A Study on English Situational Teaching Assisted by Multimedia Network

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Abstract

As the times rapidly advance, the traditional teaching mode can not meet the needs of the modern society. In the actual teaching, teachers need to explore new teaching methods. The application of multimedia technology in English teaching has transformed the traditional teaching mode and injected new vitality into English teaching. This paper first explains the present situation of English teaching, then analyzes the significance of multimedia technology in English situational teaching, explores the problems occurring to English teachingsuch as conservative teaching philosophy, monotonous teaching content and wrong teaching methods, and puts forward the application approach of multimedia technology in English situational teaching from three aspects: the combination of traditional teaching mode and multimedia teaching mode, the improvement of innovative awareness and the creation of flipped classroom, so as to improve the quality of English teaching.

Keywords: Multimedia Network, Situational Teaching, English Teaching.

1. RESEARCH BACKGROUND

1.1 Research overview

With the advent of the Internet age, multimedia technology has also been applied to English teaching. Featured with abundant teaching resources and a wide range of characteristics, multimedia technology fully stimulates students’ interest in learning during the teaching process. Because English is a language discipline, the application of multimedia technology can well express the context, grammar and other linguistic features of English learning and bring students with a perfect teaching experience, so as to enhance student’s learning efficiency, to better accomplish English teaching tasks and to improve the quality of English teaching in the teaching process. Multimedia technology breaks the constraints of the traditional education model, analyzes the status of English teaching, identifies a suitable way to solve the problem and effectively improves the quality of teaching English. The application of multimedia technology in English teaching greatly enhances the classroom efficiency of English teaching, so that students form good learning habits in the learning process, thereby improving their English achievement (Lu, 2013).

1.2 Research objectives

Under the impact of exam-oriented education, students have long been in a passive learning model. English is more boring relative to other disciplines. A large number of students show no confidence and no interest and no learning motivation in English. Due to the limited time of the heavy task, English teachers generally take the teaching tactic of excessive assignments and vocabulary expansion. The stiff teaching approach makes students lose interest in learning. In English teaching, students and teachers lack communication. Teaching content designed by teachers does not take into account the individual ideas of students, so that students lose their desire to express. In the traditional teaching mode, the basic teaching process is humdrum where teachers explain language points, students practice and teachers revise (Li, 2013). In the important part of teachers’ correction and commentary, most teachers point out the wrong places and ask students to revise them, but ignore the analysis on the causes of errors made by students. In this way, students can not recognize the root causes of errors. Special English trainings are not available in each English class, with a low frequency. At the same time, teachers lack targeted trainings for students, resulting in a weak comprehensive English strength of students. The level of English is influenced by deficient English vocabulary, wrong grammatical methods, Chinglish thinking, poor language organization and many other factors. The exploration of innovative teaching methods can
effectively transform the current educational model and significantly improve students’ English performance (Han, 2010).

2. THE SIGNIFICANCE OF MULTIMEDIA TECHNOLOGY IN ENGLISH TEACHING

Multimedia technology is increasingly widely applied in teaching. Boring and cumbersome knowledge is removed from the classroom and made into courseware or teaching videos. Multimedia technology adds enormous energy to monotonous courses. English classes concern a substantial amount of difficult knowledge. In the limited time of one class, students need to master vocabulary and grammar usage, read up on the text, recite words, conduct extracurricular activities, etc. A number of schools apply the excessive assignments tactic, which intensifies students’ psychological conflicts. Teachers can add some elements that interest students in the teaching process to mobilize the enthusiasm of students. In recent years, with the social and economic development, China’s demands for versatile talents are increasingly high. Multimedia teaching methods can further cultivate students’ innovative ability and make students develop in an all-round way. Multimedia technology provides tremendous teaching resources and rich teaching content for English teaching. In the meanwhile, English teachers can make full use of multimedia technology and change the teaching mode, so that their classroom presentation is more attractive to students and the teaching efficiency is enhanced (Zhang, 2015). Besides, multimedia technology can be applied to teaching. Students can collect learning materials, help themselves in English learning by means of multimedia information technology, such as watching English video and listening to English audio, exercise their own sense of English, so as to balance various influencing factors of classroom teaching, as shown in Figure 1.

![Figure 1: Relation among Each Influencing Factor of Classroom Teaching](image)

3. PROBLEMS IN ENGLISH TEACHING

3.1 Backward teaching philosophy

First of all, some teachers still follow the overly conservative traditional teaching philosophy, attach no significance to the cultivation of students’ self-learning ability in the teaching process, and merely stress that students should follow their own teaching ideas, thus ignoring the dominant position of students in the teaching. Furthermore, this conservative teaching philosophy affect the teaching model applied by teachers, so the model is relatively backward. Consequently, teachers still adopt the traditional teaching methods in the classroom, namely, the cramming method, ignore students’ learning initiative, and only ask students to passively accept English knowledge, which makes students resistant to schooling, further affects their learning efficiency and academic performance, and loses the significance of developing English teaching (Zhang, 2016).

3.2 Students lack learning interest and correct learning methods

In the process of learning English, in face of strange language knowledge and environment, students are likely to lose interest in learning. In case of multimedia teaching, they are easily distracted by the video, audio and other content, so their learning is affected. At the same time, in the learning process, students do not grasp the correct learning methods nor develop good learning habits. As a result, students can not identify their own
learning problems and they easily lost their learning interest in English (Zou and Li, 2016). Students’ lack of a clear learning goal for themselves influences their own English performance and learning efficiency. In addition, some teachers change their own teaching philosophy in the teaching process, improve the teaching methods, and fully exploit multimedia information technology in teaching, but the efficiency of their classroom teaching has not been improved. It is because teachers lack a correct application of multimedia information technology during teaching. They simply play multimedia courseware, ignore teachers’ leading role in teaching, and ask students to blindly follow the teaching courseware. Students have an ambiguous learning objective in the learning process, and teachers make unreasonable arrangements on the classroom time in the production of courseware. These two conditions result in that students have unclear doubts about their direction of learning.

4. ENGLISH SITUATIONAL TEACHING STRATEGY ASSISTED BY MULTIMEDIA NETWORK

4.1 The combination of traditional teaching model and multimedia teaching model

Teachers should play a leading role in the teaching process based on the teaching model perfected by the actual situation (Liu R. and Wu, 2011), afford students with the right guidance through the multimedia technology in English teaching, guide students to form good learning habits in the teaching process, and lead students to apply multimedia technology in self-learning, so as to improve teaching efficiency. Also, students should master the correct learning methods and enhance their own English level in this process (Wu, 2011). Meanwhile, in the teaching process, teachers should give full play to multimedia technology, take advantages of learning materials featured with a wide range and a rich content, enrich their teaching content, so that students can learn more in the process of learning English. Multimedia technology can be employed to enrich the teaching content, such as the insertion of video, audio, etc., to provide a more vivid and interesting classroom presentation, to create a favourable classroom atmosphere, so that students are fully attracted by the content and their learning efficiency is elevated in the learning process. Figure 2 illustrates the multimedia teaching process.

![Figure 2. Multimedia Teaching Process](image)

In English teaching, in addition to the application of multimedia technology, the traditional teaching model can not be abandoned. Multimedia teaching is a new type of teaching technique, which attracts students’ attention yet makes students ignore the included learning focus to some extent. The teaching process should combine blackboard-writing of the traditional teaching model, so that students are absolutely clear about the important points in the learning process, and students’ learning objectives are further pinpointed (Lin, 2008). At the same time, in the teaching process, teachers should also emphasize the combination of teaching materials and actual situations. English teaching aims to not only improve English grades, but also focus on the practical application of English training, thereby promoting the integrated development of the English level of students.

4.2 Raise awareness of innovation

The traditional teaching model is based on teachers’ interpretation. Teachers should elaborate all the knowledge points in the limited classroom time. There is no way to timely feedback on students’ learning situation nor take care of every student. In contrast, multimedia teaching leaves more discretionary time for teachers and
students. Teachers can carry out hierarchical teaching according to students’ mastery of knowledge, promote personalized learning, and apply multimedia teaching to produce satisfactory results. In multimedia teaching, some teachers lack the sense of innovation, and some teachers even directly use other teachers’ courseware. They adopt the traditional teaching methods after students read the courseware, and the effectiveness of teaching is lost, which is of no help to complete the teaching objectives but simply attracts the attention of students (Li, 2017). Teachers should refer to the actual situation of their students, make their own courseware, timely check students’ learning situation after the use of courseware. In this way, multimedia teaching can generate favourable results, and a teaching model suitable for students is gradually formed (Figure 3).

![Figure 3. Multimedia Teaching Mode](image)

4.3 Create a flipped classroom

Flipped classroom is featured with great flexibility. Students can choose appropriate learning time according to personal circumstances without temporal and geographical constraints, thereby no boring feeling. In the traditional teaching mode, teachers arrange all the teaching activities, and students passively learn under the guidance of teachers leading to the inability to build their own thinking system. Flipped classroom takes students as the main body and effectively consider the identity of students as the main teaching participant. Therefore, in the teaching mode of flipped classroom, students master the initiative of learning. Flipped classroom focuses on students, gives full consideration to students’ interests, lives up classroom atmosphere, gets rid of the traditional cramming teaching method, instructs students to flexibly solve problems, and train their thought to draw inferences (Wang, 2014). The teaching method of flipped classroom holds advantages including saving part of the classroom time and making reasonable arrangements accordingly. In the class, students’ questions are answered and their improvements are emphasized. Flipped classroom can take into account the actual level of students, teach students in accordance with their aptitude, combineteaching content with a reasonable design of teaching focuses, design questions with a different degree of difficulty for students with different levels, conduct the step-by-step teaching method for students, fully protect students’ self-esteem and boost the enthusiasm of students.

4.4 Integrates situational teaching philosophy and create a teaching situation

With the deepening of the reform process of English teaching, the situational teaching method has gradually been applied to English teaching. First of all, teachers should fully understand the connotation and the concept of the situational teaching method and integrate situational teaching ideas in the process of changing their own teaching philosophy. In other words, a people-oriented teaching philosophy is established in the teaching process, and teachers respect the dominant position of students and further play their own guiding role in teaching. When teachers develop teaching content and teaching objectives, they should combine teaching
guidance, fully consider students’ learning progress and learning situation, and furtherlay down a teaching program in line with the actual teaching situation (Xu, 2016). In English teaching, teachers employ the situational teaching method to change the teaching mode, integrate teaching materials, make a rational use of teaching resources, such as multimedia teaching technology, and create teaching scenarios. Teachers do not blindly construct an English teaching situation. First, they should consider students’ receptivity and cognitive level and develop teaching programs based on the actual situation of students. Next, the creation of teaching situations should combine the text content and apply audio, video, etc., so as to reinforce students’ sense of engagement and to improve teaching efficiency. For example, in the study of different types of articles, teachers can use multimedia technology to prepare teaching courseware, insert relevant pictures and videos in the courseware to attract students’ reading interest, integrate textbook questions in the courseware, and guide students to think deeply when they read articles and watch teaching courseware (Kang and Qiu, 2009). In this process, the enthusiasm of students is fully mobilized, and the learning efficiency of students is accordingly improved. A number of factors affect English teaching, and a great quantity of indexes are involved in the evaluation process. The principal component and factor analysis on multimedia English teaching can be adopted to make a comprehensive evaluation, which provide a good approach to addressing such problems. A components are applied to reproduce the variability of the whole system. The sum of samples are described to derive the original data matrix:

\[
M = \begin{pmatrix}
m_{11}, m_{12}, \ldots, m_{1p} \\
m_{21}, m_{22}, \ldots, m_{2p} \\
\vdots \\
m_{n1}, m_{n2}, \ldots, m_{np}
\end{pmatrix} = \begin{pmatrix}
m'_{1} \\
m'_{2} \\
\vdots \\
m'_{n}
\end{pmatrix}
\]

the principal component: \[ Z = u_{1p}M_{1} + u_{2p}M_{2} + \ldots + u_{pq}M_{p}, i = 1, 2, \ldots, d. \]

and the variance contribution rate: \[ \alpha(a) = \frac{\sum_{p=1}^{\alpha} \text{var}(\mathbf{b}_p)}{\sum_{p=1}^{P} \text{var}(\mathbf{b}_p)} \] Standardize the original data and establish a standardized correlation coefficient matrix: \[ W = (f_{pq}), u_{pq} = \frac{g_{pq}}{\sqrt{g_{pq}} \sqrt{g_{pq}}} \] Apply the Markov chain method to divide students’ scores at the same time. On basis of students’ scores at different stages, establish a transfer matrix

\[
I_{fg} = (f-g)^3b_{fg} = \frac{(f-g)^3b_{fg}}{c_{fg}}, (f, g = 1, 2, \ldots, f), \text{a progress matrix}
\]

\[
I = (I_{fg})_{f \times f} = \frac{(f-g)^3b_{fg}}{b_{fg}}, \text{and the efficiency of the transfer matrix}
\]

\[
l_{(h)} = \sum_{f=1}^{c} \sum_{g=1}^{c} I_{fg} = \sum_{g=1}^{c} \sum_{h=1}^{c} (g-h) f_{fg} = \sum_{f=1}^{c} \sum_{g=1}^{c} (f-g)^3 b_{fg}, \text{which all can be used as a supplement to the physical education evaluation model.}
\]

Specifically, \[ g_{pq} = \frac{1}{a-1} \sum_{p=1}^{a}(k_{pq} - \overline{k}_{p})(k_{pq} - \overline{k}_{q}) \]. The principle components are applied for the comprehensive evaluation and taken as the weight, namely, \[ T = \frac{\beta_1 c_1 + \beta_2 c_2 + \cdots + \beta_d c_d}{\sum_{i=1}^{d} \beta_i} \], to calculate the initial factor load matrix \[ L = \left( \sqrt{\beta_1 c_1}, \sqrt{\beta_2 c_2}, \ldots, \sqrt{\beta_d c_d} \right) \] and the general factor of the sample, namely, the comprehensive evaluation value \[ E = \sum_{i=1}^{c} \left( \frac{\beta_i}{\sum_{i=1}^{c} \beta_i} \right) E_{i} \]. Factor analysis can make an overall comparison and ranking of the evaluated object and evaluate the aspects represented by various common factors of the evaluated object.

In English teaching, teachers should also emphasize the combination of teaching methods and actual situations, so that students can apply English knowledge in real life. Besides, during teaching, teachers should focus on stimulating students’ interest in learning and allow students’ learning interest to guide their self-study and to explore the mystery of English knowledge. For this purpose, in the application of the situational teaching method, teachers should integrate the real living conditions, create teaching situations and combine English knowledge with the actual application, thereby stimulating students’ interest in learning, promoting their learning interest and helping improve their learning efficiency (Qiu, 2017).
5. CONCLUSION

Indicated by the in-depth study on the status quo of English teaching, multimedia application is of vital significance to English teaching. By means of the integration of traditional teaching model and multimedia teaching model, the improvement of innovative awareness, the creation of flipped classroom and other methods, multimedia technology can be effectively applied in English teaching so as to improve student grades. Through changing the teaching model and updating the teaching philosophy, multimedia technology is applied in junior high school English teaching (Yan, 2017). Meanwhile, in the process of junior high school English teaching, multimedia technology provides teachers with a wealth of teaching resources. In this way, teachers fully stimulate students’ interest in learning during teaching, thereby improving the teaching efficiency of junior high school English classroom, elevating the teaching level of junior high school English and promoting the development of junior high school English education.

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