The Application of Educational Informatization in English Teaching

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Abstract: This article uses the methods, including literature research, questionnaire survey, mathematical statistics and other research methods, to investigate the application of education informatization in English teaching. After investigation, it has found that the restricted factors of the application of education informatization in English teaching will directly affect the quality of English teaching. Based on this, the article analyzes the factors that influence the teaching of English Informatization, and proposes several effective strategies for readers.

1. Introduction
With the rapid development of modern science and technology, information technology based on modern science and technology has also ushered in new opportunities for development, and the application of information technology has become increasingly popular. In the information age, information technology has not only become the current mainstream model, but also promoted the transformation and development of college English teaching models, breaking the traditional teacher-centered and single teaching model, and gradually turning to student-oriented information education model. From this, it can be seen that the research on the application of education information about English teaching and research intended to find a feasible application strategy which will have practical significance.

2. Survey on the Current Situation of the Application of Educational Informatization in English Teaching

2.1 Research Objects and Methods

2.1.1 Research Objects
The article takes a certain vocational school in Sichuan Province as the research object, and on the basis of observing English scientific research, it conducts research activities on the use of educational information technology in English teaching. There were 120 students and 8 English teachers who participated in the survey this time.

2.1.2 Research Methods

2.1.2.1 Bibliographic Approach: In order to obtain information related to this study, researchers also searched literature related to English education informatization as the theoretical basis for this study through literature search, Journals, etc.
2.1.2.2 Questionnaire survey: In this survey, a total of 120 questionnaires were sent out to students. A total of 118 questionnaires were returned, with a recovery rate of 98%. There were 118 valid questionnaires and an effective rate of 98%. The data obtained from this survey can be used as a research institute.

2.1.2.3 Mathematical statistics method: In the statistical processing of data, SPSS13.0 software is mainly used.

2.2 Analysis of the Basic Situation of Using Information Technology in English Teaching

2.2.1 Information-Based Teaching Style

| Form                                  | Number of people(n) | percentage(%) |
|---------------------------------------|---------------------|---------------|
| The form of the combination of voice and image | 90                  | 76.27         |
| Website learning form                 | 80                  | 67.79         |
| Video mode                            | 65                  | 55.08         |
| Audio mode                            | 55                  | 46.61         |

From the survey results in Table 1, it can be seen that students’ hopes for the usage of education informatization in English teaching are various. Regardless of the type of teaching, it occupies a large proportion of students, which fully shows that education informatization is feasible in English teaching and has outstanding results.

2.2.2 Students’ Interest Analysis Using Information Technology

| content          | Number of people | percentage (%) |
|------------------|------------------|----------------|
| Very interested  | 77               | 65.25          |
| interested       | 23               | 19.49          |
| common           | 10               | 8.47           |
| No interest      | 8                | 6.77           |

As can be seen from Table 2, students have a very high degree of interest in information technology. In terms of surveys, 84.74% of the students are interested in learning using information technology. Only 6.77% of students are not interested. It can be seen that students are very much in favor of using information technology to assist teaching and learning in the English class. This is mainly because the use of information technology in English teaching can not only help students understand the teaching content, but also help students broaden their knowledge.

2.2.3 Students’ Satisfaction with English Informatization Teaching Methods

| content         | Number of people | percentage(%) |
|-----------------|------------------|---------------|
| satisfied       | 11               | 9.32          |
| common          | 22               | 18.64         |
| Not satisfied   | 47               | 39.83         |
As can be seen from Table 3, the number of students who chose the two options of "not satisfied" and "very dissatisfied" accounted for 72.03% of the total number, which is more than half. This is mainly because teachers are too monotonous when using information-based teaching techniques. This single information-based teaching method is relatively monotonous and boring and cannot fully mobilize students' enthusiasm for learning English.

3. An Analysis of Influencing Factors in the Application of Information Technology in English Teaching

3.1 Factor of Teacher
From this investigation and research activity, it can be seen that the English teachers' informatization education skills still need to be improved. In the process of education informatization, teachers are not only the expression of information, but also the processor of information. This requires that teachers must keep pace with the development of information technology. However, on the basis of this survey and research, 42% of the teachers who took the job were quite lacking experience in informatization teaching. They previously lacked the necessary training in informational knowledge and skills when they were receiving teacher education. With the continuous updating and upgrading of information technology, in the face of rushing to the teaching techniques and teaching methods, English teachers must not only prepare for class work, but also select the appropriate information technology based on teaching objectives and teaching tasks. The technology inevitably adds more workload to them. For a long time, the enthusiasm of English teachers has also been affected, and even led teachers to lose sight of one another and retreat.

3.2 Factor of Student
Looking back at the English teaching classroom in the past, teachers basically followed the mode of teaching at the middle school education stage, and teachers occupied an absolute dominant position. Students fell into the "subsidiary" of the classroom during this process. Teachers conduct systematic teaching in the whole class. This traditional teaching model does not teach students according to their actual conditions. It seriously deviates from the students' actual learning and personality characteristics, kills students' enthusiasm and creativity, students' creativity and thinking are fixed, and English logic is constrained, which led students not to know how to actively engage in deep learning, lack of learning autonomy, and over-reliance on teacher's teaching. Under this influence, when students come into contact with new information-based English teaching, although interest is high, due to the excessive dependence on teachers, they always feel that the rhythm is too fast and the information volume is too large to adapt.

3.3 Factor of Teaching Software
According to the data from this survey and research activity, we can see that the number of students who are "unsatisfied" and "very dissatisfied" with the English informatization teaching method accounts for 72.03% of the total number. More than half of the students are not satisfied with the existing modern teaching software. Many informatization teaching softwares do not conform to the learning laws of English as a language and lack creativity. They just put the "examination-oriented education model" on the computer and implemented the "sea tactics" in disguised form, changing the "personal irrigation" model into "machine irrigation." This so-called information-based education software simply cannot motivate students to learn English. As a result, some students are interested in information-based English teaching, but they do not like English classes.
4. The Application of Educational Informatization in English Teaching

4.1 Implement "training-operation-training" to promote the improvement of teachers' information-based teaching

With the wide application of education information technology in English teaching, information teaching ability has become one of the core competences of English teachers in vocational colleges. Higher vocational colleges should pay more attention to the construction of English teachers, enhance teachers' confidence in information-based teaching, and enhance teachers' information-based teaching ability. First of all, the school can organize English teachers that can skillfully use information-based teaching technology to carry out observation classes, open classes, and improved classes. Through exemplary learning, English teachers can learn the outstanding advantages of information-based teaching technology in the English class. It is good for teachers master the basic information operation skills in their studies. Secondly, the school should also broaden the channels for recruiting talents, increase the scale of teaching talents who are familiar with English information technology, and tap comprehensive talents capable of information abilities and professional capabilities. In addition, the school also needs to train a group of teachers that will use information technology and carry out scientific research activities, and encourage the teachers to apply information technology to the subject curriculum to set an example of other teachers.

4.2 Change student's learning concept and cultivate students' independent learning ability

4.2.1 Improve the Learning Environment of Students

The emergence of network information technology has not only changed the traditional way of teaching English, but also triggered the change of students' acceptance of English education. The openness of network information technology has made it a new platform for contemporary college students to learn English autonomously, which makes English learning content more colorful, and English learning forms more vivid, and the effect of English learning will become more obvious. For this purpose, schools should increase efforts to improve students' information-based self-learning environment, such as: strengthening the construction of multimedia classrooms, language labs, the installation of campus networks. In addition, teachers should also rely on the principle of “using the best of both worlds” and “net” for their use, and actively use modern information technology equipment to obtain information resources related to English education and teaching through Internet access and quality courses, and produce excellent courseware. Provide students with a good learning environment for students to watch and learn. Students should actively use these information resources to carry out independent learning and communicate and discuss with teachers.

4.2.2 Cultivate Students' Self-Learning Ability

Compared with the actual teaching environment, the information environment has higher self-learning ability requirements for students. In the information environment, teachers should start from the in-class network autonomous learning mode to develop students' self-learning ability. Autonomous learning based on informationized environment has greater autonomy. Therefore, in the case of insufficient self-study ability for students, teachers can adopt the ‘partial self-study’ teaching mode by strengthening the supervision of students' self-study online. That is to say, according to the students' own English level and self-learning ability, the self-study-based teaching mode supplemented by the teacher's teaching is adopted to realize the combination of collaborative learning, individualized learning and classroom teaching. Of course, in this process, in order to continuously improve their self-learning ability, teachers should gradually guide students to use the campus network, online self-learning classrooms, language labs, etc. Therefore it gradually reduce the proportion of teachers’ teaching, and achieve individual student’s self-study.
5. Apply Information Technology Extensively to Build a New Model of English Teaching

5.1 Produce Micro-teaching Video

Micro-curriculum is a new form of educational resources. It is mainly based on the teaching standards and teaching practice requirements, and widely applies information technology to build a new model of English teaching. As a carrier of classroom teaching, instructional video can reflect the wonderful teaching and learning activities of teachers in the classroom for a certain knowledge point or teaching steps. The characteristics of the micro-course itself can not only adapt to the students' fragmented learning, but also help the teachers to carry out step-by-step guidance, solve the differences between students, and help students to find and analyze problems, and finally solve problems. For this purpose, English teachers should delve into the teaching materials, explore the key points and core knowledge in the textbooks, and use these knowledge and skill to create micro-courses to stimulate students to think and explore knowledge. Of course, in the application of micro-courses for teaching, teachers can not regard students as a "container" that can freely fill in knowledge, but use novel teaching techniques, short and precise micro-course videos, start from a small place, and build a unit application "small environment" To promote students' enthusiasm for learning, thus achieving the transformation from “teacher as the main body” to “taking students as the main body” and from “knowledge-centered” to “capability-centered”.

5.2 Building an Intelligent Platform for Teaching English

Constructing an intelligent platform for English teaching can better promote the construction of English education informatization, help teachers discover the characteristics of students' English learning, and thus better carry out targeted teaching. Secondly, for students, they can also learn through the intelligent learning platform. For example, teachers can use the more mature platforms and models, such as “MOOC” “MODULE” and “FLIPPED CLASS-ROOM”, to carry out teaching activities. Of course, on the intelligent platform, you need to set up the information exchange function. That is, students can interact online with teachers or other classmates. Through the exchange of information, students can be able to tell teachers the problems they have encountered during the learning process, so teachers can use the network to explain according to these problems, so as to better achieve online communication.

5.3 Establish an English Database

The database can help schools store the English knowledge data and information needed for English teaching. Teachers and students can use all kinds of information needed from the database according to their needs. Therefore, it is particularly important to establish a professional and distinctive database with modern information technology. First of all, higher vocational colleges can establish a professional index library to unite the electronic resources of disordered related majors, and combine with their own actual conditions to build English scientific research center and professional curriculum resource library to achieve the sharing of different kinds of resources. When building a database, schools need to encode all kinds of English knowledge information to better help teachers and students to search and store efficiently. In the process of knowledge classification, according to certain classification criteria, it can be divided into media materials, test questions, test papers, courseware, cases, literature, online courses, FAQs, resource directory index and so on.

6. Conclusion

In summary, the arrival of the information age has not only opened a new curtain for the English curriculum teaching in higher vocational colleges, but also provided new possibilities and opportunities. Under the new situation of higher education development, as an English teacher, based on the status quo of information construction of English teaching, we should examine and reflect on the original teaching in response to the factors affecting English information teaching. Constantly summing up the experience, we can make better use of information technology to carry out English
teaching activities, and promote the qualitative leap of English course teaching, and the teaching quality will reach a new level.

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