Innovations of ESA Model in English Audio-Visual Teaching in Big Data Era

Rui Liu

English Department, Ganzhou Teachers College, Ganzhou, Jiangxi, 341000, China

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Abstract: ESA (Engage, Study, Activate) respectively represents the three basic elements of classroom language teaching: input, learning and application. Teachers use input factors in the teaching process, mainly in order to stimulate students' interest in learning, and mobilize students' learning enthusiasm. ESA model proves to be very effective in English Audio-Visual Teaching. In the age of big data, it is necessary to explore several innovations to comply with the changes.

1. Introduction

Today's society is a fast-developing society with developed science and technology, information circulation, increasingly close communication between people, and more and more convenient life. Big data is the product of this high-tech era. Jack ma, founder of Alibaba, mentioned in his speech that the future era will not be the era of IT, but the era of DT, which is Data Technology, showing that big Data is of great importance to Alibaba group. The so-called big data, or mega data, refers to the vast, high-growth and diversified information assets that require new processing models for greater decision-making, insight and process optimization.

2. Big Data Era

Big data era, we should comply with the trend, nurture students to become creative talents for our new era. On the third conference of the 12th National People's Congress meeting, Prime Minister Li Keqiang put forward "Internet Plus" for the first time, since then all fields have been promoting the integration of information technology with the internet, cloud, big data, make the most of the advantages of the internet and caused a new round of internet information technology revolution. The field of education is no exception. With the rapid development of information technology, advanced information technology has gone deep into every link of the teaching process, and the deep integration of information technology and curriculum has become the normal state of education and teaching reform. Many scholars have studied the impact of the age of big data on English teaching. Liu Jing and Wang Yan have discussed how to improve the quality of college English teaching in the age of big data. Yang Chen studied the reform of college English writing teaching in the age of big data. Wang Nan studies the construction of ecological teaching model of college English in the era of big data. All kinds of scholars have keen insight and begin to study the significance of big data for education.

3. ESA Model

The ESA teaching model was proposed by Jeremy hammer, an expert on English teaching in Britain. This model is the crystallization of Hamer's more than 20 years of intensive research on language teaching. ESA teaching model is the crystallization of Hamer's more than 20 years of concentrated research on language teaching. He draws on the research results of pedagogy, psychology, sociology and other fields, and emphasizes that English teaching should pay attention to skill training and language application, and requires teachers to creatively organize teaching activities.

ESA (Engage, Study, Activate) respectively represents the three basic elements of classroom language teaching: input, learning and application. Teachers use input factors in the teaching

process, mainly in order to stimulate students' interest in learning, mobilize students' learning enthusiasm. In this link, teachers mainly use games, music, discussion, storytelling and other activities to mobilize students. After the students' thirst for knowledge is mobilized, the next main task of the teacher is to explain the key and difficult points of the teaching content to the students. Learning is the center of ESA's teaching model. Only when students have learned and mastered the corresponding knowledge can they proceed to the next Activate. Activate is for teachers to test students' learning by designing activities and exercises. Meanwhile, students can apply what they have learned to improve their listening, speaking, reading and writing skills. According to the principle of specific problem analysis, according to different teaching materials and learning subjects, the ESA teaching model changes the order of its three basic elements to design three different classes: linear, rebound and miscellaneous type.

ESA teaching model aims to improve students' learning enthusiasm and guide students to apply what they have learned. Learn knowledge in activities and apply it to learning and life. ESA teaching model has wide applicability.

According to the practical path of ESA teaching model in college English audio-visual teaching innovation written by Zhang Wenjuan, the application of ESA teaching model in college English audio-visual teaching has established the main position of students. Qiao Chunmei analyzed the ESA model of English listening teaching in the information age. Li Lianying studied ESA model and its application in English reading teaching; Tong Zhiyue studied the application of ESA model in English vocabulary teaching. Different scholars have deeply analyzed the application of ESA model in English teaching.

Although industry for ESA model applied to the study of English audio-visual teaching already very mature, everyone is common in favor of the ESA model can greatly stimulate students' interest in learning and arouse student's study interest, but the coming of the era of big data, makes the ESA model is facing unprecedented challenges, how to let the students into, how to realize the interaction between teachers and students, teachers are no longer information input, and should be to guide students found in huge amounts of data fit with English audio-visual course, also can cause the teaching content of students' curiosity, improve the occasion, to achieve the best teaching effect.

4. English Audio-Visual Course

English audio-visual course is a professional skills of students, also a compulsory course, the main purpose of this course is for students in English audio-visual skills training, recording, video, film and television, multimedia in English training films as a teaching form, to improve students' higher the truth of language comprehension and language of the various types of audio-visual materials the ability of practical application. Audio-visual courses are an important way for students to broaden their horizon and improve their cultural literacy.

In the practice of English audio-visual classroom teaching, it is an important task of classroom teaching to improve students' comprehensive language ability of listening, speaking, reading and writing. Traditional teaching only focuses on "teaching" and ignores "learning". Therefore, teachers' "injection" teaching limits students' autonomy, resulting in the imbalance between input and output. The subject of students' learning is passive, the power of speech in class is in the hands of teachers, and teachers speak only. Teachers do not have an accurate estimate of how well students accept new knowledge. They advocate self-study and keep traditional teaching thinking out of touch with practical application for a long time. Therefore, how to combine the teaching of audio-visual class to ensure the effectiveness and stimulate students' interest in learning is an urgent problem to be solved in this course teaching.

5. Conclusion

5.1 The subversion of the absolute information dominant position of teachers in traditional English audio-visual classes in the age of big data

The content of English audio-visual teaching is rich and varied, and the main body of learning is students. First of all, they also receive all kinds of information from all directions all the time, instead of being the frog in the well. Therefore, such students will have higher and higher requirements on the teaching content of English audio-visual and speaking courses, and have different demands and levels of information from traditional students. Secondly, the appeal of students is no longer limited to the materials provided by textbooks. At this time, big data and the Internet are needed to meet the diverse needs of students. Again, the traditional teaching of English audio-visual teaching introduced the ESA model, we can achieve the ideal teaching effect, but with the advent of the era of big data, how to mobilize (Engage) student's study enthusiasm, stimulate students' interest in learning, is also a problem in front of the teacher, which requires relying on big data, use some software to stimulate interest in learning and arouse enthusiasm, to innovate; Finally, the traditional education concept, teachers should have a bucket of water, to teach students, is now coming of the era of big data, however, clearly the teacher's a bucket of water far cannot satisfy the needs of students, because students and teachers for the moment belongs to the consumers of mass information, maybe in some respects the student information more comprehensive and timely. Therefore, at this time, it involves the reconstruction of the role of teachers. Teachers are no longer the recipients of information priority, but should be transformed to guide students to find teaching contents in mass data that fit in with English audio-visual and speaking courses and can arouse students' curiosity, so as to make the best teaching effect.

5.2 ESA model in the new era, the inevitable innovation.

The ESA teaching model was proposed by Jeremy Hammer, an expert on English teaching in Britain. This model is the crystallization of Hamer's more than 20 years of intensive research on language teaching. ESA teaching model is the crystallization of Hamer's more than 20 years of concentrated research on language teaching. He draws on the research results of pedagogy, psychology, sociology and other fields, and emphasizes that English teaching should pay attention to skill training and language application, and requires teachers to creatively organize teaching activities. In the current education, education advocates teachers as the leading, students as the main body. In English teaching, students should be considered and the tasks involved should be easy, interesting and meaningful.

ESA teaching model aims to improve students' learning enthusiasm and guide students to apply what they have learned. Learn knowledge in activities and apply it to learning and life. ESA teaching model has wide applicability.

First, teaching resources must be diverse and abundant. Students can have access to any resources related to this course at any time at any place.

Second, in class, the teacher is no longer in charge of the class. Teachers leave control to students when appropriate to better stimulate students' interest and enthusiasm in learning.

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