

Experiment and Research on College English Situational Teaching Using Multimedia

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Abstract: College English teaching needs real situations, and the development of multimedia network technology makes situational English teaching possible. Situational Cognition Theory has enlightening significance for English teaching while multimedia network provides technical support for English teaching. The effective combination of the two will promote the development of college English teaching. Based on this, this paper mainly analyzes the characteristics and advantages of multimedia technology, and then combined with the needs of college English situational teaching, puts forward the strategies of using multimedia in college English situational teaching practice, hoping to improve students' English language application ability.

Keywords: Multimedia technology; College English; Situational teaching; Language application

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1. Introduction

With the development of globalization and informatization, the importance of English as an international common language has become increasingly prominent. College English teaching not only requires students to master basic language knowledge but also emphasizes the cultivation of students' language application abilities. The situational teaching method, as an effective teaching method, can enable students to learn and use the English language in a specific context by simulating the language environment. The rapid development of multimedia technology provides a richer and more vivid means for the implementation of situational teaching. Therefore, the use of multimedia in college English situational teaching practice has certain practical significance.

2. Advantages of multimedia technology in college English situational teaching

2.1. Diversified information presentation

Multimedia technology has the characteristics of diversified information. At present, the previous teaching content is usually presented in a single text, which makes it difficult to arouse students' interest in learning.

However, multimedia technology can organically combine various forms of information, thus making the teaching content rich and dynamic ^[1]. With the help of this technology, teachers can also present abstract concepts in the text in the form of animation or video to ensure that students can deeply understand the knowledge points. The sound elements in multimedia technology can also add more interest to teaching, such as enhancing students' auditory experience with the help of dubbing or sound effects. This diversified information presentation is conducive to attracting students' attention and stimulating their curiosity.

2.2. Scenario simulation reality

In college English situational teaching, it is very important to construct a real language environment to improve students' English language application ability and cross-cultural communication ability. The scientific use of multimedia technology can make it easy for teachers to simulate all kinds of real-language scenes, such as business meetings and tourism exchanges. In these simulated scenes, students can experience the ways of language use in different contexts and master communication skills through observation and imitation ^[2]. On this basis, multimedia technology can also provide timely feedback and correction to help students improve their ability in practice. This situational teaching model can not only strengthen students' language use ability but also help to cultivate students' awareness of cross-cultural communication.

2.3. Strong interactivity

Multimedia technology also has strong interactivity, which is one of its important characteristics different from the traditional teaching mode. In traditional classroom teaching, teachers are often the transmitter of information, while students are the receiver of information. The interaction between the two sides is limited. Multimedia technology breaks this one-way information transmission mode and realizes the real-time interaction between teachers and students ^[3]. For example, teachers can design various types of interactive teaching activities, which can not only stimulate students' enthusiasm for learning but also promote cooperation and communication between students. Most importantly, multimedia technology can be intelligently adjusted according to students' learning progress, making teaching more personalized.

3. Strategies for using multimedia in college English situational teaching practice

3.1. Designing multimedia situational teaching materials

In the process of using multimedia in college English situational teaching practice, it is crucial to design multimedia situational teaching materials that meet the student's cognitive characteristics. This link not only directly affects the teaching effect, but also relates to whether students can master language knowledge and improve language application ability in a relaxed and pleasant atmosphere ^[4]. First, the design of multimedia situational teaching materials should focus on the teaching content. Teachers should clarify the key and difficult points of this lesson according to the syllabus. For example, when explaining tourism in English, they can design multimedia teaching materials around hotel check-in, scenic spot introduction, shopping exchange, and other links in tourism; Second, teaching materials should conform to students' cognitive characteristics. College students already have a certain foundation in English, but some students lack interest in abstract content ^[5]. Therefore, when designing teaching materials, teachers should pay attention to the interest and practicability of the materials, attract students' attention, and stimulate their interest in learning through multimedia elements such as vivid images, real sounds, and interesting videos.

Multimedia situational teaching materials should contain rich text, images, sounds, videos, and other information, and the text part should be concise and clear, highlighting the key information. The image part should be vivid and able to intuitively display the teaching content. The voice part should be clear and natural, that is, standard pronunciation, real dialogue, background music, and so on. The video part needs to select clips to ensure that they can truly reflect the scene and cultural background of language use. Take “hotel check-in” in tourism English as an example, teachers can design the following multimedia situational teaching materials.

The text section provides common words and sentence patterns for hotel check-in, such as “check-in”, “reservation”, “double room”, etc., with brief explanations in Chinese. Images need to show pictures of various scenes of the hotel, which can be the front desk or the guest room, to help students intuitively understand the hotel environment and process. The voice can play a recording of the conversation between the hotel front desk and guests so that students can feel the real scene of language communication, and guide students to imitate^[6]. The video part should select an English teaching video of hotel check-in so that students can learn English expressions about hotel check-in while watching the video.

This design method can intuitively present the teaching content, stimulate students’ learning initiative, and let students learn knowledge in a relaxed and pleasant environment. At the same time, these materials can also be used as resources for after-school review and autonomous learning to help students consolidate what they have learned and improve the learning effect.

3.2. Creating a multimedia situational teaching environment

In the process of college English situational teaching practice using multimedia, it is very important to create a multimedia situational teaching environment that conforms to the teaching content and objectives^[7-8]. This environment can not only simulate the real or near real language environment but also enable students to learn and use language in a specific context, to effectively improve their language application ability and cross-cultural communication ability. To effectively build a multimedia situational teaching environment, teachers should correctly use multimedia equipment, such as projectors, audio systems, interactive whiteboards, or various multimedia teaching software, through which text, images, videos, and other information forms can be integrated into classroom teaching, to build an immersive language learning environment for students. In addition, the creation of a multimedia situational teaching environment should pay attention to the authenticity of the environment, that is, to ensure that the environment is close to the real language use scene, for example, in the process of explaining business English, teachers can use multimedia technology to build a simulated business meeting environment, the specific method is as follows.

Make effective use of the classroom layout to place tables and chairs in the shape of a meeting room; Use the projector or interactive whiteboard to show the background information of the business meeting, mainly including the company profile, meeting agenda, and product introduction, so that students can intuitively understand the meeting content; 4. Arrange students to carry out role play to simulate the real business meeting process, so that students can correctly use business English to express themselves in practical activities^[9]; Using the interactivity of multimedia technology, college English teachers can set up question and answer sessions to enhance students’ sense of participation. Through the construction of such a multimedia situational teaching environment, students can learn to use the English language in the simulated context, which has a certain role in promoting students’ intercultural communication ability and team cooperation ability.

3.3. Implementing multimedia situational teaching activities

In the development stage of college English teaching, the ingenious combination of multimedia technology and situational teaching activities can build an interactive learning environment for students. Role-play is a situational teaching activity that is very influenced by the environment. In this activity, students will be assigned different roles, which can be tourists or business people, and they will play roles according to the set situation. To strengthen the authenticity of the activities, teachers should use multimedia equipment to show students a three-dimensional language environment. For example, in the process of teaching intercultural communication courses, teachers should select an international conference scene and use multimedia to show the representatives of different countries, conference agendas, and cultural backgrounds^[10-11]. In addition, multimedia technology can also play an important role in simulated dialogue, such as providing dialogue demonstrations through audio or video materials or allowing students to practice online dialogue through interactive software. Taking tourism English as an example, teachers can design a tourism consultation situation and display the scene and dialogue template of tourism consultation through multimedia. Students will act as tourist consultants and tourists and practice simulated dialogue, to be familiar with the expression and communication skills of tourism English.

4. Challenges and countermeasures of multimedia technology in college English situational teaching practice

4.1. Challenges

In the deep exploration of integrating multimedia technology into college English situational teaching practice, many challenges are inevitably encountered. These challenges are not only related to the complexity of technical operations but also related to the acquisition, integration, and effective use of teaching resources, which puts forward higher requirements for teachers' professional quality and teaching innovation ability.

4.1.1. high technical threshold

The rapid development of multimedia technology has brought unprecedented changes to English teaching, but it also puts forward higher requirements for teachers' technical ability. To make full use of multimedia equipment for teaching, teachers not only need to have basic computer operation ability but also need to master the use skills of various multimedia teaching software, such as PowerPoint production, animation production, interactive whiteboard applications, and so on. In addition, to produce multimedia teaching materials that meet teaching needs and are attractive, teachers also need to master certain multimedia material production skills, including image processing, audio editing, video editing, and other professional skills^[12]. However, the reality is that not all teachers have these skills, especially those with older or weaker technical backgrounds, who need to invest a lot of time and energy in learning and practice to keep up with the pace of multimedia teaching.

4.1.2. Limited teaching resources

Although multimedia technology provides unlimited possibilities for English teaching, high-quality multimedia teaching resources are relatively scarce. Although there are a variety of multimedia teaching resources on the market, there are not many high-quality resources that meet the needs of college English situational teaching, can match the actual level of students, and are innovative and practical^[13-14]. At the same time, due to the limitations of copyright protection, technical barriers, and other factors, some excellent multimedia teaching resources are difficult to be widely obtained and utilized. This requires teachers and students to spend a lot of

time and energy to search, screen, and integrate teaching resources, which undoubtedly increases their workload and burden.

4.2. Countermeasures

4.2.1. Strengthen teacher training and improve technical ability

In the stage of college English teaching, to improve teachers' ability to use multimedia technology to produce teaching materials, educators should comprehensively strengthen their computer operation ability. In the process, the school should regularly organize and carry out relevant technical training, mainly including the basic operation of multimedia teaching software, advanced function application, multimedia material production, teaching design implementation, etc. With the help of system training, teachers can update their knowledge and improve, to provide strong support for the development of multimedia situational teaching. On this basis, teachers should also be encouraged to participate in relevant academic exchanges, share teaching experiences with peers in the exchange, and jointly explore the application and innovation of multimedia technology in English teaching.

4.2.2. Share teaching resources and promote resource integration

To solve the problem of limited multimedia teaching resources, schools can build a multimedia teaching resource library to realize the sharing and utilization of teaching resources. The resource library should include all kinds of multimedia teaching software, such as topics, audio and video, pictures, etc., and teachers can select suitable teaching materials from the resource library according to teaching needs^[15]. On this basis, teachers can also upload their teaching resources to the resource database, forming a virtuous circle of resources, to improve the quality of multimedia situational teaching.

5. Conclusion

Combined with the full text, the scientific application of multimedia technology in college English teaching is conducive to improving the effect of situational teaching and strengthening students' interest in learning and awareness of cross-cultural communication. However, it should be noted that this technology still faces many challenges in college English situational teaching practice, which need to be solved by teachers and students. With the continuous progress of multimedia technology, the application of multimedia technology in college English situational teaching will be more in-depth.

Disclosure statement

The author declares no conflict of interest.

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