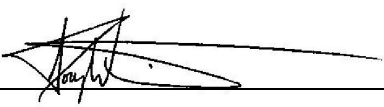


COLLEGE ENGLISH TEACHING MODELS IN CHINA

BASED ON EDUCATIONAL INFORMATIZATION

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From the first day of studying for a master's, every step has been a new challenge for me. Through the two years learning in an English-only teaching environment, which is different from the teaching mode in China, I have become more confident in oral English and diversified my professional knowledge. More importantly, my academic ability has also improved.

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Graduating with a master's degree does not mean the end of studying. I will keep exploring on the road of English education industriously.

Abstract

COLLEGE ENGLISH TEACHING MODELS IN CHINA
BASED ON EDUCATIONAL INFORMATIZATION

Yuxi Luo

Under the Supervision of Kory Wein

With the rapid development of modern information technology, Ministry of Education of the People's Republic of China has begun to pay attention to educational informatization. By using literature retrieval and analysis method, this study selects two mainstream English teaching models in China as the research content on the basis of the review of what educational information is. After analyzing the application, the implementation effect, and the existing challenges of the integration of these two teaching models with modern information technology, the results show that the deep integration of these two teaching models and modern information technology can have a positive impact on college English teaching; however, there are few empirical studies and existing problem studies on these teaching models. Therefore, this study can help relevant researchers understand the two mainstream college English teaching modes under the background of educational informatization in China and provide some references for college English teaching reform in the new era.

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Chapter I: Introduction

Information technology has developed rapidly, and it has been applied in various industries and fields. China's education field has also actively sought the integration of information technology. In the policy document, *The Outline of the National Medium- and Long-Term Plan for Educational Reform and Development Plan of Education Informatization Decade (2010-2020)* issued by the Office of the Working Group of the Outline of the National Medium- and Long-Term Plan for Education Reform and Development (2010), educational informatization has been analyzed as a process that makes full use of the advantages of modern information technology to achieve the deeply comprehensive integration of information technology and education. The document also explained that educational informatization could have significant influences in promoting educational equity, realizing the wide sharing of high-quality educational resources, improving the quality of education, building a learning society, promoting the reform of educational idea, and cultivating innovative talents with international competitiveness (Chapter 19). *Educational Informatization 2.0 Action Plan* (Ministry of Education of the People's Republic of China, 2018), stated, “Education informatization should be regarded as the endogenous variable of the systematic reform of education, supporting and leading the development of education modernization, promoting the renewal of educational concepts, the reform of educational models and the reconstruction of educational systems” (para. 2). Additionally, *The 2021 Working Main Points of the Ministry of Education* (n.d.) put forward the goal to “actively promote the educational informatization” (section 2). The presentation of this goal fully reflects the determination and strength of China to carry out the construction of educational informatization. According to the requirements of the

Chinese government for early epidemic prevention and control, the Ministry of Education of the People's Republic of China launched a notice to require colleges and universities to carry out online teaching activities by using the information platform during the epidemic lockdown. As a result, all courses in colleges and universities are taught online, which has greatly promoted the further innovation and development of education informatization in China (Higher Education Department of the Ministry of Education of the People's Republic of China, 2021). Under the influence of the above factors, the traditional style of face-to-face teaching is facing challenges, and the education model of combining information technology and making full use of the Internet is imperative (Huang, 2020; Liu, 2014). However, due to the diversity of teaching, college English teaching informatization in different regions also has different models in China. This study explores what educational informatization is and introduces the mainstream college English teaching models in China based on educational informatization, and it also provides some references to the current online + offline English teaching research.

Statement of the Problem

To make an analysis of the college English teaching mode in China under the background of educational informatization, the connotation and related policies of educational informatization should be understood first. Next, whether educational informatization and college English teaching can be integrated, and whether it is necessary to integrate are also questions that must be explored. According to the above statement, this study aims at exploring the following 3 questions:

What is educational informatization? Is it necessary to apply educational informatization in college English teaching? What are the college English teaching models in China based on educational informatization?

Definition of Terms

Informatization: “Informatization or informatisation refers to the extent by which a geographical area, an economy or a society is becoming information-based, i.e. the increase in size of its information labor force” ("Informatization," 2021, para. 1).

Educational informatization: “The full and effective use of modern information technology in the field of education to build resources, build platforms, expand space, build systems and create models. Then it is possible to promote educational reform, the all-round development and innovation of teachers and students, educational equity and the improvement of educational quality for the purpose of supporting, leading and promoting the process of accelerating the realization of educational modernization in the new era” (Chen et al., 2020, p. 104).

Blended teaching: “a mixture of various teaching methods and strategies, classroom teaching and online teaching, diversified teaching resources, and diversified teaching theories” (Zhu, 2019, p. 2) .

Production Oriented Approach (POA): a theoretical system of foreign language teaching proposed by Chinese professor Wen Qiufang. She stated the prototype of “production-oriented approach” is “output driven hypothesis.” The POA theory system mainly includes teaching principles, teaching hypothesis and teacher-mediated teaching process. The teaching principle mainly refers to Learning-centered Principle, Learning-using Integrated Principle, Whole-person Education Principle. The teaching hypothesis includes Output-driven Hypothesis, Input-enabled Hypothesis, Selective Learning Hypothesis. The teaching process requires teachers to play the mediating role of guide, design and scaffolding, and it includes three phases: motivating, enabling, and assessing (Wen, 2018).

Purpose of the Study

The purpose of this study is to understand the importance and necessity of integrating information technology into English teaching by illustrating the concept of educational informatization. Moreover, the study will briefly identify the mainstream English teaching models in China based on educational informatization, and then analyze the teaching methods, advantages and areas that can be improved of these models.

Significance of the Study

Hu et al. (2021) stated that the comprehensive realization of education modernization is inseparable from the development of educational information. Zhao (2019) mentioned that the application of educational informatization in college English has a positive impact on enriching teaching modes and improving teaching efficiency. Therefore, on the basis of the understanding of educational informatization and the necessity of integration with English teaching, this study introduces the mainstream English teaching models based on educational informatization in China to help the related researchers to understand the information quickly, so as to promote the optimization and reform of English education in the new era.

Methodology

Literature retrieval and analysis method was applied for the study. In order to summarize the college English teaching models based on educational informatization in China, this study has searched copious literature with keyword searches such as “educational informatization,” “college English teaching,” “Internet + education,” “POA English teaching model,” and “blended English teaching model.” The English literature was collected from the Karmann

Library, JSTOR, Google Scholar and Web of Science. Since this study focuses on the informationized English teaching model in China, CNKI, Wanfang Data, Baidu Scholar and National Library of China, resourceful and well-known databases in China, were also essential literature search tools. In the process of literature collection, the author has paid attention to selecting high-quality articles from some core journals for reference.

Chapter II: Review of Literature

Under a series of advocates and requests from the Ministry of Education of the People's Republic of China about educational informatization, the integration of modern information technology and English teaching has been further developed. After reading a lot of relevant literature, this study starts with what is educational informatization and then discusses the necessity of educational informatization in college English teaching, analyzing two English teaching models widely used in English teaching under the background of educational informatization in China.

Connotation of Educational Informatization

In the 1990s, the U.S. government proposed the construction plan called the National Information Infrastructure. This initiative, commonly known as the Information Superhighway, advocates the application of information technology in the field of education as a key measure of American education reform in the 21st century. Zhu (2001) speculated that the concept of educational informatization was accompanied by the emergence of this initiative. After that, a series of studies began to focus on educational informatization. In the interview article, Yi & Li (2001) analyzed educational informatization as “a new educational system based on modern information technology, including a series of reforms and changes in educational concept, educational organization, educational content, educational model, educational technology, educational evaluation, and educational environment” (para. 6). Nan (2002) explained that “educational informatization refers to the process of developing educational resources and optimizing educational process by using modern information technology in education, so as to cultivate and improve students' information literacy and promote the modernization of

education” (p. 3). On the basis of the existing definition of educational informatization, Yang & Liang (2005) redefined educational informatization as the comprehensive and in-depth application of modern information technology in all fields of the education system and the process of accelerating the realization of educational modernization under the unified planning and organization of the state and the education department (p. 28).

However, with the development of information technology, the connotation of educational informatization is also changing constantly in recent years. In fact, educational informatization and information technology education cannot simply be considered the same (Gong et al., 2008). In order to promote educational informatization, Liu (2020) mentioned research on the "informatization" of the environment, materialized equipment, teaching management and other personnel in the education system should be the key. Gao et al. (2018) pointed out that educational informatization has developed toward intellectualization, rather than just staying in the stage of digitization and web-based. Chen et al. (2020) defined educational informatization in the new era as:

The full and effective use of modern information technology in the field of education to build resources, build platforms, expand space, build systems and create models. Then it is possible to promote educational reform, the all-round development and innovation of teachers and students, educational equity and the improvement of educational quality for the purpose of supporting, leading and promoting the process of accelerating the realization of educational modernization in the new era. (p. 104)

From all the above research findings, we can see that there is no fixed definition of educational informatization so far, but the basic connotation all refers to the process of comprehensively applying modern information technology in the field of education to achieve

the promotion of teaching effect.

The Necessity of Educational Informatization in College English Teaching

In the context of educational informatization, it is imperative to integrate college English teaching with modern information technology. As is well-known, with the influence of China's exam-oriented education, the traditional English teaching goal setting is usually based on the exam goal set by the school rather than the real needs of students. Liu (2014) revealed that traditional English teaching emphasizes teacher-centered teaching, and it stresses explaining and teaching the language while ignoring the real needs of students. As a matter of fact, language teaching requires all-round development of listening, speaking, reading, and writing skills. Therefore, the traditional teaching model cannot keep pace with the times and cannot meet the current goals of college English teaching. Huang (2020) agreed with this view and proposed that English education should be reformed in combination with the popularity of new media and the Internet to better adapt to social development. Obviously, under the background of educational informatization, the extensive and efficient integration of English teaching and modern information technology will optimize the traditional English teaching model to optimize the teaching effect.

English Teaching Models Based on Educational Informatization

POA English Teaching Model

Since Wen's POA theory was put forward, many studies and practices have begun to appear. Motivating, enabling, and assessing are the three phases of the teaching process based on POA (Wen, 2018). According to Wen, in the first phase, *Motivating*, teachers should set up

communication scenarios before learning new knowledge to help students truly feel the “possibilities” and “challenge” of those scenarios. Then the students try to take part in the situational activities, which make the students have learning pressure and motivation. Whereafter, the teacher explains the teaching objectives and output tasks so that the students can learn in a directional way. Yan (2020) suggested that this phase can be completed before class through WeChat, QQ, and other instant messaging tools, so as to achieve the purpose of improving classroom efficiency. *Enabling*, the second phase, requires teachers to describe output tasks, select learning and practice output (Wen, 2018). Yan (2020) proposed using modern application software and abundant electronic resources on the Internet to help teachers better control the classroom and enable students to master knowledge step by step in this stage. *Assessing*, the third phase, refers to two categories: Ongoing Diagnostic, which takes place in the enabling phase, and Formative Classroom Assessment, which occurs after class (Wen, 2018). Yan (2020) believed that in view of the objectivity, interactivity and timeliness of the evaluation of information technology platform, the evaluation combined with informatization is more scientific and reasonable.

Many researchers declared that English teaching combined with POA theory and informatization had a positive impact on the teaching effect (Qin, 2020; Wang et al., 2018; Yan, 2020). For example, Wang et al. (2018) concluded through a questionnaire survey that “Under the guidance of POA, the effect of college English based on cloud class platform is good (p.32).” Another teaching experiment was implemented by Qin (2020). Firstly, the researcher chose a unit from the textbook of *E-era Higher Vocational English—Comprehensive Course 2* as the teaching material and used POA as the theoretical guidance to carry out the teaching practice. Secondly, the research took some professional online education platforms and instant messengers,

such as ICVE, WeChat, QQ, Wesee, TikTok and VLOG, as the information platform tools. The practice was divided into four stages, which took four lessons and eight periods as a research period. The experimental results have proven that this teaching model can stimulate students' interest in learning, build up their confidence, and achieve the purpose of English communication (Qin, 2020).

Although POA English teaching model has been highly praised and valued by scholars and teachers in the process of practical application, there are still some areas that can be improved in theoretical analysis and empirical research. For instance, due to POA English teaching model is emphasis on output skills such as writing and speaking, Zhang (2017), after conducting a one-semester experimental study on POA English teaching, found that this teaching model had a tendency to improve students' speaking, listening, and writing skills, but the reading level had a tendency to decline. Thus, POA English teaching model still needs to be explored and optimized to improve students' reading ability in English teaching.

Blended English Teaching Model

The blended English teaching model is very popular in China right now. A simple search of "blended English teaching" on CNKI will bring up more than 3,000 literature results. In the view of Liang & Liu (2020), the blended teaching model under the background of educational informatization was a teaching form that integrated and supplemented online teaching and traditional classroom teaching. After analyzing the experimental data, Liang & Liu (2020) found that this model could reflect the leading role of teachers and the subjective initiative of students at the same time, which lay a good foundation for better teaching. Kaur (2013) agreed and

claimed the combination of the advantages of online teaching and face-to-face teaching ensures the quality of blended English teaching.

Undoubtedly, the blended teaching mode is widely advocated by many scholars and teachers because of its flexibility, interactivity, and effectiveness (Liang & Liu, 2020; Sun & Xu, 2017; Zhang, 2019). To test the effectiveness of blended learning, Sun & Xu (2017) conducted a case study. After a pretest of English proficiency, they selected 96 non-English major freshmen as the research subjects and divided them into two classes: a control class with 46 students in Class A and an experimental class with 50 students in Class B. It is worth mentioning that the two classes had the same teacher, but the control class had adopted a traditional face-to-face teaching model, while the experimental class had adopted the blended learning model. The three stages of this model are shown in Figure 1.

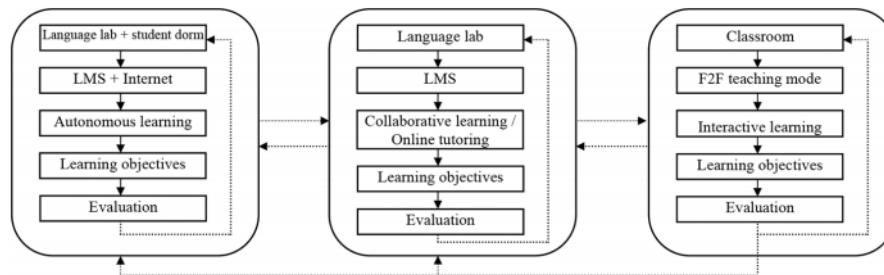


Figure 1: A Blended Learning Model for College EFL Class (Source: Sun & Xu, 2017)

Sun & Xu (2017) explained the three stages as follows:

The first stage is student's autonomous learning through Learning Management System(LMS) and the internet; The second stage is collaborative learning with the BBS of the LMS, including S-S and S-T interactions, to solve the difficulties of the first stage as well as accomplishing new learning objectives; The third stage is classroom

face-to-face teaching, in which discussions and language skill practices would be carried out for the teacher to examine the learning efficacy of the first two stages and fulfil tasks suitable for face-to-face interaction. (pp. 10-11)

Compared with the traditional offline classroom teaching model, the results showed that blended teaching model had a significant impact on college students' English learning performance and motivation. Also, this research result is consistent with that of Liang & Liu (2020).

Similarly, as with POA English teaching model, there are some challenges to the blended English teaching model based on educational informatization. Yao & Pan (2019) noted that the successful construction of blended teaching model would be affected by the lack of effective learning input of students, the lack of meaningful interaction between students and teachers, and the lack of scientific evaluation of students by teachers.

Therefore, research on blended English teaching model from different perspectives, such as students' motivation, curriculum content setting, teachers' quality, evaluation methods, etc., need to be strengthened.

Summary

In the era of rapid development of information technology, it is an important task of China's Ministry of Education to apply information technology to education and make efforts to realize educational informatization. Therefore, English education in China is also actively seeking the integration of information technology and English teaching.

On this basis, a variety of teaching methods combined with information technology have emerged in Chinese English teaching, such as the two mainstream teaching models mentioned in

this study: POA English Teaching Model and Blended English Teaching Model. Furthermore, through the research and practice of scholars, we can know that the English teaching model based on educational information is obviously better than the traditional teaching model.

Chapter III: Conclusions and Recommendations

This study focuses on the literature review of POA English teaching model and blended English teaching model under the background of educational informatization. Through the above analysis, we can conclude that in such an advanced information technology era, the use of the information platform tools to assist college English teaching can realize, update, and share teaching resources rapidly, so that it can increase students' learning breadth, promote deep-level interaction, and meet the needs of students' personality development. At the same time, rich presentations of these teaching models also make college English teaching livelier and more interesting. The integration of information technology into college English teaching is crucial to promote English teaching, stimulate students' interest in learning, and improve the teaching effect.

Nonetheless, these teaching models also share some challenges, such as certain requirements on students' autonomous learning ability. In other words, if individual students do not complete a step well without teacher supervision, the learning effect will also be affected. Besides, through searching and reading an enormous amount of literature, it is not difficult to find that the number of empirical studies on these English teaching models is still relatively small, especially the research on students' motivation, teachers' information literacy, teaching design, teaching implementation, teaching evaluation, and other aspects. Actually, most of the research just verifies the positive effects of a teaching mode, but lacks research on the problems of the corresponding model.

To sum up, there will be a need for more critical studies and empirical studies on these teaching models in the future, including how to create an effective information technology environment for English teaching, how to improve the level of teacher's information literacy

competency, how to strengthen students' autonomous learning ability, and so on. In addition, with the development of modern information technology, the research on innovative English teaching models in the form of the combination of various teaching methods and modern educational technology also need to be strengthened, so as to enrich the research on English teaching under the background of educational informatization and further provide reference for improving the quality of college English teaching.

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