Construction of College English Quality Curriculum Based on Informatization Education

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Abstract. With the continuous progress of modern information technology, the information technology is widely used in the field of education, and informatization has become a trend, even the reform of college English curriculum education is imminent. The deep integration of computer technology and college English teaching in modern education is not only taking information technology as a simple teaching aid, but also taking information technology as a tool to promote students' independent learning, optimize teachers' teaching design, aiming to improve teaching quality and effect. Through the screening and statistical research of related research, this paper analyzes the concept of college English quality curriculum and probes into its characteristics. In addition, the author uses the case study of quality curriculum classroom teaching to illustrate whole teaching process. Furthermore, the construction of college English quality curriculum with the help of information technologies is explained and the effect of the teaching model is clarified on the basis of the data analysis. The paper put forwards some suggestions for improving the quality of college English teachers. Finally, the significance of construction of college English curriculum and some possible shortcomings in this research are analyzed and the author puts forward some suggestions on the further reform of English education.

Keywords: modern information technology; college English；quality curriculum; computer technology

1 Introduction

In recent years, the rapid development of Internet and information technology has greatly enriched the learning resources of college English. Only the integration of information technology and traditional classroom teaching of college English can realize the efficient teaching of college English courses. How to design a scientific teaching model to guide teaching practice and improve students' college English learning ability in the Internet information age is an important topic that college English teachers need to study urgently. Under the guidance of the spirit of the 20th National Congress of the Communist Party of China, college English teachers should deeply study the specific methods of the integration of information technology and college English courses, actively carry out relevant teaching practices, explore strategies for the integration of information technology and College English courses, and innovate college English teaching models.

2 Features of College English Quality Curriculum Classroom Teaching

2.1 Information-based learning environment of quality curriculum

Compared with traditional college English classes, the obvious feature of quality curriculum class is its fragmented learning time and space, and when to learn and where to learn are not just limited to traditional classroom study. Thanks to the development of information technology, almost all millennial college students have electronic terminals such as laptops or smart phones, and they can have an easier access to cloud learning platform through the Internet anytime and anywhere. With the help of internet and information technology, students are able to communicate with teachers and classmates more conveniently and frequently[1], which makes up for

the problem of poor continuity in college English learning. Such open learning environments can facilitate personalized learning and create the necessary conditions for carrying out various types of learning activities.

2.2 Diversified classroom teaching activities of quality curriculum

Adhering to "students-centered" teaching method, a diversity of classroom teaching activities are designed in the form of group discussion and task-based activities. In the whole process of quality curriculum class, various types of learning activities not only help students to take in course knowledge but also put emphasis on cultivating students' comprehensive language skills such as learning how to solve problems, how to think critically and how to think creatively. In addition, students are engaged in cooperative learning environment, undergoing collaborative study with teachers and classmates, to encourage students to learn how to cooperate, how to prove into knowledge through effective interactions.

2.3 A Plentiful supply of learning resources of quality curriculum

In this era of information explosion, as an emerging network storage technology, cloud storage can realize the function of a massive network teaching resources on computer platforms.Various teaching resources such as pre-class tasks, teaching courseware and homework of each class on the cloud, and students can have an access to data anytime and anywhere through network terminal devices, which has realized the concentration, openness and sharing of teaching resources. In class, students can freely select and obtain materials on their own mobile terminals through Wi-Fi, smart phones, pads, etc.

2.4 Innovative learning methods of quality curriculum

The quality curriculum teaching classroom aims to promote students' advanced cognitive ability, thinking ability and problem-solving ability. Through creating a learning mode of autonomy, cooperation and inquiry, it instructs students to improve their participation in learning activities, language practices and interactive study, so as to achieve knowledge acquisition and the improvement of creative thinking. Quality classroom is an organic combination of information technology, teaching resources, learning environment, teaching methods, critical thinking and skill cultivation[2].

3 The Construction of College English Quality Curriculum Based on Information Technology

3.1 The teaching design of College English quality curriculum

Teachers can grasp the whole teaching process through elaborating teaching design, and taking overall considerations on the teaching content, the selection of difficult and important points, the selection of teaching methods, the rationalization of teaching schedule, and the design of teaching activities. According to the specific teaching objectives of each class, the teacher sets the pre-class learning content and post it on the corresponding online learning platform in the form of micro-class video, online video or audio, electronic courseware, etc. and requires students to complete the content of this part by self-learning on the network computer terminal or smart phone terminal before class. In order to let students actively participate in and warm up to understand the content of their guiding part, it is necessary to set some simple tests to check the quality of students' learning. Teachers can make full use of massive network resources, online MOOCs, micro-class videos and other high-quality resources to enrich, diversify and optimize teaching content, realize the diversification of teaching forms, and effectively use network teaching tools to carry out corresponding classroom tasks to strengthen students' understanding and language skills[3]. In the process of teaching design, on the basis of a deep analysis of learning conditions and students' needs, teachers post learning tasks and assignments on different teaching platforms such as smart teaching platform, Welearn platform, and iWrite. Students can complete corresponding learning tasks and assignments through smart online learning devices such as the Internet, computer terminal or mobile APP. Teachers make statistical analysis of learning situations according to big data. In order to better carry out classroom teaching activities and improve teaching effect and quality, we should anticipate possible problems, scenario presuppositions, carefully design teaching activities and timely adjust teaching strategies, teaching progress and teaching methods in a targeted manner.

3.2 A case study of college English quality curriculum teaching model

In this paper, college English classroom teaching design is based on unit 3 -Cultural Links, College English 1 as a case study to illustrate the whole teaching process and classroom activities. Taking Unit3 of College English 1 as an example, the teaching design based on information technologies is as follows:

3.2.1 Teaching objectives of this unit

A. Knowledge objectives:

(1)Master the vocabulary and expressions related to cross-cultural communication in this unit.

(2) Understand cultural differences from a cross-cultural perspective.

B. Skill objectives:

(1) Use the key vocabulary of this unit to discuss the differences of hospitality in Chinese and Western cultures;

(2) Understand and master the writing characteristics that start with questions and questions, compare the differences between Chinese and Western cultures and understand diversity of culture in critical thinking, so as to try to describe cross-cultural communication in Chinese and Western cultures.

(3)Cross-cultural communication ability: compare the connotation of core values in Chinese and Western cultures to enhance cultural sensitivity;

C. Moral objectives:

(1)Contemporary college students should use English as a tool to understand and accept different cultures, so that English can play an important role in cross-cultural communication, and at the same time, students can understand the importance of cross-cultural awareness.

(2) We should strengthen dialogue and exchanges among different cultures and civilizations and adhere to the concept of cultural inclusiveness. Chinese culture is deeply influenced by the Confucian idea of "harmony without diversity", and China has always emphasized the importance of communication and exchange among different cultures and civilizations.

3.2.2 Curriculum ideology of unit3

By establishing the relationship between content of this unit and the core values of socialism, students can understand the relationship between language knowledge and cultures of different backgrounds. By comparing and analyzing the similarities and differences between Chinese and foreign cultures, students can critically understand the values and cultural connotations conveyed by foreign cultures and understand the essence of Chinese and Western civilizations. Cultivate students' humanistic quality to understand diverse civilizations and excellent cultures and the ability to look at problems with an international perspective, attach importance to the importance of communication and exchange between different cultures and civilizations, guide students to make cultural comparisons, and establish "cultural self-confidence". Cultural confidence is a fundamental and profound force for the development of a country and a nation. College students should have a firm belief in the vitality and prospects of Chinese culture, and the international influence of Chinese culture has been significantly enhanced in the past few decades. Through learning, it is hoped to enhance students' understanding of the development of Chinese cultural undertakings and industries, the promotion of Chinese cultural soft power, and improve their deep recognition of cultural significance, status and role.

3.2.3 Pre-class activities of unit teaching design

Task1:Ask the students to do a survey about what kinds of manners or behaviors are polite and impolite according to the customs in their own hometown, and students are required to fill in the blanks and write a summary no less than 50 words.

Task2:In order to make a good preparations for class discussion, students are required to finish the assignment "Kao Bang Liang" after class, which is beneficial for students to take in the contents of the text and find out own problems. Then group master is responsible for organizing after-class group discussion and summarize the problems concerning the group discussion and submit the assignments on the platform.

Task3 Finish the self-learning tasks about word building and language focus online on Unipus platform.

Setbacks collected from analyzing the completion of pre-class assignments:

A. According to the data statistics of Unipus smart learning platform, more than 95% of students have completed the micro-lesson as required. The short and simple content of the micro-lesson are conducive to students' familiarity with the theme of this unit - cross-cultural communication, and stimulate students' interest in learning.

B. According to the data statistics of the cloud learning platform, the correct rate of filling in the blanks related to the theme of the text is more than 85% after watching the micro lesson, which indicates that students have got the basic understanding of the micro lesson and the key words are grasped, which is conducive to strengthening the monitoring of learning after class.

C. Students first complete the homework independently based on the text understanding, list the key contents and difficult points when reviewing the text after class, summarize how to be a good guest in an American family as a foreigner, and master the important vocabulary related to culture and cultural exchange. Then the group leader is responsible for organizing the group members to discuss the problems in their spare time, and on the basis of summarizing the difficulties of the group, the discussion video and the group summary are required to be post on the smart teaching platform. The group leader will make a final summary of the group report and hand in the summary report to the teacher before class discussion. The purpose of the design is to cultivate students' independent learning ability and cooperative ability.

3.2.4 Clarify the unit teaching tasks by analyzing the learning situation

a. Under the task-driven method, students are expected to master the content of the text and consolidate the use of key vocabulary, sentence understanding and vocabulary exercises through the practice of completing the tasks.

b. In group discussion and question-answering activities between teachers and students, students can get the answers to the questions and solve the doubts encountered in the group discussion before class and in-class discussions, and also improve students' collaborative learning ability and verbal expression ability.

c. The teacher requires students to summarize the main content of the text and encourages them to present the content in the form of mind mapping to make their ideas clear, so as to help students to cultivate their critical thinking and clear expression of ideas.

d. Based on the analysis of the difficult points in the students' homework, the teacher will reset the teaching arrangement and adjust teaching contents such as word formation, writing skills and translation skills, vocabulary exercises, etc.

e. The teacher will summarize what have been learned in the class and conduct a time-limited test to check the students' mastery of knowledge and make explanations to the questions with a high rate of mistakes.

3.2.5 In-class communicative activities designed for cultural links

Activity 1:

Students are encouraged to put forward their problems and difficulties after watching the micro-lesson, and discuss them in groups. The teacher finally gives targeted guidance and solve the problems together, emphasizing the key points. Let students find their own problems to improve their ability to solve problems.

Activity 2:

Based on the analysis of the difficult points in the students' homework, the sentence understanding and filling in the blanks of the text were designed to deeply understand the content of the text. Students are required to discuss in a group of four, and the representatives of the group share the ideas, and the teacher can supplement the guidance in time. In group discussion, each student is provided with opportunities for cooperating and communicating with group members. In class, the teacher guides students to understand and accept different cultures, which enables students to understand the importance of cross-cultural awareness.

Activity 3:

Students are expected to practice telling how to be a good guest as a foreigner in an American family from the perspective of intercultural communication.

Activity 4:

Students are instructed to find the rules of language use in word building exercises, and then consolidate their language skills through intensive exercises, such as "as" in this unit used in inverted sentences to guide adverbial clauses of concession.Students are encouraged to summarize the rules from the practice of similar usage. Teacher will emphasize the key points and let students carry out intensive exercises to consolidate the mastery of skills.

Activity 5:

A time-limited online test is conducted through the smart teaching platform. After the test, you can check the answers on the platform, and solve the questions with high error rate in time, which can not only understand the students' grasp of the situation but also give feedback to the questions immediately, and strengthen their independent learning ability.

3.2.6 Post-class tasks of unit3

With the goal of "output driven", students are required to write a composition related to the theme of the text through the internalization of the input pre and post class activities to improve the writing ability.

3.3　　Evaluation Mechanism

Teachers can use information technology to adopt a dynamic, multi-dimensional and diversified evaluation method to carry out real-time monitoring, comprehensive and intelligent evaluation on the whole process of learners' learning. Moreover, teachers can use advanced digital information technology to master the dynamic data of students' knowledge mastery, actual learning difficulties and needs, so as to fully understand the overall learning situation and effect of students, and effectively judge individual differences. In order to improve the teaching effect, we should adjust the teaching methods and strategies in time. The diversified teaching evaluation means throughout the whole teaching process can more truly reflect the com-

prehensive learning situation and effect of students, help teachers to have a deeper understanding of students' knowledge and skills, learning methods, emotional attitudes and values, improve the effectiveness of teaching evaluation, and also help teachers to provide reference for future teaching design.

4 Research Methodology And Data Analysis

The paper conducts a questionnaire among three classes of sophomore in Ordos Institute of Technology as respondents, investigating students' attitude towards College English quality curriculum based on information technology and their opinions on the efficiency of the new teaching model. As for the influenced factors of the learners' attitude, the higher the score is, the more agreement with the view of given statements. Cronbach's Alpha reliability value is 0.976, higher than 0.9, indicating that the reliability value of the questionnaire data is valid, that is to say, it can meet the demands of questionnaire design for research.

Evaluation of learning effectiveness
Average score: 3.99

Title\items	Strongly agree	agree	neutral	disagree	Strongly disagree	Average score
Quality curriculum classroom teaching has improved my learning efficiency.	80(36.36%)	81(36.82%)	46(20.91%)	3(1.36%)	1(1.05%)	3.99

Figure 1 Evaluation of learning effectiveness

As seen from Figure1, the average value of respondents' answers to the five statements about students' attitude towards quality curriculum is 3.99. More than two thirds of the learners agree with the opinions expressed in the statement, and they have higher recognition degree of the teaching model. This indicates that most of students are willing to accept such new teaching model and they agree that they have benefited from this teaching model.

Part III The benefits of quality curriculum teaching model
[multiple choices]

Items	Account for
A.Fragmented learning is supported.	90.91%
B. It is easy to get access to rich learning resources.	88.64%
C. It is friendly to use due to advanced technology.	68.18%
D. It is beneficial for students to cultivate independent learning ability.	59.09
E.Diversified learning ways are achieved.	88.66%
F.It provides an effective communication platforms.	79.55%
G. It is a complement of traditional learning.	72.73%
H. Online and offline blended learning can be realize through information technology.	88.64%

Figure 2 The benefits of quality curriculum teaching model

It can be seen from Figure2 that the benefits of quality curriculum teaching model is illustrated with percentage of agreement from the learners. As for the easy fragmented learning, there are

more than ninety percent of students agree with its convenient ways of learning anytime and anywhere, and most of participants admit quality curriculum teaching model has brought more benefits to their English study. It indicates that most of learners approve of its learning effect and there is a higher approval of its efficiency. It is clear that most of the learners improved their English level with the help of this teaching model.

5   Strengthen Teaching Ability And Quality Of College English Teachers

In order to carry out the reform of classroom teaching, teachers should strengthen their teaching quality, give full play to the exemplary role of thought, words and deeds, and be a good teacher. Teachers need to improve their teaching art and improve the quality of classroom teaching. Through scenario simulation, case analysis, inspiration, guidance, discussion and other teaching methods, teachers make efforts to stimulate students' interest in course learning and constantly enhance their ability to use language; We should make full use of modern information technology means, consolidate our information ability, share rich course resources with students, to improve the teaching effect of courses[4]. Therefore, good teaching ability and quality of teachers are the basis and guarantee for the effective implementation of college English curriculum teaching reform, and the education and development of teachers are crucial. How to improve teachers' teaching ability and comprehensive quality, there are several strategies to consider as follows:

5.1   Teachers' information quality can be improved through target training

It is also the main way to improve the information quality of college teachers to provide more opportunities for targeted training for teachers at the school and department level. Through targeted training, teachers can learn and master more deeply and comprehensively the curriculum teaching, theoretical knowledge of information technology and practical operation of information technology, which can not only improve their theoretical foundation, but also improve their practical teaching skills. It can also improve the operation ability of information technology and the integration of college English teaching resources, even give full play to the initiative and creativity to explore the reform of English teaching and the effective integration of information technology to carry out curriculum teaching reform, and then help teachers learn to use information technology to promote the improvement and development of their professional ability.

5.2   Teachers' cultural literacy can be improved through independent learning and mutual learning

The quality of curriculum teaching will eventually be realized through teachers' teaching, which puts forward higher requirements for college English teachers. English teachers should not only have a rich professional knowledge, good moral quality, broad vision, but also have the ability to explore the connotation and social value behind the knowledge. With the help of information technology and ubiquitous network environment, teachers can obtain more teaching resources and learning resources, and can carry out mixed online and offline learning. According to their own learning ability, learning time, needs and conditions, teachers can

choose to carry out independent learning or mutual learning. In addition, teachers can make use of collective teaching and research activities, observation and exchange, training and learning opportunities to communicate and learn between colleagues anytime and any-where.Through extensive discussion, exchange experience to improve their teaching ability and their own cultural literacy.

5.3 Teachers' ability to educate students morally can be improved through strengthening political guidance

In Mr.Tao Xingzhi once said, "Educators should be educated first." College English teachers should also establish the concept of lifelong learning, and improve their teaching design ability, flexible use of teaching methods, accurate identification and in-depth exploration of ideological and political elements, and organic integration of English teaching content with ideological and political content in the process of college English education and teaching through continuous learning and training. College English teachers must make it clear that it is their responsibility to cooperate with teachers of ideological and political theory courses in educating students, and clearly recognize the important role of ideological and political education.

All in all, on the basis of providing targeted training for teachers, combining teachers' independent learning and mutual learning, and constructing a teacher quality evaluation system, this paper aims to meet the needs of the teaching reform of college English courses and the development of teachers' comprehensive literacy, promote the progress of the ideological and political collaborative education reform of college English courses, and achieve the improvement of teaching quality.

6 Summary and Prospect

Under the guidance of the concept of informatization education, the classroom teaching of college English quality curriculum adheres to the concept of "student-centered" to realize personalized learning and individualized teaching. Integrating ideological and political education into college English courses, students are instructed to further improve their professional quality and ideological and moral quality. This teaching model manages to integrate internet and information technology into the entire English teaching to strengthen students' comprehensive language abilities. By giving full play to the characteristics and advantages of English courses, college English quality curriculum teaching puts much emphasis on the cultivation of students' comprehensive quality and personality, aiming at cultivating students' comprehensive language ability, cultural awareness and critical thinking through English learning. Make great efforts to promote the informatization reform of college English courses. With the further integration of information technology and college English courses, the characteristics of informatization and intelligence run through classroom teaching activities such as the collection and statistics of learning data, the dynamic evaluation of students' learning process, the interaction of online and offline teaching, etc. The construction process of curriculum ideological and political education system is realized. College English quality curriculum is a deep integration of traditional teaching mode and computer information technology, advocating student-centered learning, emphasizing the cognitive subjective role of learners, emphasizing the guiding role of teachers, in order to lead students to have a better command of language knowledge and all-round development, through adopting a variety of teaching methods, so as

to enable students to learn in information technology environment. Learners can feel the temperature and power of language education in the informalized, open education environment, which provides a strong guarantee and direction for college English teaching and reform[5]. At the same time, I also found many shortcomings and limitations in the research work, which need to be improved and perfected in the future research. First, the results of this study need further teaching practice and testing, and there are some problems and deficiencies in teaching design and implementation, which needs to be continuously improved and optimized in future teaching practice. Then,future research should also start from the perspective of teachers and further collect more data in order to more comprehensively verify the feasibility of this teaching model.

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