

Research on the Informational Design of College English Teaching

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Abstract: The paper mainly introduces the background and strategies for the informational design of College English teaching. It first gives the research background and research value. Then it illustrates the research content of information teaching design. It mainly focus on the research of information technology support, the content and strategy of information teaching design, the content and strategy of students' learning effect evaluation, and the teaching evaluation data analysis and archiving. Then the paper takes the information teaching design of "Job Interview" as an example, analyzing the teaching strategy and teaching process in the information teaching design. At last the paper gives a conclusion that through the use of information-based teaching methods, the class effect has been greatly improved.

1. Introduction

Information teaching is a bilateral teaching activity conducted by educators and learners by using modern educational media, educational information resources and educational technology in an information environment. Making use of a systematic method, considering students as the center of class, and taking advantage of modern information technology and information resources, information teaching can organize all aspects and factors of the teaching process to optimize the teaching effects.

Traditional educational philosophy and methods cannot keep up with the development of the society and are far from being able to adapt to the requirements of the new era. There are a lot of shortcomings in the practice of traditional teaching design, mainly displayed as follows:

1) Learners or students usually passively master theoretic knowledge and lack the opportunities and abilities to apply theory into practice

2) The major role of learners are often ignored. In traditional teaching, teachers are often the protagonists of the whole class, and students become the supporting role of teachers' major role. In this kind of class, teaching is only a one-way process in which teachers instill knowledge into students mechanically. This kind of teaching has killed students' creating and practical ability, and has also destroyed students' interest for learning knowledge.

3) The individualized development of students are destroyed. For a long time, the traditional teaching, including the same teaching design, teaching plan, syllabus, and evaluation methods, have eliminated the uniqueness and individuality of students as learning subjects. What students accept in this universal teaching is the mechanical and Abstract knowledge which cannot adapt to the rapidly developing information society.

The modern information teaching design conforms to the college English teaching reform, and it has changed the traditional teacher-centered teaching mode to the student-centered interactive mode. It can effectively improve teaching quality and make teaching more efficiently. It can remarkably reform the teaching philosophy and methods of English education. In the course of students' English learning, such methodological reform can also make students' English learning efficiency and learning outcomes go to a higher level.

2. Research Significance

1) Through the research and practice of information teaching, we will promote the development

of information-based teaching and improve the effect of college English teaching.

2) Through the research and practice of information teaching, the theories and methods of college English teaching design that is based on information technology are analyzed and concluded, and the effect of college English teaching is optimized.

3) Through the research and practice of information teaching, teachers and students innovate their traditional ideas and teaching and learning models, and learn to use information resources for teaching and learning.

4) Through the research and practice of information teaching, teachers and students can enrich the resources of college English using information technologies, forming excellent information-based teaching activities, and developing information-based multimedia courseware that can be widely used by all the English class.

3. Research Content

3.1 Research on Information Technology Support in Teaching Design

In the research on information technology, we will mainly focus on how to use information technology teaching equipment and micro-video production. We will also explore the use of “blue ink cloud class”, Youya game, mind map, English fluency APP, English fun dubbing APP and other software to assist the college English information teaching design.

3.2 Research on the Content and Strategy of Information Teaching Design in College English Class

3.2.1 Teaching analysis research

In the study of teaching analysis, we will mainly study the teaching content, students' academic situation and teaching objectives. Firstly, we will study how to integrate the content of teaching materials and teaching resources on internet to form new teaching content that is more suitable for information-based teaching design; Secondly, we will analyze the students' learning characteristics and knowledge preparation, and in this way we can lay a good foundation for information-based teaching design; Finally, based on the analysis of teaching content and student's academic situation, the teaching goal design is conducted, and the target design is carried out from three aspects, namely knowledge goal, ability goal and quality goal.

3.2.2 Teaching strategy research

The research of teaching strategies mainly includes three aspects: teaching mode, teaching methods, and learning methods. In detail, it mainly studies the hybrid teaching mode, the information-based teaching method, the task-based teaching method and the group cooperative learning method in the information teaching design.

3.2.3 Teaching process research

First it refers to the study on the design of pre-class learning activities. Before the class, teachers can arouse students' learning interest by uploading micro-videos to the cloud class, publishing the task list to make the learning tasks clear, and understanding the students' pre-study through online test and interaction.

Then we research on teaching design in class. The teaching design in class mainly studies how to create scenarios through micro-courses, how to learn and summarize English vocabulary and sentence patterns through software such as Youya game and mind maps, and how to absorb the Abstract knowledge through group cooperation.

At last we research on after-class learning activities. After class, students can continue to consolidate their learning by uploading their improved dialogue videos, and they can continue to practice the skills of listening, speaking, reading and writing through English learning software such as fluent English APP, and English fun dubbing APP, thus enriching their knowledge.

3.3 Research on the Content and Strategy of Students' Learning Effect Evaluation in College English Information Teaching Design

3.3.1 The evaluation of students' learning effectiveness

When we evaluate students' learning effectiveness, we should take the knowledge evaluation, ability evaluation and student quality evaluation into consideration. The old evaluation method only judges' students by knowledge, which should be got rid of. And it should be replaced with a comprehensive evaluation method from the perspective of knowledge, ability and quality. It is also necessary to pay attention to students' learning emotions, and we should design the evaluation dimensions so as to promote students' learning, build up students' self-confidence and add their learning motivation.

3.3.2 Form a comprehensive data evaluation before class, during class, and after class

The evaluation of students' learning effects in college English information class should consist of the three stages of pre-class, in-class and after-class. The evaluation of students can be carried out from the aspects of teacher-student interaction, English learning resource utilization, learning attitude, online discussion and online testing of English language points in each step, and gradually construct the comprehensive evaluation model of Pre-class learning-evaluation- follow-up-In class learning -evaluation- follow-up - After-class solid study-evaluation. Thus a comprehensive data evaluation of students before, during and after class is being developed.

3.3.3 A combination of student personal evaluation and group evaluation

The evaluation should not only evaluate the individual performance of the students in each stage of study, such as attendance, classroom activities, homework, etc., but also pay attention to the evaluation of the whole group. And we should also try to connect through we chat or QQ the foreign teachers or experts to evaluate the group's oral activities. Through group evaluation, students are made aware of the importance of group activities, and students' sense of teamwork is enhanced.

3.3.4 Research on the teaching evaluation data analysis and archiving

Through the information technology software, such as the Blue Ink Cloud class, teachers can evaluate students' learning effect both horizontally and vertically. For example, we can instantly get the highest score, the lowest score, the average score and the standard deviation of the students in every online test and class activity, and so horizontal comparison can be formed. The information technology platform can also compare the past and the present of each individual to achieve a vertical comparison. Then teachers can comprehensively analyze and research the evaluation data to form the important materials reflecting students' learning, and finally student's learning records are being formed.

4. Take the Information Teaching Design of “Job Interview” as an Example.

4.1 Teaching analysis

4.1.1 Teaching content analysis

The teaching material is selected from the listening & speaking part of Unit 8 A New Job in “Practical Visual Listening and Speaking Course” Volume II. It is a “Twelfth Five-year National Planning Textbook of Vocational Education”.

4.1.2 Students' Academic analysis

The students are first-year students majoring in e-commerce. They have had the oral practice of business meeting and self-introduction, and mastered relevant vocabulary and basic sentence patterns. Most of them are active and good at using the internet resources. However, their problems mainly lie in that they usually lack oral practice.

4.1.3 Teaching goal analysis

According to the talent training program and professional job requirements, teachers should design the teaching objectives from the following three aspects: knowledge objective, ability objective and quality objective.

Knowledge objective: Master the relevant words of job interview, which is also the focus of this class.

Ability objective: Be able to use relevant words and phrases for different positions in job interview, which is also the difficulty of this class.

Quality objective: Develop students' team collaboration and communication skills.

4.2 Teaching strategy

4.2.1 Teaching mode

By using a hybrid teaching mode, combining online teaching with traditional teaching, using the rich teaching resources of cloud class and the information teaching environment of cloud desktop multimedia, students can learn to conduct job interviews and achieve teaching goals in the process of doing and learning. We can also form the data evaluation of the whole teaching process before, during and after class.

4.2.2 Teaching means

The teacher will make use of the information teaching method. Before class, various teaching resources both in the textbook and on internet are integrated through mobile cloud class and students actively interact with each other about the learning materials; in class, the teacher will make full uses of information technologies such as cloud class, mind map, and online test animation video in order to improve the level of students' oral English and break through the difficult points of teaching. The teacher will connect with a foreign teacher through We Chat and the foreign teacher will give a comprehensive comments of students' performance; After class, the teacher will give students assignments as follows: upload videos of their improved dialogues in groups, make use of the APP of English fun dubbing to practice oral English to consolidate what they have learned.

4.2.3 Teaching method

The teacher use task-driven approach including task presentation, task analysis, task implementation and task expansion. Step 1: Situational introduction through video observation; Step 2: knowledge combing through word test; Step 3: oral practice and group display; Step 4: consolidation and improvement by improving oral English.

4.2.4 Study method

Students' study method is group cooperation, in which students are divided into six groups in which they cooperate and practice together in the group.

4.3 Teaching process

The teaching process includes pre-class preparation, classroom implementation and after-school activities.

During preparation before class students will have three tasks. Task 1 View the task list: before class, the teacher releases the Job Interview task list through the mobile cloud class. Students view the task list in the cloud class and are clear about their learning tasks. Task 2 Have e-learning: students watch the video of the micro-course and learn the relevant knowledge and methods of job interview. In the video such factors as personality, work experience, talent and career reasons are considered important during the job interview. Students are also asked to search oral English material for job interviews on internet in order to be well prepared for class. Task 3 Online test: Students enter the mobile cloud class to complete the dialogue comprehension test, and real-time evaluation will be given, which includes the highest grade, the lowest grade and the average grade.

And students' general performance in the test will be shown in a chart as follows:

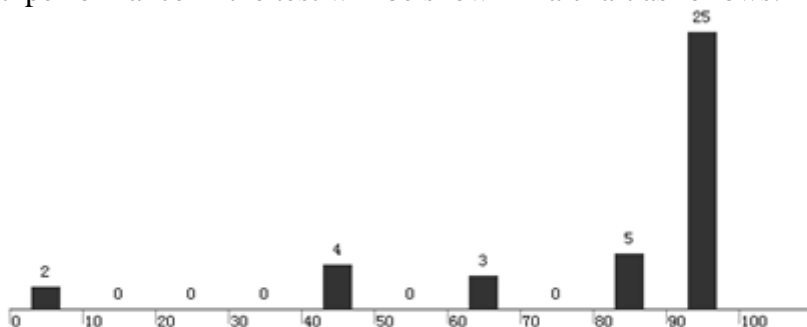


Fig.1 students' general performance in the test

During the period of Class implementation, there are altogether six steps including: scenario import, video observation, knowledge combing, oral practice, group display, summary and evaluation.

Step 1: Scenario import

Before graduation, Xiao Wang, a junior in e-commerce major in our college, received an interview notice from the overseas sales agent of Beijing Wansheng Times Import and Export Trading Co., how should he prepare for this English interview?

Step 2: Video observation

Students watch the interview dialogue video and learn the job interview related spoken knowledge.

Step 3: Knowledge combing

Task 1 Learning textbooks to further understand the job interview dialogue and learn new words and phrases.

Task 2 online tests: students have vocabulary testing in mobile cloud class. The teacher explains the vocabulary with high error rate based on the real-time statistics of the cloud class. Then students will conduct the sentence pattern matching test in mobile cloud class. There will also be a real-time evaluation, after which the teacher makes comments on students' performance in this learning stage.

Task 3 Summary of the words and expressions

Teachers use mind maps to summarize the words and expressions usually appeared in the dialogue of job interview. Here the mind map is as follows:



Fig.2 the mind map on job interview of words

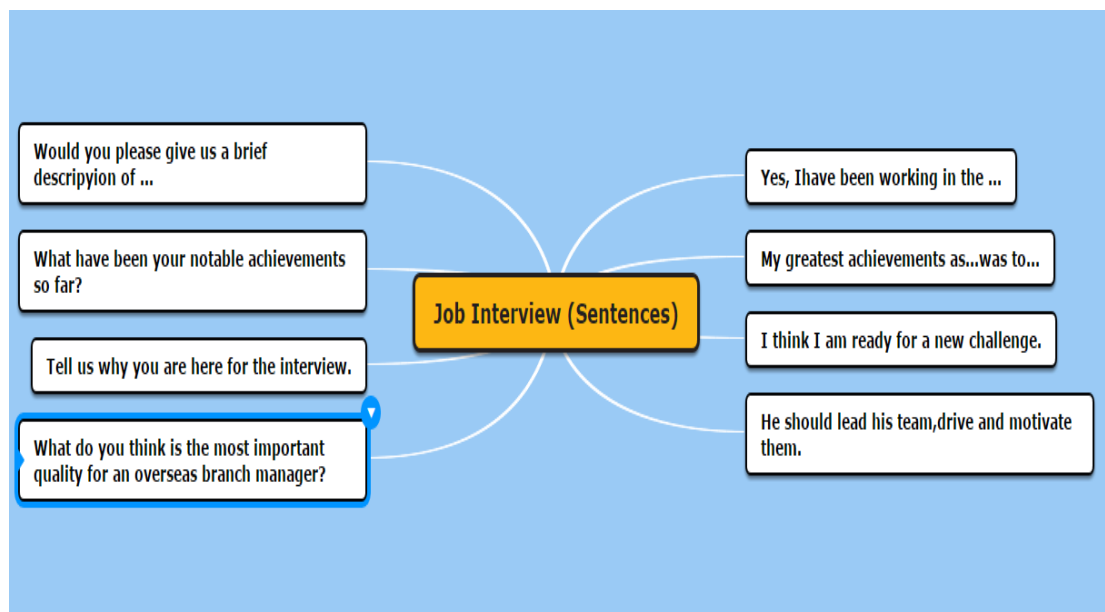


Fig.3 the mind map on job interview of sentences

Step 4 Oral practice

①Design dialogue. Students discuss and design the job interview dialogue cooperating with each other in groups, and teachers offer guidance.

②Practice within the group. Students play the roles and have oral practice and teachers provide guidance.

Step 5 Group display

The students collaborate in groups to display their dialogue of job interview, after which they listen to the foreign experts' instructions using We Chat connection.

Step 6 Summary and evaluation

The teacher makes comments, points out students' pronunciation and intonation errors, and gives scores in the cloud class. At last the teacher makes a sum up of the job interview skills through a downloaded video.

5. Teaching reflection

In general, we have achieved teaching goals through information teaching. Students have mastered the relevant words and phrases of job interviews through word test, sentence reading and mind map, which solved the major problems of this lesson and reached the knowledge goal; Students can use the relevant words to conduct job interview dialogues, which solved the teaching difficulties, and achieved the ability goals; Students developed their teamwork communication skills through group activities and achieved quality goals.

The class effect was improved through information teaching. The use of mobile phone cloud class to conduct real-time evaluation and timely observation enhanced students' learning motivation; the use of mind maps made knowledge more intuitive; and the use of micro-course videos aroused students' interest.

In conclusion, through the use of information-based teaching methods, the class effect has been greatly improved.

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