Empirical exploration and research on informationization teaching of English in vocational colleges

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Abstract: This article explores the necessity, significance, and practice of information-based teaching in vocational college English, and concludes that information-based teaching can improve the effectiveness of English teaching, which is in line with the learning characteristics of students and is necessary for the development of the times and society. In teaching practice, it is necessary to build an online learning environment, reform multimedia teaching methods, and innovate teaching evaluation methods. Information technology teaching is an important way to reform vocational English teaching.
Key words: vocational English; information technology teaching; network environment; multimedia

1 Introduction

With the widespread application of information technology in various fields, educational informatization has become a trend. Higher vocational education bears the heavy responsibility of cultivating applied talents, and the construction and application of information technology in vocational English teaching have become particularly important. This article analyzes the necessity and significance of information-based teaching in vocational college English, explores some ways of applying information-based teaching in vocational college English teaching, and provides reference for the reform of vocational college English teaching.

2 The necessity and significance of information-based teaching in vocational English

2.1 Era background and practical needs

China is currently in the information age, and educational informatization has become an irreversible trend. At the same time, vocational English teaching also faces the practical demand for cultivating applied and practical talents. Information technology provides us with the possibility of building a teacher-student communication platform and uploading English learning resources. By using online classrooms, students can independently arrange their learning progress and conduct modular self-testing. Teachers can use multimedia courseware to enhance teaching effectiveness. It can be seen that information technology teaching is in line with the needs of the times and the goals of vocational English teaching.

2.2 The importance of improving the effectiveness of English teaching

Information technology teaching can shorten the psychological distance of students, improve their learning initiative, and thus improve teaching effectiveness. The immersive experience formed by the network environment and multimedia

courseware can enhance the authenticity of English situational teaching. The combination of automatic question setting and automatic grading system can help students consolidate their knowledge points in a timely manner, and teachers can also timely understand their learning situation. Information technology teaching makes communication between teachers and students, as well as communication between students more efficient and smooth. These can significantly improve the effectiveness of vocational English teaching and learning.

2.3 Compatibility with student learning characteristics

Vocational college students are good at using information tools and have strong autonomy in learning. Information technology teaching meets their needs for self-directed learning and self-monitoring. Online interaction reflects their subject status and is conducive to mobilizing learning interest. Multimedia courseware fits the intuitive thinking characteristics of vocational college students. The learning evaluation method can be transformed into a process evaluation, which is in line with the emphasis on cultivating applied communication skills in vocational English.

3 Practical exploration of informationization teaching in higher vocational English

3.1 Constructing an online learning environment

Establishing an efficient online learning environment is the key to the development of information-based teaching in vocational college English. It cannot only meet the personalized learning needs of students, but also promote interaction and communication between teachers and students, as well as between students, greatly improving the efficiency and effectiveness of English learning. This learning environment should cover three core parts: autonomous learning area, interactive communication area, and teaching resource area, each of which bears different functions and together constitute a comprehensive and diversified online learning platform.

In the self-directed learning area, students can choose appropriate learning content based on their actual situation through various learning modules such as a quick overview of basic English knowledge, online vocabulary memory, grammar point self-test, and listening and speaking training. This process of autonomous selection not only enhances students' learning motivation, but also allows them to flexibly adjust their learning plans according to their own learning progress and needs, thereby achieving truly personalized learning. For example, through the online vocabulary memory module, students can repeatedly learn and test unfamiliar vocabulary, while through the grammar point self-test module, students can engage in specialized exercises for their uncertain grammar points. This targeted and personalized learning approach is crucial for improving students' English proficiency.

The interactive communication area serves as a bridge for communication between teachers and students, as well as between students. Through various communication tools such as email, forums, and instant messaging, teachers can timely release English learning information and answer student questions; Students can also share their learning experiences and insights with each other, and provide mutual assistance in their studies. This kind of interactive communication not only enhances cooperation and communication among students, but also provides timely feedback on problems encountered in learning, providing reference for teachers to adjust teaching strategies. More importantly, this interactive communication can create a positive and upward learning atmosphere, greatly enhancing students' interest and enthusiasm in learning English.

The teaching resource area is an important component of the online learning environment, providing students with a vast learning resource library by providing rich teaching resources such as courseware, course videos, and test papers. Students can download and learn these resources according to their own needs, whether they are reviewing classroom knowledge or conducting in-depth learning, they can find the necessary materials here. In addition, this area also supports teachers and students to upload their own teaching or learning materials, achieving resource sharing. This not only enriches

the types of learning resources, but also promotes the updating and improvement of learning resources [1].

3.2 Reform of multimedia teaching methods

The traditional teaching mode of vocational English often focuses on explaining grammar rules and cultivating reading and writing skills. Although this theoretical learning method is helpful for students to master basic English knowledge, it overlooks the importance of listening and speaking abilities. This has led to many students having good English exam results but difficulty effectively using English in practical communication [2]. With the rapid development of information technology, multimedia teaching under the conditions of informatization has brought the possibility of innovation to traditional teaching models. It greatly enhances students' sensory experience through rich teaching resources such as images, audio, and video, making English learning more vivid and intuitive, and greatly improving teaching effectiveness. The advantage of multimedia teaching lies in its ability to provide authentic and vivid learning materials, enabling students to learn English in real-life situations, which is particularly important for improving their listening and speaking abilities. For example, by demonstrating grammar rules through animation, students can not only have a more intuitive understanding of abstract grammar knowledge, but also increase the fun of learning and improve learning motivation; Using movie clips for listening training can not only provide a realistic language environment and help students improve their understanding and ability to cope with real-life scenarios, but also increase their learning of cultural background knowledge and broaden their international perspective; Using online video teaching for oral communication can enable students to practice speaking in simulated communication scenarios, timely obtain feedback and guidance from teachers, and more effectively improve their oral communication skills. Multimedia teaching breaks the time and space limitations of traditional classrooms, and through online platforms, students can participate in English learning anytime and anywhere. Interactive teaching activities such as online simulated dialogues and role-playing can not only liven up the classroom atmosphere, improve student participation and interest, but also enable students to actually use English in simulated communication scenarios. This interactive approach of "learning by doing" greatly promotes the cultivation of students' applied communication skills. Through this approach, students can improve their English proficiency in a relaxed and enjoyable atmosphere, as well as enhance their cross-cultural communication and teamwork skills.

3.3 Innovation in teaching evaluation methods

In the modern education system, especially in the field of vocational English education, information-based teaching has become an irreversible trend. It not only changes the traditional teaching mode, but also puts forward new requirements for teaching evaluation methods. Traditional teaching evaluation often relies too much on written test scores. Although this approach can to some extent reflect students' learning outcomes, it overlooks process evaluation and the cultivation of students' practical application abilities. Therefore, in order to better adapt to the needs of information-based teaching, innovative teaching evaluation methods are urgently needed to comprehensively evaluate the effectiveness of students' English learning. Process evaluation should become an important component of teaching evaluation. This evaluation method focuses on the performance of students in the learning process, such as classroom participation, classroom speaking, teamwork ability, quality of writing assignment submission, and online test scores [3]. Evaluating these aspects can not only encourage students to remain proactive in the learning process, but also help teachers to discover their learning problems in a timely manner, and provide targeted guidance and assistance. The implementation of process evaluation requires teachers to continuously track and record the learning situation of each student, which puts higher demands on teachers, but also greatly improves the fairness and accuracy of the evaluation. Final evaluation remains an indispensable part of teaching evaluation, as it tests students' mastery of the entire semester's learning content through methods such as final exams. Unlike traditional written tests, summative assessment should use more practical and applied

questions, such as oral tests, writing tasks, and project implementation. These evaluation methods pay more attention to the cultivation of students' English proficiency and can more comprehensively reflect their overall English proficiency [3].

4 Conclusion

In the era of informatization, the transformation of vocational English teaching is imperative. This article delves into the necessity and significance of information-based teaching, as well as its exploration and application in practice. By constructing an online learning environment, reforming multimedia teaching methods, and innovating teaching evaluation methods, we can better adapt to the learning characteristics of students, improve teaching effectiveness, and cultivate their practical application abilities. Information technology teaching is not only a reform of teaching methods, but also an inevitable choice to adapt to the trend of the times. It hopes that these explorations can provide useful insights for the reform of English teaching in vocational colleges, and promote the continuous development and progress of education.

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Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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