

Analysis of Informatization Teaching Pathway of English in Colleges and Universities under Constructivism



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Abstracts: Constructivism is a guiding ideology that has been used for a long time in English teaching in colleges and universities, and it can meet the requirements of China's new curriculum standard for English education in colleges and universities. With the continuous development of China's information technology and high technology, the informatization of college English teaching based on the constructivism framework needs to expand the teaching methods in combination with the development of information technology and high technology, to improve the quality and level of English learning of college students in China.

Keywords: constructivist framework; informatization; research on English teaching in colleges and universities.

1. Introduction

The use of informatization technology in teaching English in China's colleges and universities has been an important educational method in English education in China's colleges and universities at this stage and has accumulated relatively rich teaching experience. Whether it is catechism or an online education platform, it has been well used in most of the English education in colleges and universities. However, some problems hinder the improvement of the quality and efficiency of English teaching in colleges and universities in the process of actual use. Therefore, this paper aims to study the use of information technology in teaching English in colleges and universities based on the framework of constructivism and put forward certain reference suggestions.

1. Overview of Constructivist Theory and Information Teaching

1.1 Overview of Constructivism Theory

First of all, constructivist theory is a learning

theory put forward by the famous psychological researcher Piaget, which believes that the essence of learning is the process of constructing new knowledge based on the original learning experience and sociocultural background of the learner in the actual learning process (Huang, 2021). The emergence of this theory is equivalent to breaking the traditional teaching theory that learning is the process in which the learner receives the knowledge instilled by the guide. The constructivist theory is certainly advanced compared with the traditional theory of English teaching, Learning is the process of learners mastering new knowledge, and in the process of mastering, learners need to understand the knowledge comprehensively, which can then be regarded as the mastery of knowledge. However, in the traditional concept of teaching, although students may realize the rapid recitation of knowledge, the learners can not understand the relevant knowledge, which leads to the students not knowing much about their knowledge, long time in this environment, the students' motivation to learn as well as the quality of learning will be reduced. Therefore, the theory of constructivism is in line with the development of

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China's new standards, that is, in actual English teaching, English teachers should put students at the center of the whole teaching activities, and teachers need to assume the role of a guide rather than an indoctrinator. Teachers are partners, helpers, and supporters of students. Teachers need to provide students with various resources for constructing new knowledge in the actual teaching process, such as audio and video resources electronic information resources, catechism resources, and so on. Teachers need to combine the full use of various resources to help students build a good learning environment and teaching situation. Through the full implementation of this teaching method, the goal of highlighting the main body of student learning under the guidance of the new curriculum standard can be realized, which in turn can promote college students to fully improve their learning quality and efficiency.

1.2 Overview of Informatized English Teaching

Information English teaching was implemented in English teaching in colleges and universities a few years ago, and online teaching resources such as Moclass and Superstar Classroom are important manifestations of informatized teaching (Gan, 2021). However, due to the student's learning characteristics and the imperfect development of information technology, informatized English teaching has been hovering outside mainstream classroom English teaching. However, the continuous development of China's information technology, such as online English teaching software and the emergence of online data transmission technology has facilitated China's informatized English teaching to become a teaching method that goes hand in hand with classroom English teaching. Meanwhile, under the influence of the epidemic in China, informatized English teaching has gradually become the mainstream of English teaching in colleges and universities. At this stage, China's online education platform and software development speed is very fast, and online teaching software can realize more classroom teaching functions, so at this stage, it can fully meet the needs of China's colleges and universities in English teaching. Therefore,

information English teaching should be fully implemented by combining the advantages of classroom English teaching, giving full play to the advantages of blended teaching, promoting students to improve the quality and efficiency of English learning, and ultimately promoting the development of students' overall core literacy progress.

2. Based on the constructivist framework of informationized college English teaching strategy

2.1 Optimize the blended teaching mode and give full play to the advantages of information technology teaching

Although online English information technology teaching has become a major mainstream of English teaching in colleges and universities at this stage, the advantages of the classroom teaching mode cannot be replaced by online teaching alone. For example, the traditional classroom teaching mode can help students realize the emotional exchange of teaching with the teacher, and the teacher's response and guidance to the students can be more direct and more effective (Huang, 2019). So the pure online teaching mode still can not completely replace the classroom teaching mode. So we should optimize the mixed teaching mode, and give full play to the advantages of the two teaching modes, to improve the quality and efficiency of teachers' teaching.

The first thing is that teachers can determine a good online teaching support software, and then teachers in the actual classroom teaching before the actual teaching content is uploaded to the class space group, the students can be uploaded by the teacher through the relevant content to fully carry out learning. Through the use of this teaching method, students can make full use of their time, which can also avoid the negative impact of hindering the actual teaching progress due to the differences in students' mastery of the English knowledge base in the actual teaching process. Even students who have a poor grasp of English knowledge can realize relatively good pre-course learning by consulting relevant knowledge themselves. In this way, in actual classroom learning, English teachers only need to

explain to the students the learning process of the difficult knowledge, which can effectively improve the quality and efficiency of teachers' teaching. At the same time, due to the development of information technology, teachers are not only able to realize the electronic document resources uploaded to the cloud space within the class, but also able to upload their knowledge and understanding of the video uploaded to the online teaching software. At the same time, the current stage of online teaching software can be used in the client, but also in the students' cell phones. To fully ensure the smoothness of the software, the online education software can also use the instant messaging software applet function. In this way, students can not only optimize their own learning time but also make full use of their own fragmented time, greatly improving the effectiveness of student learning. Students in watching the relevant video or webpage information, can combine their actual characteristics to carry out, can fully improve the quality and efficiency of learning. Because students who do not have a firm grasp of basic knowledge can achieve their learning goals by repeatedly playing the relevant video or consulting the information. Through the optimization of this mixed teaching mode, it can effectively promote the two teaching modes to maximize the advantages, and then effectively improve the English learning level of students in our colleges and universities.

2.2 Make full use of rich Internet resources

Another advantage for English teachers in colleges and universities to use information technology to teach English is that they can make full use of the rich Internet resources (Hu, 2019). Like in traditional English teaching, the improvement of English teachers' teaching ability lies in learning from excellent teachers, and it is also affected by the subjective factors of English teachers. However, under the background of informatization teaching, teachers can use the relevant English teaching resources produced by excellent teachers for teaching, which can directly improve the quality and efficiency of students' learning. At the same time, in the process of using, English teachers can also learn the excellent

teachers' resource production methods and production ideas, which can fully improve their teaching ability, and then improve the quality and level of teaching.

Therefore, in the process of using informatization teaching means to teach, college English teachers can look for teachers' teaching resource websites on the Internet, and then find relatively high-quality teaching resources by registering and uploading this part of the resources to the online teaching software. Teachers using this method of teaching have another advantage: Compared with students looking for relevant learning resources, teachers looking for teaching resources for students are more targeted. In other words, teachers can filter out the bad resources for students' English learning and leave behind quality learning resources. This is also the requirement of constructivism and the new curriculum standard to provide good resources for students' learning. In offline classroom teaching activities, teachers can use dubbing activities or translation activities to help students improve the quality and efficiency of English learning. English teachers can find classic movie clips on the Internet and instruct students to translate them in context. This can also fully increase students' interest in learning, and then improve the quality and efficiency of students' English learning knowledge.

2.3 Innovate the form of post-course checking and give full play to the comprehensive role of teaching evaluation

In the English teaching activities for students' learning outcomes is an extremely important part of the review, not only for students to consider the learning effect, but also to help teachers understand the key points and difficulties of students' learning in an important way (Yue, 2019). However, whether in traditional teaching activities or information technology teaching activities, the teacher's review of students' learning effectiveness has certain disadvantages, in traditional teaching activities to consider the students, the teacher's workload is relatively large, and at the same time, students may be cheating and other undesirable phenomena. In

informatization teaching activities, if the teacher puts the checking task in the online teaching platform, the chances of students consulting relevant information to answer the questions will be greatly increased. Therefore, teachers can play a comprehensive role in teaching evaluation by innovating the form of post-course checking.

Teachers can assign different types of homework or learning tasks through online teaching software, which to a certain extent can avoid the phenomenon of students cheating each other. Teachers can assign test assignments, discussion assignments, quiz assignments, presentation assignments, language assignments, and practical assignments to check students' learning outcomes. Teachers can set different standards for different types of assignments. For example, teachers can set a certain number of multiple-choice questions after the teaching is completed, and if the students learn well, they can complete the corresponding tasks within the specified time. If the students' learning effect is not good or if they do not have a good grasp of English professional knowledge, they can complete the relatively simple tasks in the questions. At the same time, teachers can determine what students do not know well about English according to the different effects of students' completion. What's more, teachers can set the order of multiple-choice questions and the order of options through online education software. This will limit plagiarism and cheating among students. Considering students through this method can not only help students understand their learning weaknesses but also fully improve the quality and efficiency of teachers' English teaching.

2.4 Improve the practical use of English ability by students in colleges and universities

The last thing is to use informatization teaching means to improve the practical use of English ability of college students. In recent years, the current situation of the use of English in China can be seen, even if some students can have a good knowledge base of English, the actual use of the process does not show good practical use of English ability. Therefore, we should combine the informatization

teaching means to fully improve the practical use of English ability of students in colleges and universities (Gan, 2019).

First of all, English teachers can use information technology to build a good teaching context, such as teachers can combine classic movies or classic masterpieces in a certain paragraph to build the theme of English teaching classroom activities, and then online teaching software arranged for students to watch the movie or read the classic literature in the relevant tasks. Based on students' mastery of certain background knowledge and English knowledge, teachers can organize student groups to dub the video clips or organize students to perform scenarios using relevant clips from classic literature. Teaching in this way can effectively promote students' in-depth understanding of English knowledge, and then improve students' ability to use English (Jian, 2023). Secondly, teachers can apply for virtual reality equipment and augmented reality equipment from the school, so that students can use the relevant equipment in classroom English teaching to experience the English environment and the rules of English use. This can also fully improve students' practical use of English. Alternatively, teachers can make full use of the convenience of the Internet to help students find foreign pen pals and improve their English language skills through conversations with actual foreign English speakers. Finally, teachers can organize students to hold good English speech or English singing competitions in online teaching software. Students can also fully improve their ability to use English knowledge in the process of collecting information or preparing for singing, which can also fully stimulate students' learning enthusiasm (Su, 2023).

Conclusion

Combining modern information technology under the framework of constructivism has a very important role in promoting English teaching in colleges and universities. Because the content of English teaching in colleges and universities is closer to the actual use of English knowledge, it is

necessary to use information technology to simulate a good environment for the use of English. What's more, the management of students in colleges and universities is not as strict as that of secondary schools, so the use of information technology for English teaching can give full play to the role of students as the main body of learning, and promote the progress of the quality and efficiency of students in learning English knowledge.

Conflict of Interest

The authors declare that they have no conflicts of interest to this work.

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