

Ways to Effectively Practice Junior High School English Teaching from the Perspective of Informatization

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Abstract: The impact of information technology is pervasive in people's lives, studies, and work. The impact of informatization on education is profound and extensive. Nowadays, the popularization of information technology in the field of education not only enriches the forms and practical methods of education but also has a profound impact on various aspects such as educational philosophy, teaching management, and teaching evaluation. In China, English is a fundamental subject in junior high school classrooms and also an important subject in junior high school entrance exams, which has a significant impact on the long-term academic development of junior high school students. The informatization of English education plays a crucial role in today's education field. Therefore, how to effectively carry out the practice of junior high school English teaching in the context of informatization is a challenge for teachers' quality and ability.

Keywords: Informatization; Junior high school English; Teaching practice

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1. Introduction

In the context of informatization, the education sector is undergoing unprecedented changes, with traditional educational models gradually being overturned and replaced by more open, interactive and personalized teaching methods. Middle school English teaching, as an important subject for cultivating students' language proficiency and intercultural communication skills, also faces the profound influence of information technology education. Information technology education provides rich resources for middle school English teaching, making the teaching content more vivid and diverse. However, the practice of information-based teaching has not gone off smoothly. How to effectively integrate information-based resources and fully utilize the function in junior high school English teaching has become an urgent problem to be solved in current educational practice. This article not only aims to explore how to effectively practice junior high school English teaching from the perspective of informatization, but also analyzes the role of informatization teaching in junior high school English teaching and

proposes specific coping strategies. Through the research in this article, we hope to provide useful references and inspirations for the informatization practice of junior high school English teaching.

2. The role of junior high school English teaching in the context of informatization

2.1. Expand learning methods and enrich teaching resources

By utilizing information technology, teachers can showcase a variety of teaching resources to students in the classroom, such as multimedia courseware, micro videos, online dictionaries, speech databases, corpora, and so on. These resources can help students better understand and master English. Middle school English teachers can use multimedia courseware for teaching, by connecting learners' real-life experiences and environments, selecting examples that are close to life and have characteristics of the times, and with the assistance of information technology, displaying things related to dialogues, short texts, and unit themes in English textbooks on smart screens. This vivid and visual presentation can create vivid situations for students, allowing them to immerse themselves in the scene and stimulate their thinking and interest in learning through pictures or text. Teaching courseware can provide teachers with more choices and rich teaching materials, greatly meeting the needs of English teachers for expanding teaching resources^[1]. Middle school English teachers can also enhance students' learning interest and language proficiency by using a voice library and corpus in the classroom. As a specialized corpus, learners' voice library databases not only have significant implications for applied linguistics research in second language acquisition, but also have equally important practical significance for foreign language teaching^[2]. The voice database can focus on the theme content of the textbook, helping students familiarize themselves with and master the content of the textbook. A voice library can provide students with a large number of opportunities for listening, distinguishing, following, imitating, and practicing oral conversations. On the other hand, in junior high school English classrooms, teachers can utilize the rich language resources in corpora to expand students' learning methods. The samples in the corpus are all from real-life scenarios, which helps students understand the practical application of English, cultivate their context perception ability, and enrich their language expression materials. Corpus provides a large amount of authentic materials for English teaching, which can make up for the shortcomings of the real English language environment and promote the cultivation of autonomous learning ability^[3]. For middle school students who are in their adolescence, their curiosity are strong, so using information technology teaching methods and interesting classroom content can better stimulate their learning motivation.

2.2. Promote teacher-student interaction and enhance learning experience

Network technology is a technical means of using computer networks for information transmission and interaction^[4]. With the assistance of information technology, middle school English classrooms can promote teacher-student interaction through various means, such as multimedia teaching and online teacher-student interaction platforms. Through the application of network technology, teachers can establish a global foreign language learning community, allowing students to communicate and share knowledge anytime and anywhere^[5]. Through multimedia materials such as pictures, audio and video, English teachers can combine Internet information with each topic in the textbook to create a dynamic teaching situation. These teaching scenarios that are close to students' actual lives can attract students' attention, help teachers guide students to participate in topic discussions, and thus enliven the atmosphere of the English classroom. Online interactive platforms can help English teachers integrate teaching resources, such as English videos, audios, reading

materials, grammar exercises, English word banks, etc. These resources can provide students with diverse learning experiences, helping them understand and master English knowledge from multiple perspectives through online interaction with teachers. English teachers can also track students' learning trajectories and task performance through online learning management systems, further deepening their understanding of students' weak points in knowledge. This helps teachers provide targeted guidance and assistance based on students' personalized needs and difficulties, promoting one-on-one interaction and communication between teachers and students online. The personalized needs of students are reflected in fully exerting their autonomy, selectivity, and subjective initiative. Teachers should make full use of the diverse presentation methods and abundant teaching resources of information technology to enhance students' learning interest, achieve personalized teaching, and enable students to achieve diversified development ^[6].

2.3. Innovate teaching methods and improve teaching efficiency

For English teachers, the application of information technology in English classroom teaching is not only a simple combination of technological applications, but also a fundamental transformation of teaching methods and teaching concepts. First of all, information-based teaching provides English classes with a variety of teaching resources. Compared to traditional textbooks and other educational resources, digital resources have rich and profound teaching advantages, which are conducive to continuously promoting students to deepen their impression of English knowledge, enabling them to flexibly apply the knowledge they have learned to real-life situations, and greatly improving the practicality of English teaching ^[7].

3. The challenges faced by classroom teaching in the context of informatization

3.1. The imbalance in information technology teaching resources

There are significant differences in information technology teaching resources among different regions and schools. Schools in economically developed regions will have more advanced information technology and richer teaching resources, such as electronic libraries, online courses, electronic whiteboards, etc., providing students with more diverse and personalized learning experiences. The intelligent learning environment, through the deep integration of technology and education, can maximize the optimization of students' learning and teachers' teaching, which is the foundation and key to achieving personalized and differentiated teaching ^[8]. However, due to objective reasons such as insufficient funding, geographical environment and outdated technology, some underdeveloped areas have relatively scarce information technology teaching resources in schools. Students' learning methods and resources are greatly limited, and objective factors make it difficult for some students to enjoy high-quality information technology teaching.

3.2. The informationized ability of teachers needs to be improved

In the context of educational informatization, information technology training for teachers is essential. This is not only an important way for teachers to deepen their information technology education concepts, but also a necessary means to improve their informationized teaching abilities ^[9]. For teachers, they should participate in the information technology application training organized by the school on schedule, which helps them to timely grasp the latest teaching technology platforms and tools, and promote the formation of a foreign language education informatization concept. At the same time, teachers should actively participate in teaching observation activities, allowing themselves to learn from others' excellent teaching methods and information

technology application methods in practice.

3.3. It's hard to guarantee the quality of students' learning quality

The traditional English teaching process focuses on teachers' leadership, while the development of information technology requires more emphasis on students' self-directed and cooperative learning. This transformation may be a challenge for many teachers and students. In the process of information-based teaching, learners need to frequently use electronic devices to participate in learning activities, which may lead to difficulties in self-regulated learning without the help of electronic devices or network information. In the context of informatization, students are prone to distraction when using online learning platforms and may not receive immediate monitoring and feedback from teachers. Long-term use of electronic devices may also weaken students' self-management abilities, ultimately affecting normal learning and life.

4. Teaching strategies for junior high school English under the background of informatization

4.1. Create English learning contexts

Situational teaching can cultivate students' innovative thinking and problem-solving abilities. In the context of informatization, teachers need to fully utilize the advantages of information technology to create middle school English learning scenarios in the classroom. By utilizing the situational and authentic nature of information technology, teachers can create scenarios that are relevant to the classroom theme and as realistic as possible, thus to activate students' reserve experience, stimulate their learning interest and further thinking.

4.2. Integrate informationized teaching resources

Firstly, English teachers need to clarify the goal of integrating informationized teaching resources. Only by clarifying the goal can they select and adjust resources that are suitable for the teaching subject and teaching environment in a targeted manner. Secondly, English teachers should pay attention to the diversified integration of informationized teaching resources, presenting teaching content in various forms such as text, images, tables, animations, videos, etc., making English knowledge more vivid and intuitive. At the same time, this also changes the conventional way of presenting knowledge that relies on teachers' oral and written expression^[10]. By integrating diverse resources, students can gain a more comprehensive and three-dimensional learning experience. Meanwhile, English teachers should also consider the personalized needs of students while integrating informationized resources. Teachers should choose and integrate teaching resources reasonably based on students' interests, vocabulary, verbal ability, and English learning strategies.

4.3. Innovate teaching modes and optimize teaching methods

In the middle school English classroom assisted by information technology, the traditional teaching philosophy of "teacher teaches and student learns" has significantly changed. Under the influence of the concept "sharing" on the internet, a large number of cloud-based online learning resource platforms have been established, and learning has entered the stage of "sharing and co-building" of resources^[11].

To further illustrate, when teaching Unit 9, "Have you ever been to a museum?" in the eighth-grade textbook of People's Education Press, teachers can use multimedia teaching resources to share pictures or short videos of famous museums around the world with students during the introduction stage. Students can also use

online map apps on multimedia computers to mark the approximate geographical locations of famous museums around the world, and teachers can guide students to understand the historical background of these museums. In the presentation and output stage, teachers can showcase the key vocabulary and sentence patterns of this unit on the PPT and guide students to describe the corresponding pictures and videos using the learned vocabulary and sentence patterns, combined with the visual information conveyed by multimedia in the introduction stage. Meanwhile, through the use of online maps, teachers can guide students to plan their “virtual museum trip” by using sentence patterns such as “I will go to...” or “I plan to visit...” and share their travel plans in class. Then, the teacher will invite another group of students to retell the travel plans of the previous group using sentence patterns such as “He/She has been to...” or “He/She has gone to...”. With the help of information technology, teachers use computer applications to assist teaching, which not only attracts students’ classroom attention, improves their classroom participation, but also helps students combine different tense knowledge points in the output stage to complete English expression tasks in daily life. Teachers can also recommend English background knowledge, movies, etc., related to the present perfect tense based on students’ interests and hobbies. For example, the movie Titanic has many uses of the present perfect tense in its dialogues, which can help students better understand and master it ^[12].

4.4. Improve English teaching evaluation

In the context of informatization, teachers can use various evaluation tools, such as online quizzes, electronic learning records, online learning logs, etc. These evaluation tools can reflect students’ current learning situation from different perspectives, thereby providing teachers with more comprehensive and accurate evaluation information. With the rapid development of information technology today, teachers can choose suitable online learning software based on their own teaching needs and students’ personalized development, such as Chaoxing Learning. Chaoxing Learning Platform “is a learning platform for mobile devices, which has strong technical support and makes virtual online teaching more tangible ^[13]. English teachers can create periodic grammar knowledge point tests for students online by utilizing the question bank function of Chaoxing Learning or by adding questions themselves. Teachers can not only set limitations on the testing time, option order, and number of answers during the creation process, but also monitor students’ answering behavior through the system backend. After the quiz test, the teacher can use the software-generated data-driven report to analyze the learning situation and mastery level of English subjects among the students in this class. It is convenient for English teachers to adjust teaching strategies and priorities after analyzing the results, better understand the learning situation of students with different ability levels, and more effectively help students improve their English ability.

In addition, English teachers can also use e-learning portfolios in classroom teaching. An electronic learning portfolio can help teachers record students’ learning progress, such as classroom participation, online test scores, offline exam scores, etc. Students can also independently upload study notes, English question sets, homework photos, etc., on their electronic learning portfolios. Teachers can not only regularly review students’ electronic learning records, but also provide personalized evaluations and suggestions based on the content of the learning records. The electronic portfolio utilizes information technology to present the learning process, reproduce the context of student participation in activities, and reflect the integration of learning and evaluation ^[14]. The use of information technology to improve teaching evaluation in junior high school English classrooms is a comprehensive and systematic process. In this process, English teachers need to constantly explore and practice to adapt to the educational needs of the information age and improve their teaching quality.

5. Conclusion

The trend of educational informatization is unstoppable^[15]. In the context of informatization, the practical exploration of junior high school English teaching has shown broad prospects and profound changes. Through the discussion in this article, it is not difficult to find that information-based teaching plays a crucial role in junior high school English teaching, which can not only enrich teaching resources, stimulate students' interest in learning, but also improve teaching efficiency and quality. However, the practical path of information-based teaching still faces difficulties such as uneven resource allocation and insufficient information technology capabilities of teachers. In response to these issues, this article proposes strategies for effectively utilizing information-based teaching in junior high school English classrooms, aiming to break through difficulties and promote the in-depth development of information-based teaching by integrating high-quality resources, strengthening teacher training, innovating teaching models, and other means. Looking ahead to the future, with the continuous advancement of information technology and innovation of educational concepts, the practice of junior high school English teaching in the context of informatization will become more diverse and enriched, contributing greater strength to the cultivation of talents with international perspectives and cross-cultural communication abilities.

Disclosure statement

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