

Original Paper

Innovation and Practice of Teaching Mode of Practical English Course by Integrating Information Technology

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Abstract

With the acceleration of globalization and the rapid development of information technology, the status of English as an international common language is becoming more and more prominent. As an important way to cultivate students' English application ability in the workplace, Practical English courses must keep pace with the times and constantly innovate the teaching mode and methods. The purpose of this paper is to explore the deep integration of information technology and practical English course teaching, analyze the current problems of practical English course teaching, put forward the innovative strategy of practical English course teaching mode based on information technology, and verify its effectiveness through practice cases, with a view to providing reference for the teaching reform of practical English course.

Keywords

Information Technology, Practical English Course, Teaching Mode Innovation

Introduction

Under the background of globalization and informationization, English has become an important bridge to connect the world. As the main channel to cultivate students' English application ability in the workplace, the teaching quality of Practical English course is directly related to students' competitiveness in the workplace and future development. However, the traditional teaching mode of Practical English courses often focuses on the transmission of language knowledge and neglects the cultivation of students' practical application ability, making it difficult to meet the demand for talents in modern society.

The in-depth integration of information technology and practical English course teaching can not only enrich the teaching means, improve students' learning interest and enthusiasm, but also enhance students' practical English application ability by simulating the real workplace environment. By

exploring the integration path of information technology and practical English course teaching, this study aims to provide new ideas and new methods for the teaching reform of practical English course, and to promote the development of practical English course in a more practical and efficient direction.

1. Analysis of the Current Situation of the Deep Integration of Information Technology and English Teaching

1.1 The Development Trend and Dynamics of the Integration of Information Technology and English Teaching

Under the background of education informatization, the deep integration of information technology and education has become an irreversible development trend in the field of global education. With the rapid change of multimedia technology, the widespread popularization of the Internet and the flourishing development of big data technology, the integration of information technology and English teaching is stepping into a brand new stage of development. This trend is not only reflected in the innovation of teaching methods, but also profoundly affects the overall change of teaching concept, teaching mode and teaching evaluation.

More and more English teachers have begun to actively explore the innovative application of information technology in classroom teaching, and they utilize multimedia resources such as video, audio, and pictures to build a vivid, intuitive, and contagious English learning environment, which greatly enriches the teaching content and enhances the students' interest in learning and participation. At the same time, with the continuous emergence of new learning methods such as online learning platforms and language learning applications, students' learning time and space have been greatly expanded, and they can learn English anytime and anywhere according to their own learning needs and rhythms, which undoubtedly brings unprecedented convenience and flexibility to English teaching.

1.2 Current Situation and Challenges of the Integration of Information Technology and Practical English Programs

Although the integration of information technology and English teaching has made remarkable progress in recent years, its application in practical English courses still faces a series of challenges and problems. On the one hand, some English teachers have certain limitations in their ability to master and apply information technology, and they may lack the necessary technological literacy and innovation ability to effectively integrate information technology with the teaching of practical English courses. This leads to the fact that in the actual teaching process, the advantages of information technology are not fully utilized, and the enhancement of the teaching effect is relatively limited.

The design and application of some existing IT tools and resources often focus too much on the teaching of language knowledge, while neglecting the cultivation of students' practical application ability. In Practical English courses, students not only need to master solid basic knowledge of the language, but also need to have the ability to use English to communicate and interact in real situations. However, some current information technology tools and resources often lack effective training and

assessment of students' practical application ability, which makes students still feel incompetent in the practical use of English.

Therefore, how to make full use of information technology tools to innovate the teaching mode of practical English courses and enhance students' practical application ability has become an important issue to be solved in the field of English teaching at present. In the future, we need to further strengthen the in-depth integration of information technology and English teaching, and promote the comprehensive innovation of teaching concepts, teaching modes as well as teaching evaluation, so as to better adapt to the new requirements and challenges of English teaching in the information age.

2. Problems in Teaching Practical English Courses

2.1 Outdated Course Content and Lack of Practicality

In the current teaching of Practical English courses, a notable problem is that the course content is outdated and difficult to keep pace with the rapidly changing needs of the workplace. Many textbooks still focus on traditional grammatical structures and vocabulary memorization, while neglecting the cultivation of students' practical application skills, especially in real-life scenarios such as workplace communication and business negotiation. Such lagging-behind teaching content not only fails to meet the needs of students' future career development, but also may inhibit their competitiveness in the workplace. Therefore, updating the course content and enhancing its practicability and relevance have become the key to improving the quality of

2.2 Stereotyped Teaching Methods and Lack of Interactivity

The teaching methods of traditional practical English courses are often too rigid and lack sufficient flexibility and interactivity. Teachers often adopt the “duck” teaching method, unilaterally instilling knowledge into students, while neglecting the interaction with students and cooperation among students. Such one-way teaching not only makes it difficult to stimulate students' interest and motivation in learning, but also may inhibit their creativity and independent learning ability. In the context of the information age, students are more eager to participate and interact, therefore, exploring and implementing more flexible and diversified teaching methods, such as project-based learning and cooperative learning, has become an important way to enhance the effectiveness of practical English teaching.

2.3 Weak Practical Teaching Sections and Scarce Opportunities for Practical Application

The core objective of Practical English courses is to cultivate students' practical application ability, but some of the current courses have obvious deficiencies in the practical teaching link. Students can only do simulation exercises in the classroom without access to the real workplace environment, which makes it difficult for them to effectively improve their English practical application skills. In order to enhance students' practical ability, we need to strengthen the cooperation between schools and enterprises to provide students with more internship and practice opportunities; at the same time, we can also use information technology means, such as virtual reality, online simulation, etc., to build a

more realistic workplace environment, so that students can experience the real workplace communication scene in the simulation, thus enhancing their practical application of English.

3. Innovative Strategies for the Teaching Mode of Practical English Courses Based on Information Technology

3.1 Update the Concept of Education and Clarify the Direction of Integration

The integration of information technology and practical English course teaching is not only a simple superposition of technology application, but also a fundamental transformation of education concept and teaching mode. Educators should update the concept of education, change from “teaching-centered” to “learning-centered”, pay attention to the individual differences and learning needs of students, encourage students to carry out active exploration, cooperative learning, and enhance the level of critical and innovative thinking. At the same time, the direction of integration should be clarified, and emphasis should be placed on cultivating students' information literacy, cross-cultural communication ability, independent learning and lifelong learning ability.

3.2 Innovate Teaching Mode and Optimize the Integration Process

Constructing diversified and immersive learning paths, in the process of deep integration of information technology and practical English courses, teaching design innovation becomes a key link. In order to build a diversified learning path, teachers can actively introduce cutting-edge technologies such as virtual reality (VR) and augmented reality (AR) to create an immersive language learning environment for students. For example, in the Business English course, real business negotiation scenes are simulated through VR technology to make students feel as if they are in an international meeting or business negotiation and practice English conversation. This immersive experience can not only effectively improve students' language use ability, but also enhance their perception and understanding of business culture. In addition, the combination of multimedia resources, such as video, audio and interactive software, can further enrich the learning pathway and meet the needs of students of different levels and interests.

Implementation of interdisciplinary integrated learning tasks In order to broaden students' horizons and enhance their comprehensive quality, Practical English courses should be integrated with the contents of other disciplines in an interdisciplinary manner. By designing project-based learning tasks, students are guided to use English to explore scientific phenomena and solve practical problems, thus realizing a win-win situation in the integration of language learning and subject knowledge. For example, in the English for Tourism course, a tourism planning project can be designed by integrating the knowledge of geography, history, culture and other disciplines. Students need to use English to collect information, introduce attractions, plan itineraries and so on, which not only enhances their English application skills, but also exercises interdisciplinary integration and teamwork skills. This interdisciplinary teaching mode helps to cultivate composite talents with global vision and cross-cultural communication skills.

To realize intelligent and personalized teaching, with the continuous development of intelligent technology, personalized teaching has become possible. Based on the differences in students' learning styles, interests and abilities, teachers can use intelligent teaching systems to generate personalized learning plans and resource recommendations for students. For example, through the data collection and analysis functions of online learning platforms, teachers can monitor students' learning progress, mastery and interests in real time, so as to provide students with customized learning suggestions and resources. In addition, the intelligent teaching system can automatically adjust teaching strategies and content difficulty based on students' learning feedback, ensuring that each student learns at a pace that suits him or her. This intelligent and personalized teaching method not only improves the efficiency and quality of teaching, but also stimulates students' interest and motivation in learning, and promotes the development of their independent learning and lifelong learning ability.

3.3 Broaden the Channels of Educational Resources and Strengthen the Integration Effect of Information Technology and Practical English Courses

Develop diversified and scenario-based English education resources In order to enhance the integration effect of information technology and practical English courses, we need to develop diversified and scenario-based English education resources. These resources should cover audio, video, pictures, animation and other forms to meet the needs of different learning scenarios. For example, in the Practical English course, we can develop a series of high-quality video material libraries for specific scenarios such as workplace communication, business negotiation, customer reception, conference presentation and so on. These video clips should truly reflect the workplace environment and help students to improve their English listening and speaking skills and workplace communication skills through observation and imitation. At the same time, we can also use these materials to design interactive learning tasks so that students can consolidate what they have learned in practice.

Integrate global cultural resources to enhance cross-cultural communication skills In the context of globalization, it is particularly important to enhance students' cross-cultural communication skills. Therefore, we should integrate cultural materials, historical backgrounds, customs and habits and other cultural resources from all over the world to provide students with rich intercultural learning materials. For example, in the intercultural communication course, we can introduce the cultural customs, etiquette norms, festivals and celebrations of different countries, and present them in a variety of forms, such as video, audio and graphics, so as to help students gain a deeper understanding of the differences in the use of language in different cultural contexts. In addition, we can also organize online or offline cross-cultural exchange activities, such as international student exchange meetings, cultural experience days, etc., so that students can experience and learn about different cultures in practice, thus enhancing their cross-cultural sensitivity and adaptability.

Promote the sharing of English education resources and build an open and collaborative education ecology. In order to make full use of information technology means and broaden the access to English education resources, we should build an open English education resources platform. This platform

should establish a unified online educational resource base and encourage teachers, students, experts and institutions to upload high-quality educational resources, so as to realize the sharing and reuse of resources. At the same time, the platform should provide convenient search and filtering functions so that users can quickly find the resources they need. In addition, we can promote the healthy exchange of educational resources between different regions and schools through educational cooperation projects, online seminars and teacher exchange programs. This kind of open and collaborative educational ecology helps to break the geographical constraints and realize the optimal allocation and efficient use of educational resources, thus further enhancing the integration effect of information technology and practical English courses.

3.4 Improve Teachers' and Students' Abilities and Strengthen the Integration Function

3.4.1 Improve Teachers' Information Literacy

Regular training in IT application is organized to help English teachers master the latest educational technology tools, platforms and educational concepts in a timely manner. For example, IT experts can be invited to provide training lectures and workshops for teachers to enhance their IT application skills. At the same time, teaching observation activities are carried out so that teachers can learn others' excellent teaching methods and IT application methods in practice.

3.4.2 Cultivating Students' Information Literacy

Information literacy is taught as an independent course or integrated into the daily teaching of subjects such as English, so as to teach students how to effectively use technological tools for information retrieval, analysis and evaluation. For example, in practical English courses, students can be guided to utilize online learning platforms for independent learning and collaborative learning, so as to cultivate their information retrieval and teamwork skills. At the same time, education on network safety and ethics is strengthened to cultivate students to establish a correct concept of network and information technology use.

4. Practical Cases and Analysis

4.1 Practice Case 1: The Application of Information Technology in Practical English Teaching in Junior High Schools

4.1.1 Case Background

The Practical English course of a junior high school aims to cultivate students' English application ability in the workplace, but the traditional teaching method is difficult to stimulate students' interest and enthusiasm in learning. In order to change this situation, the junior high school decided to introduce information technology tools to innovate the teaching mode.

4.1.2 Implementation Process

Using multimedia resources to create a real workplace environment Teachers use multimedia resources, such as video, audio and pictures, to create a real workplace environment. For example, in the business negotiation unit, the teacher plays video clips of business negotiation, so that students feel the real

business negotiation atmosphere. At the same time, pictures are used to show the etiquette norms and communication skills in business negotiation to help students better understand and master the relevant knowledge.

Implement project-based learning and design interdisciplinary project-based learning tasks by combining the contents of other disciplines. For example, in the unit of English for Tourism, the teacher combines the content of geography to design a tourism planning project. Students need to work in groups to conduct market research, develop travel routes, write travel guides and other tasks, and use English to communicate throughout the process.

Utilizing the online learning platform for independent and collaborative learning, teachers guide students to utilize the online learning platform for independent and collaborative learning. Students can watch teaching videos, complete online homework, and participate in discussion forum exchanges and other activities on the platform. At the same time, teachers can use the data collection function of the platform to monitor students' learning progress and learning effectiveness in real time, and provide personalized learning suggestions and resource recommendations.

4.1.3 Effectiveness Analysis

Through the introduction of information technology tools, this junior high school practical English course has achieved remarkable teaching results. Students' interest and motivation in learning have been significantly enhanced, and their ability to apply English in the workplace has been effectively improved. Meanwhile, through project-based learning and online collaborative learning, students' independent learning ability and teamwork ability were also cultivated.

4.2 Practice Case 2: Integration and Innovation of Information Technology and Higher Vocational Practical English Course

4.2.1 Case Background

The Practical English course of a higher vocational college aims to cultivate students' English application skills in the workplace, but the traditional teaching methods are difficult to meet students' diversified learning needs. In order to change this situation, this higher vocational institution decided to introduce information technology means and innovate the teaching mode.

4.2.2 Implementation Process

Build an immersive language learning environment by utilizing virtual reality (VR) technology to build an immersive language learning environment. For example, in the business English course, teachers use VR technology to simulate business negotiation scenes, so that students can practice English conversation in the virtual environment. Students can enter the virtual scene by wearing VR helmets and other devices, interact and communicate with virtual characters, and improve their business communication skills.

Implement personalized teaching, using intelligent teaching systems to generate personalized learning plans and resource recommendations based on students' learning styles, interests and abilities. For example, teachers can use the data collection function of the online learning platform to monitor

students' learning progress and learning effectiveness in real time, and provide students with personalized learning suggestions and resource recommendations based on data feedback. At the same time, students can also choose their own learning content and methods according to their own learning needs and interests.

Develop diversified English education resources and establish a multimedia material library containing audio, video, pictures, animation and other forms to meet the needs of different learning scenarios. For example, in practical English courses, teachers can develop a library of workplace-related video materials, including videos of business negotiations, customer reception, conference presentations and other scenes for students to watch and learn. At the same time, cultural resources such as cultural materials, historical backgrounds, customs and habits from all over the world can be integrated to provide students with rich cross-cultural learning materials.

4.2.3 Effect Analysis

Through the introduction of information technology means, the practical English course of this higher vocational college has achieved remarkable teaching effects. Students' interest and enthusiasm in learning have been significantly enhanced, and their ability to apply English in the workplace has been effectively improved. At the same time, through personalized teaching and the development of diversified educational resources, students' independent learning ability and cross-cultural communication ability have also been cultivated.

5. Conclusion and Prospect

Integration and innovation are of great significance in enhancing students' competitiveness in the workplace, promoting the integration of professional education and career development and promoting the reform and development of Practical English courses. The current Practical English course has problems such as outdated content and single method, which need to be improved by means of information technology. Practice has shown that innovative strategies based on information technology can significantly enhance students' learning interest and application ability. Looking ahead, with the development of globalization and informationization, the integration of information technology and the teaching of practical English courses will usher in a broader prospect. It is necessary to strengthen the international connection, deepen the personalized teaching, expand the application fields of information technology, and strengthen the construction of teachers and improve the teachers' ability of information technology application, so as to further improve the quality and effect of teaching Practical English courses, and to meet the needs of students' diversified and personalized development.

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