

Integrating Informationized Resources to Create a "Four-in-One" English Class in Vocational College

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Abstract: This article addresses the current underutilization of information technology resources and explores the innovative use of emerging educational methods in the class. Taking the example of vocational English courses, the article discusses the creation of a "four-in-one" class that integrates beauty, ingenuity, dynamism, and integration through the use of information technology, aiming to achieve diversity, communicativeness, and practicality in vocational English classes.

Keywords: Four-in-one; Information Technology Resources; Innovation.

1. Introduction

In recent years, there have been significant reforms in vocational English courses, transitioning from traditional language teaching methods to teaching models that prioritize skills, job integration, and service promotion. Many vocational English teachers have been actively seeking teaching methods that better suit the characteristics of their students, align with the characteristics of the times, and cater to the needs of businesses. In the era of information explosion, the reasonable use of information technology in education has become a direction that many teachers are actively exploring and experimenting with.

2. Current Situation and Challenges of Information Technology in Classroom Teaching

Undoubtedly, the integration of information technology in vocational English class has brought new points of excitement. However, there are several important issues to consider in the specific use of these technological tools.

2.1. Widespread Use of Information Technology Tools, But Limited Diversity in Formats

From the current situation about the usage of information technology tools, students widely use these tools, such as smartphones and computers, for English learning. However, the learning formats are relatively limited, mainly focused on social media check-ins, learning and practicing through educational platforms, and other similar approaches. Students show a preference for learning resources presented in video format, followed by games and audio. Therefore, there is still ample room for improvement in diversifying the formats of information technology tools in the future.

2.2. Information Technology Tools are Used Both Inside and Outside the Classroom, But Primarily Outside

Information technology tools, with their flexibility and convenience, enable students to learn English without being restricted by location. These tools can be used not only according to teachers' arrangements within the traditional

classroom, but also for self-study outside the classroom. Currently, students mainly use these tools during their free time outside of class to supplement their English learning. However, whether inside or outside the classroom, how to better utilize the auxiliary functions of information technology tools remains a new challenge for English teaching and learning methods.

2.3. Students have a Positive Attitude Toward the Using of Information Technology Tools but Lack Initiative in Their Specific Use

Most students believe that information technology tools are meaningful for teaching and can enhance learning interest, showing a positive attitude toward their use. However, many students only use these tools passively under the guidance and supervision of teachers. They lack the initiative and motivation to use information resources for autonomous learning. In most cases, they use these resources passively to complete tasks or assignments assigned by teachers.

Based on the above observations, English learning and the use of information technology tools are still in a stage of adaptation. These existing issues, if not properly addressed, may result in the following consequences: information technology resources lacking informatization, educational methods lacking educational qualities, and no significant improvement in teaching effectiveness. Therefore, it is important to study how to optimize and integrate these information technology tools to create a "four-in-one" class that combines beauty, ingenuity, dynamism, and integration, ultimately serving vocational English teaching.

3. Goals of Innovating Information Technology in Teaching

"The fundamental transformation of class teaching structure" is the essence of the "deep integration of information technology and education." It points out the correct path for teaching reform in the context of information technology and should serve as a guiding principle for exploring and optimizing teaching models. [1] In the process of integrating English teaching with information technology tools, teachers should focus on achieving the following goals.

3.1. Utilize Information Technology and Educational Methods to Integrate Teaching Resources Effectively and Achieve Consistency among Various Teaching Elements

With the popularization of smartphones, numerous information resources have flooded into classes. Faced with a wide range of resources, it becomes a primary concern for teachers to filter and appropriately utilize these resources in the class. Mishandling these resources may result in the loss of their educational significance and lead to classroom chaos. Therefore, before teachers utilize information technology, it is essential to systematically organize teaching objectives, content, methods, and approaches, making information technology a tool that connects these elements. Through novel, interesting, and progressive means, the key points and difficulties of teaching can be highlighted and reflected, achieving consistency between teaching resources and various teaching elements.

3.2. Utilize Information Technology and Educational Methods to Effectively Blend the Roles of Teachers and Students, Achieving Effective Teaching by Teachers and Supportive Learning for Students

Many domestic scholars have conducted extensive research on methods and approaches of information technology-based teaching, primarily focusing on the perspective of "teachers" and rarely considering students. For example, in articles such as "Research on the Construction of Educational Resource Information Sharing Platform - Taking Technical Colleges as an Example" (Ding Xiamin) [2], "Construction and Application Research on Shared Platform for Practical Training Bases in Higher Vocational Colleges" (Zhu Weiwei) [3], and "Reflections on the Construction of Teaching Resource Libraries in Higher Vocational Education: A Case Study of Clothing Design Major" (Yang Wei) [4], these works propose ideas for emerging educational information technology methods such as cloud sharing platforms, teaching platforms, and teaching resource libraries, which provide valuable insights for teachers. However, their research perspectives primarily focus on teachers and schools, to some extent neglecting the involvement of students.

However, the classroom is not solely a stage for teachers. If student participation is lacking, the classroom loses its inherent purpose. The introduction of information technology enables a transition from traditional "verbal communication" to a mode of "verbal + human-computer" interaction between students and teachers. This transformation enriches the roles of teachers and students in the class. While teachers impart knowledge, they also strengthen students' ability to apply tools for knowledge expansion, achieving effective teaching by teachers and providing students with a supportive learning environment.

3.3. Utilize Information Technology and Educational Methods to Flexibly Integrate Various Teaching Resources, Achieving Diversity, Communicativeness, and Practicality in Teaching.

The flexibility of information technology provides

technical support for the diversity of educational resources. Faced with an exponential growth of teaching resources, it is crucial for teachers to select, process, and utilize them effectively. Due to the impact of information technology on traditional teacher-student relationships, it becomes a question that all teachers need to consider: how can these information resources be effectively utilized in the new teacher-student relationship? In the era of information technology, achieving equality between teachers and students regarding knowledge requires creating an atmosphere of knowledge exchange and intellectual collision in the class [5]. Therefore, these teaching resources should not merely serve as materials for teachers' lectures but also serve as references and bases for students' independent learning and thinking. Only in this way can we break the monotonous mode of traditional language teaching, expand students' thinking, and achieve diversity, communicativeness in language, and practicality in the curriculum.

4. Presentation Forms of Informationization in the Class

4.1. Online Learning Platforms

The use of online learning platforms can help teachers' complete tasks such as attendance, pre-class independent learning, in-class knowledge deepening, post-class consolidation, and teaching evaluation, allowing the framework of English teaching to develop in-depth.

4.1.1. Attendance

Teachers can use the platform's check-in function to assist in classroom attendance through location-based methods, diversifying and making attendance more flexible.

4.1.2. Pre-class Independent Learning

Teachers can use the platform to edit teaching objectives for each unit, allowing students to understand the learning tasks before class. At the same time, through the use of MOOC micro-videos, the input of unit teaching content is advanced, highlighting the importance of the student's role through "flipped classrooms," laying the foundation for further teaching tasks, increasing student autonomy in learning, and enhancing the interest in class teaching.

4.1.3. In-class Knowledge Deepening

Teachers can use the platform to publish teaching tasks related to each section of the unit, understand students' mastery of classroom knowledge and skills, and utilize the platform's big data analysis capabilities to identify students' weaknesses for targeted explanations and overcoming them.

4.1.4. Post-class Consolidation Learning

After completing the teaching tasks of each section of the unit, teachers can use the platform's discussion function to maintain communication with students after class. Additionally, by publishing unit projects through the platform, students can apply knowledge and skills to practical projects after class, extending the content of teaching beyond the classroom.

4.1.5. Teaching Evaluation

Online learning platforms have mature evaluation systems that can serve as reference data for unit teaching evaluation, achieving diversified teaching evaluation.

4.2. Application of Social Networking Software

Social networking software such as WeChat and QQ can also be widely used in teaching. For example, teachers can

use class WeChat groups to facilitate tasks such as assignment distribution, sharing teaching videos, task submission, and in-class quizzes.

4.3. Reasonable Use of Various Apps and Websites

The use of apps like Baicizhan and Youdao Dictionary has diversified and made English learning more enjoyable. It allows activities such as memorizing words and acquiring extracurricular knowledge to be presented in a more intuitive, effective, and explicit way. Teachers' guidance in using various English websites has also increased the diversity and authenticity of teaching resources, extending the scope of teaching and enriching the content and modes of teaching.

5. Utilizing Informationization to Create a "Four-in-One" English Class

5.1. Making the Teaching More "Beautiful" with Informationization - The Presentation of Output Teaching Resources in the Class Aligns with Students' Aesthetic Views and Captures Their Attention

In traditional English classes, output teaching resources mainly consist of teacher presentations, blackboard writing, supplementary materials in written form, and textbooks. These resources tend to be monotonous and uninteresting in terms of information capacity and presentation format. However, with the integration of informationization, output teaching resources have become more vivid and engaging. For example, traditional presentations usually consist of text and images, but informationization allows for the inclusion of more video and animation resources, making them more dynamic and appealing to students' aesthetic preferences. Additionally, in traditional classes, the extension of extracurricular content is often limited by time and space, and can only be conveyed through teachers' explanations. Such extensions often lack vitality. Informationization breaks the constraints of time and space, allowing effective teaching resources to quickly enter the class as a valuable supplement to class instruction, providing a satisfying "feast" for knowledge-hungry students.

5.2. Making the Teaching More "Ingenious" with Informationization - The Clever Integration of Various Information Technology Techniques Brings About a Lively and Interesting Teaching Experience

With the continuous integration of informationization in the classroom, information technology has become an effective aid for teachers in their teaching. The popularity of teaching tools such as presentations allows students and teachers to present their views in a vivid and visually appealing manner. The use of teaching platforms enables students to move away from rigid paper materials and practice and reinforce their learning in a more simulated and systematic way. The use of mobile devices allows students to engage in learning and practice under the guidance of teachers more frequently and in-depth, enhancing their awareness of independent learning. The comprehensive use of these

information technology methods gives the class new vitality and creates an atmosphere of liveliness and interest.

5.3. Making the Teaching More "Dynamic" with Informationization - The Interactive Functions of Information Technology Tools Facilitate Effective Interaction between Teachers and Students in the Class

The vitality of the class lies in its dynamism, which is the interaction between teachers and students. In traditional English classes, the dominance of teachers can lead to a lack of interaction and, consequently, a loss of vitality. However, the integration of informationization, to some extent, addresses this issue. Information technology tools empower students with a certain degree of autonomy and choice. Under the guidance of teachers, the entire learning process relies on the active participation of students. Learning feedback is also delivered to teachers through intelligent means, enabling them to make timely adjustments and effectively manage the learning process. In addition, the interactive functions of information technology tools extend the interaction between teachers and students beyond the classroom, overcoming the constraints of time and space and allowing this dynamism to continue in a more efficient manner.

5.4. Making the Teaching More "Integrated" with Informationization - The Cross-Application of Information Technology Tools Achieves Dynamic Integration of Knowledge, Skills, and Qualities

The effective use of information technology tools can integrate various teaching stages, making the teaching flow smoothly and naturally. During the knowledge input stage, the appropriate use of information technology tools by teachers can make complex knowledge more vivid and interesting, deepening students' impressions. During the knowledge output stage, based on the requirements of teaching projects, students can use information technology tools to present their projects in a refreshing way. This process cultivates students' abilities to organize, summarize, and consolidate knowledge, while broadening their perspectives, sharpening their skills, strengthening their thinking, and enhancing their overall qualities. With the help of information technology tools, the dynamic integration of knowledge input, skill development, and quality improvement is achieved within the class.

Furthermore, informationization also fosters a harmonious relationship between the two main actors in education, teachers and students. Students appreciate seeing that teachers can change from traditional teaching methods and use more innovative approaches to impart knowledge. Likewise, teachers are pleased to see students embracing new technologies and using them effectively, presenting tasks in more diverse and innovative ways. Undoubtedly, this positive and harmonious teacher-student relationship is one of the key elements for successful teaching.

6. Conclusion

In conclusion, educational informationization has been rapidly developing in China. As the scope of developing expands, the collision between curriculum and information technology is explored, and new informationization approaches are developed, the teaching model inevitably

undergoes necessary changes. In the course of vocational English, in order to achieve the "high" in language and the "professional" in skills, the reliance on information technology is increasing. This necessitates teachers to consider how to maximize the use of advanced educational techniques to serve the teaching, thereby optimizing the effectiveness of English instruction.

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