

Application Framework Construction of Information Technology in College English Course

Qiutan Yu

Linyi University, Linyi, Shandong, China

fxyuqiutan@126.com

Abstract. The integrated application of information technology and language teaching is a major concern in international education. This paper first briefly introduces the current situation of the application of information technology in College English curriculum as a whole, and then elaborates the application framework of information technology in College English curriculum from three aspects: its function, framework construction and application points.

Keywords: information technology; College English; application status; application framework.

1. Introduction

College English is the basic course of College education. Its effective development plays an important role in the future development of College students. Information technology is the product of science and technology. It has natural advancement and effectiveness. The combination of the two can greatly improve the effect of College English teaching.

2. Application of Information Technology in College English Teaching

2.1 College English Course

The greatest function of information technology in College English curriculum education is to create teaching situations. English teachers can carefully design curriculum activities during the preparation of lessons. Then, in specific classroom teaching, they can use some information technology products to visualize the situation, such as educational software, web pages, etc., so as to achieve the function of improving teaching effect and students' learning efficiency. However, in the current college English classroom, some teachers just follow the trend and mechanically use information technology as a tool for making various courseware. Compared with traditional teaching methods, English teaching under information technology only presents its contents in an eye-catching way, such as general English grammar, English sentences, English articles and so on, which are only books on courseware. This knowledge is only a change in form and color. This application mode can not make information technology play a real teaching role, and the teaching effect is no different from that under the traditional mode.

2.2 Subjects and Auxiliaries in College English Courses

The main body of college students' English curriculum should be students, and the assistant should be teachers. In today's information age, they should have basic information technology literacy. Firstly, university teachers can not understand the theory and technology of informatization thoroughly and pay little attention to it. They only use information technology as a simple noun in their own life and teaching. Although some teachers use more advanced information platform to explain in English, they often fail to give full play to their functions. Secondly, college students have more information technology skills, but most of them use it to meet their own entertainment needs, and use it effectively in learning, few of them, including English learning [1]. Generally speaking, although teachers and students are in the trend of information age, they are seriously lack of awareness and ability to make use of it in English teaching and learning.

3. The Application Framework of Information Technology in College English Course

3.1 Functional Analysis of Information Technology Application

(1) Teachers' Teaching

Teachers of College English teaching can use information technology platform to collect teaching resources, assign homework after class, convey teaching objectives, and use its diversified resources to make electronic teaching plans. For example, "a certain school network course", the use of computers, projectors, mobile memory, etc. to achieve classroom teaching in Colleges and universities. Currently, an after-class software commonly used in College English education is Juku Correction Network, which can realize the completion of students' homework after class, the in-class test of teachers' on-line corrections or the in-class evaluation.

(2) Student learning

Students can use information technology to download teacher's teaching plan, complete homework after class, and extract network resources matching their own needs, such as English electronic dictionary query, English sentence database matching, etc. At present, most universities have also realized the operation of cross-campus curriculum platform, that is, students can choose any courses and teachers they are interested in, even if the teachers and courses do not belong to their own schools.

(3) Two-way communication between teachers and students

Under the function of this technology, students can complete their homework on the internet, and then submit it to the teacher's background. Teachers are reminded to submit their homework and then correct it. Students receive written or oral feedback, or revise or complete their homework again. After the homework process or the completion of the test, the teacher can post the results to the class or the students' personal homepage in the background, so as to enhance the students' initiative in creating excellent articles and completing the test or homework. Special teaching and research teams in schools can also use two-way communication applications to master the status of students and teachers, so as to understand students and optimize teaching [2].

(4) Teaching Research

The application of information technology can also integrate and analyze various teaching information. The results of the analysis can be used as the basic or proof data of teaching research. It can also provide educators with a new direction of educational reform and realize the integration of teaching and research. This is the unique educational feature of the application of information technology. The collection and analysis of teaching information can start from both teachers and students. It can be directed at one of them or both of them. Teachers can set up corresponding databases by themselves, such as courseware database, student homework database, student examination paper database, student evaluation database, etc. Students can also set up electronic files of their own information and record the learning process in an all-round way, so as to provide original data for their own learning, teachers' teaching and research.

3.2 Framework Diagram and Analysis of the Application of Information Technology in University Courses

Infiltrating information technology into English teaching in an all-round way is an issue of wide concern to all English teachers and scholars nowadays. The combination of the two can be found everywhere in the campus, which has a wide impact on teachers' teaching, research and students' learning. Various platforms, software and webpages based on information technology are applied by various teaching behaviors. From large platforms to small software, to non-replicable groups, etc. are used to carry out college English teaching. With the addition of information technology, the teaching, learning, communication and research between teachers and students are no longer restricted by region and time. That is to say, feedback presents the state of virtual space, which can be carried out both in class and after class. Under the influence of various aspects of information technology, the two-way feedback between teachers and students presents the characteristics of equality and frequency, which enables students and teachers to reflect and revise themselves, improve students'

learning effect, and lay a realistic foundation for teachers' related scientific research. Under this framework, teachers can use their own database or accessible database to summarize and analyze students' English learning status and find out students' learning rules, so as to further improve their own and school, and even the national English teaching level.

3.3 Key Points of Application of Information Technology in English Teaching

Based on the above remarks and the relevant learning and teaching experience, it can be concluded that the main points of the application of information technology in English teaching are as follows:

(1) Students complete teamwork learning with the help of information technology, think about the deficiencies of their own learning in terms of content emphasis and methods, and use the integrated information to solve various learning problems. Of course, in specific learning, students should reasonably control the use of information technology [4].

(2) In the feedback evaluation, the dynamic formative result evaluation should be the main method, the final summative evaluation should be supplemented, and the process of communication and evaluation should be emphasized to ensure the practicability of the results. Utilize more high-tech technology to achieve evaluation tracking, and ensure the fairness and correctness of the results under a transparent system.

(3) In teaching and research, we use the dialogue between human and computer to integrate and analyze the data of students' situation. At the same time, we can realize the three purposes of teaching and research, teaching and learning for different groups, so as to add impetus to teaching reform.

(4) Using various ways of communication, the school will be transformed into a high-quality teaching environment with equal and free characteristics, thus forming a new era of teacher-student communication mode and classroom culture. Specifically, in terms of communication time, there are two modes of real-time communication and asynchronous communication. Classroom teaching, analysis of long and difficult sentences, questions and answers in English class, group presentation and other traditional teaching activities can be realized in real-time communication. Teachers can arrange preview tasks, upload courseware, students can download materials, assign assignments, complete assignments, make suggestions and so on. Flow mode. At the same time, it is not limited by the place of communication, that is, students and teachers can communicate face-to-face, but also interact online through information technology. Online ways include sending messages, comments, etc., and can also carry out larger intra-group exchanges, intra-class exchanges and so on.

4. Summary

The emergence and popularization of information technology has brought about tremendous positive impact on all kinds of College teaching. The integration and application of information technology and college English teaching is the demand of English education. In order to achieve the purpose of College English teaching well, universities and teachers should reform their own college English teaching modes, and cultivate a society with diversified means of information. Approval of high-level English talents, so as to enhance the overall strength of the country.

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