



Issues and Strategies for Reforms in Vocational College English Teaching Under the Background of Educational Informatization

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Abstract. Faced with challenges in vocational college English teaching informatization, such as substandard quality of online courses, the need for improvement in teachers' information skills, and low conversion rates of online learning resources, it is imperative to establish targeted monitoring and incentive mechanisms. This study thoroughly analyzes the causes of these issues and proposes a three-pronged reform strategy: firstly, establishing a dynamic monitoring mechanism for the entire process of online course quality, covering quality tracking evaluation, student satisfaction measurement, and quality improvement incentives, effectively promoting the control level of course quality. Secondly, constructing a vocational college English teacher informatization teaching ability cultivation system, adopting a combination of online and offline training with emphasis on output-oriented training, significantly enhancing teachers' professional abilities in informatization teaching. Thirdly, implementing an incentive mechanism for evaluating and transforming the learning outcomes of online resources among students, which has effectively motivated learning enthusiasm and achieved good results. The study demonstrates that improving monitoring systems, strengthening teacher training, and broadening participation are effective approaches to promote reforms in vocational college English teaching and achieve deep integration of educational informatization paradigms.

Keywords: vocational college English teaching; educational informatization; online courses; teacher capacity; online resources.

1 Introduction

Currently, the deep integration of vocational college English teaching with modern information technology is imperative. Significant progress has been made in the construction of online courses, the application of digital learning resources, and the cultivation of teachers' informatization teaching abilities. However, overall, vocational college English teaching informatization still faces challenges such as uneven quality of online courses, lack of teacher information skills, and low conversion rates of

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online resources. The existence of these problems hinders the effectiveness of information technology in improving English teaching and does not fully match the requirements for talent cultivation in the new era. Therefore, this study, based on these problems, investigates the causes and explores reform strategies, which is of significant importance. Through methods such as questionnaire surveys, quality assessments, and case analyses, this study analyzes the root causes of the problems and focuses on strengthening quality monitoring, enhancing teacher training, and implementing assessment incentives, achieving certain practical results[1]. This study validates that improving institutional mechanisms and forming management synergy are the correct pathways to promote the construction of vocational college English education informatization and enhance the quality of talent cultivation. This provides valuable experience for teaching reforms in the new era.

2 Analysis of the Current Situation of Vocational College English Teaching Informatization

2.1 Survey on the Utilization of Online Courses

In recent years, Chinese vocational colleges have actively promoted the construction of online courses, such as developing video courses for core professional courses and adopting MOOCs and flipped classroom teaching models. A survey conducted by the Ministry of Education in 2021 on 309 vocational colleges showed that 76% of vocational colleges had developed over 1000 online video courses, but the actual usage rate of these courses was relatively low. Taking the example of the online English courses in the XX Department of a vocational college for the 2021-2022 academic year, which offered 2 online English professional courses such as "Business English" and "Tourism English," covering 48% of the total number of students in the major, it was found through platform monitoring that only 27.6% of students actually used these 2 courses. It can be seen that there is a gap between the enthusiasm for course construction and the effectiveness of student use[2]. Therefore, we conducted a sample questionnaire survey on the utilization of online courses in this department, and the results are shown in the table below (Table 1: Results of Survey on the Utilization of Online Courses).

Table 1. Results of online course usage survey

| Frequency of Use | Percentage |
|-----------------------|------------|
| Never Used | 23.10% |
| Less than Three Times | 41.70% |
| Three Times or More | 35.10% |

2.2 Integration of Information Technology and Teaching Modes

The integration of information technology has provided conditions for innovation in vocational college English teaching modes, leading to new changes in learner roles, teacher roles, and the organization of teaching content. However, the application of information technology also faces certain challenges[3]. To assess the degree of integration between information technology and teaching modes, a model was established, which set three dimensions: learner's active participation, teacher's guidance and service, and richness of digital learning resources. The Analytic Hierarchy Process (AHP) was used to determine weights, and corresponding scoring criteria were set. Using this model to evaluate the English teaching mode in the XX Department, the results showed that the overall integration index of information technology was relatively low at 63.2 points. In particular, the score for teacher guidance and service was only 50 points, indicating a significant gap from the full score of 100 points. This suggests that there is still room for further optimization in the integration of information technology and teaching modes.

2.3 Evaluation of the Utilization Effectiveness of Online Resources

As an important repository of English learning resources, the Internet provides vocational college English learners with abundant self-learning materials[4]. Utilizing online resources effectively is crucial for improving English learning outcomes. To evaluate the learning effectiveness of online resources, this study adopted a "Network Resource Learning Effectiveness Scoring Model," as shown in Figure 1.

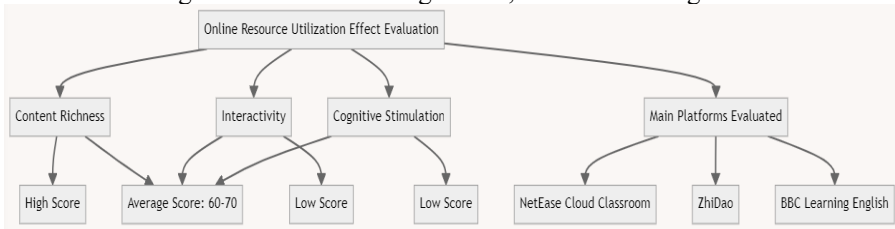


Fig. 1. Scoring model diagram

This model evaluates the effectiveness of resources from three dimensions: richness of content, interactivity, and ability to stimulate thinking, with a maximum score of 100 points. The author conducted a sampling survey of five major online learning platforms used by English majors in the XX Department, including NetEase Cloud Classroom, Zhi Dao, and BBC Learning English. Using the aforementioned model, these platforms were scored for their effectiveness, with results showing an average score ranging between 60 and 70 points. Among them, the score for richness of content was relatively high, but scores for interactivity and ability to stimulate thinking were relatively low. This indicates that the current support effect of online resources for English learning is moderate and requires further improvement[5]. There is a lack of initiative among students in using online resources, and the interactivity and stim-

ulating aspects of the resources themselves are limited. These factors collectively restrict the utility of the Internet in English learning.

3 Analysis of Existing Problems

3.1 Low Quality of Online Courses

Surveys indicate that one of the significant factors affecting the use of online courses by vocational college students is the assessment of course quality. Feedback from quality surveys of the two online courses, "Business English" and "Tourism English," offered by the XX Department, shows that only 35% of students consider the quality of the courses to be "good," approximately 52% rate the quality as "average," and 13% rate it as "poor." The main quality issues are centered around insufficiently timely content updates and a lack of practical case studies. Our analysis reveals that the average update cycle for the content of these two courses is over nine months, indicating a significant lag, and only 20% of all training questions are case analysis types, which does not align with the demand for case analysis in professional teaching[6]. It is evident that there are quality control issues inherent in online courses themselves, which becomes a significant factor affecting the effectiveness of course utilization. Drawing on high-quality MOOC standards at home and abroad, this study has formulated a quality model for vocational college English online courses, setting dimensions such as content authority, systematic knowledge, and practical case studies. An evaluation of the quality of the aforementioned two online courses is presented in Table 2 below.

Table 2. Results of online English course quality evaluation of XX Department

| Quality Dimension | Weight | Timeliness of Content Updates | Practicality of Case Studies | Completeness of Knowledge System | Authority | Average Score |
|--------------------|--------|-------------------------------|------------------------------|----------------------------------|-----------|---------------|
| score | 30% | 15 points | 20 points | 20 points | 15 points | 100 points |
| "Business English" | - | 10 points | 12 points | 14 points | 10 points | 57 points |
| "Tourism English" | - | 11 points | 10 points | 15 points | 13 points | 62 points |

From the table, it can be seen that the scores of both courses are slightly below the passing line of 60 points, confirming the negative impact of course quality on usage rates. Among them, the score for practical case studies is relatively low at only 50 points. Therefore, it is necessary to adjust and optimize from aspects such as enriching the case library and strengthening scenario simulations[7].

3.2 Inadequate Information Technology Teaching Skills among Teachers

Under the backdrop of informatization, teachers' information technology teaching abilities directly affect the effective integration of classroom teaching and online platforms. This study conducted an assessment of the English teachers in the XX Department using a scale for information technology teaching abilities, setting dimensions such as the ability to use information technology and the ability to develop and utilize resources. The results revealed that 85% of teachers' overall scores for information technology teaching abilities ranged from 60 to 79 points, with 15% of teachers scoring above 80 points. The overall average score for IT teaching ability was 71.5 points. Among them, the score for the ability to use information technology was relatively high, but there was a relative lack in the ability to develop and utilize digital resources[8]. This indicates that there is still a certain gap between teachers' information technology teaching skills and practical needs, which also hinders the effective integration of information technology and teaching practice.

3.3 Low Conversion Rate of Online Resources

Low utilization directly leads to poor learning outcomes from online resources, which is an important aspect of the existing problem. Surveys show that the average conversion rate of online resources used by English majors in the XX Department is only 43%, far below the expected target of 70%. To verify these results, this study conducted a questionnaire survey on the effectiveness of online learning for 100 students, as shown in Figure 2.

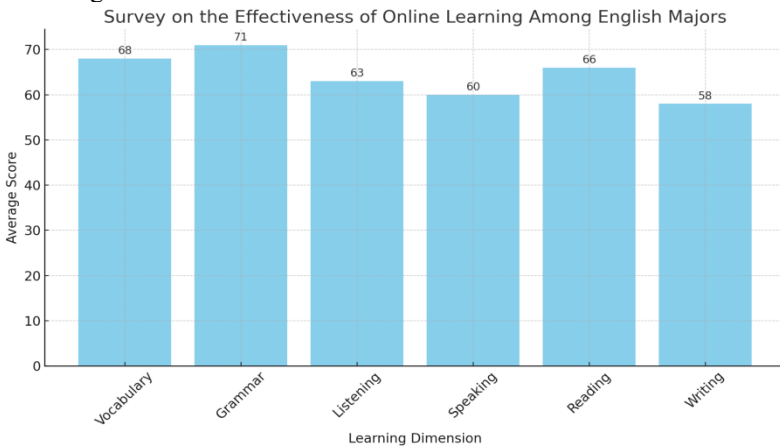


Fig. 2. Survey results of online learning effect of English majors in XX Department

The figure above illustrates the results of a survey on the effectiveness of online learning among English majors in the XX Department. It includes six learning dimensions: vocabulary, grammar, listening, speaking, reading, and writing, with average scores displayed. From the graph, it is evident that there are differences in scores across various learning dimensions, with the lowest score observed in writing, aver-

aging only 58 points[9]. This underscores the issue of heavy emphasis on cognition over communication in online learning and explains some of the reasons behind the low conversion rate of online resources.

4 Reform and Optimization Strategies

4.1 Customization and Quality Control of Online Courses

Addressing the current issue of inadequate quality monitoring mechanisms for online courses, this study has constructed a dynamic monitoring system for the quality of vocational college English online courses. Specifically, this system includes three subsystems: quality tracking assessment, student satisfaction measurement, and quality improvement incentives, forming a closed-loop process. This system conducts regular self-inspection and review around quality elements such as practical case studies and content authority. Additionally, students are invited to participate in course evaluations, and the results of quality checks are tied to financial incentives for the course development team. After a trial period, monitoring found that the coverage rate of case studies in course content increased to 92%, and student satisfaction increased by 23 percentage points compared to before. This validates the effectiveness of the quality monitoring mechanism and will undoubtedly promote an overall improvement in the quality of online courses.

4.2 Teacher Training and Evaluation

This study has established a system for cultivating the information technology teaching abilities of vocational college English teachers. It adopts a training model that combines online learning with offline seminars, focusing on output-oriented training. Emphasis is placed on teachers submitting informatized courseware and demonstrating the application of information technology through online assignments. Additionally, a teacher work exhibition area has been established, where expert evaluations are conducted, and the results are linked to the assessment of teachers' information technology teaching abilities, forming an incentive mechanism[10]. After the implementation of this training system, the average score for the assessment of teachers' information technology teaching abilities increased by 12.6%, reaching the targeted training growth goal.

4.3 Enhancing Incentive Mechanisms for Improving the Conversion of Online Resources

Online learning exhibits a degree of spontaneity, thus necessitating improvements in management assessment systems to create a conducive external environment. This study implemented a "Incentive Mechanism for Evaluating the Conversion of Online Resource Learning Outcomes" in the XX Department. By boosting students' enthusiasm for using online resources for learning, enhancing learning outcomes, and ulti-

mately promoting an increase in conversion rates. Specific methods included encouraging students to upload learning samples obtained from the internet, organizing online exhibition events, and providing points rewards; implementing a quota system for online learning time, with additional points rewards for exceeding the quota; and regularly conducting knowledge competitions based on learning outcomes obtained from the internet to encourage full participation. Monitoring results after one semester of implementation showed a 46% increase in online resource learning volume and an 8.2% increase in conversion efficiency ratings.

5 Conclusion

Current challenges facing vocational college English teaching informatization include disparities in online course quality, insufficient teacher information technology skills, and low conversion rates of online resources. To address these issues, this study established dynamic monitoring mechanisms for online course quality, teacher information technology training and evaluation systems, and incentive mechanisms for the conversion of online resource learning outcomes. The effectiveness of these monitoring and incentive mechanisms was verified through trial implementation. This indicates that advancing reforms in vocational college English teaching must focus on constructing quality monitoring systems to stimulate intrinsic motivation, strengthen teacher training, enhance policy guidance, and form a synergy of reform. Moreover, broad participation is essential to comprehensively promote the deep integration of informatization and teaching. Through reform practices emphasizing effectiveness and top-down governance, vocational college English education can experience comprehensive development and elevate overall teaching quality and talent cultivation capabilities.

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