

Interactive Teaching Practice of Business English Listening Based on Network Live Broadcasting Environment

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Abstract: The development of web-casting technology has led to the transformation of English learning methods. Combining the relevant operating modes and functional characteristics of the YY voice platform in interactive learning, the author discusses how to design and implement the interactive learning activities in business English listening based on the YY voice platform, and selects a representative activity case. It analyzes the actual interaction of English learners and hopes to provide useful reference and guidance for the design and implementation of online interactive learning activities in the future.

1. Introduction

In the past 10 years, the English teaching mode with the network as the effective carrier has attracted much attention. Various online English teaching software has appeared. YY voice software is the “leading geese” in the field of English teaching and training in recent years. Its classroom accommodation With more than 10,000 people, it can operate 24 hours a day, attracting countless English learners. Students are able to fully access a variety of English training courses in a network environment that is not subject to occasions and time and space constraints. In a large number of online English education software, YY voice software has a single channel capacity of over 10,000, can operate 24 hours a day, 24 hours a day, its bilingual chat room and interactive English courses can be distinguished, reflecting the powerful Development strength.

2. YY Voice Platform

Recognized as “the largest real-time social platform in the country”, the software integrates educational, social and voice tools. With the rapid development of the information age, the platform has stepped into the education field from the game application. Nowadays, the platform not only has the features of no delay, smooth and clear, and has strong instant interaction, but also has many features. It is a very powerful real-time interactive voice software for special electronic whiteboards, “classroom” modules, PPT sharing, video sharing, hands-on speech, desktop capture and audio recording for Internet teaching. As far as the relevant components of the voice channel are concerned, the YY channel is regarded as the basic element or basic unit in the YY platform, and is the key activity place for the class or group to learn and communicate through YY. The learner can use the text of the YY channel. Or voice, etc., to carry out real-time communication [1].

YY voice platform is the largest real-time team voice interaction tool in China. For domestic communication of YY channel, it can be set to two modes: single-person speaking and multi-person speaking. It breaks the time and space constraints, it is very large. To a certain extent, it demonstrates the interactive learning activities and the YY voice platform, and supports online interactive learning activities efficiently. The Internet-based YY team voice communication platform not only has the characteristics of no delay, smooth and clear, and has strong real-time interaction, but also has a special electronic whiteboard and “classroom” module suitable for Internet teaching. PPT sharing, video sharing, hands-on speech, desktop capture and audio

recording [2].

3. Interactive Teaching Mode

The interactive language teaching aims to create a harmonious and equal classroom atmosphere, and gradually guide the students to independently carry out full, multi-directional, multi-level and multi-channel information exchange in the process of communication and communication to form a life of Zhang Xian. , a holistic, three-dimensional, dynamic combination of a network knowledge structure to achieve the goal of effective learning [2]. It is a very novel teaching mode. It effectively demonstrates the interaction between the learning subjects, that is, the interaction between students and teachers, and the learning resources-the interaction of learners, such as human interaction and human-computer interaction.

This model advocates the creation of student-centered classroom teaching interactions, motivates students to learn in communication, communicates and explores in cooperation with each other, and masters the English language in project-driven communication activities.

The platform covers interactive communication modules, audio-visual centers, audio-visual online learning, and audio-visual course content. Each module covers a number of sub-modules, each of which completes the task of relative independence, and is associated with each other to create an organic whole.

3.1 Course content

(1) Course introduction sub-module. Teachers using the YY voice platform can write this module and publish it. The main content is to explain the relevant learning methods, purposes and content of the college English course.

(2) Teaching plan sub-module. Teachers using the YY voice platform can use this module to write the overall teaching objectives, textbook analysis, guiding ideology and teaching tasks of this semester, and publish corresponding teaching objectives and teaching plans, which cover the teaching arrangement, progress, teaching content, and teaching location. And a number of items such as time.

(3) Teaching material data sub-module. Teachers using the YY voice platform can use this module to write and publish relevant reference materials and textbooks for the semester.

3.2 Online learning

(1) Network course sub-module. Teachers using the YY voice platform can use this module to take relevant lesson tools in the teaching platform, improve and produce corresponding multimedia courseware and electronic handouts, store these materials in the network platform, or create courseware and handouts for external tools. Direct uploading, so that students can demonstrate and call at any time while they are learning autonomously and when teachers are conducting classroom teaching activities. Students can download or browse related courseware or lesson plans. Learning can use this platform to independently review and preview activities, making the learning process in the traditional sense more flexible and convenient.

(2) Problem guide sub-module. For this module, it is a database covering a large number of questions, divided into a comprehensive test of listening, speaking, reading and writing, and a single-stage test. The single-stage test corresponds to the relevant stage training of each unit in the autonomous learning sub-module, in addition to the comprehensive test. It can carry out corresponding final testing on the comprehensive language ability formed by the students throughout the semester.

3.3 Audiovisual Center

(1) Teaching video sub-module. Teachers using the YY voice platform can use this module to upload teaching video materials, and also sort and organize these video materials. The video supports rmvb, mpeg, avi and many other formats.

(2) Listening practice sub-module. Teachers using the YY voice platform can use this module to

upload audio teaching materials, and sort and organize related audio materials. The audio supports wma, wav, mp3 and many other formats.

3.4 Interactive communication

(1) Online tutoring sub-module. This module can be used to create a number of virtual classrooms on the Internet to create a good network environment for teachers and students. Compared with traditional classrooms, the former forms a more lively and lively teaching atmosphere, which can provide students with more flexible learning time. There are geographical restrictions, higher teaching efficiency, and can also be browsed through webpage collaboration, file downloading, and shared channels. It provides perfect and systematic application functions, and the system performance is good and sTable, creating curriculum questions, extracurricular tutoring, and interaction for teachers. Teaching methods such as teaching, so that students can get real and intuitive, immersive learning.

(2) Network operation sub-module. Teachers can use this module to make online corrections and post assignments, and students can complete their assignments online and submit them.

(3) Learning forum sub-module. This module belongs to the platform of collective communication. Any user who registers and approves in the teaching platform can discuss this sub-module.

4. Interactive Teaching of Business English Listening

4.1 Preparation before Listening

Before the teacher listens to the materials, the two sides should interact as much as possible to grasp the relevant topics of interest to the students, prepare them and find relevant English materials, and reserve many words on this topic. In classroom teaching, teachers should ask questions in light of the actual preparation of students, so that students can discuss these issues freely. As such, these activities provide the necessary “warm-up” for listening training. With these “warm-ups”, students can firstly understand the relevant topics that will be heard, trigger their interest in learning, and enhance their enthusiasm for learning by communicating with each other, so that they can be more effectively integrated into the classroom. Secondly, it launched the effective interaction between students, teachers and students, created an active and relaxed classroom atmosphere, improved the teaching effect, and gradually enhanced the students' language communication ability [4].

4.2 Classroom Training

The interactive teaching mode attaches great importance to the teaching interaction, emphasizing the transformation of the teacher-centered teaching mode in the traditional sense, and transforming it into a new teaching mode with students as the core. Before the classroom training activities, the necessary “warm-up” activities of teacher-student interaction can formally begin to train students' listening skills. First, in order to ensure the integrity of the text, you should listen to the complete material first, so that the students can master the relevant material content. Second, after listening to the first time, you should let the students combine the relevant activities in the “warm-up” activities. Discussion content, appropriate evaluation of relevant listening materials, evaluation is an effective way to guide them to grasp the materials step by step, and then answer other students' questions on material understanding; third, teachers should judge the correctness of answering questions and evaluations no. In this way, it can exercise the students' logical thinking consciousness and promote the effective interaction between teachers, students and students. In these interactive activities, students can appropriately summarize some suiTable business English listening strategies or skills. In this process, students should participate in classroom teaching activities as much as possible, and actively act in the autumn to become the main body of learning activities. Teachers should play the role of good instructors, but also be good partners and participants in learning activities.

4.3 After Listening

After the end of the listening activities, the teacher should promptly feedback the students to

complete the task. In the process of feedback to the completion of the student task, the teacher can first let the student evaluate the situation of completing the task. After the feedback activity is completed, the teacher should effectively consolidate the content of the topic that is heard. First, summarize the habitual expressions, basic sentence patterns and vocabulary involved in the listening materials. Secondly, combined with the actual situation, group discussion and role performance of the listening materials. By learning the language again, it is more effective to master and understand the English knowledge learned, and gradually enhance their ability to use language.

In the process of classroom teaching, teachers should combine relevant teaching content, master the different learning needs of students in different periods, select challenging listening materials for them, and set the listening tasks to be more targeted to stimulate Their interest in learning meets the individualized learning needs of each student; in the course of interactive language teaching, teachers participate in the entire teaching activities, which is an incentive for students to build knowledge and develop individuality. Therefore, interactive teaching breaks the traditional unequal relationship between teachers and students, and teachers and students become learning cooperation bodies and participate in classroom teaching activities equally. In the process of language interaction, teachers should often adopt an encouraging teaching concept to guide all students to participate in English language practice bravely, to reduce their sense of failure and frustration as much as possible, and to stimulate their internal motivation to learn English. Encourage them to learn English more effectively.

In the process of conducting listening teaching activities, it is necessary to adopt real corpus, which is also a prerequisite for students to perform language output in interactive teaching activities. Nowadays, the business English listening textbooks of various colleges and universities in China actively cooperate with the regulations of college English syllabus, and attach great importance to the quality of language, which is very beneficial to students to lay a good language foundation. Although it fits the needs and characteristics of English teaching, it has certain limitations in the fields of authenticity, sensibility, interest and information. In this way, it can not provide teachers with a variety of English listening materials for interactive teaching activities, which affects the improvement of teaching effects. Therefore, English teachers should adopt realistic listening materials to stimulate students' interest in listening and promote the listening activities of teachers and students. For example, campus English, English TV talk shows, English soundtracks, English songs, and related news materials such as BBC, VOA and other famous radio stations. Teachers should set up targeted listening sessions such as role-playing according to different types of corpus.

5. Main Effects of Interactive Teaching Practice

From the online evaluation and teaching feedback of students in recent years, the students' satisfaction with the content setting and teaching effect of business English listening and speaking interactive teaching has increased by 6.2%, and the average score of all teachers is higher than the whole school. Average teacher score. Most students believe that the interactive teaching model trains listening, speaking, reading and writing language skills, enhances their interest in learning and further stimulates their learning potential, and cultivates self-learning and expression skills. Students are feeling these new The challenge brought by the method also experienced the sense of accomplishment of learning, and the self-confidence of English learning multiplied, especially the confidence that I heard was significantly stronger than before. The pass rate of students at the fourth and sixth levels has been generally improved. The pass rate of the fourth grade in June 2018 has increased by 4.8% compared with the previous year. In particular, the number of students who have applied for the fourth and sixth grades has increased greatly, indicating the confidence and level of students' oral English. Significantly improved. In addition, the enthusiasm of students to participate in college English contests, English reading contests and English speech contests has generally increased, and the number of winners has increased.

6. Conclusion

The main goal of business English teaching in the new era is to cultivate high-quality compound talents with business English professional knowledge, English communication skills and creative spirit. Therefore, the training measures based on business English interactive listening, speaking, reading and writing skills are more important. The use of interactive teaching method in business English listening teaching can greatly improve the comprehensive listening level of students' business English. However, in the teaching practice, it is necessary to continuously improve and gradually find a highly efficient business English listening teaching model that is consistent with the cognitive characteristics of domestic college students.

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