Analysis and Exploration of Multimedia Assisted 
College English Second Classroom Teaching Model

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Abstract. College English second classroom teaching is an important part of the entire university education system, educational administration department should be included in the school's normal teaching management scope. Broaden college English second classroom activity form for extracurricular activities effectively complement classroom, to give students more opportunities for language practice, improve the interest in learning English, open field of vision, to create a strong atmosphere of learning English, improve listening, speaking, reading and writing comprehensive ability and language practice ability, to realize the goal of college English teaching and improve the comprehensive quality of college students and provide a strong guarantee. This article will explore the multimedia assisted college English second classroom teaching mode.

Introduction

As the appearance of disadvantages and problems of traditional class foreign language teaching, domestic scholars pay more and more recognition and attention to second foreign language class teaching, and study it from various perspectives, but most of the achievements are concentrated on the importance of the second classroom teaching and the discussion of specific language in the form of second classroom teaching [1]. In a word, people consider foreign language second class as the extension of class foreign language teaching, could create deeper foreign language learning atmosphere, almost real context. It is the window for students to understand the foreign culture, the important way to ensure follow-up foreign language teaching in university, an important force in the construction of campus culture and so on. In addition to those, the particular form of the second classroom for foreign language teaching, the researchers also noted that the foreign language website, foreign language festival, lectures, all kinds of competitions, and so on.

The significance of carrying out second classroom in college English

Firstly, second classroom in college English, after incorporated into the whole education system, is treated as other courses in the use of money, equipment, venues and teaching management and so on to get necessary, timely arrangements to guarantee of college English second classroom teaching order and persistence on the hardware [2].

Second, many teachers of their own professional ethics, love of students and school for college English second classroom teaching also need a lot of time and energy, make a lot of efforts without any pay for college English second classroom teaching. Bringing the college English second classroom teaching into the whole teaching system, on the one hand, can calculate the reasonable effort to teachers who in charge of the second classroom English teaching, fully approving their efforts and enhancing their working enthusiasm; on the other hand, the process and effect of college English second classroom teaching could be supervised and inspected and the rationality and efficiency of college English second classroom teaching could be ensured.

Finally, we need to bring the college English second classroom teaching into the whole teaching system, and build suitable and dynamic evaluation system, completing the credit system of the second classroom English, making unitive rules and objective appraisal for students to participate in
the second classroom English teaching activities—students should according to the specific of the
second classroom activities, combined with their own interests, special skills and English ability, to
take part in the English second classroom activities with reasonable arrangement and obtain
corresponding credits.

**Problems of second classroom in college English**

(a) Less students participated

College English second classroom teaching is an important part of college English teaching, and
the teaching object is all students in the school, but in the actual, only a few students participate in
the English second classroom teaching, most of students fail to get English cultural knowledge and
application ability. Students who attend college English second classroom are most freshman and
sophomore students, senior students are difficult to participate in similar learning activities for they
have completed the syllabus of college English course. Ultimately, college English second
classroom becomes a stage of few students which does not play its proper role [3].

(b) Lack of faculty, instructions and management

College English second classroom teaching, like other instructional mode, with its own
theoretical basis and inherent characteristic, needs to develop in accordance with the law of
development and adhere to certain objective requirement, so it is necessary to equip with a certain
amount of faculty to make systematic management and the correct guidance. However, due to the
restriction of mentality, insufficient funds, and shortage of teachers, according to our survey, many
universities have not prepared special and long-term teachers to make guidance and management
for college English second classroom teaching.

(c) Insufficient funds and activity space configuration

The second classroom activities can only be operated in the clearance of those non-second
classroom activities, and some places need to be examined and approved by many sections-- office
of teaching affairs office of person, organization department and security department—all above set
up a barrier to the development of college English second classroom. In addition, insufficient funds
weight against this pedagogical practice [4].

**College English second classroom teaching strategies assisted by multimedia**

(a) Adopting modernized management means on second classroom teaching

When managing second classroom teaching practice, relevant competent departments of faculty
and universities need to try to use modern management means such as multimedia and computers to
set up certain scale, detailed and complete information base and database about second classroom
teaching practice; to formulate and perfect the system of information collection and data filing;
what is more, record, count and analyze all types of information of the second classroom teaching
practice activities. In this way, it will provide more convenience for scientific research, summary
and improvement of second classroom teaching practice.

(b) Using new media to carry out second classroom teaching activities

With the development of multimedia network technology, the dialogue is not limited to
teachers-students and students-students: there are different kinds of teaching environment born at
the right moment-- interactive class between teachers and students, students-students interactive
"community", students-computer interactive “online” teaching environment. In class, places for
students extra-curricular activities, network virtual space 3D environment, such as WeChat "Circle
of Friends" and QQ video Hangouts, etc. In English interactive activities between teachers-students,
students-students and students-computers, teachers play the role of guiding, promoting and
coordinating, but students play the main role. By means of exploration, practice and cooperation to
study in practice and exploration to gradually complete understanding and externalization of the
rules of language use, at the same time, we can carry out second classroom activities as an
extension of teaching and learning [5].
(c) Optimizing the second classroom teaching resources

Compared with the traditional classroom mode, the multimedia teaching practice optimizes foreign language teaching resources environment, improving the efficiency of individual learning and teaching effect, and thus shows its broad prospects of development. Multimedia teaching mode not only uses advanced technology methods to improve the teaching efficiency. More important, it changes the traditional teacher-centered teaching mode, forming student-centered personalized learning styles. This brand new teaching mode-- changing roles between teachers and students pays more attention to "learning" rather than "teaching", gives play to a far-reaching significance of developing and cultivating foreign language comprehensive application ability and individual and independent learning capability of Chinese students [6].

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The exploration and practice of English “Second Class”------A case study of Wuhan Donghu University English FM Radio Station’s broadcasting program.

Conclusion

Second classroom of college English in universities is important for college English teaching effects, as the extension of classroom teaching, what second classroom taught is the digest, understanding, absorption and sublimation of course content. The second classroom is an important part of the whole teaching system in the university and faculty, another indispensable growing environment provided by them.

Reference


