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# Research on English Teaching Process Supported by Network Multimedia Technology in Higher Vocational Colleges

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**Abstract.** The utilization of network multimedia tech in the process of vocational-academy English teaching can build an interactive English teaching form, enhance students' English learning initiative and release their motivation of autonomous learning, so it has important research value. Based on this, this paper first analyses the current situation and problems of English teaching in vocational-academy colleges, then studies the vocational-academy English teaching mode supported by network multimedia tech, and finally gives the utilization strategies of network multimedia tech in vocational-academy English teaching.

**Keywords:** English Teaching, Network Multimedia, Vocational-academy

## 1. Introduction

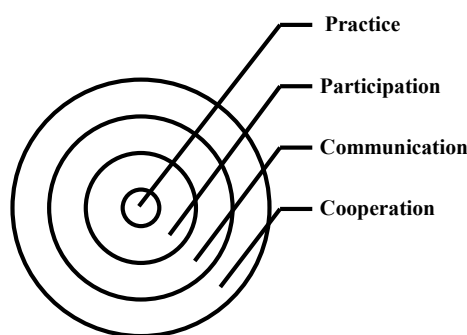
With the iterative progress and maturity of computer tech, it has been widely and deeply studied and popularized in many fields, especially the utilization of computer tech represented by network multimedia in the teaching field, which tremendously accelerates the amelioration of the education level represented by vocational-academy English teaching. The organic combination of network multimedia tech and English has become an important part of the current vocational-academy education reform and the key development direction [1]. On the one hand, the practicality of English teaching is inseparable from the assistance of multimedia tech. Draw support from rich material resources of network multimedia, it can significantly ameliorate the practicality and situationalization of English teaching process and scene; on the other hand, the utilization of network multimedia tech in vocational-academy English teaching can accelerate its teaching mode to evolve several typical characteristics as shown in Figure 1, so as to enhance the dominant position of students in the learning process.

Under the background of global economic integration, various forms of communication and interaction between countries are becoming more and more frequent, which puts forward higher expectations and requirements for English talents' active thinking, problem solving, complex scene response, cross-cultural communication and communicative competence. Draw support from network multimedia tech, it can accelerate the development of English classroom teaching in the direction of diversification, and establish a new mode of English classroom teaching in which discussion, research and inspiration coexist. Vocational-academy English teaching supported by network multimedia tech can better cultivate students' practical skills and ameliorate students' and teachers' info literacy.



In addition, the amelioration of vocational-academy English teaching efficiency and utilization level is also inseparable from the blessing of computer tech represented by network multimedia. Professional network multimedia English teaching platform can ameliorate the efficiency of info and resource sharing in the teaching process, and reduce the dissipation of effective info and info inequality in the teaching process [2]. Traditional multimedia platform includes text, pictures, audio and video tools and equipment. Modern network multimedia tech integrates intelligent and info network tech and platform, which can realize the advantage integration of multimedia tools and maximize the advantages of English teaching platform.

In a word, network multimedia tech, with its typical characteristics of openness, high efficiency and rich resources, has more prominent advantages in the utilization of vocational-academy English teaching. The utilization of network multimedia tech in the process of vocational-academy English teaching can build an open English teaching form, enhance students' English learning initiative and release their motivation of autonomous learning [3]. Network multimedia tech can also tremendously assist the teaching process of teachers, reduce the workload of teachers, guide the students' divergent thinking, and accelerate the development of teachers' role from the leader to the guide and helper. Therefore, it is of tremendously practical value to study English teaching supported by network multimedia tech in vocational-academy.



**Figure 1.** English teaching mode based on network multimedia tech

## **2. The current situation and problems of English teaching in vocational-academy**

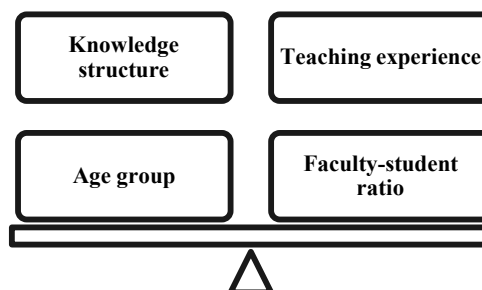
### *2.1. The current situation of English teaching in vocational-academy*

As a practical comprehensive training course, students not only need to accurately understand the info from the outside world, but also have the language knowledge such as grammar and vocabulary. They also need to have the corresponding knowledge of the target country such as politics, culture, economy, geography and customs. In addition, students also need to be proficient in listening and speaking, but most of the current English teaching courses in vocational-academy use the form of multimedia mainly through the use of monitoring, intercom, demonstration and other equipment and functions in the language laboratory [4]. In this process, students are required to answer the teacher's questions in a certain form, and then the teacher dictates the correct answers and explains some background knowledge. It can be seen that the current form of multimedia English teaching is still in the simple use of multimedia, which cannot fully release the role and value of the tech, and cannot fully mobilize the classroom activity and students' learning initiative.

### *2.2. Problems in English teaching in vocational-academy*

At present, the quality of students in vocational-academy is relatively low, students' English foundation and English ability are relatively poor, and whether it is English learning habits or learning methods have not established its scientific system. Secondly, the imbalance of teacher-student ratio is more common, and the overall quality of teachers, especially the info literacy, still has a large space to ameliorate, which is mainly reflected in several aspects as shown in Figure 2 below. In addition, the

content of English teaching is rather boring, emphasizing the teaching of theory and neglecting the cultivation of students' practical English ability [5]. In this mode, the communication ability of vocational-academy students cannot be effectively ameliorated, and they lack international vision and cross-cultural communication ability.



**Figure 2.** The shortage of teaching staff in vocational-academy colleges

The old teaching methods, means and models make the multimedia teaching only stay in the use level of listening course, and it is difficult to ameliorate the students' dominant position [6]. The situation of teachers' lack of innovation consciousness and ability in English teaching, and schools lack effective incentive mechanism for teaching reform, makes it difficult for teachers' info literacy to effectively support the full release of the function and value of network multimedia tech. These problems lead to the low efficiency of vocational-academy English teaching, less two-way communication, limited amount of students' training, difficult to arrange extracurricular role, and students' lack of enough practical utilization and expression opportunities.

### 3. Network multimedia tech in vocational-academy English teaching

#### 3.1. *Necessity of the utilization of network multimedia tech in vocational-academy English teaching*

Network multimedia tech organically integrates computer and network, which provides unprecedented development space for vocational-academy English teaching [7]. Draw support from network multimedia tech, it can significantly ameliorate the richness of info and resources in English teaching, accelerate the interaction of English courses, new feedback and the flexibility of the school. Secondly, the interactivity, experience, expressiveness and attraction of network multimedia tech can build a diversified and scene based classroom atmosphere and enhance students' awareness of active learning. In addition, network multimedia tech can push targeted teaching content according to students' personalized characteristics, so that English teaching can better fit and match students' diversified needs.

#### 3.2. *The influence of network multimedia tech on vocational-academy English teaching*

The utilization of network multimedia tech in vocational-academy English teaching has brought qualitative changes to its traditional teaching process. First of all, at the level of English learning materials, from a single textbook to multi-level three-dimensional teaching resources such as textbooks, multimedia audio-visual resources learning courseware, network learning platform [8]. Secondly, at the location level of English learning, network multimedia extends the fixed classroom to any place that may provide learning resources. In addition, at the level of English learning mode, from the traditional classroom learning to the multimedia learning mode based on computer and classroom, students' access to knowledge is more diversified. Students themselves have gradually become active explorers from passive receivers, and teachers' responsibilities in the multimedia network environment have shifted from the leading role of curriculum teaching to the guiding role.

#### 3.3. *The advantages of network multimedia tech in vocational-academy English teaching*

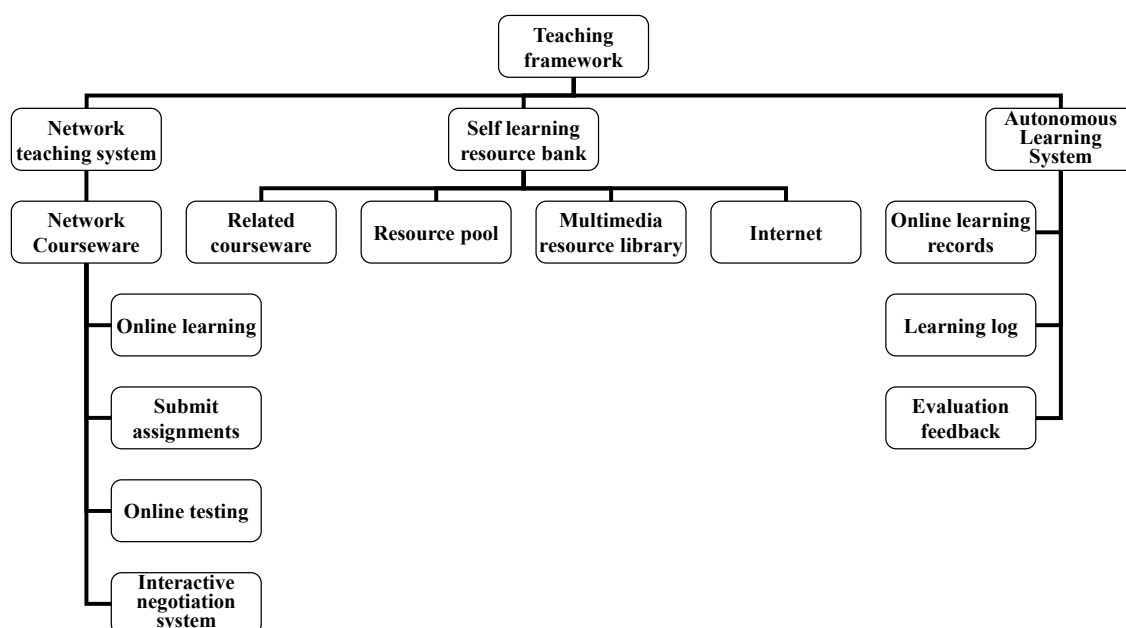
First of all, the utilization of network multimedia tech in vocational-academy English significantly ameliorates the efficiency of teaching [9]. Network multimedia tech extends the mode of vocational-

academy English teaching, and can carry out a variety of teaching modes, such as explanation, practice and subject participation. Among them, at the level of explanation teaching, the utilization of network multimedia tech can make the explanation of English courseware more vivid and intuitive. Secondly, in the practice teaching level, the network multimedia tech makes its practice more rich and diverse, and can organically combine the practical utilization scene for targeted training. In addition, at the level of subject participation teaching, network multimedia tech can mobilize students' learning initiative and accelerate the formation and stability of students' subject status.

#### 4. Utilization strategy of network multimedia tech in vocational-academy English teaching

##### 4.1. English teaching mode under the network multimedia environment

Under the background of info and network teaching reform, the teaching mode of vocational-academy English teaching based on network multimedia tech is mainly the combination of students' autonomous learning and classroom teaching under the guidance of teachers [10]. Among them, autonomous learning focuses on the cultivation of students' language ability and learning strategies, while classroom teaching focuses on the training and amelioration of oral practice ability. Secondly, the vocational-academy English teaching mode based on network multimedia takes the network resources as the platform, and students actively construct knowledge, so as to accelerate students to really acquire knowledge. In addition, by making full use of the necessary learning resources and giving full play to the main role of students, students and teachers and students can fully interact and integrate. In this process, students can use the network resources to seek creative learning methods suitable for their own learning needs and characteristics through the appropriate guidance and monitoring of teachers, so as to obtain the best learning effect. The structure of vocational-academy English teaching based on network multimedia tech is shown in Figure 3.



**Figure 3.** Network multimedia based structure of vocational-academy English teaching

##### 4.2. Utilization strategy of network multimedia tech

Draw support from network multimedia tech to build a vocational-academy English teaching platform, help students to carry out autonomous English listening and speaking training, realize the interaction between students and network multimedia system. Secondly, teachers use the network multimedia system to supervise and monitor the progress and effect of students' learning, as well as online assignment, correction and question answering. In addition, teachers can also upload materials and

handouts on the platform and system to further expand students' learning horizons. Finally, at the level of classroom organization, the construction of a variety of models such as scenario creation, problem posing, group learning and subject exploration are carried out simultaneously to make the English teaching system more systematic and scientific.

## 5. Conclusion

In summary, modern network multimedia tech integrates intelligent, info network tech and platform, which can realize the advantage integration of multimedia tools and maximize the advantages of English teaching platform. Based on the study of the current situation and problems of English Teaching in vocational-academy, this paper analyzes the necessity of the utilization of network multimedia tech in vocational-academy English teaching. Through the analysis of English teaching supported by network multimedia tech in vocational-academy, this paper studies the influence of network multimedia tech on English teaching in vocational-academy and its utilization advantages. Through the research on the utilization strategy of network multimedia tech in vocational-academy English teaching, this paper analyzes the English teaching mode and implementation path under the network multimedia environment.

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