

Information Literacy Possessed by College English Teacher in the Era of Big Data

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ABSTRACT

The era of big data has had an unprecedented impact on college English teaching, which also exposes many college English teachers' lack of information awareness and use of information technology. By discussing the basic meanings of the era of big data and teachers' information literacy, the paper puts forward four kinds of information literacy which should be possessed by college English teacher under the background of the era of big data. Only by constantly reflecting on the integration of modern education information technology and curriculum, striving to improve their own information literacy and daring to challenge themselves, can college English teachers truly step into the information age and realize their professional development.

Keywords: *The era of big data, College English teachers, Information literacy.*

1. INTRODUCTION

Big data is a big change in values, methodology and thinking. With the in-depth application of the Internet, intelligent devices, micro-courses, Mooc, rain courses, flipped classes and blended teaching in college English teaching, a large number of unstructured data will be produced every moment. These data not only reflect students' learning initiative and mastery of English knowledge, but also record students' learning methods and tracks. Teachers can not only extract information from these data, but also convert them into more valuable knowledge through these data, which provides important judgment and basis for college English teaching and reflection.¹ Under this background, it's a great test for college English teachers' information literacy. Although network teaching in the era of big data has greatly improved the information technology level of college English teachers, it has also exposed some problems, such as the poor effect of network teaching; the unproficiency of teachers in information technology and its corresponding network teaching software; Some teachers transferring the content of face-to-

face teaching to the network and so on. This shows that most teachers have low information technology literacy and only have general information technology application ability, which can not meet the needs of network teaching under the background of big data era. It also reveals the misalignment of teachers' goals in the traditional classroom teaching for a long time, requiring students to master knowledge as the ultimate goal and ignoring the cultivation of students' initiative and ability. How to tap the rich value hidden in big data, improve teaching practice and perfect their own professional development is a major challenge for college English teachers at present.

2. THE ERA OF "BIG DATA" AND INFORMATION LITERACY

Big Data is another technological change after the Internet of Things and cloud computing. However, there is no authoritative and unified understanding and statement about big data at present. According to Jeff Jonas, chief scientist at IBM, big data is the one that can make good predictions. Wikipedia defines big data as one which is so large that it can't be processed in a short amount of time with normal software tools and can help with decision-making. In his book *Big Data*, Tu Zipei, China affairs director of KIT Solutions, a Us-Based software company, defines big data as

1. Zhang Jinliang, Li Baozhen. Connotation, value and development path of teachers' data Literacy under the background of Big Data [J], *Research on Audio-Visual Education*, 2015(07): 14-19

one whose size has exceeded the traditional scale, making it difficult for ordinary software tools to capture, store, manage and analyze it. But generally speaking, big data has the four V characteristics, namely Volume, Velocity, Variety and Veracity, which lead to the explosive growth of information. The strategic significance of big data is not only to master huge data information, but also to deal with these meaningful data professionally.

Information literacy is a kind of cognitive ability, which refers to the cognitive ability of teachers who are good at discovering, understanding, evaluating, screening and using information based on mastering information technology and relying on scientific research methods and critical thinking ability. The information-based teaching method with modern information and network technology has become a new element in the ecological system of college English teaching, and its importance in college English teaching is becoming more and more prominent. In the era of big data, college English teachers need to design courses scientifically, become learners of new knowledge and technology under this background, and form a virtuous circle of co-creation between teachers and students. They must adapt to the impact of new modern information technology from traditional college English education activities, and improve their special ability to adapt to the construction of Web-integrated Classroom Teaching.

Therefore, teachers' information literacy has become a very key component in the structure of teachers' quality. However, the information technology level of college English teachers in the era of big data is not optimistic. The quality of college English teachers corresponds to the new requirements in the new era, which will be directly reflected in the information literacy of college English teachers.

3. INFORMATION LITERACY POSSESSED BY COLLEGE TEACHERS

College English teachers are not only an important part of educational informatization, but also an important force to promote the construction of educational informatization. Only by mastering modern educational technology and possessing good information quality and ability can college English teachers adapt to the requirements of information-based college English teaching. So college English teachers should possess the following information literacy.

3.1 The Ability to Acquire Information and Integrate Resources

In traditional college English teaching, teaching materials and information are mainly obtained through teaching staff, books and the Internet. In the era of big data, in addition to these conventional ways, they can also be obtained in various live streaming and online classes. In such a developed network environment, students can also take the initiative to acquire the knowledge they need, and the traditional teaching of teachers no longer plays a leading and key role in many cases. However, network information and network classroom have the characteristics of huge quantity, diverse formats, complexity and ungraded jade. In order to lead students better, teachers must have the following abilities:

First of all, they must have the ability to retrieve information skillfully. In the era of big data, all the information of the Internet is increasing and exploding at high speed every moment. Although today's search engine is very simple and fast, it is not easy to accurately retrieve the information you need in the vast and ever-changing information web. In the search process of keyword determination, secondary and search and reading, etc., all require a certain degree of professional information literacy.

The next is the ability to identify information. The content of traditional media is strictly filtered information, which has a relatively small error rate and high credibility. However, the information on the Internet is both good and bad, which requires college English teachers to keep a clear mind at all times and have the ability to appreciate and discriminate to judge the good and evil, the true and false, the good and bad.

The third, college English teachers should also be able to integrate this useful information for education and teaching. That is, they should have the ability to select information resources. That is to say, teachers must eliminate those irrelevant resources from a large number of resources, evaluate and judge the remaining resources and information, and finally select the valuable resources and information needed by college English teaching. At the same time, teachers' ability to apply teaching resources is equally important. On the basis of these high-quality resources, teachers can create teaching situations suitable for students, adopt mixed teaching methods, build platforms for students to practice, solve the key points and difficulties in teaching, and adopt a

variety of teaching evaluation methods to carry out education and teaching. The purpose of integrating resources is to apply, which is not only the way to realize the value of resources, but also the navigation mark of resource integration.

3.2 Ability of Teaching Design Based on Internet

In the era of big data, the modern educational information technology environment has put forward new requirements for college English teachers in terms of instructional design. In the modern information technology environment, the psychological characteristics of learners in the network environment become the basis for teachers to design learning objectives and learning strategies. At the same time, teachers should diagnose the problems of learners in the learning process by using the intelligent optimization of information technology on the basis of the Internet. For example, before a new class, English teachers should guide learners to preview in the corresponding network class or cloud class. The objectives and contents of preview are set by the teachers; In the explanation of new texts, in addition to the formal classroom teaching, teachers also assign corresponding tasks to learners on the basis of the network by NetEase cloud classroom or synchronous course through Youdao, meanwhile the teachers must design suitable strategies and contents for students to learn, and the teachers must intervene and guide learners in the learning process. After learning the text, the problems of students can be diagnosed and solved comprehensively.

This new teaching method impacts the relationship between teachers and students in traditional classroom teaching. The network, teachers and students constitute the new three elements in the teaching system. The learning environment is transformed from the original "three- lesson mode", which turn "textbook", "lesson preparation" and "classroom" into the three-dimensional learning mode of "trinity" of network classroom and classroom in the air. In the whole teaching process, realizing the true sense of teaching and learning, to achieve the real balance of the classroom, teachers with advanced teaching resources and platforms, put the classroom into the hands of students, fully consider the individual ability differences of students, put different tasks in the hands of different students, at the same time, encourage students to have their own different opinions and views on the same problem,

encourage students to learn independently and cooperatively.

3.3 The Ability to Use Scientific and Diversified Evaluation Methods

The traditional methods and methods of college English teaching evaluation attach more importance to terminal evaluation than formative evaluation. This method attaches importance to the final score of the final examination and ignores the performance and process of the students in the learning process. In the era of big data, the college English evaluation system based on the Internet information technology environment should be diversified. Teaching and evaluation are no longer separated. Students will generate a lot of data in the learning process, which can be quickly transmitted and fed back to teachers in the first time on the network. According to the feedback information and problems, teachers make reflection, including personal reflection and students' reflection, guide students with the content and results of reflection, and then make decisions and suggestions. Such evaluation itself has become a teaching method. Teachers must have the ability to use scientific and standardized evaluation means, establish a diversified and diverse scientific evaluation system, and therefore design evaluation criteria at different levels. Such as online and offline; Oral versus written; Focus on process combined with focus on outcome; Combining quantitative and qualitative focus; At the same time, students can also do assessment through collaborative learning and encouragement. For example, students can complete the tasks set by the teacher, or have their own different answers to the questions raised by the teacher, which can be evaluated and completed through group interaction.

3.4 The Ability to Keep Pace with The Times and Learn for Life

With the rapid development of science and technology and modern education, the ability to keep pace with The Times and lifelong learning has become an indispensable basic quality for teachers to survive and develop in the new era. In the era of big data, it is not enough for college English teachers only to have professional knowledge. In addition to constantly updating the teaching concept, they must also have the ability to keep pace with The Times and lifelong learning, so as to adapt to the new requirements of constantly developing education and teaching reform.

Secondly, teachers should be good at using network resources and information technology to improve their own learning methods, expand their knowledge capacity, and maximize the benefits of the information they have mastered. Continuing education has become the basic requirement of college English teachers for their own development. Those teachers who are not willing to accept new things and are not good at learning are bound to be eliminated by the new era.

4. CONCLUSION

In the era of big data, the new network and modern information technology provide a broader world for the development and improvement of teachers, but also put forward higher requirements for teachers' literacy, especially information literacy. Only when college English teachers have the courage to challenge themselves, constantly reflect on the practice of modern education information technology and curriculum integration, and strive to improve their own information literacy, can they truly tune up the information age and move toward the modernization of teaching. Only in this way can they be competent for college English education and teaching in the era of big data and realize professional development of teachers.

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