Research on the Current Role of College English Teachers in the Context of Educational Informatization

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Abstract: Based on the current situation of college English teaching in the context of informatization, the role of college English teachers is studied as a perspective. Through literature analysis, 13 English teachers and 260 college students are randomly selected in two universities of Henan Province using questionnaire and personal interview methods to investigate the current situation of college English teachers' roles in the context of educational informatization, analyze the self-role perceptions of college English teachers, students' expectations of college English teachers' roles, and the specific roles of college English teachers in real-world teaching. The survey also explored the differences between the self-perceptions of college English teachers and their roles in real-life teaching, and the gap between students' expectations of college English teachers' roles and college English teachers' roles in real-life teaching, in order to provide an objective basis for optimizing college English classroom teaching in the context of information technology.

1. Introduction

College English course is mainly aimed at cultivating students' English application ability and comprehensive literacy, and it is one of the important basic courses to realize the new development stage of higher education opening to the outside world. How to make college English classroom full of vitality and thus improve the teaching efficiency of college English teaching classroom is an urgent requirement for the reform of foreign language teaching in colleges and universities with Chinese characteristics, and also an important way to cultivate international applied talents needed in the new era. Facing the development trend of educational informatization and the demand for talents in the informatized society, English teaching in colleges and universities cannot be separated from modernization and informatization. [1] In the college English classroom, whether teachers can change their teaching philosophy and appropriately change their roles plays a crucial role in the reform of college English teaching in the context of educational informatization. College English teaching in the context of educational informatization can provide teachers and students with a large amount of language contextual materials with the help of rich network resources, which can break the limitation of classroom teaching time and space, create favorable conditions for students to learn college English independently, and fully mobilize college students' passion for English learning. However, while educational informatization brings advantages to classroom teaching, it also has a certain degree of impact on teachers' teaching methods, teaching concepts and teaching modes,

which is manifested by the discrepancy between teachers' natural teaching beliefs and real teaching behaviors, the mismatch between teachers' network information awareness and actual educational information knowledge, and the mismatch between teachers' classroom teaching methods and information technology applications. How to take into account the advantages of traditional classroom teaching and strive to give full play to the advantages of online technologies such as micro-class, catechism and flipped classroom in education and teaching to improve the effectiveness of college English classroom teaching has become one of the important topics for modern foreign language educators to study. [2]

The application of information technology in the field of education and teaching has not only enriched the content of education and teaching, but also promoted the diversification of traditional education and teaching modes. [3] With the continuous reform of college English teaching and the progress of computer network technology, the traditional college English teaching mode can no longer meet the psychological needs of college students, and how college English teachers innovate their teaching mode and adjust their role in the context of educational informatization has become an important reliance of the college English discipline. The role of college English teachers in teaching activities in the context of educational informatization will directly affect the classroom effect of college English teaching and students' enthusiasm to participate in English classroom activities. As the key to English teaching reform, college English teachers are the core foundation of the English teaching system throughout. [4] The Teaching Requirements for College English Courses highlights that "the role of the teacher is the key to improving the English learning ability of college students and is the basis for the successful promotion of college English teaching reform." [5] Facing the opportunities and challenges of educational information technology, how to update the teaching philosophy of college English teachers and give full play to the advantages of educational information technology has become an important issue of college English teaching reform. [6] Based on the current situation of college English teachers' roles in the context of educational information technology, this study uses concrete data and teaching practice to point out that the diversification of teachers' roles is the focus of deepening college English teaching reform in the context of educational information technology, prompting college English teachers to give full play to the specific functions of diversified roles in teaching practice, bringing students an efficient college English classroom in the era of educational information technology, and at the same time helping college It also helps English teachers' informatization teaching ability to achieve qualitative development.

2. The Consequential Positioning of College English Teachers' Roles in the Context of Educational Informatization

College English teaching in the context of educational informatization has surpassed the traditional form of college English classroom teaching with its richness, openness and personalization, and at the same time has caused a certain impact on college English teachers' teaching methods, teaching philosophy and teaching mode, which not only poses new challenges to teachers' comprehensive teaching ability, but also makes clear new requirements for the repositioning of English teachers' roles. At present, college English teachers in the context of educational informatization should do well in the following three roles.

2.1. The Guide of Students' Independent Learning

Influenced by the traditional education concept, the current college English teaching activities are still "teacher-centered", with teachers being the main body of educational activities, i.e. the active exporter of knowledge, and students being the object of educational activities, i.e. the passive

receiver of knowledge. Most teachers try their best to teach their lifelong knowledge in order to fulfill the tasks of the syllabus, but the English classroom remains silent, with little time and space for active teacher-student interaction, student questioning and questioning. However, with the deep progress of college English teaching reform and the continuous development of network information technology, college English teachers should fully play the role of a guide for students' independent learning, help and guide students to learn independently, increase their enjoyment in learning English, cultivate their enthusiasm in learning English, give full play to their subjective initiative, help students discover and solve problems by themselves, and truly realize "student-centered". For example, English teachers can use a popular teaching aid app to group students with varying levels of English performance, assign exercises and discussions to meet different needs, and help them solve their learning difficulties in a timely manner, so that most students can strengthen their foundation, make steady progress, and learn happily.

2.2. Organizer of Students' Independent Learning

College English is a compulsory public foundation course in college, and an English teacher often needs to teach in more than one class. In order to actively complete the teaching tasks, they leave less opportunities for students to practice in the classroom, often focusing on the explanation of language knowledge points but neglecting students' practical English application skills. College English teachers should change their mindset, choose a "student-centered" teaching model that takes into account students' learning reality, and organize reasonable and effective teaching activities so that students can truly become the main subjects of classroom activities. In addition, the teacher's ability to organize classroom activities directly reflects the effectiveness of English teaching. How to "teach people to fish", teach students useful learning methods and rules, and create opportunities for students to express themselves and improve themselves is what English teachers need to think about their own roles.

2.3. The Builder of Teaching Curriculum Resources

In the traditional college English classroom, the textbook is the only channel for students to acquire knowledge in the classroom, and teachers "teach and solve problems" through the textbook; in English learning under the background of educational informatization, students can acquire English language points, grammar, syntax and other knowledge in many ways, and the huge network resources often make students dazzled and Students are often dazzled and overwhelmed by the vast amount of online resources. At this point, English teachers should build a comprehensive and selective knowledge resource base as much as possible, organize and distribute it to students, so that students can have a clear goal in the learning process. In the current college English teaching, most teachers still focus on the textbook and are used to being a "knowledge mover", not good at mobilizing classroom atmosphere and enriching teaching activities. They are not good at mobilizing the classroom atmosphere and enriching teaching activities. Or they borrow other teachers' lesson plans and "read from the text", not good at effectively combining with the actual situation and being active builders of teaching curriculum resources.

2.4. The Supervisor of Their Own Lifelong Learning

"Live and learn." For a college teacher, it is more important to practice the concept of lifelong learning. Some college English teachers "get by" in their teaching positions, do not deliberately pursue honors, do not pay attention to the updating of teaching philosophy and teaching methods, do not clarify the requirements of the educational reform situation, and do not determine the role of

English teachers in the context of educational informatization. Some teachers also think that college students do not love learning English nowadays and cannot get a sense of achievement in the process of English teaching. Some teachers think that college students do not like to learn English, and they cannot get a sense of achievement in the process of teaching English, so they often feel burned out and lack passion for teaching. In short, they do not realize the importance of their own educational career development, do not give priority to self-learning and self-improvement, and do not play the role of their own lifelong learning supervisors.

3. Research Design

Combining the contingent positioning of the role of college English teachers in the context of educational informatization, from the perspective of teaching laws, the perspective of college English teachers' view of teaching, with reference to literature, the current situation of college English teachers' role in the context of educational informatization is investigated by means of questionnaires and semi-structured interviews, in order to provide an objective basis for optimizing college English classroom teaching.

3.1. Aim of the Research

By understanding college English teachers' perceptions of their self-roles, students' expectations of English teachers' roles, English teachers' roles in the classroom, and the differences between English teachers' actual roles and their perceptions of their self-roles, and the differences between students' expectations of college English teachers' roles and English teachers' actual roles, this survey aims to help college English teachers improve college English classroom in the context of educational informatization The aim is to help college English teachers improve the effectiveness of teaching in college English classrooms in the context of information technology.

3.2. Research Subjects

In this study, English teachers and college students in two universities in Henan Province were selected randomly from 13 college English teachers of different majors from first to third year and 260 students of different majors from first to third year in the two universities.

3.3. Research Methods

3.3.1. Literature Analysis Method

Using "informatization" and "role of college English teachers" as key words, we collected relevant literature and research materials through the library and the Internet to clarify the basic ideas for the study of the role of college English teachers in the context of educational informatization.

3.3.2. Questionnaire Survey Method

During September-December 2021, questionnaires were administered to 260 online students and 13 English teachers in two universities in Henan Province. Questionnaire 1 and questionnaire 2 were administered to 13 college English teachers to understand the self-perceptions of college English teachers and the actual roles of college English teachers in teaching, respectively. 13 questionnaires were distributed and 13 questionnaires were returned. The respondents of questionnaire 3 were students. 260 questionnaires were distributed and 260 were returned, with a

validity rate of 100%.

3.3.3. Semi-Structured Interview Method

Face-to-face interviews were conducted and recorded with some English teachers and college students to address issues related to the current situation of college English teachers' roles in the context of educational informatization. The interviews included individual interviews for 13 college English teachers and group interviews for students. The purpose of the interviews was to verify the results of the questionnaire survey.

4. Analysis of Survey Results

According to the research design, questionnaires and semi-structured interviews were adopted to study the current situation of college English teachers' roles in the context of educational informatization, to fully understand college English teachers' perceptions of their own roles, students' expectations of English teachers' roles, and the roles that English teachers actually play in teaching, as well as to analyze the gap between English teachers' perceptions of their roles and the roles they actually play in teaching in conjunction with survey data, the The aim is to improve the effectiveness of college English classroom teaching in the context of educational informatization and to contribute to the reform of college English teaching in the context of educational informatization. The final findings were analyzed from the perspectives of both teachers and students respectively.

4.1. Survey Results and Analysis for Teachers

4.1.1. Investigation and Analysis of College English Teachers' Teaching Beliefs in the Context of Educational Informatization

This study investigated the classroom teaching beliefs of college English teachers in the context of information technology in education at both the contingent and real levels. The survey found that college English teachers in the context of educational informatization agree that "learning is the process of understanding and interpreting reality" (25.45%), "learning is the process of change" (35.45%), and "learning is the process of memory" (35.45%). Learning is a process of memorization" (6.6%); meanwhile, most college English teachers affirm that "language is a tool of communication" (67.6%). These figures indicate that the traditional teaching philosophy of college English teachers has changed. Meanwhile, when it comes to the understanding of teachers' roles, 31.5% chose "teachers are language regulators" and 57.6% chose "teachers are language communicators", indicating that most college English teachers no longer regard students as "containers" for receiving knowledge. As for the meaning of the teacher's role, 61.5% of the respondents chose "to develop students' English language skills"; while 27.67% of the respondents chose "cooperative relationship". As for the meaning of the teacher's role, 61.5% chose "cultivating students' comprehensive English ability", while 27.67% chose "cooperative relationship" and 57.8% chose "two-way relationship". Therefore, college English teachers basically agree with the diversified transformation of teachers' roles in the context of educational informatization. However, in actual teaching, English teachers' teaching behaviors are inconsistent with their teaching beliefs. 54.5% of teachers agree with the role of "language interpreters"; 40.5% of teachers choose the role of "imparting knowledge". The percentage of those who said "students are treated as clients" was 27.67%, and the percentage of those who said "teaching relationship is the main focus" was 50.67%. In addition, 80.5% of teachers agreed that classroom teaching should be "student-centered", but the actual teaching situation is "teacher-centered" (47.5%) and "curriculum-centered" (37.5%).

"(37.5%). These findings suggest that the classroom teaching beliefs of college English teachers do not match the actual classroom teaching situation.

4.1.2. Survey Analysis of College English Teachers' Teaching Mode in the Background of Educational Informatization

The survey found that college English teachers are accustomed to the "teacher-centered" teaching mode such as lecture method, practice exercises, and classroom questions in the classroom, and the average values of choosing the above teaching methods are 5.45, 2.68, and 2.90 respectively (calculated according to the number of times English teachers choose them). "The mean values of these teaching methods were 1.56%, 0.95%, and 0.86%, respectively. The results of personal interviews show that a large proportion of English teachers still adopt the traditional "teacher-centered" teaching method in classroom teaching. In the reform of college English teaching, some teachers also try to use new teaching models, such as the PBL (problem-based learning) teaching model in the context of education information technology, but they find it difficult to control the teaching pace. Moreover, PBL is not suitable for all students, especially those with poor English performance, and cannot form an effective evaluation of learning effects. In short, informatization provides the advantages of resources for English teaching, but there is also a problem of mismatch between the ideal and the real teaching mode.

4.1.3. Investigation and Analysis of College English Teachers' Teaching Status in the Context of Educational Informatization

PPT, as the most commonly used teaching tool for informatization classroom teaching, can fully reflect the teaching status of college English in the background of educational informatization. In the survey questionnaire, 99% of English teachers said they often use PPT text, 92.5% of them adjust the font size and color according to their needs, 73.6% of them insert beautiful pictures, audio or video into PPT, 82.9% of them look for course resources on the Internet in advance and then add or subtract contents with the textbook. In the personal interviews, most English teachers said that the PPTs they used were the supporting courseware for the textbook, and they modified them according to their needs in the actual teaching. In addition, when surveyed about the frequency of using PPT in the classroom, 94% of English teachers would use PPT in the classroom. When asked "How do you feel when you can't use PPT due to power outage or other unexpected circumstances", 15.4% (2) of the teachers chose "very much affected, seriously affecting the process of teaching", 38.5% (5) chose "affected, struggling to teach", 23.1% (3) chose "somewhat affected, teaching process is not smooth", and 23% (3) chose "not affected, teaching process is not smooth". 23% (3) of the teachers chose "not affected, can teach normally". The above findings show that PPT is indispensable in college English classes in the context of educational informatization, and therefore teachers rely too much on PPT.

4.2. Survey Results and Analysis for Students

4.2.1. Survey and Analysis of Students' Views on the Role of College English Teachers in the Context of Educational Informatization

The survey results in Table 1 show that among the 260 college students who participated in the survey, 7.3% of them thought that the role of college English teachers in the context of educational informatization did not need to be changed, 87.5% of them thought that the role of college English teachers in the context of educational informatization should be changed from that of a lecturer to that of a guide, and 5.2% of them were not sure or had not thought about this issue. In general, most

students have a positive attitude toward the change of the role of college English teachers in the context of educational informatization, and the change of teachers from lecturers to facilitators is a reflection of the full respect of students' main position in the classroom. Only when teachers effectively guide students to learn on their own can they really make the college English classroom "come alive".

Table 1: Students' perceptions of the changing role of college English teachers

Students' perceptions of teacher role change	Percentage of students
No need to change the role of teachers	7.3%
The role of teacher should be changed from that of a lecturer to that of a guide	87.5%
Not sure	5.2%

4.2.2. Survey Analysis of Students' Expectations of the Role of College English Teachers in the Context of Educational Informatization

Table 2: Students' expectation of the role of college English teachers

Role of Teachers	Expectations of Students
Developer of teaching resources	11.7%
Designer of classroom activities	8.5%
Organizer of classroom activities	7.9%
Transfer of language knowledge	8.6%
Assisting students in constructing knowledge	11.5%
Trainers of students' learning methods	12.6%
Monitors of students' learning process	2.1%
Evaluators of students' learning outcomes	3.1%
Supervisors of students' learning outside the classroom	8.7%
Providers of extracurricular related resources	11.8%
Learning advisors and friends of students	13.5%

The results of the survey in Table 2 show that the roles students most want their college English teachers to play are "advisor and friend of students" (13.5%), "trainer of students' learning methods" (12.6%), "provider of extracurricular resources" (11.8%), "developer of teaching resources" (11.7%), and "facilitator of students' knowledge construction" (11.7%). (11.8%), "developer of teaching resources" (11.7%), "facilitator of students' knowledge construction" (11.5%), followed by "provider of relevant resources outside the classroom" (11.8%), and "facilitator of students' knowledge construction" (11.5%). (11.5%), followed by "supervisor of students' learning outside the classroom" (8.7%), "transmitter of language knowledge" (8.6%), "designer of classroom activities" (8.5%), and "provider of relevant resources outside the classroom" (11.8%), "developer of teaching resources" (11.7%), and "facilitator of students' knowledge construction" (11.5%). (8.5%), "organizer of classroom activities" (7.9%), and "evaluator of students' learning" (3.1%) and "monitor of students' learning process" (2.5%). (2.1%). It is obvious that most students do not like English teachers to monitor their learning behaviors or evaluate their learning effectiveness, and prefer a relatively free learning environment and atmosphere, and want to choose their own learning content, control their learning progress, and evaluate their learning outcomes.

4.2.3. Investigation and Analysis of the Differences between Students' Expectations and Teachers' Behaviors in the Context of Educational Informatization

Table 3: Actual teaching behaviors of college English teachers in the classroom

Expectations of students	Actual teaching behavior of teachers
Developers of teaching resources	6.1%
Designers of classroom activities	12.5%
Organizers of classroom activities	11.9%
Transfer of language knowledge	13.6%
Assistants in the construction of students' knowledge	9.5%
Trainers of students' learning methods	6.9%
Monitors of students' learning process	9.1%
Evaluators of students' learning outcomes	10.3%
Supervisors of students' learning outside the classroom	6.7%
Providers of extracurricular related resources	6.8%
Learning advisors and friends of students	6.6%

The statistics on "teachers' actual teaching behaviors" in Table 3 show that the most frequent roles played by college English teachers in actual English classroom teaching are "transmitter of language knowledge" (13.6%), "designer of classroom activities" (12.5%), "organizer of classroom activities" (11.9%), and "evaluator of students' learning" (10.3%). (12.5%), "organizer of classroom activities" (11.9%), "evaluator of students' learning effectiveness" (10.3%), "designer of classroom activities" (12.5%), "organizer of classroom activities" (11.9%), "evaluator of students' learning effectiveness" (10.3%) The least frequent roles were "developer of teaching resources" (6.1%), "organizer of classroom activities" (12.5%), "organizer of classroom activities" (11.9%), "evaluator of students' learning effectiveness" (10.3%), "facilitator of students' knowledge construction" (9.5%), and "monitor of students' learning process" (8.1%). (6.1%), "advisor and friend of students" (6.6%), "supervisor of students' learning outside of class" (6.7%), and "provider of resources outside of class" (6.6%). (6.8%), "trainers of students' learning methods" (6.9%).

The above data show that although the roles played by college English teachers in the classroom are increasingly diversified in the context of information technology, they still play the roles of "language knowledge transferor" and "classroom management controller" most frequently, i.e., the online multimedia+ classroom environment continues to maintain the "authority" position in teaching. In the online multimedia+ classroom environment, college English teachers continue to maintain an "authoritative" position in teaching and learning. Although they are aware of the importance of implementing strategy training and enhancing students' self-directed learning, they are unable to do so effectively in practice. As one English teacher mentioned in a personal interview, "College English teachers generally have a heavy teaching load, the class sizes of public English teachers are generally large, and students' English learning bases vary, as do their motivation and pace. As a result, we are so busy with our daily classroom teaching tasks that we basically have no time to guide or supervise students' learning outside of class." Another English teacher said, "With the gradual advancement of college English teaching reform, English teachers still seem to be in a transitional stage between traditional teaching philosophy and modern teaching mode, agreeing at the cognitive level with the diversified roles of college English teachers under modern education philosophy, and being deeply bound by traditional teaching ideas in the actual teaching process, unable to change their teaching habits."

Comparing Table 2 and Table 3 and comparing the data between "students' expectations" and

"teachers' actual teaching behaviors", it can be seen that students' expectations of the role of college English teachers do not match with the role played by college English teachers in actual teaching. "providers of relevant resources outside the classroom" (11.8% of students' expectations, 6.8% of teachers' actual teaching behaviors), "developers of teaching resources" (11.7% of students' expectations, 6.1% of teachers' actual teaching behaviors), and "facilitator of students' knowledge construction" (11.5% expected by students, 9.5% actual teaching behavior by teachers), and "supervisor of students' learning outside of class" (8.7% expected by students, 6.7% actual teaching behavior by teachers). The above comparative data show that students desperately want their English teachers to be their advisors and friends in the learning process, to be able to discuss with them the important and difficult points that arise in the learning process, and to complete their learning tasks together. In addition, English teachers can provide some extracurricular learning resources from time to time, teach them learning methods, and encourage them to take initiative.

In the survey, it was found that college English teachers play the roles that students least expect in actual teaching, such as "the transmitter of language knowledge" (8.6% of students' expectations, 13.6% of teachers' actual teaching behaviors), "the evaluator of students' learning effectiveness "(3.1% of students' expectations, 10.3% of teachers' actual teaching behaviors), and "monitor of students' learning process" (2.1% of students' expectations, 9.1% of teachers' actual teaching behaviors). This finding was also confirmed in the student interviews: "We hope that English teachers will not teach us too many words and grammar in the future classes, we get lost in listening and it is very boring. We hope that teachers will teach us more effective learning methods and techniques and organize more interesting classroom activities. We can only really feel the importance and digest the relevant knowledge points if we actively participate in them ourselves. "In conclusion, from the survey results of teachers, most English teachers have changed their traditional teaching philosophy in English teaching under the current education information technology, believing that "language is a communication tool", "learning is a process of change", and the relationship between teachers and students should be based on "two-way relationship and cooperation". The majority of English teachers have changed their traditional teaching philosophy to "language is a communication tool", "learning is a process of change", "cultivating students' comprehensive English application ability", and "two-way and cooperative relationship". In actual teaching, 94% of English teachers take the initiative to change their roles, use multimedia information technology, and try the "student-centered" teaching mode, but the "teacher-centered" classroom phenomenon is still present. On the other hand, from the results of the student survey, most students think that English teachers should change their roles from "lecturer" to "guide", such as "developer of teaching resources ", "organizer of classroom activities", "learning advisor and friend of students", while in the actual online informatization classroom environment, college English teachers still maintain their roles as "authority" and "classroom controller". In other words, there is still a gap between students' expectations of teachers' roles and teachers' actual teaching behaviors.

5. Conclusions and Recommendations

5.1. Conclusions

Through the above survey, the following conclusions were drawn: most of the college English teachers think that it is necessary to implement new teaching modes in the college English classroom, and they have tried it in the classroom, but the network multimedia technology they have cannot adapt to the implementation of new teaching modes. Most students believe that the role of the teacher in the college English classroom needs to change from that of a traditional lecturer to that of a facilitator, and they expect the teacher to change to a more diverse role in order to increase

their enthusiasm and motivation for learning English. However, in the actual English teaching, there are still some problems that occur after the teacher's role is changed, such as the lack of well-made teaching materials, the lack of teacher-student interaction in the classroom, and the teacher's role as a "guide" in the classroom, which makes most teachers unable to control the pace of the class. With the deepening of educational informatization, college English teachers have reunderstood and repositioned their roles, and their traditional teaching philosophy and teaching mode have changed, and most English teachers hope that they can change from the traditional roles of "language knowledge transmitter" and "classroom rhythm controller" to "student constructer". "To "assisting students in constructing knowledge", "training students in learning methods", and "supervising students' learning outside of class". In practice, however, teachers still play a more diverse role. However, in practice, teachers are still accustomed to "giving orders" and "maintaining authority" in the classroom, and students expect college English teachers to become guides on the path of English learning, such as "providers of relevant resources outside the classroom", "providers of knowledge-building resources", and "facilitators of English learning". The English teachers are expected to be the guides of English learning, such as "providers of resources outside the classroom", "helpers of knowledge construction", "trainers of learning methods", and "supervisors of learning outside the classroom". Actual teaching behaviors in the classroom fail to meet the students' expectations of their role transformation.

5.2. Recommendations

5.2.1. College English Teachers Should Realize the Role Change as Soon as Possible

In the background of educational informatization, college English teachers need to continuously improve their teaching informatization level, establish the concept of teaching informatization, and realize the transformation from single role to multiple roles as soon as possible. Role diversification is the focus of college English teachers' continuous self-improvement and self-development in the context of educational informatization, and it is also the prerequisite for teachers' information literacy improvement and optimization. The role of college English teachers in the classroom should be to continuously develop and optimize teaching resources, design and enrich classroom activities, assist students in constructing knowledge and perfecting learning methods, monitor students' dynamic learning process, form process evaluation of learning effects, supervise students' participation in extracurricular activities, and be a good learning leader and general advisor for students. College English teachers must perform these roles in college English teaching practice so that students can truly enjoy the English classroom and the teacher-student relationship can achieve qualitative development together.

5.2.2. College English Teachers Should Guide Students to Learn Independently

Building a harmonious, relaxed and positive teaching atmosphere and a democratic and equal teacher-student relationship not only helps to guide teachers from the traditional roles of "language knowledge transmitter" and "classroom teaching controller" to the multiple roles of teachers in the context of educational informatization. [7] It can also fully mobilize students' enthusiasm and confidence to participate in classroom activities, enhance teacher-student interaction and student-student interaction, and make the college English classroom really "come alive". First of all, college English teachers should be good at designing classroom activities and encouraging as many students as possible to participate in classroom activities, so that students' classroom learning can be rich, varied, and interesting. Secondly, since the characteristics of information-based college English teaching are autonomy, personalization and cooperation, teachers should use network

information technology to cultivate students' independent learning style and become collaborators of students' independent learning by providing extra-curricular learning resources, [8] and assisting students to complete corresponding learning tasks. In addition, when guiding students' independent learning, they should also be good at helping students to develop good learning habits, form effective learning strategies, and stimulate their sense of independent learning.

5.2.3. Build an Informatization Platform and Improve Teachers' Informatization Literacy

Universities should strengthen the all-round and three-dimensional construction of Internet teaching resources for college English in conjunction with the informatization teaching needs of English teachers, so as to effectively match students' personalized learning needs. [9] Firstly, the construction of college English teaching informatization platform should be increased to build a complete English informatization teaching resource platform, so that English teachers can access multimedia resources, high-quality courses, catechisms, micro courses, online open courses, etc. for foreign language teaching, and also conduct online teaching seminars and exchanges through English forums. Secondly, English teachers are all able to create exclusive profiles in the informatization development platform to evaluate and reflect on their teaching and research activities at any time. In addition, attention is paid to the national level intelligent online teacher training platform for college English teachers. Through this platform, English teachers can gain an in-depth understanding of the national trends concerning education policies, policies and English teaching reforms, and learn the advanced teaching ideas of famous English experts and scholars at home and abroad, and explore effective ways of informatized teaching. At the same time, we should make full use of the professional teachers of network information technology in each college to provide technical support and training for English teaching in order to promote the development of informatized English teaching.

5.2.4. Improve English Teachers' Training System and Informatization of Training Contents

In the practice of college English teaching, most teachers have set up new teaching concepts, but they cannot carry out effective integration with English teaching resources due to the lack of information technology knowledge. For this reason, the continuing education of English teachers in informatization should be incorporated into the whole training plan of teachers and professional training institutions should be hired to train college English teachers. Universities should regularly carry out targeted training activities to effectively cultivate English teachers' "Internet+" thinking, informatization teaching ability, research ability and platform construction ability. [10] college English teachers can choose the types of training courses according to their own time and needs, and fully practice the concept of lifelong learning. The training should include college English teachers' own professional knowledge and how to help them change their traditional teaching philosophy, correct their beliefs in modern teacher development, and improve their information-based teaching abilities. In addition, according to the findings of this study, the content of informatization training should also focus on the ways to effectively connect informatization technology and English curriculum resources in order to help college English teaching in the context of educational informatization.

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