

# *Research on Strategies of English Teaching in Universities under the Background of Informatization*

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**Abstract:** With the advent of the information age, the classroom of university has undergone an unprecedented change. There are numerous problems in the traditional teaching mode, which is difficult to adapt to the current development of teaching in universities, especially in the field of English teaching. Starting from the significance of English teaching in universities under the background of informationization, this paper analyzes the prominent problems existing in the current English education in universities, and then puts forward practical strategies of English teaching, in order to provide reference ideas for English teaching in universities.

## **1. Significance of English Teaching in Universities under the Background of Informatization**

With the rapid development of information technology and network communication, a quantity of information technologies have been widely used in classroom teaching, and English teaching in universities is no exception. The background of informationization is of great significance to English teaching in universities. Firstly, it helps to improve the effectiveness of English teaching in university classrooms. Compared with traditional teaching, in information-based English teaching, university teachers use different teaching software, teaching videos, pictures and 3D scenes through information technology, which can make students feel fresh and curious about information-based teaching. This can enable students to actively follow the teacher to practice in class, so as to promote the enthusiasm and initiative of students in learning, and also realize the active communication and interaction between the teacher and students, students and students, and finally improve the effect of English teaching in university classrooms. Secondly, it helps to improve students' enthusiasm for learning English. In the process of classroom teaching, teachers use a large number of information technology flexibly, so that information technology and English teaching content can be effectively combined. Through the integration of information technology, the initiative and consciousness of students to actively participate in classroom interaction and discussion are enhanced. At the same time, students and teachers can share, learn and communicate together, so as to stimulate students' activity and enthusiasm for learning, and enhance students' self-confidence. Thirdly, it is helpful to cultivate students' innovative consciousness. In information-based English teaching, the teacher can constantly tap students' potential, guide students to think in class and fully display their own advantages by encouraging students to actively

participate in classroom interaction, group discussion and cooperative inquiry. In the process of learning, the teacher should boldly carry out simulation exercises in combination with scenes to provide students with free space and platform to maximize their imagination and innovation, so as to cultivate students' innovative consciousness and ability.

## **2. Current Situation of English Teaching in Universities**

### **2.1 The Mode of Teaching is Single**

At present, although numerous colleges and universities have begun to reform the mode of English teaching in universities, most of them are still dominated by the traditional mode of teaching. A lot of teachers still apply methods of cramming or spoon-fed to students, completely ignoring students' learning subjectivity. Although the thinking logic of college students tends to be mature, this passive way of learning will not only affect students' interest and enthusiasm of participating in English teaching in university classrooms, but also make students dislike and resist English, which will lead to the decline of the quality and effect of English teaching to a large extent. Therefore, this relatively single teaching method has been unable to meet the requirements of modern education. For example, when a teacher teaches English words and grammar, most teachers will follow the textbook and explain the relevant words and grammar according to the content of the textbook, or play the courseware and audio of the textbook for students to guide them to follow. Then, teachers lead the students to interpret the English articles. However, the length of college English articles is long and usually takes two or more class periods, which wastes students' time for learning English and limits the breadth of English knowledge they can receive.

### **2.2 Pursue the Written form**

The so-called written form means that English teachers pay too much attention to imparting theoretical knowledge to students in the actual teaching process. In other words, English teachers focus on the content of textbook knowledge and appear to have more theory than practice. In this case even if students have mastered the relevant English knowledge, sentence patterns or grammar, they lack the opportunity to apply them flexibly, and their English expression and oral communication skills will be affected, thus resulting in the students' unsatisfactory overall use of English. Because English itself is a subject with strong practicality, our purpose is to enable students to communicate fluently in English, open their international horizons, and lay a good foundation for their future English expression and communication. However, precisely because English teachers spend more time in the classroom on developing students' reading and writing, placing emphasis on students' mastery of English grammar and interpretation of texts, students lack opportunities to use the English language.

### **2.3 Too much Emphasis on Scores**

In the current English teaching in universities in China, especially in higher vocational colleges, teachers pay too much attention to students' scores of English learning. Moreover, the scores here only focus on the the scores of written examinations of students, but pay less attention to the ability assessment of students. In one case, a university hired a foreign teacher to conduct a written examination in order to test the shortcomings of the English examination mechanism. However, his test scores are lower than the average scores of students. Especially for those questions about grammar, sentence patterns and so on, the loss of the foreign teachers is more serious. But in fact, the foreign teacher's English level is much higher than that of the students. Therefore, it is enough

to show that there is a big gap between the English knowledge that students have learned and the actual application of knowledge. The reason is that teachers only pay attention to the inspection and test of students' written knowledge in daily teaching, but do not pay attention to students' actual English expression and communication, so this kind of English teaching deviates from the original intention of English education in universities.

### **3. The Path Choice of Optimizing Reform of English Teaching in Universities under the Background of Informatization**

#### **3.1 Define the Goal for Reform of English Teaching and Improve the Efficiency of Reform**

The purpose of the reform is to get rid of the backward and unreasonable parts, add advanced and scientific components, and make the system more perfect and reasonable. Therefore, to carry out the reform of English teaching in universities, we should start from the practice in classroom, find and analyze the practical problems in teaching, and determine the direction and objectives of the reform, so as to effectively carry out the reform of English teaching. Therefore, in the reform of English teaching in classroom, teachers must be clear about the teaching objectives. First of all, teachers should have a comprehensive and profound understanding of the educational value of teaching content. On the one hand, on the basis of clarifying the content structure of the subject taught, we should understand the position of this section of knowledge in the whole textbook, and understand the learning methods, knowledge and skills that must be mastered; On the other hand, we should study English teaching in depth, strive to cultivate students' scientific and reasonable values and humanistic spirit, and cultivate students' consciousness and ability of conscious discovery, active inquiry and independent thinking. Secondly, teachers should study students deeply, not only to understand the learning attitude and knowledge base of individual students, but also to pay attention to the differences within the student group, the communication and learning methods that could be easily understood by students, the interests, learning abilities and cognitive characteristics of students of different ages, so as to formulate corresponding teaching objectives.

#### **3.2 Carry Out Active Practical Teaching**

In traditional English teaching in universities, teachers impart knowledge according to the book rigidly. They often tend to explain English grammar and reading methods to students in class, focusing too much on the development of students' reading and writing skills and lacking attention to students' actual English. It makes the whole English teaching in classroom seem boring and monotonous, which affects students' interest and initiative in learning English. Therefore, in order to carry out the innovation of English teaching in universities under the background of informationization, teachers should fully respect the students' learning subject status, be able to flexibly use new media technology, effectively combine with English knowledge, carefully design English teaching activities for students, and create a good English language environment. In this way, we can carry out active practical teaching to further ensure that students' English proficiency and ability of comprehensive language use are significantly improved. For example, in the actual classroom, English teachers can design some oral topics or situational dialogues according to the topics of this unit. They should use new media technology to present corresponding pictures, videos, or play related music or songs for students according to the relevant English knowledge content. In this way, we can render the atmosphere of the classroom, promote students to be in a more real language environment, cultivate students' good sense of English language, and create conditions for students' active English dialogue and communication.

### 3.3 Optimize the Mode of English Teaching Evaluation

In the past of English teaching in universities, teachers used to test students' English performance in written form, which was the only indicator of students' English learning effectiveness. Such a relatively backward mode of teaching evaluation not only lacks the comprehensiveness of students' evaluation, but also affects students' interest and confidence in English learning. Therefore, in order to carry out English teaching in universities under the background of informationization, teachers should strengthen the innovation for mode of teaching evaluation, effectively optimize the traditional single mode of teaching evaluation, and pay more attention to the process and all-round evaluation of students, so as to enhance the scientificity and systematicness of evaluation. Taking the Cloud Classroom Platform as an example, students can clearly feedback the learning process of each checking-in, classroom performance, interaction with teachers, homework completion and autonomous learning of teaching resources. Therefore, English teachers should not only examine students' English test scores, but also further examine students' overall English ability, including the usual language expression ability, oral communication ability and knowledge application level, so as to truly ensure the effective improvement of students' English literacy. The functions of several modules of the platform, including online exercise test, English dialogue test, online writing and so on, can not only ensure that students fully grasp the English knowledge they have learned, but also provide students with an opportunity to exercise English, so as to enhance students' 'problem-solving ability. Further more, English teachers can build a platform for students to communicate with foreign students and encourage students to communicate and learn from each other. By exchanging learning experiences and discussing English knowledge, we can strengthen students' cross-cultural communicative competence. In the background of this platform, teachers can carry out real-time dynamic detection of students, further grasp the actual learning and application of students' English, so as to lay a good foundation for students' comprehensive and comprehensive teaching evaluation.

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