Research on English Teaching Reform Based on Information Technology

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Abstract. With the popularization and application of information technology, college teaching has been greatly improved. Information technology and equipment have been effectively applied in the teaching of colleges and universities, which have great influence on the traditional teaching methods. English teaching in colleges and universities is an important part of the basic curriculum. In the information-based teaching reform, English teaching and information technology should be well combined to achieve a new breakthrough in English teaching. Based on the analysis of the characteristics of information technology, this paper puts forward the application strategies and ideas of information technology in English teaching reform.

Keywords: Information Technology, English Teaching, the Teaching Reform

1. Introduction
Information technology emerged at the beginning of the 20th century and was widely used at the end of the 20th century. China's achievements in the field of information technology are very outstanding, especially after the reform and opening up, and the western countries gradually reduce the level of information. At present, our country has basically realized the comprehensive coverage of information network, the infrastructure of information network is very outstanding. This also deepens the application of information network in China, and a large number of information technology-based industries rise and realize the development of commercialization. In the field of higher education, the higher education supported by information technology has also achieved great changes, which are mainly reflected in the teaching form and educational concept. In terms of English teaching in colleges and universities, the popularity of information technology is relatively large, especially the combination of English major itself and information technology has good advantages [1]. On the other hand, as a common language learning, it can be realized not only in regular classes in colleges and universities, but also exists in a large number in the market environment. Some private English training institutions take the lead in realizing the popularization of information technology in their daily operation, which provides a good reference for the reform of English teaching in colleges and universities. In the social environment, the educational concept of information technology has also become the content advocated and supported by the state. As early as 2019, the state formulated the Outline of the National Medium - and Long-term Plan for Education Reform and Development (2010-2020), which set the goal and direction of establishing education informatization at all stages in
the next decade. After ten years of development, it can be seen that China's information infrastructure in education has made outstanding achievements, providing an effective guarantee for the information reform of education at all stages.

2. Characteristics of College English Teaching at Present

2.1. College English is More Difficult to Teach than Middle School English

College English teaching is to a large extent more difficult than middle school English teaching. There are two main reasons for this, one is the increased difficulty of the teaching content, and the other is that the level of students is not the same. In terms of teaching content, college English is relatively more difficult than middle school English. In addition to the large number of words, college English also has more complex grammatical contents. In terms of the text content, it is also more complex than the English text in middle school. Some of the content cannot be understood superficially, and students need rich reading experience to have a good understanding of the text content. At the student level, there is a big difference from middle school students [2]. In the middle school teaching, there is not much difference in the students' English level, generally the same teacher's class teaching, can almost keep the same. In college English classroom teaching, students not only have different levels of English proficiency, but also come from different parts of the country and have different English learning foundations. These two main contents bring great difficulty to English teaching in colleges and universities.

2.2. Flexible Teaching Methods for College English

Compared with middle school English, college English teaching is more flexible. On the one hand, English teaching in colleges and universities does not have a large task of entrance examination and examination in middle school English teaching. Teachers will use some teaching methods more flexibly to enhance students' interest in learning. In the process of middle school English teaching, students are faced with the problem of entrance examination, and teachers will also have certain teaching tasks and teaching assessment [3]. Therefore, teachers are more accustomed to adopting the traditional English teaching mode, which can improve students' academic performance to the greatest extent. However, this is because students are under great pressure from exams, and teachers also play a certain supervisory role, and they also pay a lot of energy in student management. But in the college English teaching, the teaching environment has changed a lot. First of all, English teachers do not have great supervision over students. Students mainly learn through their own initiative, and teachers only teach in the classroom to achieve the purpose of teaching. Secondly, students will not face great pressure of entering college or taking exams. The most important thing in college is the English level exam, which has no urgent need for students. Therefore, in English teaching in colleges and universities, teachers will have a lot of energy and time to teach classroom contents and realize flexible classroom teaching, so as to improve students' learning enthusiasm and improve their English level to the greatest extent.

2.3. Students Have Different Emphasis on English Learning

In the middle school period, students learn English to a large extent in order to enter the college entrance examination and get excellent results in the college entrance examination. Therefore, students' learning process is often mechanical and simplified, and teachers' teaching process also tends to emphasize students' recitation and memory ability. In the process of learning English in college, students will gradually change this awareness. Learning English is more for future application. Some students will apply for the opportunity to study abroad when they are in college. Learning English is the basic content of studying abroad [4]. At the same time, in the learning task of colleges and universities, the national examination of students' English level is very important, more students in the purpose of learning English is to pass the English level examination. Students' different emphasis on English learning directly affects their learning status. Meanwhile, the teaching content and teaching
mode of teachers should be changed accordingly to adapt to students' learning status. In addition, college students are exposed to a lot of new things, and have a relatively good understanding of the future working state and working environment. Students learn English with a practical and applied attitude. At the same time, in the study of colleges and universities, will increase the opportunity of daily application; find new ways of Learning English. All these contents make college students' English learning ability significantly better than that in middle school. With the gradual expansion of students' knowledge fields, their language learning and cognition will gradually mature, and their English learning will be more effective.

3. The Characteristics of Information Technology and Its Application in Teaching

3.1. Rich Expressive Force
The first application of information technology in teaching is multimedia technology. Multimedia technology, on the premise of using computer technology, centrally edits text, graphics, still images, animations, sounds and dynamic videos, and obtains, compresses and encodes, edits, processes, stores and displays them. In the early days, multimedia teaching was just to display images and videos for students, which basically replaced teachers' version of book content [5]. However, with the improvement of network technology and computer application software, multimedia technology gradually derived a variety of functions. Rich expressive force is the main characteristic of multimedia teaching, which can show a variety of sensory effects on learning, greatly enhance students' understanding and memory, and greatly promote the classroom teaching. At present, multimedia technology is still an important auxiliary form in college teaching, and it is also the premise of information technology reform in colleges and universities.

3.2. Effective Resource Sharing and Information Exchange
Resource sharing and information exchange can only be realized with the development of Internet technology. At present, the basic network facilities in China's colleges and universities have been very perfect. Moreover, the hardware facilities of network equipment have been very popular. Basically, every student in the current colleges and universities has a smart device that can connect the wireless network at any time. At the same time, the student management mode of the school has also realized the information network [6]. Students can deal with daily affairs through smart devices or campus all-in-one card. In this way, the school can improve the efficiency of student learning management. In daily teaching, this resource-sharing mode of information exchange is also very beneficial. Teachers can make use of the Internet to realize the rational use of teaching resources, and at the same time, they can also find and sort out relevant professional teaching materials on the Internet, so as to improve the teaching quality and strengthen the integrity and richness of teaching content. In addition to the teaching resources of colleges and universities, there are also numerous teaching platforms on the Internet, which provide high-quality or even free teaching resources. Students can independently carry out learning activities on the Internet to improve their learning ability and the utilization rate of time.

3.3. Good Knowledge Organization Form
Compared with the traditional linear features of knowledge organization, computer multimedia and network technology provided by the nonlinear network information organization, through hypertext and hypermedia technology to the knowledge of the organization more in line with the human way of thinking, enables the student to the study of the association of excessive into reality from fantasy and indirect link directly. Such a good form of knowledge organization is of great help to students' professional learning, especially language learning. Students can improve the knowledge network of language content through rich multimedia display, improve students' understanding and cognition level, and finally achieve the accumulation and mastery of knowledge [7]. At present, some network teaching resources, especially those developed in the form of business, use the organizational form of
knowledge to achieve teaching. Students may have no conceptual understanding and knowledge of this transformation, but in the process of learning will involuntarily produce a good ability to accept knowledge. This is the innovation of teaching brought by the Internet, optimizing teaching activities to the greatest extent.

3.4. Achieve Good Teaching Management Functions
It is an important link for the teaching management of colleges and universities. Generally speaking, teaching teachers in colleges and universities not only undertake heavy teaching tasks, but also participate in some scientific research projects, so it is difficult for teachers to spend their main energy on daily teaching management. With the support of information technology, teachers can strengthen the management of students through various means. With the improvement of computer hardware and application software, there are more new ways to manage students. In addition, the existing problems in the teaching management of colleges and universities also have huge potential market value. Some Internet technology enterprises have developed a variety of application software applied to the teaching management of colleges and universities [8], which has provided great help to teachers. Teachers can use these network devices and application systems to achieve good management of teaching, but also use too much energy. In this way, teachers can spend more time in classroom teaching reform, improve their own teaching level and skills, and achieve the promotion of teaching work.

3.5. Provide a Virtualized Teaching Environment
Information technology can provide students with a virtual teaching environment. Students can get rid of the shackles of thinking and imagination in the real space to a large extent and devote themselves to the learning environment to the greatest extent. Especially in language learning, building a good teaching environment will be of great help to students. At present, the technology of virtual reality derived from information network and sensing technology is not widely used in college teaching, but it is also a good development direction for the future informatization of teaching. Teachers can create a good language environment for students through virtual reality technology. In this language environment, students can conduct language communication and exchange by immersive use of the learned knowledge and realize the quantitative mastery of language [9]. At present, virtual reality technology has been widely used, but the hardware facilities and related systems are not mature enough to be widely used in the teaching of colleges and universities.

4. Ideas of English Teaching Reform in the Context of Information Technology

4.1. Improve the Interactive Ability in English Class
For college English teaching, effective classroom interaction can greatly enhance students' interest in learning and enliven the classroom atmosphere. In the traditional classroom teaching, the number of students learning in the classroom is large, the interaction between teachers and students is not much, also can not play an effective interactive effect. With the support of information technology, classroom interaction can adopt some technologies and forms to achieve good activities. For example, the Internet system can be used to establish a certain situational dialogue mode and invite students to conduct voice communication with network intelligent devices. In addition, teachers can also make use of the online teaching platform to interact with students in their daily lives, review and memorize the contents of English learning in class through the online platform, and improve students' daily learning efficiency.

4.2. Enhance the Richness of Teaching Content
In English teaching, teachers can make use of the huge data resources of the Internet to collect and sort out relevant teaching contents and improve the richness of English teaching. In class, the multimedia presentation through the exquisite teaching courseware can attract students' attention in class, broaden
students' horizon and knowledge field, and make students have enough interest in English. In addition, for English language learning, in addition to classroom teaching, there are many ways. Teachers can recommend other ways for students to learn after class. Students can use the Internet and computer equipment to study independently [10]. For example, teachers can recommend some English movies and TV programs, literature and dramas, etc., to improve students' oral English ability. Meanwhile, teachers can also understand the cultural customs of English-speaking countries and increase students' understanding of English language.

4.3. Effective Use of Information Technology in Traditional Classrooms

Only the effective combination of information technology and traditional classroom can realize the overall improvement of English teaching in colleges and universities. In the process of college English reform, teachers should have a correct understanding of the role and function of information technology and introduce relevant means of information technology into teaching in a reasonable and effective way. At present, in college teaching, many teachers excessively rely on information technology and other means, one-sided pursuit of educational information, while ignoring the necessity of teaching as the subject of teachers. Therefore, in college English teaching, teachers should be ensured as the main body of English teaching, and then relevant information network technology should be used to increase teaching methods and improve students' learning ability, so as to achieve certain teaching effects.

5. Conclusion

Under the support of information technology, college English teaching had the very big change, in the transition of the traditional English teaching and modern English teaching process, teachers should fully master the information technology and the related concept, as well as understanding of the student's thought and behavior tendency, through the methods and means of information technology, establish good communication with students and communication, to achieve the teaching of English.

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