On the Research and Construction Path of Informationization Teaching Mode of College English

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Abstract. The purpose of the current research was to emphasize the importance of informationization teaching mode of college English. Based on the basic principles of constructivism, the challenges for traditional English teaching mode, relationship between teacher and leaners as well as the curriculum and evaluation methods are discussed. The paper presents two typical informationization teaching modes of college English which are successfully motivate the effectiveness of teaching and learning as well as cultivate the intellectual potential to improve the comprehensive quality levels of students with various teaching contents and vivid teaching modes.

Introduction
Since the 1990s, with the rapid development of computer network technology and the wide application of multimedia technology, especially the rapid development of Internet, the informationization has made a new force in the new century, which has had a profound impact on society, science, economy, culture and education. The most outstanding performance is that a new revolution is broken out, namely, the education informationization, it broke the simple multimedia education forms and applied the great potential of modern educational media to the practice of modern information education.

Purpose
This study attempted to answer the following three research questions:
- What are the backgrounds of informationization teaching mode of college English?
- In what way can the informationization teaching mode of college English be constructed?
- What are the typical informationization teaching mode of college English?

The Research Background of Informationization Teaching Mode of College English

The New Requirements of College English Curriculum Reform
The fourth national education work conference in 2010 proposed innovative's talent training mode, innovative's education and teaching method, advocated the heuristic, quest, discussion and participation mode, so as to stimulate student's curiosity and display their initiative minds, as well as encourage student to carry on the creative thought. College English Curriculum Requirement issued by Ministry of Education has set new goals and targets for the teaching of college English in Chinese universities and colleges. It points out that a new teaching model should be adopted in college English teaching. The new teaching model should be supported by modern information technology, especially network technology which can make English teaching and learning are not limited by time and place to a certain extent. This new teaching mode should embody the principle of combining practicality, knowledge and interest in English teaching. It is beneficial to arouse the enthusiasm of both teachers and students, especially to embody the principal position of students and the leading role of teachers in the teaching process. While making full use of modern information technology, it is necessary to inherit the excellent part of the traditional teaching mode and give full play to the advantages of the traditional classroom teaching. College English
Curriculum Requirement further points out that one of the purposes of reforming the traditional teaching mode and implementing the new teaching mode is to promote the formation of students' personalized learning methods and the development of students' learning autonomy. The new teaching mode should enable students to choose suitable materials and methods for learning, obtain the guidance of learning strategies, and gradually improve their learning autonomy.

With the rapid development of multimedia and Internet technology, constructivism learning theory is more and more popular. Constructivist learning theory advocates student-centered, emphasizing that students are the main body of information processing and the active constructors of knowledge meaning. It believes that by the help of necessary information resources, knowledge is constructed by learners through cooperation, discussion, exchange and mutual aid under certain circumstances. In the constructivist learning environment, exploring, discovering and cooperating learning process is the basic way for students to grasp subject content. The reason why constructivism can be rapidly promoted is that modern information technologies such as computer multimedia and network technology provide the most ideal conditions for the realization of constructivist learning environment. The constructivist learning theory and teaching theory provide a solid theoretical basis for the wide application of multimedia and Internet in teaching and the popularization of student-centered teaching mode.

**MOOCs Poses a Challenge to College English Teaching in the Big Data Era**

As a new type of education mode, MOOCs is rising rapidly all over the world with the characteristics of massive, open, high-quality and free. It is an example of the application of information technology in education in big data era. It challenges the innovation of traditional college English teaching and teaching methods, and provides new opportunities. Firstly, it challenges the traditional teaching mode.1. The transformation of autonomous learning style. In the traditional college English teaching mode, classroom teaching is the main teaching form. There are great limitations in students' learning autonomy. In order to complete the teaching tasks and achieve the setting teaching goals, teachers are difficult to give students the opportunity of autonomous learning. Constructivist teaching theory emphasizes students' learning autonomy and quest learning. College English teaching reform requires the development of students' learning autonomy. According to Jiang Yan's investigation, the most popular teaching method is the mixed teaching mode of network autonomous learning and face-to-face teaching. According to their own interests and actual levels, students can scientifically and reasonably use the network platform of course-hunting, flexibly arrange the learning time and progress, choose the learning content that suits them, and complete the learning goal by analyzing and thinking alone, practicing and questioning, etc. This network teaching mode is student-oriented, takes students' interests and individual differences into full consideration, and meets the needs of personalized learning. Thus, the initiative of learning can be brought into full play and the learning efficiency can be improved.

The transformation of interactive learning style. Under the traditional classroom teaching environment, due to the limited classroom time, the interaction between teachers and students is often limited to questions and answers, but cannot be asked at any time and get timely answers. MOOCs interactive features and powerful platform support functions, such as peer review, real-time embedded window, interactive communication function can make learners carry out collaborative learning activities to promote the value of cultural capital. This kind of collective, open, immediate and motivational interactive study can promote the final intelligence-enhancing. Secondly, Challenge to the traditional teacher-student relationship. In the traditional college English teaching, teachers can decide what to teach and how to teach, while students are in a passive position. While in the MOOCs environment, knowledge can be obtained with lower cost and more choices. The diversity of knowledge sources urges college English teachers to update their knowledge structure in time, and to learn knowledge of informationization education in addition to their own subject knowledge so as to have the core ability to control the teaching design and explore new teaching mode. Teachers change from a simple knowledge importer to a tutor, an advisor, an assessor, a facilitator. Students' subjective consciousness is enhanced, and they are no longer the passive
recipients of knowledge. They can make their own learning plans, for instance, when to learn, how much to learn, what to learn. Compared with the traditional classroom, the core theme of MOOCs is single and the content are short and pithy, which is beneficial to the concentration of attention. Thirdly, Challenge to traditional curriculum and evaluation methods. The instrumental and humanistic nature of the college English is the solid theoretical basis for its establishment in colleges. Hence, College English education needs to strengthen its instrumental function in the context of internationalization. The main courses of current college English are comprehensive English and Audio-visual English. The teaching materials emphasizes on humanity, and the content and subject matter are mostly prose, novels, but the ESP courses which mainly aim at increasing professional knowledge, cultivating professional communication ability in English and academic accomplishment, has become a dispensable existence in college English curriculum system. Cai Jigang believes that ESP meets the needs of Chinese college students and is not only conducive to the development of internationally competitive professionals, but also the development trend of college English teaching in China. Actually, the ESP courses created by the course platform of MOOCs provide students with more diversified choices. MOOCs also challenges traditional curriculum evaluation methods. The form of curriculum evaluation is generally the combination of formative evaluation and summative evaluation. Formative evaluation is mainly help students to develop, including testing students' learning ability, the degree of mastery and the content and progress made. Formative assessment or process assessment of college English curriculum is mainly about the performance of the classroom quizzes and quizzes, that is, the results in ordinary times. While the purpose of summative assessment is to make a summative judgment of what the students have learned, students' achievements and the position in the peer. The formative assessment of college English curriculum is mainly about the attendance, assignment, the quizzes and performance in class. While the main form of summative evaluation is the final examination. However, this is not a true reflection of students’ learning ability and content mastery.

Based on the platform of network, the data and information produced by learners’ learning process are recorded in real time. For example, the length of study, the number of asking questions online, MOOCs community discussions, the score of in-class quiz or exams, students' study feedback etc.. There are quite a lot of MOOCs learners, the peer review, but the assignment correction and marking based on MOOCs course platform is really time-saving, efficient and scientific.

The Construction of Informationization Teaching Mode of College English

With the rapid development of science and technology, the network media supports the learning environment formed by situation, cooperation, dialogue and meaning construction, which makes learners knowledge acquisition is not entirely taught by teachers, but under certain circumstances and cultural backgrounds, with the help of the original experiential cognitive structure, inititatively accept and select external information. Then, with the help of others, by applying the available learning resources as well as the literature retrievals from Internet to obtain the knowledge by meaning construction. So, situation, cooperation, dialogue and meaning construction are the four elements of constructivist learning environment. Based on the understanding of the connotation of constructivist learning theory, the design thought of informationization teaching mode under the guidance of constructivism can be summarized as follows: learners are the center in the teaching. By using learning environment elements, such as situation, cooperation, dialogue and resources, through the analysis of learners' knowledge, cognitive characteristics and background to design the learning resources, learning strategies and cognitive tools which are suitable for learners. With the help of teachers and classmates, the learner's sense of initiative, sense of responsibility and innovative mind can be brought to the full play to construct the knowledge. In this mode, learners are the active constructors of knowledge meaning. Teachers are the organizers and the instructors of teaching process, the helpers and the promoters of instruction meaning construction. Teaching materials and other teaching resources are the objects for learners to construct meaning inititatively. Audio-visual media is a cognitive tool for creating situations, conducting collaborative learning and
conversational communication. Therefore, the following design principles can be followed when constructing the informationization teaching mode: The principle of autonomous learning. Learning is a process in which learners construct their own knowledge structure. It is a process in which learners, on the basis of their original experience, take the initiative to select and process external information, and acquire and construct new knowledge through the interactive process between formal and new knowledge. The principle of creating real situation. Constructivism holds that learning is an active and autonomous process, which is closely related to the situation. In this process, knowledge, content and ability cannot be trained or absorbed, but can only be constructed. With the help of the acquired learning resources, learners link their knowledge with certain real tasks and situations to solve practical problems. By entering and rearranging the scene many times, learners form background experience, so as to master the complexity and relevance of knowledge and construct the knowledge meaning from many aspects in situation. The Social principles of learning. Constructivism holds that the interaction between learners and their surroundings plays a key role in the construction of knowledge meaning. The complexity of knowledge makes it impossible for learners to have a comprehensive understanding of knowledge. Meanwhile, because of the difficulty of the problem in the situation, learners cannot solve it completely independently. The interaction between learners and their surroundings makes learners' understanding of knowledge more abundant and comprehensive, and their cognitive level is also improved. Therefore, cooperative learning, which embodies the learning sociality, is the social construction of the knowledge acquired by the whole learning group.

Typical Informationization Teaching Mode of College English

Informationization teaching mode is based on information technology or digital learning mode. It is the teaching activity structure and the teaching method which the information technology supports, but also the teaching mode which contains the rich technology and the related teaching strategy. The information age requires learning to change from traditional, sustaining learning to innovative learning, and innovative learning itself has three important characteristics. The first is how to quickly and efficiently select the information needed to access and store it. The second is how to use it to solve problems. Third, how to break the routine and regroup. In addition, innovative learning should also deal with the relationship between mastering and learning. As far as foreign language learning is concerned, mastering refers to building the necessary knowledge base of foreign language and mastering some specialized knowledge and skills which includes not only knowledge and skills, but also attitudes, motivation, methods and behavior habits. Learning refers to how to learn and how to cultivate a variety of learning ability in the process of learning.

Problem-Based Learning Mode

Problem-based learning mode teaching refers to teach or learn in the complex, meaningful problem situations, by allowing students to solve complex, practical or authentic problems to learn the language points, cultural background, language skills which are implied in the problem, so as to develop students’ ability to construct knowledge and solve problems initiatively. In the problem-based teaching mode, teachers are guides, helpers and cooperative learners. The teachers support and cooperate with each other to guide students to obtain problem-solving strategies. Students initiatively participate in the whole learning process by collaborative learning. They should not only construct the meaning of knowledge, but also form a variety of independent foreign language application capabilities. The teaching strategy adopted by the problem-based teaching mode is that the students participate in learning consciously. The main purpose is to complete the task and solve the problem. Students obtain and apply knowledge in a variety of situations, and select the information they need. While teachers only play a guiding role. Computer media is an integral part of the whole teaching, and it is a cognitive tool for students to acquire and process information, to solve problems and complete tasks. The problem-based teaching mode adopts a flexible evaluation method, the evaluation of students is not only limited to the results, but the evaluation the combination of self-evaluation, peer evaluation and teachers’ evaluation. The
teaching environment emphasizes the ecological learning environment composed of teachers, students, content and technology, which is a cooperative and supportive learning environment. We can conclude that the implementation of problem-based teaching mode consists of the following five stages: situation creation and problem posing, problem definition and problem analysis, quest and problems solving, division of labor and cooperation, evaluation and feedback.

**Group Collaborative Learning Mode**

The basic elements of group collaborative learning include Positive Interdependence, Face-to-Face Promotive Interaction, Individual and Group Accountability, Interpersonal and Group Skills and Group Processing. Competition, role-playing, discussion, debate, collaboration, design, group evaluation and problem solving are the basic modes of group collaboration learning. Group Collaborative Learning requires positive interdependence among members, which mainly includes three aspects. First, there are clear group learning goals, and each member must be aware of their own tasks. Second, each member knows the importance of their respective tasks to the overall goal of the group. Third, when the group goal is achieved, there must be praise, which can enhance confidence in the future, and further promote positive interdependence. In addition, group Collaborative learning requires face-to-face communication between members. Communication should consider and determine the time of group activities, the uniqueness of individuals and the timeliness of assessment of group learning tasks. For another, Group Collaborative Learning needs to construct the responsibility of the group and the individuals. The responsibility of the group is mainly reflected in the performance evaluation, and the individual responsibility includes completing individual task, evaluating individual performance, feedback evaluation result, providing encouragement and help. Besides, Group Collaborative Learning requires interpersonal and group communication skills. In order to collaborate well, students must learn social skills and apply them to their group tasks to facilitate effective interaction. Last but not least, the group cooperation study needs the high-efficiency group organization. The effectiveness of the group work is determined by the effect of group operation. In group operation, teachers’ responsibilities are observation and evaluation, listening and feedback, encouragement and guidance.

**Conclusion**

With the rapid development of modern information technology and the continuous advancement of informationization teaching, the information-based foreign language teaching based on computer network and multimedia has become an inevitable trend of educational development. Therefore, the college English teaching guided by the modern pedagogy theory must apply the modern information technology, to innovative English teaching mode, to reconstruct the effective teacher-student relationship in English classroom teaching, to establish the platform of autonomous learning and after-class monitoring, to integrate the modern information technology and English course teaching, to construct the effective teaching strategy system and evaluation system, to promote the development of students and teachers, so as to improve the effectiveness of college English teaching.

**References**


