

The Development of College English Teaching based on Multimedia Teaching

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Abstract. The traditional English teaching methods in colleges and universities can no longer meet the requirements of the development of education in the new century. The multimedia technology and network with information technology as the core are widely used in various fields of college education, especially in college English classroom education. The multimedia expressions make the English classroom teaching active, allowing students to experience the vividness of English in the immersive English conversation situation, which greatly stimulates the students' interest in learning and improves the effectiveness and quality of English teaching. Taking the WeChat public platform as an example, this paper studies the listening and flipping classroom mode of college students based on the WeChat public platform. Based on the existing teaching mode, the paper builds a WeChat public platform, and divides the flipping classroom into pre-course, in-class, and after-school learning stages. At the same time, the WeChat public account is set up as student learning, teacher teaching, and student-teacher exchange. Platform. This method makes full use of this new course teaching method and injects new blood into the traditional English listening teaching. The flipping classroom mode based on the network environment is characterized by flexibility, high efficiency, openness, modularity, multi-state input, etc., which helps students to learn personalized and provides a good environment and conditions for students to learn independently.

Keywords: WeChat public platform; Flip classroom; College English listening; Multimedia teaching.

1. Introduction

At present, the teaching goal of college English is to cultivate students' comprehensive English application ability, especially the ability of listening and speaking. The improvement of students' self-learning ability and comprehensive cultural literacy is a problem that every teacher should explore. In the course design, how to fully apply advanced information technology and build a new teaching model based on the computer network course is a new topic that should be studied at present. With the development of computer networks, the use of mobile clients provides students with a wealth of learning resources and a real-world language environment, as well as a platform for knowledge and exploration. At present, many scholars in China have begun to study the network listening teaching mode. The flipping classroom based on the WeChat public platform has provided favorable conditions for creating a new mode of college English listening teaching.

2. Introduction to Flipping Classroom Theory

The so-called flipping classroom is to reverse the two stages of knowledge transfer and knowledge internalization in the learning process. Before the class, the teacher produces the teaching video, uploads it to the online platform for the students to learn before class, and brings the problems that are not understood in the learning to the classroom, and conducts interactive discussion, collaborative learning, individual guidance under the teacher's organization, and then solves the problem. Complete the learning task. The key to flipping the classroom is "flip", which is essentially the teaching "subject status change", which specifically involves the following three aspects: First, the teacher role is reversed. Flipping the classroom frees the teacher from the traditional classroom and becomes the designer, facilitator and instructor of the student's learning activities. This means that teachers are no longer the center of knowledge interaction and application, but they are still the main drivers of student learning. When students need help, the teacher will provide them with the necessary inspiration. In this way, teachers become scaffolding students who can easily access resources, use

resources, process information, and apply knowledge to real situations [1]. Secondly, the student status is reversed. With the rapid development of educational informationization, students will also enter the era of self-knowledge extension. In the flipping classroom where technical support and personalized learning are combined, students have become the learners who decide on their own learning links. They can choose learning according to the actual situation, choose learning content, control learning process and learning volume, and become learning. Real master. The third is the teaching time flipping. In the classroom teaching, the teacher's teaching time is reduced, and the students' self-learning and collaborative learning activities are increased [2]. The main content that the teacher will teach is transferred from the class to the class. Under the premise of ensuring the total amount of teaching, the interaction and cooperation between teachers, students and students in the classroom will be enhanced, and the internal absorption of knowledge will be deepened.

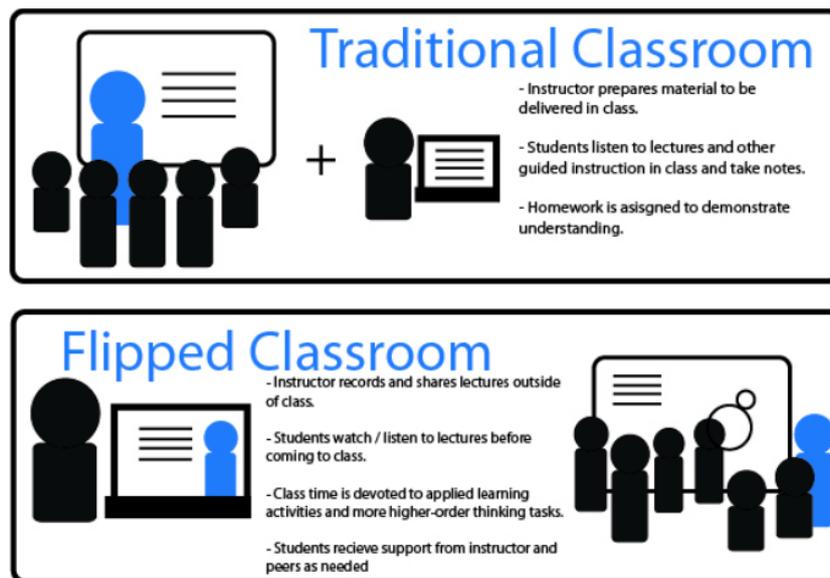


Fig.1 Difference between college English flip classroom teaching mode and traditional teaching mode

The famous teaching scientist Jackie Gostin has flipped the classroom teaching mode and carried out operations related to conceptual exploration, demonstration and application. It divides the flipping classroom into four stages of development. The first phase is primarily used in the actual classroom where students collaborate on games, activities, and experiments. In the second stage, students learn concepts and knowledge by watching learning videos and online materials. After learning, they can raise their own knowledge points and teachers can answer them. In the third stage, students must express their understanding and feelings about what they have learned through some learning videos or voices. In the fourth stage, students can use their imagination and creativity to apply what they have learned to life, so that knowledge is not limited to books or minds. The teaching model constructed by Jackie Gostin [1] flipped the students' learning style and encouraged students to participate and reflect positively. This greatly mobilized the initiative of students and helped students improve their analysis and problem-solving ability [3].

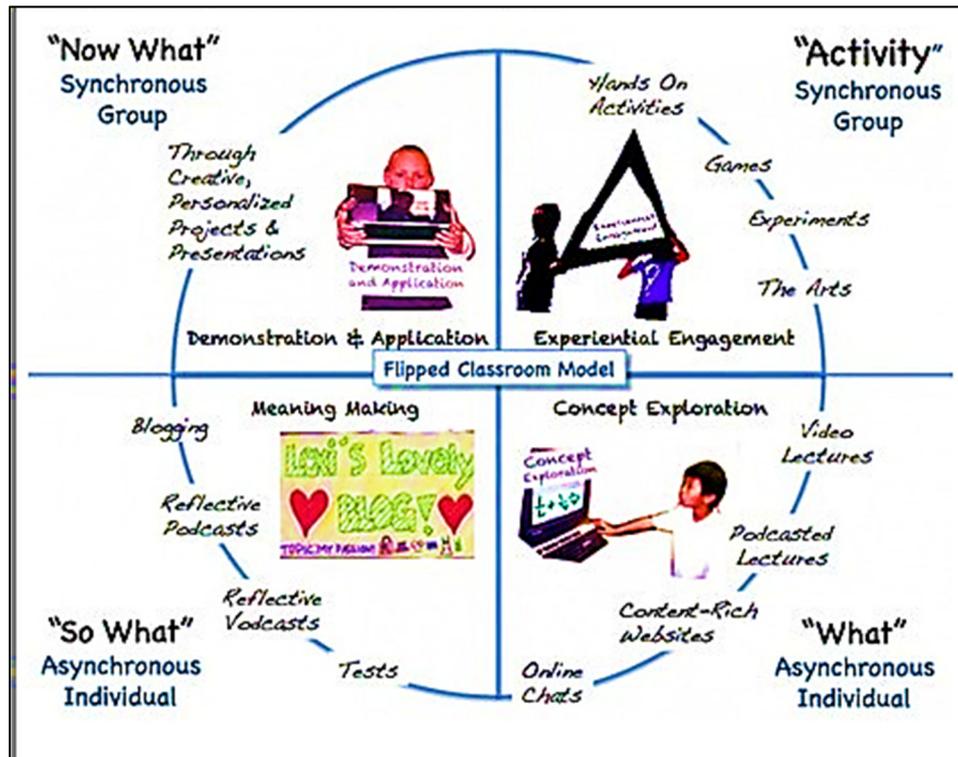


Fig.2 Jackie Gostin ring four-stage model

However, in the course of learning, students generally need to experience the two stages of "knowledge transfer" and "digestion and absorption". Flip the classroom to extend knowledge transfer outside the classroom, and promote digestion and absorption into the classroom, contrary to the traditional teaching method [4]. In the flipping classroom mode, students learn the knowledge by uploading the teaching materials and videos uploaded by the teachers. The teachers use online tutoring to guide students to explore and communicate, and can assist students in answering and answering questions in a targeted manner. Helping students to digest and absorb knowledge is also the advantage of flipping the classroom's more traditional teaching model.

3. WeChat Public Platform Function Analysis

The WeChat public platform has many practical functions. For smartphone users, using the WeChat public platform is not only a trend, but also a lifestyle choice. Based on the educational function of the WeChat public platform, this study analyzes the common functions of the platform function, communication function and social function of the WeChat public platform (see Table 1).

Table.1 Analysis of the educational function of the WeChat public platform

Function list		Functional description	Educational application
Platform function	Operation platform	IOS, Android, Windows Phone, BlackBerry, Symbian, Microsoft Windows, Mac OS, Web	Support mobile learning, digital learning, blended learning, ubiquitous learning, and fragmented learning
	Open platform	Mobile app development, public account development	Provide an interface to send educational and teaching related content to designated friends or share with friends
	public platform	Service number, subscription number	Support function extension, can realize group push, automatic reply, subscribe push related materials
Communication function	Instant messaging	Can send text, pictures, voice, video, support video chat, location sharing and real-time intercom	Can be used for discussion and communication between students, as well as communication between teachers and students, Q&A and personalized guidance
	Group chat function	Support multi-population chat, please refer to the "Function Description" of "Chat Function" for specific functions.	Support collaborative learning, group learning, easy discussion and resource sharing
Social function	Circle of friends	Can post graphical information, share information, "like" and comment information points, and interact with friends	Enables the release and sharing of learning resources and learning experiences, supports interactive reviews and learning assessments
	Friend add	Support for finding micro-signals, QQ friends, contacts, sharing micro-signals, viewing nearby people, shaking, drifting bottles	Add friends through multiple channels, easily learn groups, easily access learning resources, support and help

4. Current Situation and Problems of College English Listening Teaching

College English listening has a very important position, but at present, college English education in China has always been difficult to break through many limitations. On the one hand, small class teaching limited by English listening can take into account the hearing differences of all students, but often the reality is that the teaching resources of colleges and universities are limited, and only large class teaching can be arranged. On the other hand, because the improvement of listening ability is not a one-off, but it takes a long time to practice and invest. In reality teaching, only two to three classes can be arranged in a week, and in actual teaching, the efficiency of English listening teaching is relatively low. The teacher plays the recording materials, the students do the listening exercises, and the teacher checks the answers [5]. The inherent listening teaching model lacks interaction between the students and the teachers, which leads to the students' listening ability. In recent years, China's listening teaching reform has presented three characteristics. The first is the students' independent listening practice, the second is the full integration of listening and speaking skills, and the third is

the integration of listening strategy training into classroom training. The English listening teaching based on the public platform is flexible, open and modular, and is more suitable for the teaching and learning of English listening. Using the WeChat public platform for independent learning cannot only provide students with appropriate learning materials, but also give students a certain choice and autonomy. Class time can save time for more face-to-face interaction between students and teachers and students.

5. Design of College English Listening Flip Classroom based on WeChat Public Platform

In order to promote students' English listening ability, the author builds a college listening flipping classroom model based on WeChat public platform, which includes the collection and production of pre-class micro-class materials, the learning of students' pre-class WeChat public platform content, and the listening and speaking teaching in the classroom. There are four stages of interactive activities and platform interaction between teachers and students after class.

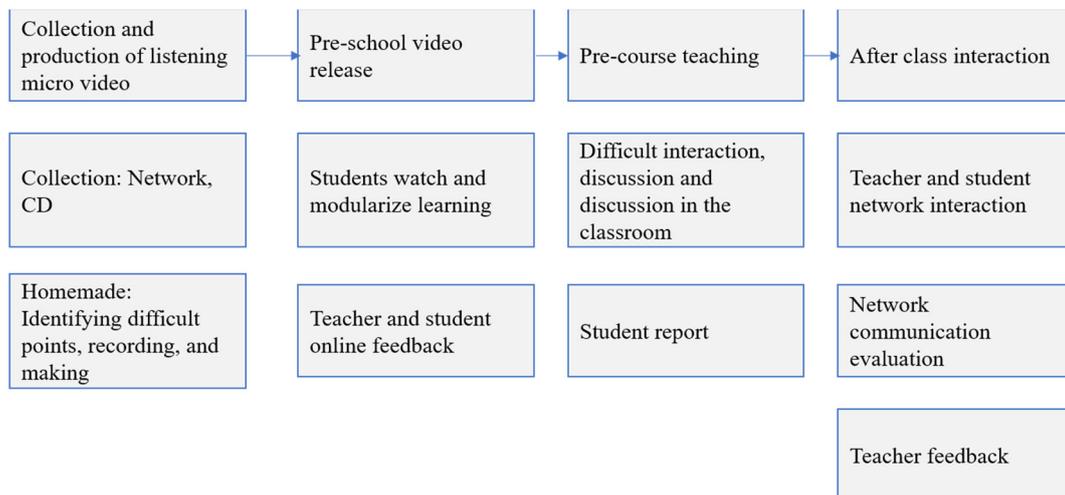


Fig.3 Design of College English Listening Flip Classroom Based on WeChat Public Platform

5.1 Pre-class Micro-course Collection and Production

Teachers should carefully and thoroughly design micro-videos, clarify the teaching content and goals, and summarize the difficulties. The duration of the video is less than 20 minutes. The content should be vivid and comprehensive. It is related to English listening. It can be presented in the form of video, Flash, animation, explanation, etc. The content should be clearly defined. For video production, you can choose to use a digital camera to shoot and then non-linearly edit the video, or use a flexible mobile terminal such as a smart phone or recording software Camtasia Studio to record the screen content and the sound inside and outside the screen. The sound can come from inside the computer. And the microphone input of the recorder [6].

5.2 Students' Pre-class WeChat Public Platform Content Learning

Prior to this, teachers need to organize the textbook content of this course, clarify the content and objectives of the textbook, summarize the key difficulties, classify the teaching videos and teaching materials, and produce videos that need to be related to English listening. Take animation, video, and explanation. A variety of ways, the content is clear. Video and materials need to be published on the public platform before class [7]. In addition, the content of the data, test questions, and after-school training contact needs to be commented under the video. Students can conduct selective and purposeful learning through specific content, and learn the information uploaded by teachers in combination with mobile learning and online learning. In the process of learning, students can learn

the video content, annotate the difficulties encountered, fully express their opinions, send them to the WeChat public platform, and interact with the teachers.

5.3 Listening and Speaking Teaching Activities in the Classroom

In this teaching mode, both parties are in an active position. Through the form of blackboard and electronic documents, teachers share learning resources to meet the multi-faceted and multi-level learning needs of students. They focus on the problems reflected by students in the WeChat public platform and answer most of the difficult points. In addition, students can be divided into groups according to their needs. Teachers set different activity themes for each group, and share the results in a group dialogue or discussion [8].

5.4 Reflection and Interaction after Class

Through the digestion and absorption of the teacher's supplementary materials, the students explore and share the content in the teacher-student line and reflect on the time after class. Through deep thinking, the problems encountered can still be discussed with teachers and classmates on the WeChat public platform, fully express their opinions and promote the deep interaction between teachers and students. At present, it is an indisputable fact that students use the social network (SNS) to communicate with each other. Students need to share the videos on the WeChat public platform to other social networks to achieve a wider spread to help Many people learn together and discuss together.

6. Conclusion

While constantly improving the network teaching platform and improving the network teaching technology, teaching workers should strengthen their learning, improve their information literacy and network teaching ability, and combine the traditional college English classroom with the multimedia network teaching platform to complement each other. Seeking a more scientific and effective balanced teaching model between the two. Although the current college English listening and flipping classroom teaching mode formed by the WeChat public platform has not yet formed a scale, the development is still in its infancy, but it is of great significance to the later college English listening teaching. University teachers need to make reasonable use of the WeChat public platform, combined with the flipping classroom teaching mode, strive to improve students' academic performance, improve the quality of college English teaching, and then promote the development of students, and ultimately improve the teaching level of college English.

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