

## **Analysis on the Innovative Ways of English Teaching Model under the Micro-course Environment in the Information Age**

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**Abstract:** Informatization promotes education in the direction of education for all, quality education, personalized learning and lifelong learning. In the information age environment, the characteristics of students have changed, and the teaching mode of English is also required to change. This paper takes the disorder of college English classroom teaching as the starting point in the teaching reform mode, and strives to construct an ecological college English classroom teaching optimization framework based on empirical and speculative. The research results of this paper have practical reference and reference value for improving the quality of college English classroom teaching under the current network environment and improving the teaching reform model. It has a certain promotion effect on the concept of lifelong learning and teacher development.

### **1. Introduction**

The 21st century is an era of knowledge economy characterized by "informatization", which promotes education in the direction of education for all, quality education, personalized learning and lifelong learning. In the "Internet +" era, more and more courses are taught to use networked computers and modern information technology to complete the changes in curriculum and teaching models. In order to enhance the comprehensive competitiveness of education in the country, every country in the world pays great attention to the informationization of education. Many schools in the United States, the United Kingdom, and Australia have informatized teaching teams, information education infrastructure, and strong educational network resources. [1]At present, nearly 90% of colleges and universities in China have their own campus network, and the multimedia network hardware environment has been greatly improved. In the English class, teachers use information and teaching methods such as the Internet extensively, and can use multimedia network technology to help them learn and consolidate the knowledge of teachers and professors, and make full use of the rich materials of the network to enrich the teaching of vocational English courses.

### **2. The Innovation of Information-based Vocational English Teaching Mode**

#### **2.1. The theoretical basis of the information-based teaching mode**

As early as 2007, our school proposed the "six-in-one" teaching mode, which is based on students and teachers-assisted teaching mode. In recent years, the new "six-in-one" teaching model has added the application of Internet technology, which fully reflects the important role of informationization in higher vocational education. [2]According to the constructivist theory, according to the understanding of constructive learning view, students have the learning characteristics of initiative, sociality and situationality. Students will understand some aspects and characteristics of things or things in their own unique way of learning.

This mode of network teaching not only absorbs the resource advantages of network teaching and the advantages of time and space to help students acquire knowledge, but also emphasizes the advantages of internalized knowledge through interactive communication and exchange of intuitive teaching, and can also solve traditional classrooms to some extent. Teaching and simple online teaching have their shortcomings and shortcomings. Such as: the lack of classroom teaching time

caused by class teaching in intuitive teaching, classroom teaching caused by individual differences

## 2.2 The transformation of information-based teaching mode

In the past ten years, the teaching methods and methods of English teaching have been greatly improved. With the help of computers, English teaching is in the paperless of preparing lessons and multimedia teaching of sound and images, and a traditional book and a chalk have very big difference.[3] However, with the infiltration of information technology in various aspects, the current situation of high-level students is also very different from the past. Most of them do not like to actively learn English, love to play mobile phones, do things with purpose and pay back. Even if the teacher uses a computer in the classroom, it will not be able to stimulate the students' interest and achieve the preset goals and effects of English learning. As shown in Figure 1, the structural diagram of new method in English teaching. It is a charged blackboard, and the students' interest and effect in learning English cannot be substantially improved.

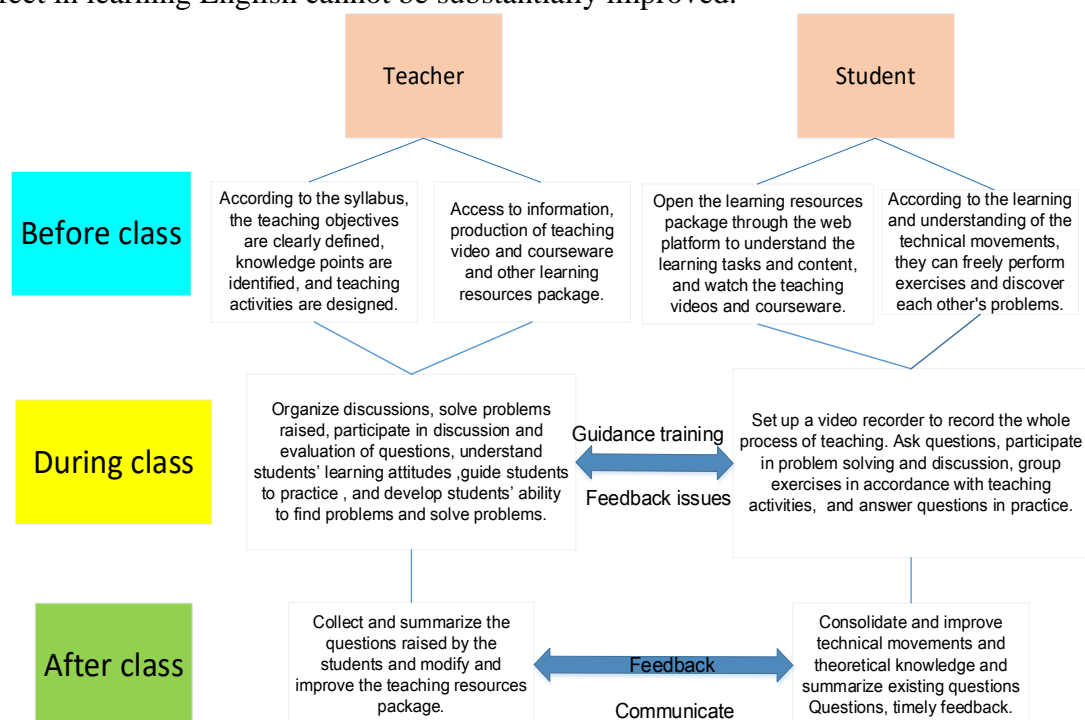


Figure 1 The structural diagram of new method in English teaching

The production of flipping classrooms and micro-course videos has greatly improved the English teaching model. The flipping classroom is translated from “Flipped Classroom” or “Inverted Classroom”, which can also be translated as “reverse classroom”. It refers to re-adjusting the time inside and outside the classroom and transferring the decision-making power from the teacher to the student. It refers to the teacher's knowledge of the need to explain before the class through video lectures, listening to podcasts, reading enhanced e-books, etc. to complete the knowledge before class, teachers no longer take up time in class, the teacher in the classroom is Inspectors and supplements of student knowledge learning, while teachers also have more time to communicate with everyone.[5] Micro Learning Resource is an information technology that teaches students' knowledge. It refers to the use of information technology to present structured digital resources of fragmented learning content, processes and extended materials according to cognitive rules.

## 2.3 Implementation of English information teaching

In the last issue of 2015, I compared the English teaching of the four classes of the mechanical and electrical majors of the college. Two natural classes used micro-teaching, and two natural classes were not used. It was found that compared with the natural classes that did not use the micro-teaching, the students in the teaching class used had significant effects on the interest and

effect of English learning. Therefore, the following recommendations are made for the English teaching model:

(1) When making micro-courses, try to meet the characteristics of higher vocational students. Each video only needs students to master a knowledge point.

(2) You can use the teaching platform, such as the university town space, to upload the micro-course video for students to learn before class, and review after class.

(3) What you have learned to meet the professional characteristics of vocational students as much as possible, and the principle of “practicality and sufficient use”. In this way, as shown in Figure 2, the computer is not only a charged blackboard, but a tool that students can learn anytime and anywhere. The teacher is no longer just a role to teach the students English in person, but to be a test of the English learning effect of the students.

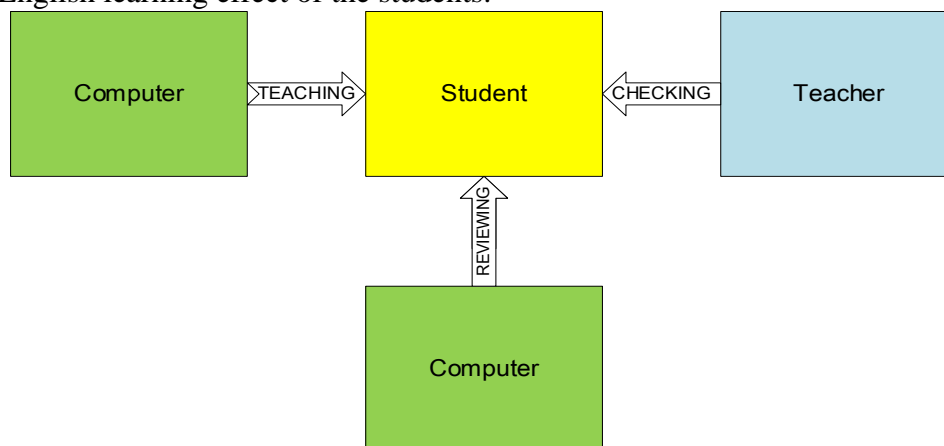


Figure 2 Informational mode English teaching

### 3. Optimization Principles of College English Classroom Teaching under the Network Environment

Classroom teaching optimization should follow the five principles of “optimization principle”, “stable teaching structure, compatible teaching elements”, “restricting teaching operation, promoting individual development”, “dominant independent learning” principle, and “multiple interactive teaching”.[6]

#### 3.1 Optimization principles

From the choice of college English classroom teaching method, the change of teacher role, the choice of students' independent learning mode, the choice of learning strategy, the design and selection of network teaching platform, the design and selection of three-dimensional textbooks, curriculum, evaluation system, teaching resources, etc. The system adopts the principle of optimization, so that it is possible to achieve the optimal teaching effect, in order to effectively improve the quality of classroom teaching. It can be said that the success of the practical teaching of college English classroom depends on the optimization of the college English classroom teaching process.[7]

#### 3.2 Stable teaching structure, compatible with the principle of teaching elements

College English classroom teaching usually includes the following elements, such as teaching objectives, curriculum, evaluation system, teaching resources, teaching facilities, teaching methods, learning strategies, teaching media, teacher and student teaching beliefs and teaching ability, etc., which constitute the college English classroom. [8]The biological chain of the teaching ecosystem. In the process of classroom teaching, these elements interact and depend on each other. If any problem occurs in the biological chain of the classroom ecosystem, it will lead to the break of the biological chain, and the whole teaching structure will naturally lose balance. The imbalance will naturally lead to instability in the teaching system. Therefore, in order to achieve system stability,

the teaching elements must be compatible with each other.

### **3.3 Restricting the operation of teaching and promoting the principle of individual development**

One of the advantages of college English classroom teaching under the network environment is that it creates gratifying conditions for teachers' teaching in accordance with their aptitude. Different basic students can choose different learning materials and learning methods according to their ability to accept. Excellent students have rich learning resources and materials, and backward students can find suitable learning content.[8] In the online environment, teachers can tailor learning objectives and learning plans for different students. The campus university English network platform opens up a self-learning classroom with broad resources and no time and space restrictions. Students use their own pace and methods to conduct independent learning, and each student's own unique learning style is adopted. The individualized teaching principle of teaching students in accordance with their aptitude can be realized. achieve.

### **3.4 Dominant self-learning principles**

Re-balancing the college English classroom ecosystem is to promote the teaching elements to find their appropriate niche, especially the two important ecological factors of students and teachers. Determining their niche is decisive for the stability of classroom teaching structure. Students are the most active ecological factors in the biological chain. Students should be encouraged to construct their own knowledge frameworks in massive information, from passive knowledge recipients to active knowledge builders. Another important factor in the biological chain is the college English teacher.[6] The leading role of the teacher cannot be weakened in the process of role transformation. As an organizer, helper and facilitator, the teacher and student niche are stable in the process of three-dimensional interactive teaching. Without losing flexibility, dominant self-learning is in line with the ecological dialectical relationship between the various elements of the ecosystem and their mutual transformation.

### **3.5 Multiple interactive teaching principles**

Multi-interaction teaching refers to the multi-faceted and multi-level interactive teaching mechanism between the teacher's life, the life and the human machine in the college English classroom teaching under the network environment. The principle of multiple interaction emphasizes the two-way and multi-directionality in the process of information processing, focusing on the synergy between language input and output. Constructivism emphasizes the process of self-construction and integration of language learning. The network environment and the cognitive drive of students are the necessary conditions in this process. Language as a skill system, practicality and interactivity are important features of language teaching. Interaction is the key to learning a foreign language.

## **4. Problems and Suggestions When Using Information Technology for English Teaching**

### **4.1 Students' academic situation is uneven**

Teachers should take into account the learning ability and situation of most students when making micro-teaching. Micro-teaching should also consider the student's ability to understand and pay attention to the student.[8]

### **4.2 Not all teachers are able to make micro-course production and video recording courseware**

Be open-minded and use your spare time to train computer courseware production techniques and video recording techniques. Try to make videos and micro-courses that students can accept and vividly and easy to master.

#### **4.3 It is recommended that relevant departments and schools increase teacher information technology training to adapt to new teaching methods and skills.**

Increase the construction of the campus network, strengthen the communication methods of teachers and students in addition to the classroom, and strive to create a network platform for teachers and students to have more teaching options.

### **5. Conclusion**

There are still many imperfections in the optimization framework of college English classroom teaching under the network environment conceived in this study. Among them, the student self-learning strategy group in the network environment is collected and summarized in the questionnaires of excellent students using effective strategies, which has certain one-sidedness. Because there are many differences in the classification of strategies by predecessors, this paper draws on the ideas of many people. The classification and grouping of strategy groups are vague, and they need to be boldly conceived and further improved. In short, although the research design of this subject is still not perfect, the research on the optimization framework of college English classroom teaching under the network environment is based on the study of disorder, and it is based on the empirical research of college English teaching. Strong credibility, it has a certain representativeness to similar institutions. There is still a lot of room for follow-up research on this topic, mainly the construction of the student self-learning strategy database in the network environment and the further study of the university English school-based curriculum construction.

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