Research on Teaching Strategies of College English Listening and Speaking based on Education Informationization 2.0

Li Zhang

North Sichuan College of Preschool Teacher Education, Guangyuan, Sichuan 628017, China

waterleezhang@163.com

Keywords: Education informatization 2.0; College English listening and speaking; Teaching strategies, Online education

Abstract: In the era of education informatization 2.0, the online open curriculum application model needs new changes. This paper analyzes the connotation characteristics of education informatization 2.0, studies the college English listening and speaking teaching strategies that meet the requirements of educational informatization 2.0, and discusses the connotation of the strategy from three aspects: application purpose, participation subject and operational mechanism. The integration of information technology with college English listening and speaking courses can create a real language environment and English listening and speaking opportunities, also can greatly mobilize students' internal learning motivation and improve their listening comprehension and verbal ability significantly for non-English majors in aspects of pronunciation, intonation, pragmatics and culture.

1. Introduction

In China's traditional foreign language teaching, the problem of time-consuming and inefficient is very serious, especially the students' English listening and speaking ability is generally low, which has become a bottleneck in English teaching. The main reason is that students lack a good language environment for natural language acquisition. Traditional English classroom teaching is difficult to read and write, and it is easy to make students to invest less time and energy in listening and speaking. At the same time, most Chinese students love face, fear of being ignorant or ridiculed in the classroom, thus creating anxiety and stimulating their enthusiasm for listening and speaking in English [1, 2]. With the further expansion of China's opening up to the outside world, improving learners' English listening and speaking ability has become an urgent problem to be solved [3].

In April 2018, the Ministry of Education proposed "the Education Informatization 2.0 Action Plan" [4]. The promulgation of "the Education Informatization 2.0 Action Plan" marks that China's education informatization has moved from the "1.0 era" to the "2.0 era." The educational informationization work in the era of 2.0 should promote the modernization of education with education informationization and open a new journey of education in the intelligent era [5]. "The Education Informatization 2.0 Action Plan" proposes that education informatization should shift from converged application to innovation development, and proposes the establishment of a unified educational resource platform, the construction of credit banks, the introduction of quality demonstration courses, and the construction of intelligent learning systems.

In order to further improve the quality of teaching, in the context of education informatization 2.0, we integrate information technology with college English listening and speaking courses, reform the teaching content and teaching mode, optimize the curriculum settings, and create a locale by using network technology advantages and integration functions. It can reduce students' language anxiety, and greatly improve students' English listening comprehension and verbal ability.

2. Teaching Strategy Research

2.1 The Connotation Characteristics of Education Informationization 2.0.

A new stage in the development and application of education informatization in China emphasizes the deep integration between innovation of information technology and education in the driving by applications [6, 7]. Compared with the 1.0 era, the 2.0 model includes the following three aspects at least. First, it is the transformation of the teaching model. The course teaching is transformed from the combination of teaching and learning in the offline to the decoupling of online teaching and learning and the hybrid teaching mode on the offline. The second is to learn the transformation of endogenous motivation. From the past teacher-led teaching process to the learner-led learning process, from standardized teaching to personal learning, from knowledge transfer to knowledge acquisition, from school learning to lifelong learning. The third one is the intelligent transformation under the support of data and network. Information technology will not only be an exogenous variable of education, but also an endogenous variable, and support the application of resource integration, data acquisition analysis, teaching environment organization, teaching strategy analysis and so on [8].

To achieve the above three changes, fundamentally, it is necessary to establish and improve the sustainable development mechanism of educational informationization, and build a networked, digital, intelligent, personalized, and lifelong education system. Everyone learns and can learn everywhere. A learning society that can be learned from time to time to achieve a more open, more appropriate, more humane, more equal and more sustainable education [9]. Therefore, education informatization 2.0 should contain the connotation features of four dimensions, namely, the new education management and operation mechanism, the unified and perfect resource system, the intelligent application based on data and network, and the education sample with the overall development of human beings as the core of state. Among them, the new education management and operation mechanism is the system guarantee, the unified and perfect resource system is the environmental support, the intelligent application is the innovation, and the overall development of people is the core purpose. In the era of education informatization 2.0, education informatization will surely be a strong support for the full realization of education modernization [10]. As an eye-catching form of educational information application, the online open course application will inevitably evolve toward the more open, more suitable, more humane, more equal and more sustainable online open course application 2.0 in the education informationization 2.0 era. Under the support of sustainable system design guarantee and standard unified management operation mechanism, online open course application participants use the online open course application platform to pass the process of educational resource production, curriculum organization, online teaching, and academic evaluation. By building an intelligent and ubiquitous learning environment can provide learning support and services to promote the overall development of learners. To this end, this paper attempts to establish an application model for college English listening and speaking online teaching for education informatization 2.0, as shown in Figure 1.

The application purpose of the online open course application 2.0 model should be to break the barriers of colleges and universities, promote the sharing of high-quality higher education resources, and respond to the social responsibility of the university to focus on learners and promote the all-round development of people.
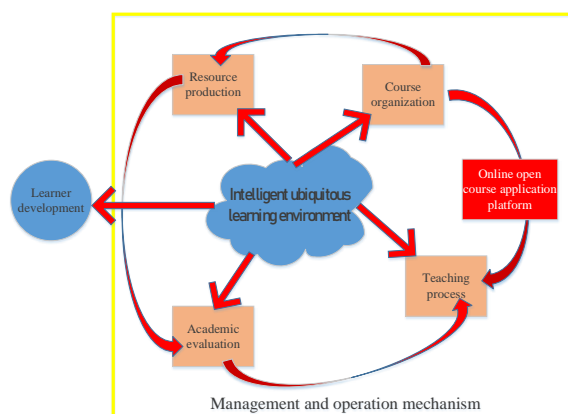
Figure 1. Online open course application model for education informatization 2.0

2.2 College English Listening and Speaking Teaching Strategies.

2.2.1 Using multimedia information technology for voice teaching

Oral communication is the main form of communication. Specking plays a vital role in the process of oral communication. Only by learning the voice can you understand what the other person is saying and let the other person understand what you want to express. Therefore, practicing pronunciation is the key to improving the English listening and speaking ability. The monotonous and boring nature of the speech makes many beginners reluctant to work hard, and the content of the pronunciation part and the pronunciation mode are more abstract and traditional teaching methods, which makes the teacher's explanation and the students' understanding and absorption difficult. The effect of voice teaching is not ideal, which directly leads to inaccurate pronunciation of many students, which seriously affects their ability to receive information and communicate. The integrated function of the network provides a convenient condition for voice teaching. The combination of audio, video, graphics and text for voice teaching can greatly improve the effect of voice teaching, as shown in Figure 2.

Figure 2. Vocabulary context display

2.2.2 Using human-computer interaction mode to improve contextual ability

The development of information technology has made the development of human-machine dialogue software a reality. The well-designed human-machine dialogue material can help English learners to simulate the interpersonal dialogue in the natural state, help them learn the communication language and communication strategies of specific occasions, and improve the students' pragmatic competence. The specific method is that teachers carefully select foreign common and typical dialogue scenes and relatively fixed procedural sets, with character pictures and voice materials and design corresponding control buttons. There is a "Listen" button and the name of the specific person

in the conversation. The student clicks the "Listen" button to hear the voice data of all the conversations, which is convenient for understanding the entire conversation information and the discourse conversion between different characters. When a student clicks on a person's name, it means that the character in the conversation is selected. He needs to speak what he should say according to the dialogue process, and the rest of the conversation is done by the machine. This is the "role-playing" dialogue between the real person and the "machine". Students can understand how the language is used in the real context. At this time, the language knowledge that students learn can make their spoken English more accurate and more authentic, and minimize the negative consequences of negative transfer of mother tongue. More importantly, they will learn more foreign communication habits and communication strategies, and can largely avoid pragmatic mistakes in formal interactions.

2.2.3 Emphasis on the "Pragmatic Communication Method"

It is not enough for teachers to teach students the basic knowledge of English. What is more important is to develop students' practical communication skills in mastering language. English is a practical lesson. The key to mastering is to use language repeatedly. Teachers should set up various English situations in the teaching process, so that students can listen and speak communicative skills in the classroom. In addition, some English-related elective courses will be set up. At the same time, activities such as English Corner and English Drama Competition will be held, and students will be given the opportunity to communicate in English.

The main goal of college English teaching in China is to cultivate applied talents for the society. The goal of students learning English is to use the language flexibly in life and work. The implementation of the new model of college English teaching under the mobilization of employment demand can combine the two goals of "teaching" and "learning" and highlight the good effect of "communicative communication method" in English teaching.

2.2.4 Enhance the strength of teachers

The faculty is a key factor in cultivating talents in a university. For the college English teaching model under the background of education informationization 2.0, it is necessary for colleges and universities to equip teachers who are proficient in this professional knowledge and can teach this professional course in fluent English. At the same time, teachers must keep abreast of the market's demand for professional knowledge and skills. Only students who have cultivated such a class have solid professional knowledge and high-level professional English. In the fierce job competition, it can stand out and meet the needs of enterprises for talents.

Colleges and universities should train and encourage teachers to change to "bilinguals" teaching, provide opportunities for professional teachers to go abroad for further study, and provide solid and powerful teacher protection for cultivating a large number of outstanding graduates.

3. Summary

The time-consuming and inefficient problems in traditional college English listening and speaking are very serious. English listening and speaking ability is generally low, which has become a bottleneck in English teaching. With the development of intelligent technology, the importance of knowledge transfer in traditional education has greatly declined, and the importance of interdisciplinary knowledge has greatly increased. Most of the work of knowledge transfer can be completed by smart devices. In order to further improve the quality of teaching, in the context of education informatization 2.0, this paper first integrates information technology with college English listening and speaking courses, and optimizes the curriculum while improving the teaching content and teaching mode. Secondly, the use of information network technology to create a language environment for students can improve students' self-confidence, reduce students' language anxiety, and gradually improve students' English listening comprehension and verbal ability.

References

[1] Yang Y T C, Chuang Y C, Li L Y, et al. A blended learning environment for individualized English listening and speaking integrating critical thinking[J]. Computers & Education, 2013, 63(2):285-305.

[2] Browitt J. Aurality: Listening and Knowledge in Nineteenth-Century Colombia, by Ana María Ochoa Gautier[J]. Hispanic Review, 2017, 85(1):103-104.

[3] Sun Z, Lin C H, You J, et al. Improving the English-speaking skills of young learners through mobile social networking[J]. Computer Assisted Language Learning, 2017, 30(3):304-324.

[4] Guo X . Action Research on College English Writing Based on Information Technology from the Perspective of Moocs[J]. English Language Teaching, 2016, 9(11):48-52.

[5] Xu Y, Luo T, Miao J, et al. An Education and Learning Service Platform Based on Informatization Maturity and Ontology[J]. e-Science Technology & Application, 2011, 31(6):215-218.

[6] Koster S D, Volman M, Kuiper E. Concept-guided development of technology in 'traditional' and 'innovative' schools: quantitative and qualitative differences in technology integration[J]. Educational Technology Research & Development, 2017, 65(5):1-20.

[7] Chen F, Meng Q, Fei L. How resource information backgrounds trigger post-merger integration and technology innovation? A dynamic analysis of resource similarity and complementarity[J]. Computational & Mathematical Organization Theory, 2017, 23(2):167-198.

[8] Barry M, Egan A. An adult learner's learning style should inform but not limit educational choices [J]. International Review of Education, 2018, 64(1):31-42.

[9] Fairer-Wessels F A. Determining the impact of information on rural livelihoods and sustainable tourism development near protected areas in Kwa-Zulu Natal, South Africa[J]. Journal of Sustainable Tourism, 2017, 25(1):1-16.

[10] Luo J, Yu J. Problems and Countermeasures of Educational Informationization Construction in Colleges and Universities[J]. Human Immunology, 2011, 63(10):496-500.