Research on the Teaching Mode of English Audio-visual-speaking Course in the Digital Age

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Abstract: The outbreak and persistence of COVID-19 have rapidly promoted various teaching reforms. Online teaching has shown multi-modal development, and various online teaching platforms have successively entered into the classroom to help teaching innovation and reform, especially the blended teaching method has opened a new door to English teaching. This paper mainly takes the college English audio-visual-speaking course in independent colleges as an example, adopts literature research method and case study method, and mainly focuses on how to implement online and offline teaching mode and analyzes the advantages and disadvantages of the teaching mode. The paper tries to build two platforms "Chaoxing +U campus" and "two 'offs' one 'on'" three-step English audio-visual-speaking teaching mode and the requirements for the new teaching method are put forward in order to improve the teaching quality of college English audio-visual-speaking course, and to provide a new teaching mode for the reform and innovation of college English audio-visual-speaking course.

Keywords: Chaoxing; U-Campus; Audio-Visual-Speaking Course; Teaching Mode; Digital Age

1. Introduction

The outbreak and persistence of COVID-19 have rapidly promoted various teaching reforms, and online teaching has shown a multi-modal development. With the influence of students' three years of online learning, it is impossible to return to the previous teaching model. The previous teaching mode has been unable to adapt to the development of the digital era. In recent years, with the update of digital education technology, the blended teaching has gradually become the new favorite of modern education. College English audio-visual-speaking teaching online and offline teaching, namely the combination of offline classroom teaching and online platform learning, aims to improve college students' English listening and speaking ability through modern teaching methods. This teaching mode emphasizes the main body position of students, pays attention to the cultivation of students' independent learning and cooperative learning ability, and gives full play to the guiding role of teachers. The importance of blended teaching thought in modern education is self-evident. It can not only meet the diversified learning needs of students, but also improve the teaching effect and promote the all-round development of students [1].

In 2023, the work points of the Higher Education Department clearly put forward to further implement the digital strategic action and shape the new advantages of higher education reform and development to strengthen the construction of a national smart education platform for higher education and improve students' ability to solve practical problems and transform knowledge. The use of intelligent teaching platform for college English audio-visual teaching can effectively help college students from dumb English into practical application ability, and at the same time meet the needs of contemporary college students, and can better conform to the trend of the intelligent era [2]. This paper mainly takes the college English audio-visual course teaching of independent College of Jiangxi University of Finance and Economics as an example, to explore how to use the digital platform (U campus and superstar) to build a new course teaching mode, hoping to provide some reference for the reform of college English listening and speaking teaching.

2. Current Teaching Status of College English Audio-visual-speaking Courses in Independent Colleges

2.1 Less Teaching Hours

With the reform of college curriculum system, independent colleges have reduced the number of college English courses and audio-visual speaking courses. English courses are opened Only for freshmen and sophomores, there is no English learning in junior and senior years, and students have audio-visual-speaking course once every two weeks. During these two years, English audio-visual speaking courses only have 60 credit hours. In audio-visual teaching, teachers often pay more attention to hearing Training and less attention on oral English output, it is difficult to achieve the ideal teaching effect [3]. However, for the listening test, the score of oral English is gradually increasing. When taking the CET-4-6 test, students basically do not participate in the oral part. As a result, in recent years, English audio-visual and speaking class has become a water class in students 'minds, so students' interest in learning has greatly decreased, and the learning effect is not ideal.

2.2 Old Teaching Mode

With the decline of the status of English in university courses, many teachers have not pay more attention, without actively thinking and changing the way of teaching, and the teaching mode has not been constantly updated with the development of the information age. The classroom teaching only focuses on the textbook. In order to let the students pass the CET-4 and CET-6 smoothly, in the actual teaching process, teachers spend more time on the listening part , and ignores the oral English practice of college students. Without the active use of modern scientific and technological means to develop students 'second classroom, students' learning is still only stay in the classroom learning. During the free time, students basically do not carry out English listening and oral learning.

2.3 Uneven Students' English Level

Students from University of Finance and Economics do better in science, the English requirements for students are not high. Many students' English foundation before entering the school is very weak, and the written English is not very ideal, let alone speaking ability, which lead to many students afraid to speak English. Because students' English level is uneven, and there are about sixty students in each class, it is difficult to allow each student to practice English. In addition, college English speaking course will not take the written test, many students do not invest a lot of energy in the course, and do not pay enough attention to the final exam. However, English listening and oral ability, which is the stepping stone to career success, is an important means to promote cross-cultural communication. It is also a necessary ability in daily life. If the English learning before the university is for the exam, now students should realize that the university English learning should be for communication.

2.4 Incomplete Course Evaluation System

First of all, individual differences are ignored. The existing evaluation system often adopts a one-size-fits-all evaluation standard, which ignores the individual differences and learning progress between different students, leading to the one-sidedness and unfairness of the evaluation results.

Secondly, test results are more relied. Many evaluation systems rely too much on test results, ignoring the students' performance and efforts in the learning process, leading to the simplicity and limitation of evaluation.

3. Introduction of the Digital Platforms

3.1 The Introduction of Chaoxing Platform

Chaoxing Learning Platform is an online integrated platform based on online course resources, including various digital resources related to education and teaching such as Xuexitong APP, MOOCs and online Library, which can realize the online teaching through smart phones, PC and other terminals.

Chaoxing learning platform integrates massive education and teaching resources on the network and combines software and hardware to realize intelligent teaching, which is an epoch-making change of the traditional teaching mode. This novel teaching mode promotes the traditional teaching mode of "teachers teach, students listen" to the teaching mode of "students

actively learn, teachers assist", greatly improves the teaching effect, and can also carry out data collection and statistical analysis and evaluation, to help teaching achieve scientific and efficient management.

On this learning platform, users can freely create online activities. Participants can read and upload videos, documents, pictures and other works online, and support multi-level online review of city, district and school, and PC version and mobile version can participate simultaneously. In addition, the platform also provides course competitions, reading instructor training and other functions to meet the different needs of users.

3.2 The Introduction of U-Campus

U-Campus platform is an online education platform launched by Beijing FLP Online Digital Technology Co., LTD., which mainly serves undergraduate colleges and higher vocational colleges. During the epidemic period, it has helped students to study at home and to conduct efficient online teaching. Thanks to the large number of online courses, the platform was still favored by efficient teachers after the outbreak ended. Especially for the English audio-visual course, it can well assist teachers to carry out students' second class learning and solve the above existing problems. Teachers can conduct online teaching through the U-campus platform to realize the daily teaching. Big data can also describe students' learning conditions, obtain a comprehensive evaluation of students, diagnose learning problems, and carry out personalized teaching. Students can also use the platform to consolidate learning content, strengthen weaknesses, use fragmented time to complete teachers' homework and tests anytime and anywhere, and obtain course learning reports and timely feedback.

Since the beginning of the epidemic, in order to ensure the learning progress and learning effect of students, teachers and students have fully used Chaoxing platform. At the same time, in 2018, the new vision of college English audio-visual tutorial (third edition) was introduced. This edition of the textbook advocates the mixed teaching mode of combining classroom teaching and independent learning. By creating a totally new foreign language digital teaching platform, it provides teachers with a variety of digital teaching resources, and helps students make full use of fragmented time to learn, especially from passive learning to active learning and autonomous learning.

4. The Design of the Teaching Mode for English Audio-Visual-Speaking Course

This research is mainly for independent college freshmen of Jiangxi university of finance and economics, using Chaoxing learning platform and U campus to design the course teaching mode of college English audio-visual and speaking courses1, to build two platforms "Chaoxing + U campus" and "two 'offs' one 'on'" three-step English audio-visual teaching mode. They are online learning before class, offline learning for class, and online learning after class.

4.1 The Design of Course Step

Students have installed two platforms of Chaoxing and U-campus on the mobile phone, and take the Unit3 Time out of New Vision College English Audio-visual Course 2 as an example to design the teaching mode.

Step 1: Online preview before class

Teacher should pay attention to the role of students' independent learning in Audio-visual-speaking Course to make up for the deficiency of traditional classroom teaching, for the development of follow-up teaching activitiest [4]. English audio-visual-speaking class is given every other week, the first week is for class time learning, the second week is for students to study independently. Teachers will release students' pre-class preview and autonomous learning tasks through Chaoxing. Firstly, the learning objectives of this unit can be published on Chaoxing learning platform as follows

(1) Talk about leisure activities.
(2) Listen for information about plans.
(3) Manage phone problems.
(4) Plan a perfect day.

Learning objectives provide a clear direction for learning, so that students can understand the learning objectives of this unit independently, which can help students to better plan the learning path and avoid blind and ineffective learning. Secondly, the teacher assigns autonomous learning tasks through Chaoxing homework section as follows.

(1) Read and record the P38 professional

terms of amateur activities, and submit them to the platform within 15 minutes

(2) Use the Internet to find more professional terms of amateur activities, copy them in the book, and submit the photos within 25 minutes

(3) Make a schedule for one day in English and submit it within 40 minutes.

Teachers can monitor whether the students have completed the homework and the quality of the homework, such as whether the students' oral Englsih is pronounced standard, whether the professional terms are copied, whether the English schedule is reasonable, and whether there are problems in English expression. At the same time, the corresponding grade evaluation is given, standard oral English can be released for students to imitate, and the sample can be given for students' reference. After two classes of self-learning, the teacher can also release a week of self-learning tasks through Chaoxing.

(1) Complete the video learning and related exercises of listening to the worldP39-P41 through the U- campus platform within one week.

(2) Complete oral video homework on page 41 and submit it to the platform

Teachers can check the learning situation through the U-campus teacher end platform, such as how many students have completed online learning, how long the learning time is, students' answer analysis and scores. The relevant information on the U campus platform, which teachers can obtain, can provide a basis for offline teaching adjustment. For example, teachers can check the places where students have more errors and focus on them when teaching online.

Step 2: Offline classroom learning

Firstly, before the class starts, teachers can sign in through the live password to ensure that students come to class. With the preparation before class, the students have clarified the classroom learning content, and the teacher has mastered the basic situation of the students' learning situation. In class, the teacher spends about 10 minutes focusing on explaining the knowledge points that students do not learn online, and then watch the excellent video homework together to encourage more students to do oral video homework. Secondly, the teacher explains the listening skills of this unit ; listening for information about plans in class. In the listening training process before you listen-while you listen-after you listen, the first

one and the third one can use the synchronous classroom to achieve online interaction, especially in the large teaching class, the comprehensive and effective interaction can be realized. Finally, in the further listening teaching part of the classroom, students can also be motivated by implementing the online answer mode.

Step 3: Online learning after class

After the offline teaching activities, the teacher publishes the homework through Chaoxing, such as the unit homework is as follows

(1) Complete the listening exercises learned in this course on U-campus platform

(2) Complete unit 3 test on U-campus platform

The U-campus platform can realize the relearning of classroom content. After the online teaching activities, teachers can guide students into the U-campus platform to learn the classroom content independently online again, check and fill in their learning gaps, find their own shortcomings, and conduct repeated targeted training. At the same time, the online unit test can let teachers know the learning situation of students in this unit in time and get teaching feedback. Teachers can also use U-campus to supplement a large number of teaching-related video and audio materials for students to study independently and expand their horizons.

5. Analysis of the Teaching Mode of English Audio-Visual-Speaking Course

Through the above teaching design of English Audio-visual speaking course, we can conclude a teaching mode. Chaoxing is mainly used to assist the release of homework and classroom learning. U-campus is equipped with synchronous teaching content, which is mainly used to realize the students' self-learning for the course. Teachers can get the related feedback on all kinds of learning through the two platform. According to the above analysis, Figure 1 can be made. See as follows Figure 1.

5.1 Advantages of the New Teaching Mode

Through one year of teaching practice, it is found that this model has played a good role in promoting the teaching quality of college English audio-visual speaking courses.

Various data analysis and statistical results of the two platforms provide good feedback for teaching, constitute a good evaluation system, and provide a basis for teachers to carry out high-quality teaching.
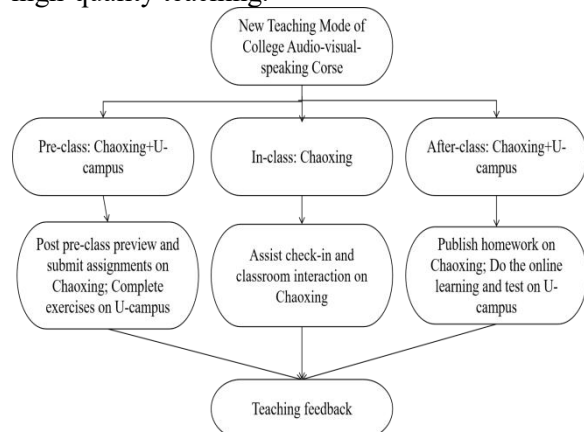

Figure 1. New Teaching Model

5.1.1 The diversified learning environment
Online and offline teaching mode makes full use of modern technological means, such as network, mobile devices, etc., providing students with a diversified learning environment. Students can watch English acoustic videos online, listen to English radio, participate in online discussions, etc., to make learning more vivid and interesting.

This mode changes the situation of students' passive learning, and effectively stimulates the initiative and enthusiasm of students in learning English [5]. Online and offline linkage teaching not only makes full use of students' spare time to stimulate students to learn independently, but also plays a good supporting role in classroom English teaching. 40% of the scores of this course are in the hands of teachers. Teachers can reasonably give students' scores according to these data and feedback, and can also stimulate the enthusiasm of students. Chaoxing + U campus mode really achieves the training of English listening and speaking ability, especially for students with weak foundation, they can check the gaps and build confidence in learning.

5.1.2 The personalized learning experience
Through online and offline teaching model, teachers can provide personalized learning programs for students according to their needs and abilities. Students can conduct flexible learning according to their own time, so it can meet the different learning needs.

This mode is conducive to teachers to develop personalized learning programs according to the feedback, and constantly update the teaching concept and content. Chaoxing + U-campus model provides a convenient teaching platform for teachers. it's convenient for teachers to monitor teaching at any time, and also assists teachers to obtain teaching feedback, which is conducive to teachers to constantly adjust the teaching content and methods. At the same time, the massive online teaching resources can be used to enrich the teaching content through the two platforms, so that the teaching do not just focus on the textbook and it also helps expand the students' horizons.

5.1.3 The sharing of high-quality resources
Teachers can not only make their own teaching videos and upload them to the teaching platform, but also students can use their spare time to watch and review the relevant video content at any time. This way not only enables students to learn anytime and anywhere, but also enables high-quality teaching resources to be widely spread and shared. At the same time, the cloud classroom platform can establish a teaching resource library, teachers can upload their own teaching materials, courseware, test questions to the resource library, and students can find relevant teaching resources through searching and browsing. This way enables the centralized management of teaching resources, convenient for students to find and use, but also promotes the sharing of resources among teachers.

Students can also share their oral video homework with other students to learn from each other and make progress together. This way not only enables the communication between students to be closer, but also enables the transmission and sharing of learning experience and knowledge.

5.2 Disadvantages of the New Teaching Mode
5.2.1 The self-discipline of students
Online learning requires students to have a high degree of self-discipline, and to consciously study according to the teaching plan. If students don't have strong discipline, they are unable to resist the external temptation from the process of intelligent learning, easy to be distracted [6].

Because of the lack of face-to-face communication and interaction, teachers cannot directly observe students' learning,

and cannot adjust the teaching, so the teaching effect may be not satisfying.

5.2.2 The complexity of the classroom organization

Compared with the traditional offline teaching mode, the classroom management and design pf the new mode are more complex. Teachers need to do a lot of preparation work before class, including the sorting out of online teaching resources, the setting up of teaching platforms, etc. At the same time, the management of offline classroom time has become particularly important, not only to ensure the explanation of online content, but also to take into account offline interaction and practice. In addition, student management is also a challenge. How to ensure that students participate in online learning on time, while keeping offline classes active, has become a problem for teachers to face.

5.2.3 The evaluation of the learning effect

The effect evaluation under the online and offline teaching mode faces many difficulties. On the one hand, it is difficult to quantify the results of online learning, and how to accurately evaluate students' learning progress and effect has become a difficult problem. On the other hand, the interaction and practice of the offline classroom are also difficult to measure by the traditional examination methods. Therefore, how to formulate a scientific and reasonable evaluation system, which can not only reflect students' online learning results, but also reflect the interaction and practice of offline classroom, is a problem that needs to be solved by the blended teaching mode.

5.3 The Requirements for the New Teaching Mode

There is a saying "A craftsman who wishes to do good work must first sharpen his tools". Chaoxing + U campus model should become a powerful tool for teachers to teach, which puts forward higher requirements for school teachers and students.

5.3.1 Strengthening the hardware and software support

Basic hardware and software facilities are needed to realize the online and offline teaching mode. In terms of hardware, multimedia computers, projectors and network equipment need to be equipped for online teaching and interaction. In terms of software, a stable online education platform, learning management system (LMS) and interactive tools are needed to support online courses, homework submission, learning evaluation and other functions. In addition, it is also necessary to ensure the stability and security of the network environment to ensure the smooth progress of online teaching.

5.3.2 Organizing training and learning on Online teaching platforms

College English Audio-visual speaking course is always taught in the speech laboratory, with the introduction of new teaching platform, the school should carry out technical training to improve the ability of teachers at any time, the school can also hold the teaching platform application skills competition to promote learning and encourage teachers to learn new technologies.

5.3.3 Updating teaching ideas and improving teaching ability.

To cultivate students, teachers should keep learning and impart the latest teaching content and knowledge to students [7]. As the organizers and implementers of teaching activities, teachers can only stand firm on the platform and ensure that students can keep up with. Because English listening and speaking ability is related to the employment and prospects of students. Teachers can make full use of the Internet platform and information technology to organically integrate the knowledge taught in class with network resources, so as to improve the effectiveness of teaching [8].And college English audio-visual- speaking teaching will have a bright future [9].

5.3.4 Changing Students' ideas and ways of learning

As participants in teaching activities, students can only adapt to the development of society by constantly changing their learning ideas and methods. Only by improving their learning ability. Students can keep pace with the development of society. Because the purpose of learning a foreign language is mainly for its application [10].

6. Conclusion

Chaoxing + U campus two teaching platform have already entered into colleges and universities. Based on a year of teaching practice, the paper puts forward to build two

platforms "Chaoxing + U campus" and "two 'offs' one 'on'" three-step English audio-visual teaching mode " to carry out college English audio-visual teaching. It is found that the model is not only beneficial to improve teachers ' teaching methods and teaching content, also effectively stimulate students' interest in learning English, but also improve the students' English listening and speaking ability and communication ability. This model also promotes the renewal and transformation of teachers' teaching ideas and teaching methods, and promotes the reform and development of college English audio-visual teaching. However, any new teaching mode has shortcomings. Only by constantly evaluating, reflecting and improving it can we adapt to the teaching needs of the digital age and meet the current social needs of the society. Therefore, more study and practice will be taken in the new teaching mode of college English audio-visual teaching with the aim to achieve better teaching effect in future.

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