

## Application of Multimedia Technology and Network-based Environment in Oral English Teaching

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**Abstract**— This paper mainly analyzes the current problems existing in oral English teaching with application of multimedia technology and network-based environment on base of constructive learning theory as well as current reform situation. By providing diverse effective strategies, both scientific application of multimedia technology and oral English teaching quality could be achieved to its best.

**Keywords**-multimedia technology; network-based; oral English teaching

### I. INTRODUCTION

At present constructive learning theory, as a branch of cognitive learning theory, plays a dominant role in post-pedagogic time of English teaching. It aims to explain how to make objective knowledge structure through the interaction with individuals and then internalize for cognitive structure. It also thinks that learning process is a course of active construction of internal mental representation. Constructive learning theory not only emphasizes learners' inner construction of objective knowledge, but also pays attention to the interactions between teachers and students as well as among students. Thus, cooperative learning and reciprocal teaching are widely used in oral English teaching. Oral English teaching is a process of "input - interaction - output". Currently, under the domination of modern education technology and networked situation, students' autonomous learning mode has been paid more attention, which is more situational and is guided by teachers. Constructive learning theory who asserts scaffolding teaching and situated or anchored instruction has provided a favorable theoretical support for China's college English oral teaching. Scaffolding teaching theory suggests a process of "etudes—exploration--excursions", which is more suitable for class teaching. Situated or anchored instruction proposes that teachers should not present the prepared lecture to students in advance, whereas they should demonstrate a discovering process which provides a problem-solving model and guides students to explore. This can be more suitable for network-based autonomous study. On one hand, constructive learning theory pays attention to learners' conscientious dynamic role and creativity, and reveals the psychological factors in the process of learning intelligence. On the other hand, it ignores the indirect effect of non-intellectual factors, such as emotion, will, interest, motivation, etc. In general, as

an independent English teaching system, constructive learning theory is still imperfect. College oral English teaching can borrow some basic theories, but we can neither repeat what the books say nor just talk.

### II. THEORETICAL BACKGROUND AND REFORM SITUATION

The Ministry of Education proposed that college English teaching should develop comprehensive proficiency in applying English which lays the improvement of students' listening and speaking ability as its priority. Many scholars have discussed theoretically. Also, many universities have practiced with concrete actions. They opened listening and speaking lessons. But problems still existed. For example, classroom teaching separated from after-class training, network-based autonomous learning disconnected with teachers' guidance. From the investigation of several famous universities, college oral English teaching reforms have taken places widely, but there are many problems in the aspect of network-based oral training system. How to construct a network-based college oral English teaching system has become the key to the success of the reform.

### III. DIFFICULTIES OF THE REFORM

From the current situation, it has a great difficulty in popularizing network-based oral English teaching among universities all over the country. There are both objective and subjective causes, which mainly reflect in the following three aspects.

#### A. Scarcity of network teaching equipment

Due to the restrictions of network teaching equipment, college oral English teaching faces great challenges. The main questions lie in the lack of network teaching source, as well as the present teaching source unable to meet the needs of different students. So the students' potential ability cannot be fully developed and their interest cannot sustain long, so that the new teaching scheme cannot be realized. College oral English teaching must be reformed through curriculum system and teaching scheme, so as to realize the combination of network teaching and teacher's face-to-teaching. To realize the expected aim, it needs to reform the teaching scheme of "one-size-fits-all kind of deal", and establish the curriculum system and teaching scheme of personality development. Concerning the amount of students who attend college oral English teaching, only the

combination of students' individual study on network and face-to-face teaching is the available way to achieve such scheme.

#### *B. Unreasonable curriculum*

The unreasonable curriculum arrangement is indicated in two aspects: firstly, the courses of reading & writing and listening are still opened in many universities, on which students have little chance to speak. Even if there are some chances, it is so superficial. Furthermore, these two courses are usually taught by a Chinese teacher, and it is difficult to achieve the teaching objectives. Although the content of oral English is easier than reading & writing, the task is heavier than the former two. Secondly, some universities only open oral English in the first two years without continuing courses in the following two years. In this way, the students will be less familiar to oral English, and they can not speak so fluently and exactly as the first two years.

#### *C. Insufficient supervision to the network-based autonomous study*

Many universities explored the network studying base where contained a lot of information and materials. However, the teaching faculty are lack of enough supervision which only be finished by checking the clicking rate. Mastering their studying process is far from enough. Furthermore, some universities bought some studying software which handles the effect of reciting post-platform and to some degree decreased the burden of the teaching and some disadvantages appeared as well. Due to many reasons, teachers cannot help the students appropriately, together with few teaching methods of the software cause students separate with the teacher. All in all, the truly meaningful network-based autonomous study can be achieved by combining the timely supervision from the teacher and the effective help from the software.

### IV. REFORM STRATEGIES

#### *A. Combining classroom teaching and extracurriculum activities effectively*

Oral English teaching based on network-based environment should be regarded as an integral whole with characteristics of accomplishing same assignment or attaining same goal both in and out of class. It is obvious that student oral communication strategies are mainly acquired and mastered by typical classroom teaching while extra-curriculum activities has naturally become relevant extension and necessary supplement accordingly with purpose of reinforcing what has acquired in regular classroom teaching about oral skills or techniques. However, there is one thing needs to be clarified that extra-curriculum activities do not equal to repeat the same teaching contents. To be specific, various activities could be incorporated into evaluation system such as after-class autonomous learning, participation of English corner, and diverse English competition and so on. Teacher are supposed to supervise and record what have experienced, trained and practiced to guarantee the quality of oral English teaching as well as

implement teaching assignment so that students' autonomous learning ability and practical application aptitude could be achieved simultaneously.

#### *B. Integrating students' evaluation and teachers' scientific research dynamically*

Teaching process not only attaches great importance to a combination of student's formative evaluation and summative assessment but also give priority to scientific research ability with teachers for the sake of promoting scientific research by teaching. Therefore, certain summative assessment system must be adopted to contribute to the scientific teaching and learning effect. Establishing all-round, comprehensive and diverse college English teaching test and assessment system could properly examine real degree of mastering oral English skills and achieve whole process supervision so that a bunch of reliable practical materials from experience could be provided and derived for scientific research.

#### *C. Implementing man-machine conversation training and network testing means*

Network-based autonomous oral learning includes the man-machine interactive oral training, students' self-evaluation in oral English, teacher's oral English assignment and correction of oral homework, etc. Teachers layout preview assignment, and require them to surf the Internet, download, and then through the network, make the teaching information interconnected in class. After class, students can invoke the datum from the database directly. College English oral teaching need to further improve the man-machine conversation test system, and realize network testing means, thus not only stimulated the students' interest in learning English and interest, but also promote the students' study enthusiasm.

#### *D. Completing online learning resource pool and autonomous learning monitoring system*

College English oral teaching reform can't do without the help of domestic and international famous software companies. Teachers are in great need of network-based autonomous learning database which is suitable for their universities to meet the development of students' personality maximum. The database can be horizontally divided into different modules according to different training purposes, such as listening test, pronunciation imitation, role play, tongue twister, etc. While longitudinally, it can design different ways to deal with the questions according to different types of personalities. The same module can be designed with eight different patterns, i.e. introversion vs. extroversion, sensation vs. intuition, thinking vs. emotion, perception vs. judgment. Altogether there are four dimensions of personality type with eight pole training methods. The arrangement of the content are then closely connected with the oral teaching material. In the aspect of the supervision of autonomous learning construction, teachers can employ remote on-line answering system to know the attendance of students' autonomous learning, training speed, correction of the answers and the

categories of personality types. In the process of monitoring, teacher can even correct their audio oral English homework uploaded through internet.

#### V. CONCLUSION

Network-based college oral English teaching should have a concept that listening and speaking are both important, whereas speaking is taking the lead. It also should follow a principle of “guiding in class and strengthening after class”, which lays emphasis on perfecting the after-class training system. It doesn’t mean a simply arranged homework, but a cross-training system which is taken the network contextualization as its carrier and with a variety of training modes. In the reform, with the support of modern education technology and network platform, we need to find a network-based college English oral teaching system which is suitable for China’s national condition, thus to fulfill the transfer of teacher-centered atmosphere to students-centered autonomous learning atmosphere. The elimination of the mute English phenomenon needs the initiative change of teaching mode

from class teaching to campus network teaching, which will help college students produce the “speaking ability” required by the College English Curriculum Requirements (for trial implementation) issued by Ministry of Education.

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