected learning goals, and thus avoid information technology from negatively dominating and affecting students' concentration on learning.

(3) Provide efficient guidance and supervision

With multi-functions and large space to explore, information technology can not only help students complete their learning tasks, but also provide students with various ways of leisure and entertainment. Therefore, in the actual teaching activities, teachers should do a good job of guidance and supervision, requiring students to focus on learning tasks during learning, and improve students' self-control and self-restraint competence.

### **3. The significance of the application of information technology in college English teaching should be fully discussed and explored.**

(1) Collect resources and make preparation for teaching

In college English teaching, teachers should give English courses a certain professional nature, so as to ensure that English can serve students' academic development and achieve better learning and teaching effects. Therefore, in the actual teaching process, teachers should not only use the conventional teaching methods, but also choose the teaching resources in line with the students' major directions, thus improve the pertinence and specificity of English courses. In the application process of information technology, teachers should give priority to mining and sorting out the resource content combined with the student's major characteristics through the resource platform, and then carry out the teaching design according to the student's major features and needs.

During this process, teachers should integrate resources through the network platforms or college libraries and select valuable and high-quality teaching resources based on students' academic background, learning ability, interests, teaching goals and other factors as reference. Secondly, teachers should also integrate, debug and process the collected resources, such as making them into video, pictures, PPT and other formats, and then presenting them through computers or multimedia. Finally, teachers should design the teaching process according to the produced course resources, and predict the content of teaching resources needed in each link, so as to ensure that the teaching process conforms to students' learning patterns, thus further improve students' acceptance of English courses. For example, in the course of understanding and analyzing long and difficult English sentences, teachers should focus on explaining the structures and grammatical relationship of long and difficult English sentences in the conventional teaching method while ignoring the habit of breaking long English sentences. In order to improve students' English application ability, teachers can search authentic English movies and videos, such as Sherlock Holmes and Forrest Gump, etc. to show students the reading habits and structure design of long and difficult sentences in the format of native English language. On the other hand, teachers can also create the learning scenario related to students' professional development, so that students can play different roles in the designed scenario and have dialogue practice, so as to improve students' English listening and speaking ability.

(2) Set goals and establish the direction of teaching

In order to effectively implement information technology, teachers must establish scientific and reasonable teaching objectives and polish reasonable teaching designs, so as to guide students to make more reasonable use of media technology, network information and information equipment, and further achieve the purpose and effect of efficient teaching. Through the formulation of teaching objectives, teachers can avoid changing the classroom atmosphere and environment due to the introduction of information resources in the teaching process, by doing this, teachers could ensure that students maintain a stable state of deep learning.

At the present stage of college English teaching reform, its teaching objectives can be designed from three levels. First, knowledge and skill objectives should be properly designed. This goal requires students to master the basic content such as vocabulary, grammar and sentence patterns required by the course. Teachers can use courseware resources to change the presentation modes, and improve students' memory capacity of basic knowledge by creating learning situations, designing guessing games and role-playing dialogue exercises. Second, teachers should pay more attention to the process and method objectives. This goal requires students to properly apply English listening, speaking, reading and writing skills to their English expressions. Teachers can use multimedia classrooms or Internet platforms to carry out multiple activities, such as organizing students to carry out online speech activities, English drama performances, and trumpet games, so that students can master the practical application ability of English knowledge. Thirdly, teachers should consider emotion and value goals while designing English courses. This goal requires students having a certain degree of cross-cultural communication skills, and can strengthen students' cultural confidence. Teachers can make use of Internet resources to study English culture and Chinese culture to make comparisons, thus students can expand their cultural vision and establish a objective cultural view, by achieving this, they can interpret and understand English from cross-cultural perspective.

### (3) Enrich the forms and implement diversified teaching

In college English teaching, information technology can also be widely used in all aspects of teaching activities, so as to provide teachers with diversified teaching methods and means. In this regard, it is necessary for teachers to master more information-based teaching skills and integrate them into English teaching.

First of all, contemporary college students lack a good previewing habit, teachers can use micro-lessons to guide students to preview efficiently. In the pre-class design, teachers can play videos of micro-lessons according to the major and difficult points of the course, and quickly present the knowledge points of the course in 3-5 minutes, so that students can watch the micro-lessons in fragments of time, and thus establish a learning habit. Secondly, teachers should also collect and further analyze students' online learning data before the class, such as the viewing duration of micro-lessons, questions raised in the discussion section, and clips watching times, so as to determine the important and difficult points in the actual class teaching. Thirdly, during class teaching, teachers can design two learning links. In the first part, problem-oriented teaching method can be adopted. Teachers can present key questions raised by students in the preview part through multimedia, thus guiding students to set up a group for discussion and analysis, and then giving priority to solving students' queries. The second part should be extended and practiced to provide students with situations and activities for independent learning. For example, when learning the discussion content with the theme of "hero", the teacher can set up two learning scenarios. On the one hand, the fragment of the movie "Spider-Man" is displayed, so that students can feel the heroic style of "the greater the power, the greater the responsibility". On the other hand, to play the videos that with earthquake, floods and other natural disasters in the armed police officers and soldiers of the people's Liberation Army desperately save and protect the snippets. Through this comparison, teachers can guide students to conduct debates and discuss the proposition of "What is a hero?" This not only emphasizes the cultural conflicts, but also highlights the hero theme. At the same time, it can enhance students' cultural confidence and national cultural confidence, so as to achieve better teaching results. In addition, after class, teachers can also use information technology to carry out online teaching activities. First, teachers can use the Internet platform to establish a teacher-student interaction channel, through which students can directly ask questions and consult teachers; second, teachers can use the network teaching platform to provide students with online courses or thematic courses, so as to expand students' independent learning space. Thirdly, teachers can also make good use of the network platform to find foreign friends for students to improve English speaking competence, so as to strengthen students' English listening and speaking ability through online communication, and realize the communication and interaction of cultures.

### (4) Teachers should consider the evaluation and strengthen the teaching effect

Information technology can also be applied to the design and construction of teaching evaluation system, so as to improve the objectivity and fairness of teaching evaluation, and then provide students with more explicit learning feedback and urge students to constantly improve themselves.

In traditional college English teaching evaluation, students' final grades are used as the assessment basis, and students' learning process, learning attitude and other process performance are often ignored. In this regard, teachers should establish a "process + finality" evaluation system. On the one hand, the process evaluation should be divided into three parts: attendance (5%), classroom performance (5%) and daily performance (40%). Among them, the daily performance evaluation needs to be illustrated in details. Teachers can apply the teaching platform to randomly select students after each class and send questions for assessment, and each student will answer them at least four times every semester. At the same time, teachers should also set evaluation standards according to students' periodic learning results, achievement effect of teaching goals, cooperative learning performance, communication skills, preview level and other indicators, so as to sort out students' evaluation results more scientifically. On the other hand, the final evaluation should include the mid-term and final exam grades.

## 4. Conclusion

To sum up, information technology has important application values in college English teaching. Teachers should master the ability to collect information resources, set teaching goals, enrich classroom teaching designs, improve teaching evaluation and other qualities relying on information technology, so as to improve the professionalism of English courses and achieve the goal of building efficient classrooms.

## Reference literature:

- [1] Gao Xiang. Research on Integrated English Classroom Teaching in Colleges and Universities based on Information Technology [J]. Road to Success, 2021(31):110-111.
- [2] Wang Y. The application of information technology in college English teaching [J]. English Abroad, 2021(19):164-165. (in Chinese)
- [3] Lian Lu. On the application of Information Technology in College English Teaching [J]. Decision Exploration (Middle), 2021(03):76-77.