

Retraction

Retracted: Deep Integration of Rasch Model and English Classroom: Language Teaching Development under Information Technology

Journal of Sensors

Received 23 January 2024; Accepted 23 January 2024; Published 24 January 2024

Copyright © 2024 Journal of Sensors. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

This article has been retracted by Hindawi following an investigation undertaken by the publisher [1]. This investigation has uncovered evidence of one or more of the following indicators of systematic manipulation of the publication process:

- (1) Discrepancies in scope
- (2) Discrepancies in the description of the research reported
- (3) Discrepancies between the availability of data and the research described
- (4) Inappropriate citations
- (5) Incoherent, meaningless and/or irrelevant content included in the article
- (6) Manipulated or compromised peer review

The presence of these indicators undermines our confidence in the integrity of the article's content and we cannot, therefore, vouch for its reliability. Please note that this notice is intended solely to alert readers that the content of this article is unreliable. We have not investigated whether authors were aware of or involved in the systematic manipulation of the publication process.

In addition, our investigation has also shown that one or more of the following human-subject reporting requirements has not been met in this article: ethical approval by an Institutional Review Board (IRB) committee or equivalent, patient/participant consent to participate, and/or agreement to publish patient/participant details (where relevant).

Wiley and Hindawi regrets that the usual quality checks did not identify these issues before publication and have since put additional measures in place to safeguard research integrity.

We wish to credit our own Research Integrity and Research Publishing teams and anonymous and named external

researchers and research integrity experts for contributing to this investigation.

The corresponding author, as the representative of all authors, has been given the opportunity to register their agreement or disagreement to this retraction. We have kept a record of any response received.

References

- [1] J. Yan, "Deep Integration of Rasch Model and English Classroom: Language Teaching Development under Information Technology," *Journal of Sensors*, vol. 2022, Article ID 3744678, 11 pages, 2022.

Research Article

Deep Integration of Rasch Model and English Classroom: Language Teaching Development under Information Technology

Jinyan Yan 

Basic Teaching Department, Aba Vocational College, Maoxian, Sichuan 623200, China

Correspondence should be addressed to Jinyan Yan; 15040140228@xs.hnit.edu.cn

Received 13 July 2022; Accepted 1 August 2022; Published 16 August 2022

Academic Editor: Yaxiang Fan

Copyright © 2022 Jinyan Yan. This is an open access article distributed under the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original work is properly cited.

The informatization of education is an important part of the industrialized informatization of our country and an inevitable path for the development of contemporary education. The development of informatization as well as industrialization is driving the changes of the times and the continuous innovation of people's way of thinking, living habits, and educational methods. The continuous innovation of computer technology and the widespread use and popularization of various classroom methods of English teaching have led to the continuous optimization and upgrading of English teaching at the higher education level in China. However, with the rapid spread of university education and the varying levels of English teaching in higher education institutions, there are a series of problems that need to be solved in the process of transformation of information technology teaching. Therefore, this paper examines the deep integration of the Rasch model and the English classroom from a practical context: language teaching development under information technology. Through an in-depth discussion of theories such as language teaching and information technology development, the development of language teaching in China's English classrooms is studied using the Rasch model analysis method. It is concluded that our teachers' English teaching methods are relatively backward, not sufficiently matched with the current needs of our students, and the teaching methods are relatively homogeneous. And based on the problems, it is proposed that firstly, educators should have objective information literacy and orientation criteria; secondly, high-quality and content-rich English training units should be developed to facilitate implementation; and finally, suggestions are made to promote the development of information materials in the context of teaching practice.

1. Introduction

The development of the times indicates that the direction of education is inevitably informatization [1]. Informatization of education is an important part of industrialization informatization in China, an inevitable path for the development of contemporary education. The development of informatization as well as industrialization drives the change of the times and the continuous innovation of people's way of thinking, living habits, and educational methods. Since the 21st century, English teaching in schools and colleges in China has been continuously promoting the implementation of informatization. The continuous innovation of computer technology and the widespread use of various classroom methods of English teaching have led to the optimization and upgrading of English teaching at the higher education

level in China. However, the rapid spread of university education and the varying levels of English teaching in higher education institutions have led to a series of urgent problems in university English teaching in the process of transformation of information technology teaching [2].

With the continuous development of China's economy over the years, the demand for industrial informatization in China is increasing, and the application of modern information technology such as computer technology and new network technology is becoming more and more widespread, which helps to introduce information methods and teaching materials into education. The emergence and high level of utilization of teaching methods under the conditions of informatization shows a trend of innovation under the conditions of the increasing level of teaching technology and the increasingly widespread use of computers.

According to the trends and tendencies of the educational era, the rational and flexible use of multimedia networks and information teaching in computers to support educational reforms will help to improve teaching effectiveness and promote the spirit of modern education [3]. In the process of teaching college English, teachers should make more use of information technology and modern teaching methods and techniques to introduce and express teaching contents and teaching concepts more comprehensively and to reflect modern educational ideas based on language use. In order to improve the quality and efficiency of college English teaching, it should be more student-centered [4].

The continuous changes in the information age have gradually given rise to the information-based education model, which is a teaching model and a new learning method based on the continuous development of computer technology and the innovation of information technology [5]. With the basic conditions of modern information technology, information-based teaching exists in the design concept and related teaching practices. Effective use of modern information technology and Internet big data processing technology to achieve effective integration of English teaching in colleges and universities with contemporary information technology is a key project in the current construction of higher education institutions in China. In this paper, we analyze the main features in English teaching in colleges and universities in the left and put forward the outlook of information-based English teaching according to the current needs of Internet teaching [6]. This paper focuses on the principles of integration, theoretical basis, current situation, and effectiveness of English teaching in higher education institutions under the information technology environment. The perspective of this paper begins with the practice related to informational teaching, further investigates the important methods and basic principles of realizing informational teaching, and based on the research, provides some outlooks and reflections on the informatization of English teaching [7].

Higher education institutions should keep abreast of the times in carrying out informatization teaching reform, have a global vision and holistic concept, further study and explore new cutting-edge teaching solutions, fully consider and use information technology in the practical exploration of English teaching reform, use information technology to promote the modernization of English teaching in colleges and universities, and continuously move in the new direction of informatization of English education [8].

2. Research Background

2.1. Status of Foreign Research. Education informatization, as an important initiative of the national long-term education development strategy, is an important way to improve national competitiveness. Some professional bodies believe that it is necessary to ensure that the national strategy for sustainable development becomes an integral part of the national strategy for sustainable development information. Implementation of national strategies to implement information reform and innovation strategies [9].

The Royal University is guided by its strategic vision, innovation, and practice in information education, by its high-quality education and comprehensive national orientation. Information about the working environment and market resources is available on the ECE website and participates in the development of human resources in the field of information training. At the same time, it uses and combines its deployment environment to raise awareness of information infrastructure and SLA documentation development issues. Development and full utilization of global resources and programs at the national level. In the field of computer mediation in the UK, the National Optimization Application Network is the center of information mediation and application. In Australia, the teaching and learning model has been largely computerized in all regions of the country to a level of full network coverage. The Australian government has established regular curriculum, teaching quality control, and language teaching performance control in all schools offering foreign language courses and language training through a strong and diverse production network. Optimization of design capacity, validation management, and assessment [10] were done. At the same time, the network will help teachers and educators at all levels of the education system to provide information services, to exchange information between Australia and the world, and to enter a new national and global information age. As the largest political issue in the world, the United States uses and exploits the results of information technology education. In the United States, more and more schools and universities are involved in the use of information. They are using information technology for export and lifelong learning after studying practical student problems, learning international law, and referring law enforcement agencies. School networks in the United States are very popular. They use information technology to introduce advanced equipment and facilities that have been widely used without discrimination, which is an important adaptation for the society [11].

2.2. Status of Domestic Research. Along with the continuous development of industrial information, the informatization of modern education in China is facing new challenges and new path options [12]. The informatization of education in the contemporary world is developing rapidly and has made certain achievements. Modern distance education networks, Chinese educational and scientific research computer platforms, and satellite broadband multimedia transmission platforms have been formed and realized to interface with educational satellite networks. They all have interactive functions, and the modern distance education interactive network platform is based on the satellite video system. The contemporary modern information education based on the Internet platform is carried out under the system of satellites. In our country, modern information technology and network technologies are gradually replacing the traditional face-to-face teaching methods. In the whole world trend, the information-based teaching mode replacing the traditional teaching mode is a big trend today.

According to a survey conducted by the National Bureau of Statistics, more than 90% of higher education institutions

in China have built campus networks. The multimedia equipment and related network facilities in higher education institutions have been greatly improved. The laboratory buildings, teaching buildings, libraries, and administrative buildings in higher education institutions can form an organic whole, well, unified together to form a high-level networked teaching with all the advantages of contemporary networked English teaching. Colleges and universities should strengthen the infrastructure construction of networked teaching and related training, build modern multimedia classrooms and multifunctional language classrooms, and laboratory-related network construction platforms, to improve the overall level of English networked teaching and hardware equipment to the world class [13].

In English teaching in most higher education institutions in China, English teachers use as many teaching methods as possible in combination with student learning to enrich English classroom teaching [14]. On the way to creating courseware and English education, teaching content and learning methods can be imparted and expressed in the form of multimedia devices. The fact that English teachers can choose their own English teaching materials is a major feature of English teaching in our universities, which helps to expand students' knowledge. In the actual classroom, English teachers should further encourage students to participate in scenario simulations and related role plays to demonstrate their understanding of information resources in situational interactions. This will allow students to experience the necessary and available language knowledge and skills required for targeted exploration and consolidation in their future careers [15].

Through the above analysis, both in countries with more advanced education abroad and at home, information-based education is constantly permeating contemporary educational concepts and is being carried out in practice. In the context of our government's vigorous promotion of education modernization, China's realization of informatization education can refer to some more advanced modern education concepts as well as informatization models [16]. Compared with countries with better development of education informatization, China has some commonality with the world's model in terms of implementation means and other aspects, but there are characteristics of backward infrastructure and uneven development levels among regions in China. Therefore, the process of modernizing and industrializing informationization of English teaching in China is not ideal enough, and there are constraints such as teachers' inability to reasonably allocate and use modern information technology means, the overall database construction level is not high, the combination of network technology and English teaching is not comprehensive enough, and the quality of learning platforms as well as network resources is low to extremely low. All of them reflect that the level of modern information technology in China is not as good as it should be. Therefore, in solving this problem, we must first understand the characteristics of modernized information technology education, and secondly, we must accurately grasp the basic conditions of English teaching in China, so that we can use it to our advantage and develop the advan-

tages of information technology, in order to promote the development of China's education informatization towards a more desirable direction [17].

3. Materials and Methods

3.1. Basic Theory

3.1.1. English Language Teaching. College English is an English language course for non-English majors. It is an important basic course that almost all college students take. It used to be called public English. Since 1986, the Chinese Association of Public Foreign Language Education changed its name to the Chinese Association of University Foreign Language Teaching and Research. Since the founding of New China, especially in the last 30 years, English teaching in higher education has been innovated in many ways such as common teaching materials, research content, learning philosophy, and many other aspects. The most important elements play an important role in teaching English in universities and incorporate some web skills to make computer programming more integrated into the university curriculum [18].

Starting 30 years ago, slides were used in the teaching of general higher education, where foreign languages were taught for the first time with audiovisual teaching of foreign languages, and from the 1920s to the 1940s, tools related to radio, audiovisual, and recording were continuously put into teaching. There were also new developments in language teaching in English classes in higher education. New audiovisual methods have appeared in Europe and the United States since the middle of the last century, especially in France in the 1950s, where slides, films, and other audiovisual teaching materials were widely used to organize listening and speaking exercises, thus combining sound images with visual images and in the context of global sound perception and foreign language structure. Thus, foreign language audiovisual instruction has a history of several decades [19].

In the last 30 years, in the context of modern information technologies, foreign language teaching has entered a new phase of information exchange in foreign languages. Since the 1980s, computer-generated language materials have appeared, enabling students to improve their language with the help of computers. At the same time, computer language learning is a new field of applied linguistics. With the rapid development of modern information technology and further development of information, learning information through computer networks and multimedia is an inevitable trend in the development of education. Of course, in addition to the need and preparation of technological prerequisites related to teaching English at the university level, there is a constant need to make these changes. There are two main reasons for this: First, there is a growing demand for international English language workers. The importance of English as a cross-cultural international lingua franca is unquestionable as China's sustainable development, driven by economic globalization, cannot be achieved without cross-cultural communication. Second, the "delay and

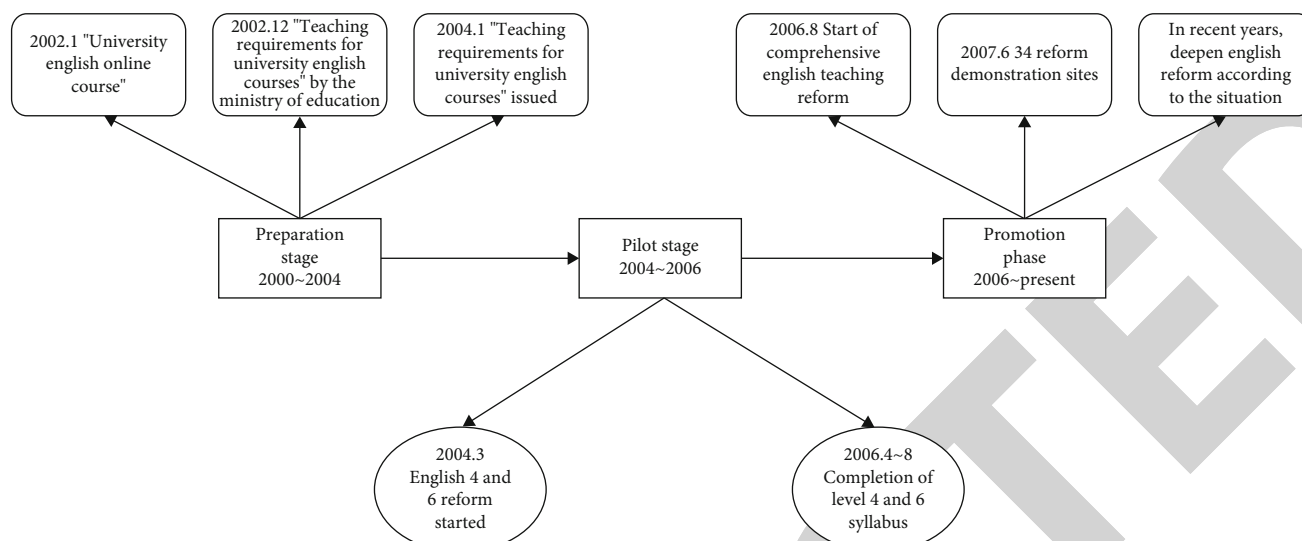


FIGURE 1: The history of university English teaching reform.

inefficiency” of English language teaching in China’s universities is the reason for language development. Although the value of English language teaching is both in higher education and training specialists who account for one-tenth of the total rate, related notes, and time of day by bachelor graduates, college graduates are dissatisfied with the use of the language and, most importantly, their oral communication. Although many students improve their English reading skills by passing university English tests at level 4 or even 6, they often do not have the ability to speak English directly at the international level or in international transactions [20]. University English teaching should be reformed to improve the efficiency of teaching and learning and to facilitate cross-cultural communication for indigenous members with functional English skills. The history of the reform of university English education in China is shown in Figure 1.

3.1.2. Informatization and Educational Development. Informatization of education has been quite an important milestone for the process of education, the reform of education, and the allocation of educational resources. In the context of the world education is going to informatization, the university English education in China should be closely integrated with the Internet technology and network technology and related information technology. Of course there will be some new problems, new challenges, and new opportunities in this integration process, and we should try to overcome these challenges and then meet the new opportunities.

With the continuous development of computer technology, information technology is becoming more and more important and has become more and more prominent in the competition for comprehensive national power. Information technology has promoted the overall progress of countries in all aspects of politics, military, and economy. The United States, the United Kingdom, France, Germany, and other developed countries planned the development path of information technology in the next 50 years as early as the 1990s. In the 1990s, the U.S. government proposed a

plan for a national information infrastructure. This was a pioneering achievement in human history. His goal was to develop information technology centered on the Internet, to promote the development of comprehensive information technology in all aspects of society, and to promote the widespread use of information technology in all areas of society. Since then, of course, other countries have subsequently and gradually started the path of informatization. For example, our country clearly put forward the path of informatization development in 1997. Since the establishment of our country’s industrial information sector, China’s rapid development of information technology. Subsequently, our country also developed a 15-year-long strategy related to the development of national informatization. This side is the first national informatization-related development strategy proposed by China. As countries gradually began to explore informatization, more and more countries joined the war of informatization.

But what exactly is the specific definition of informatization? We look at the definition of informatization and its specific content direction. As for the origin of informatization, it surprisingly originated in the countries of East Asia. In the 1950s and 1960s, Japan first proposed a specific concept about informatization. It was originally proposed by a sociologist from an Asian country in the 1860s. It was later translated into English and spread in the West and then gradually came to our country. In China, General Secretary Xi Jinping should be one of the first to use the term informatization. In an article published in the 1980s about the application of meteorological data information, the first concrete expression of informatization was presented in China. And on the academic side and on the government side of our country, they are discussing the specific concept of informatization in concrete terms. Both the academic side and the government side have a great disagreement about the concept of informatization. Some people think that informatization is a kind of about a process, but some people think that informatization is a process of transformation. Finally, when

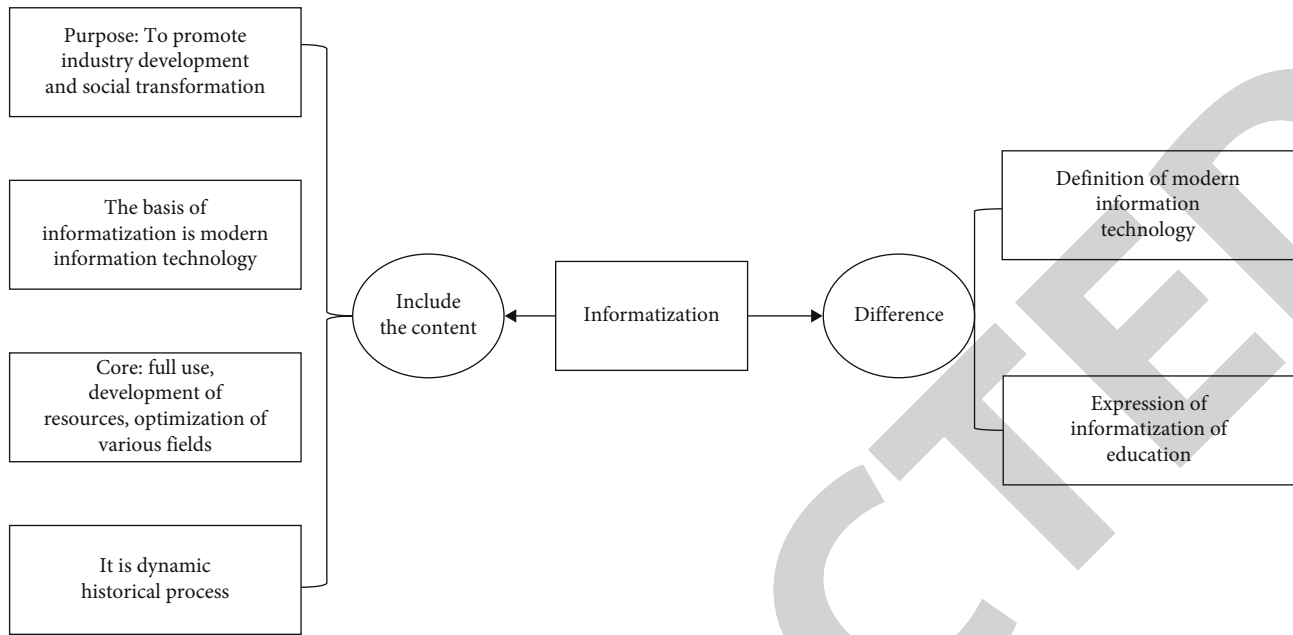


FIGURE 2: Informatization meaning.

China held its first conference on informatization, China finally made a clear definition of informatization. The definition of informatization was finally determined as long as it can benefit society and then cultivate and develop new productivity-related network tools or intelligent tools, or tools related to the Internet. It is an informatization tool, and then, informatization is this historical process. Before China formulated a 15-year national development plan for the development of information technology, clearly putting forward the purpose of information technology is to promote high-quality economic and social development and promote economic and social transformation. With this purpose, we make full use of information technology, develop information technology, and then fully explore information resources, make full use of information resources, and fully exchange information and share knowledge. Therefore, we make the following judgments on the definition of informatization. First is informatization; it must be to promote social progress, promote social development, and improve people's living standards. Second, informatization is broken to promote the development of various industries and to promote the development of Internet technology. Third, the core part of information technology or to make full use of information technology, on the basis of information technology, it is to promote the development of network technology, to promote social progress, to promote economic development, to promote the progress of industrialization, and to promote the improvement of people's living standards. Of course, the literal understanding of information technology is certainly a long and dynamic process of history. It is a way of development of social civilization. The specific meaning of informatization, as shown in Figure 2.

3.2. Rasch Model Research Method. This model is a model created by a European mathematician who explored contin-

uously in the practice of reflection theory. He started with a specific model of a probabilistic aspect of ability and related problems to increase the difficulty. His aim was still to explore unworthy variables to pursue the answer to the question. For example, he would explore those unrelated systems, the conditions needed within the whole system, and potentially unobservable some of the needed variables. For example, when examining student performance, some aspects of student knowledge and overall student quality and attitude toward learning are examined. Of course, this model is a more idealistic mathematical model, which is modeled with a more processed meaning. It has a better statistical significance, and it has a better fit and has strict requirements for p and u values. [18]. The relationship between the various variables of the model is specified by a mathematical expression that can be expressed mathematically as

$$\log_e \frac{C_{mn}}{1 - C_{mn}} = A_m - B_n, \quad (1)$$

where C_{mn} is the probability of participant m answering question n correctly, A_m is the ability of participant m , and B_n is the difficulty of question n , and in the Rasch model, the corresponding Wyatt chart can be output by inputting the learner's answers. In the graph, the relationship between task difficulty and learning ability is relatively constant through the presentation of the graph, the summary, the learner's knowledge and the probability of answering the question, and the distribution of ability, the rationality of the task setting, and the candidate's ability to adapt can be visualized. If the learner's ability exceeds the task difficulty, the probability is more than half; if they are equal, the probability is greater than half; if the ability is lower than the

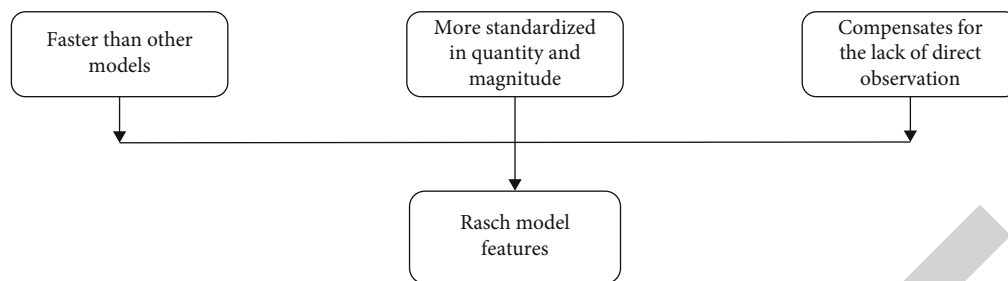


FIGURE 3: Rasch model analysis characteristics.

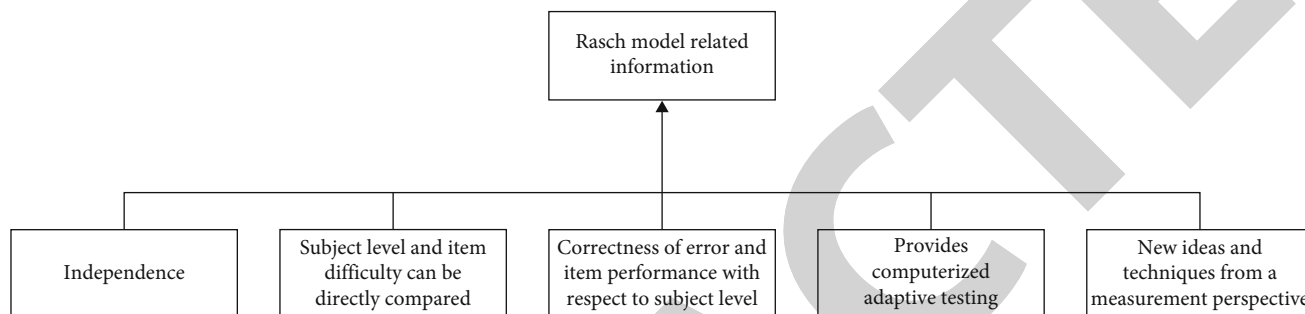


FIGURE 4: Rasch model-related information.

question difficulty, the probability is greater than half and the probability of answering correctly is less than half. Finally, an appropriate feedback should be provided based on the results of the written report.

As a metric tool based on item evaluation theory, it is different from the general metric theory in nature. First, the question difficulty and student ability are compared on equal scales through logarithmic transformation. The advantage of this approach is that it does not require testing on all questions to predict whether the same student is equally competent, which is the biggest difference between the performance of difficult questions and the performance of general measures, and is more with quick and convenient compared to other models. This is shown in Figure 3.

The Rasch model also has relevant information that is different from other models. (1) First of all, it is independent, which other models do not have. (2) The difficulty associated with certain specific levels in the theory and certain items, which cannot be directly compared. (3) The items tested at the subject's level, the associated errors associated with the subject's level, and the performance of certain equipment. (4) Innovative computerized adaptive testing provides specific schemes and off paths. (5) Presents its own new methodology and its own latest theoretical research from a statistical point of view. The general description, as shown in Figure 4.

4. Results and Discussion

4.1. Study on the Current Situation of English Language Teaching. In this paper, we surveyed three universities in a city in central China, and after comprehensive analysis, we came up with the classroom teaching methods of university English teachers. And the English language teaching

methods are studied. First, the survey shows that teachers often use the following teaching methods in class: lecture method, sentence practice method, situational dialogue method, rapid response method, and teacher-directed classroom discussion method. Their mean values were 4.07, 2.11, 2.03, 1.91, and 2.98, respectively (counted by the number of times the teachers chose). This is shown in Figure 5.

In contrast, the learner-centered reflective writing method, journal dialogue method, field trip method, student-led discussion method, and problem-centered method were not frequently used by teachers in the classroom, and their mean values were 1.04, 0.30, 0.40, 1.23, and 1.37 (counted by the number of times teachers chose them). There is a large discrepancy with students' expectations of teaching methods, as shown in Figure 6.

According to this survey, it was found that in the university English teaching reform, English teachers tried several new university English teaching models, but most of them adopted the traditional teacher-centered classroom teaching methods. For example, the "problem-driven approach" (abbreviation of PBL model: PBL places learning in a complex and meaningful environment and then solves problems through students' cooperative learning to master language skills), but most teachers think the PBL model is difficult: it is not suitable for students with poor English foundation in order to control the curriculum. Teachers also have some difficulties in evaluating learning outcomes. As a result, they are still accustomed to completely controlling students' classroom learning rather than giving them more opportunities to understand. As a result, the current educational reform is out of touch with teachers' teaching methods.

Currently, college teachers generally consider PPT as an intuitive method of classroom teaching, and some colleges and universities have proposed PPT as an evaluation

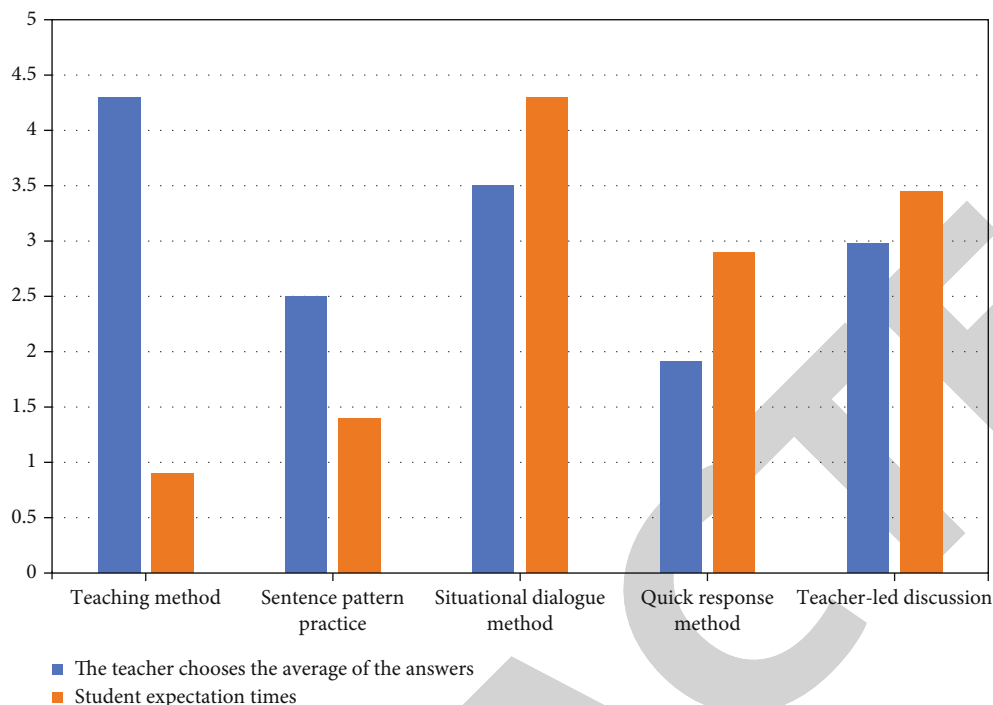


FIGURE 5: Survey of teachers' common teaching methods.

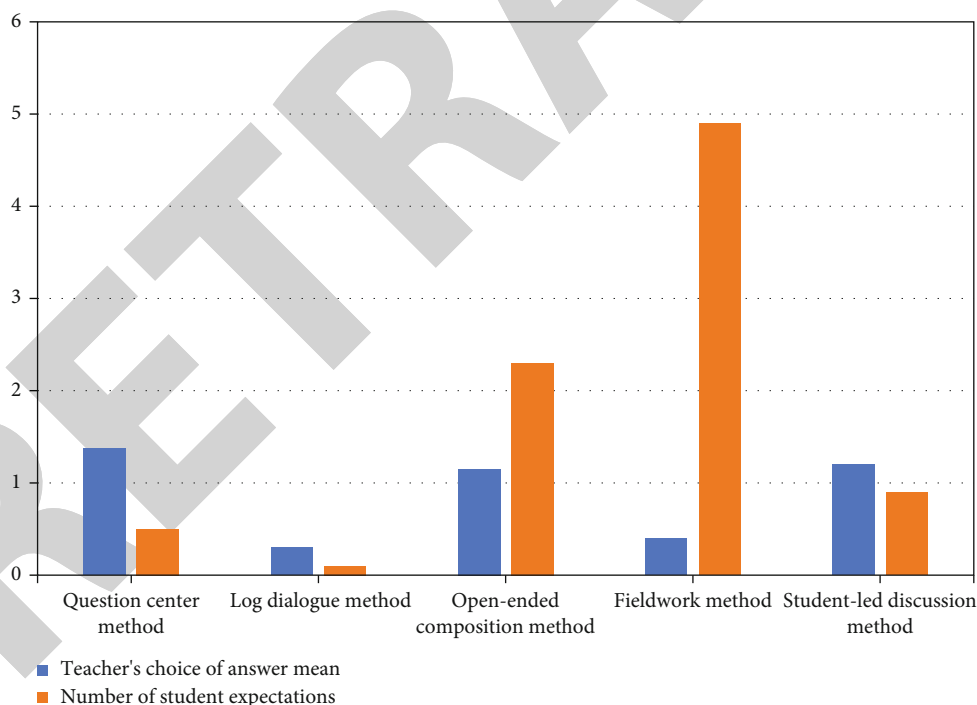


FIGURE 6: Learner-centered teaching methods survey.

criterion for classroom teaching. In order to better understand the classroom situation of GADA English teachers and promote the application of PPT in college English teaching, the authors conducted a PPT questionnaire survey and classroom observation of GADA English teachers.

In response to the question of how to choose the teaching mode, 100% of the teachers said they often use text

and PPT to present class content and useful information to students; 92.6% said they often focus on writing-related issues; 72.3% explained that they often insert pictures in PPT; 20.6% said they sometimes add animations, videos, and audio links. 81.8% of teachers indicated that they look for resources on the Internet and then develop textbooks within textbooks. In subsequent interviews, the authors

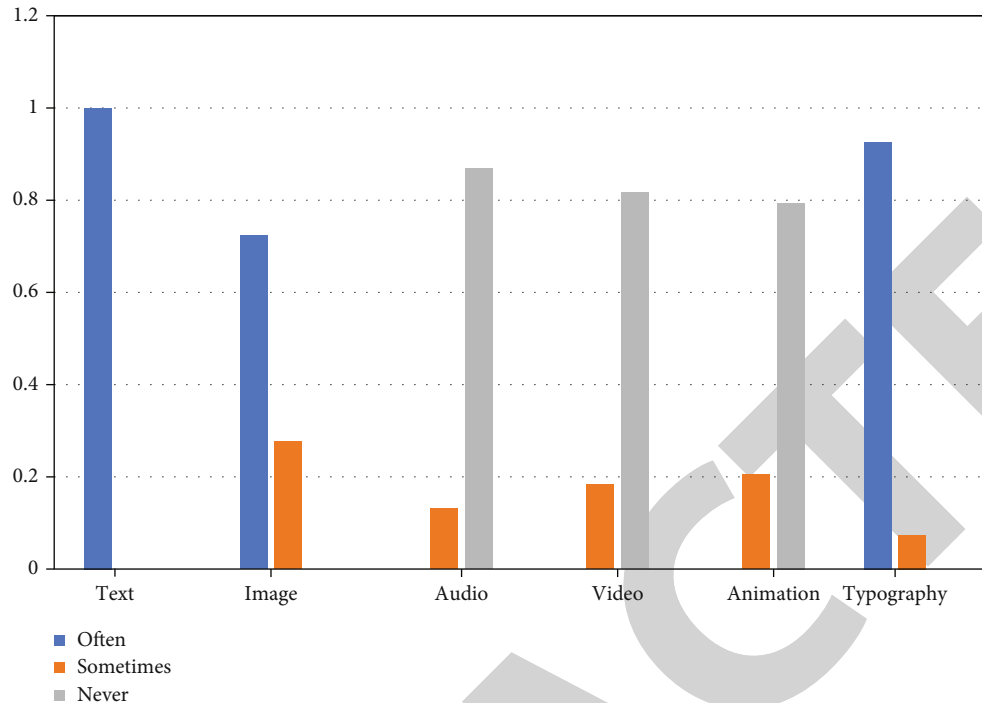


FIGURE 7: Statistics of instructional modalities used by teachers in creating multimedia courseware.

noted that the vast majority of college English textbooks are provided by publishers. They are placed in the classroom without any changes, but their content is selectively presented due to the limited time available for the course, as shown in Figure 7.

The researchers of this study conducted a uniform statistic of that usage of teachers using PPT courseware. There were more than 90% of teachers who mostly prefer to use PPT for teaching. There is a tendency to rely on PPT for teaching. This paper further explores some of the methods and difficulties encountered with PPT as well as the methods used in dealing with the process. It is found that the classroom relies on PPT more seriously and the teachers' methods of handling the situation are not appropriate enough if they encounter unexpected situations. The specific performance is shown in the figure. According to this, statistics found that PPT accounts for a very, very large role in the teaching process, but the reliance on PPT in colleges and universities is too high.

In the survey of colleges and universities, this paper makes reference to 225 colleges and universities for English teaching again. In the context of information reform, the widespread use of teaching networks and the lack of sufficient interaction between teachers and students in some teaching systems have made synchronous communication delayed and difficult, and the communication intensity between teachers and students is low. This includes information communication and emotional communication. However, there are extensive cognitive and affective barriers to online learning. The goals of e-learning are described as "student-centered" and "student-directed." The goal of education is to develop highly intelligent people and to explore how to transfer knowledge and skills to students, while the

type of emotional communication is neglected. Online learning is important for emotional education, but it is not essential. Some teachers have limited or nonexistent access to online learning for their students and never answer their students' online learning questions or ask them about their online learning. This makes students feel isolated in their learning. In addition, some teachers' misconceptions about online teaching and learning lead to a significant decrease in student-teacher interaction. This reduction in communication and interaction not only affects students' academic performance but also leads to areas of dissonance.

Teachers must take 10 or more courses in the course of teaching, which also means that each teacher must take multiple courses at the same time and hundreds of students must understand and master them. This is not conducive to maintaining a closer and harmonious relationship between teachers and students. In terms of teachers and students, the professional status of the classroom is obviously unbalanced. One reason is that the traditional form of classroom teaching still exists. When a topic is in the classroom, the teacher dominates the classroom, and the students are passively followed. The second reason is the long-term impact of traditional Chinese education that keeps students silent and listened to class. I am used to a quiet exam. Even if the teacher organizes interactive activities in the classroom, it is often not only to stimulate the enthusiasm of students but also for the brain. This authoritative and obedient relationship is difficult to transform into a more balanced and harmonious teacher-student relationship. In such a turbulent environment, it is more difficult for teachers and students to grow together. We often say that students are trained by teachers, and teachers are trained by students. This is the so-called "harmony." In environmental

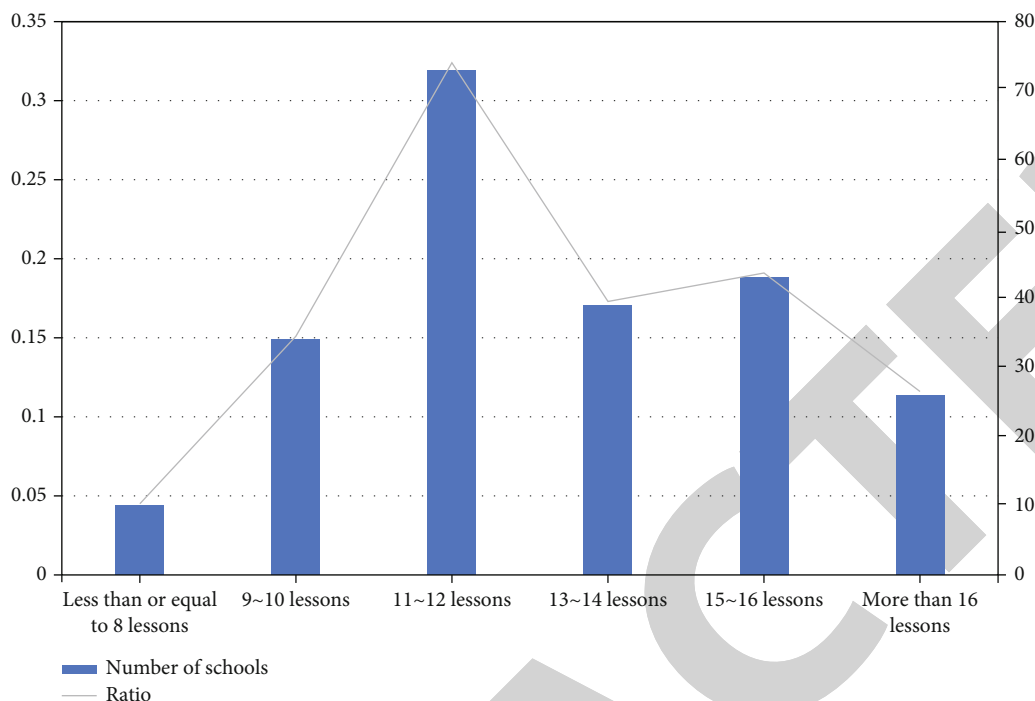


FIGURE 8: The actual weekly class of English teachers in universities.

classrooms, teaching work serves the growth of students. Teachers get nutrition during the learning process and increase professional development opportunities. This teacher-student circle represents a good classroom ecosystem, and teachers can develop better and provide students with better teaching services. However, in the process of information development, teachers' vocational education has not received enough attention in teaching management. It is difficult to synchronize the development of the widespread application of modern information technology to achieve joint teaching of teachers and students, as shown in Figure 8.

4.2. Suggestions for English Language Teaching Development

4.2.1. Educators Should Hold Objective Information Teaching Awareness and Positioning Standards. As a new method of information teaching, information teaching should take the promotion and optimization of the information process as one of the development tasks in the implementation process, adhere to the student centric teaching activities and attitudes, while reducing students' enthusiasm and initiative. We must also use the opportunities of dialogue, cooperation and exchanges to cultivate students' subjective initiative and accurately determine computer teaching standards. Old and old teaching methods based on modern technology must be abandoned, rather than traditional teaching methods such as mechanical reeducation and refining. Therefore, maintaining objective and comprehensive information teaching awareness and attitude is the prerequisite and ideological guarantee for the success of scientific research.

Adhere to the target positioning standards of informatization, take student development as the task of development

and optimization of information services, combine teaching practice with the awareness and sensitivity of informatization goals, and effectively use teaching resources. Designing more targeted and initiative English learning models stimulate students' learning interest and curiosity. Interest is the first teacher. It is an emotional state caused by external motivation, and it is also the motivation and necessary condition that stimulates students' learning and creativity.

Starting from the objective standards of informatization and informatization direction, the teachers can truly strive to achieve specific goals. In order to avoid misunderstanding of your information technology knowledge and standards, you cannot make full use of information resources to optimize teaching services, such as using network resources and English courses to teach multimedia resources to provide students with extensive browsing and downloading information; in information-based English learning, in the process, teachers can also choose the appropriate textbooks to write related textbooks so that students can learn through the electronic network platform, broaden their learning horizons, and enrich knowledge and energy. In addition, teachers should use advanced teaching facilities and facilities more widely, such as multifunctional classrooms and language laboratories, and using the network resources they provided to make students truly feel language, such as character simulation and scenario dialogue. Students can feel the language skills needed for future work, so that they can learn more specific.

4.2.2. Design High-Quality Information English Teaching Mode to Promote the Implementation of Teaching. The main problems encountered by teachers in information applications and the lack of understanding of information on

informationization issues are related to the concept of informatization. They lack information technology and skills, partly because the advantages and characteristics of information learning are not adapted to the nature and purpose of learning, and they need to lay the foundation for the implementation of information learning. Establish information teaching models suitable for teaching tasks and disciplines and introduce them into teaching practice. Explore information diversity platforms, enrich high-quality textbooks, and expand information knowledge bases. The organization and design of computer-assisted teaching depends on the breadth, speed of teaching content, and the close relationship between teaching and information. Teachers should examine information based on the goals and types of the curriculum, instead of copying all information without considering priority and difficulties, so that the information loses its original purpose and significance. Teachers must also measure the progress according to the knowledge and recognition of the discipline to seek perfection. The development of high-quality information and English teaching form can solve related problems in my country and promote the effective implementation of teaching.

In the reform of high-level English teaching, educators and relevant education departments should improve information literacy and practical ability, improve teaching concepts, and make full use of modern information technology and network resources in teaching practice. Establish a high-quality English teaching information model. This requires English teachers to master the basic skills and knowledge of modern computers. In order to promote the reform of university English teaching, teachers must learn to use information technology in English teaching. Not only do they have to perform surface operations on multimedia but they also pay attention to in-depth research and understanding of the characteristics and advantages of the information age. Under the conditions of information technology, you should adjust your teaching methods, combine the teaching contents and practical requirements, and establish a high-quality teaching model. Update your educational concepts and behaviors. When designing a high-quality information model, relevant principles and points should also be considered in order to improve the teaching effect of information space.

4.2.3. Promote the Development of Information Teaching Resources on the Basis of Combined Teaching Practice. On the basis of understanding the objective standards and directions of information teaching, construct high-quality English information teaching models to facilitate teaching implementation and further promote the development of teaching skills in combination with teaching practice. Give full play to the advantages of information technology teaching and learning for teaching and learning.

In promoting the development of teaching materials, the nature and content of teaching materials can be diversified and comprehensive, and the advantages of telemedicine can be fully utilized to increase students' learning opportunities in specific environments. Internet resources provide our teachers and students with a wide variety of information that

enables us to understand financial, business, cultural, scientific, and humanistic habits, broaden our horizons and knowledge, and better invest in specific projects. According to the teaching requirements, when creating a learning environment, materials should be designed to be of interest to students and to have an effect in the classroom, according to their attention and relevant aspects of their daily life or learning. The teaching message should extend from teacher-student communication to multifaceted and multimodal interaction, combining language and life experiences to propose different forms of teaching and activating the material. Students are enabled to flexibly integrate what they learn with the intelligent points in their surroundings.

5. Conclusion

With the continuous development of science, technology, and productivity in society, the application of modern information technology such as computers and multimedia networks is becoming more and more popular, promoting the emergence of information-based teaching methods and teaching means in the field of education. Under the condition that the level of teaching technology is improving and the application of computers is becoming more and more widespread, the emergence and high-level utilization of teaching methods under the conditions of informatization show a trend of innovation. According to the trends and tendencies of the educational era, reasonable and flexible use of multimedia networks and information teaching in computers to support educational reform will help to improve teaching effectiveness and promote the spirit of modern education. In the process of teaching college English, teachers should make more use of information technology and modern teaching methods and techniques to introduce and express teaching contents and teaching concepts more comprehensively and to reflect modern educational ideas based on language use. In order to improve the quality and efficiency of college English teaching, it should be more student-centered. The continuous changes in the information age have gradually given rise to the information-based education model, which is a teaching model and a new learning method based on the continuous development of computer technology and the innovation of information technology. With the basic conditions of modern information technology, information-based teaching exists in the design concept and related teaching practice. The effective use of modern information technology and Internet big data processing technology to realize the effective integration of English teaching in colleges and universities with contemporary information technology is a key project in the current construction of higher education institutions in China. This paper analyzes the main features in English teaching in colleges and universities in the left and presents the outlook of information-based English teaching according to the current needs of Internet teaching. This paper focuses on the principles, theoretical basis, current situation, and effectiveness of integration of English teaching in higher education institutions under the information technology environment. The perspective of this paper begins with the practices related to informational teaching, further investigates the important

methods and basic principles of realizing informational teaching, and makes some outlooks and reflections on the informatization of English teaching based on the research.

However, in the process of changing from supplementary teaching to modern information technology teaching, there are a series of problems that need to be solved in university English teaching. Therefore, this paper examines the deep integration of the Rasch model with the English classroom from a practical context: language teaching development with information technology. Through an in-depth discussion of theories such as language teaching and information technology development, the development of language teaching in China's English classrooms is studied using the Rasch model analysis method. It is concluded that our teachers' English teaching methods are relatively backward, not sufficiently matched with the current needs of our students, and the teaching methods are relatively homogeneous. And based on the problems, it is proposed that, first, educators should have objective information literacy and orientation standards; second, high-quality and content-rich English training units are developed to facilitate implementation; and finally, suggestions are made to promote the development of information materials in the context of teaching practice.

Data Availability

The dataset is available upon request.

Conflicts of Interest

The authors declare no conflicts of interest.

Acknowledgments

This work received support from the following: ① A Probe into the Mode Teaching of How to Make the English Study and Moral Education Integrate Based on the Internet in the Ethnic Tibet-related Areas, ② To Construct the Integration of Ideological, Political Course into College English in ethnic Tibet-related Areas, and ③ Research on the Cultivation Path of Critical Thinking Ability in English Teaching in Vocational Colleges in Ethnic Tibet-related Areas from the Perspective of Three-education Reform.

References

- [1] Y. Wang, "On college English teachers' basic skills of classroom teaching and evaluation and the promotion strategies," *International Journal of Social Science and Education Research*, vol. 5, no. 7, 2022.
- [2] D. Yiheng, "Exploration of college English teaching from the perspective of intelligent classroom," *Journal of International Education and Development*, vol. 6, no. 7, 2022.
- [3] A. Sita and A. Sultan, "Distance learning during COVID-19: EFL students' engagement and motivation from teachers' perspectives," *Language Teaching*, vol. 15, no. 7, p. 85, 2022.
- [4] L. A. N. Huifang and C. H. E. N. Xian, "A study on the effectiveness of middle school English classroom teaching design under the background of new curriculum," *International Journal of Education and Technology*, vol. 3, no. 2, 2022.
- [5] X. He and L. Tang, "On the efficacy improvement of English classroom in elementary school under the policy of double reduction," *International Journal of Social Sciences in Universities*, vol. 5, no. 3, 2022.
- [6] P. Wang, "The application of flipped classroom in college English teaching," *International Journal of Computational and Engineering*, vol. 7, no. 3, 2022.
- [7] X. Lin, "A review of flipped classroom in senior English reading teaching in China," *International Journal of Social Science and Education Research*, vol. 5, no. 6, 2022.
- [8] J. Zhu and M. Zhang, "Analysis of teachers' open English class under English medium instruction," *World Scientific Research Journal*, vol. 8, no. 6, 2022.
- [9] H. Sun, "Research on the flipped classroom teaching model of primary school English based on WeChat," *Journal of Educational Research and Policies*, vol. 4, no. 5, 2022.
- [10] C. Yao, "Research on the practical path of ideological and political theories education in college English teaching under flipped class model," *Curriculum and Teaching Methodology*, vol. 5, no. 2, 2022.
- [11] W. Jiang, "Research on the application of business English interpretation teaching reform in internet plus cloud Flip classroom," *Journal of International Education and Development*, vol. 6, no. 5, 2022.
- [12] "Applying problem-based approach in business English courses for China's English majors," *SAGE Open*, vol. 12, no. 2, p. 215824402210933, 2022.
- [13] Z. Yameng, "The research on critical thinking teaching strategies in college English classroom," *Education*, vol. 13, no. 4, pp. 1469–1485, 2022.
- [14] J. Li, "The application of flipped classroom model in college English teaching," *International Journal of Intelligent Information and Management*, vol. 11, no. 2, 2022.
- [15] Y. Luo, "The construction of integrated teaching model in and out of colleges English class," *International Journal of Education and Management*, vol. 7, no. 1, 2022.
- [16] M. Chen, "College English listening teaching innovation path under the background of modern educational technology," *International Journal of Education and Economics*, vol. 5, no. 1, 2022.
- [17] X. Zengliang, "Research on blending teaching reform of college English flipped classroom based on network platform," *International Journal of Computational and Engineering*, vol. 7, no. 1, 2022.
- [18] Z. Yanming, "Research on the interaction between teachers and students in college English teaching in "Internet +" environment," *International Journal of Education and Teaching Research*, vol. 3, no. 1, 2022.
- [19] G. Han, "Delivery methods of values-based education in college English classroom teaching practice," *International Journal of Higher Education Teaching Theory*, vol. 3, no. 1, 2022.
- [20] A. A. Salih and L. I. Omar, "Reflective teaching in EFL online classrooms: teachers' perspective," *Journal of Language Teaching and Research*, vol. 13, no. 2, pp. 261–270, 2022.