

# Using Multimedia to Realize “Happy English” Teaching -- A Preliminary Study of College English Classroom Teaching Model

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**Abstract:** With the continuous development of information technology, multimedia means has been flexible and widely used in college classroom teaching, but also play a huge advantage. In college English classroom teaching, teachers should effectively construct the “Happy English” teaching mode, cultivate students’ interest in learning English, mobilize students’ subjective initiative, in order to promote the development of students’ listening, speaking, reading and writing ability in all aspects, and stimulate students’ learning potential. Therefore, teachers can make effective use of multimedia means, through random questions, the introduction of audio-visual materials, the addition of interactive discussion links and other ways, give full play to the application advantages of multimedia technology in college English classroom teaching, so as to effectively improve the effect of teachers’ “teaching” and the quality of students’ “learning”, truly realize “happy English” teaching and promote the all-round development of students.

**Keywords:** Multimedia means; Happy English; College English; Teaching strategies

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The flexible application of multimedia in college English classes can fully stimulate students’ subjective initiative and cultivate students’ interest in learning, so that students can truly experience the fun of English learning, and can also effectively improve the quality of college English teaching and promote students’ English learning ability. Therefore, teachers should pay full attention to it, and take “students” as the starting point, effectively combine multimedia technology to design, formulate appropriate and effective teaching programs and teaching activities, so as to quickly attract students to English course learning, promote students’ English comprehensive literacy, and build a “happy” English classroom.

## 1. Application Purposes of Multimedia Technology in College English Teaching

### 1.1 Improve the Teaching Effect of Teachers

The effective application of multimedia in college English classroom teaching can effectively increase the capacity of classroom teaching, expand the teaching field of vision, and promote the deep expansion and extension of English knowledge, so that students can effectively perceive and feel the cultural and scientific knowledge contained in college English, and enhance their knowledge reserves. In the traditional college English classroom, educators commonly rely on blackboard writing to disseminate information, resulting in a tedious and unstimulating atmosphere that fails to ignite students’ interest in learning. The effective introduction of multimedia technology into college English classes can effectively enhance the intuition, interest and vividness of knowledge, activate college English classes, and be more conducive to the cultivation of students’ English learning ability and the improvement of teachers’ “teaching” effect <sup>[1]</sup>.

### 1.2 Activate classroom teaching atmosphere

With the continuous development of current multimedia technology, various teaching platforms and various new media teaching methods have emerged. In the classroom, teachers flexibly use multimedia teaching methods, which can effectively stimulate students’ desire for learning and curiosity, make the classroom active and students active, and can also fully enhance the interaction and communication between teachers and students, students and students in the classroom, with the help of multimedia technology,

students can understand and master each other's ideas and opinions, and perceive their own shortcomings, which is also conducive to the full improvement of students' English learning ability and learning quality.

## **2. Application Strategies of Multimedia Technology in College English Teaching**

### **2.1 Deploying interesting questions to create a good learning atmosphere**

Compared with junior high school classrooms, the university classroom atmosphere is more free and the pressure on students is lower. Many students cannot concentrate in the university English classroom, are easily affected by external factors, and cannot quickly join in the classroom learning. Moreover, the university classroom accommodates more students, and teachers cannot effectively pay attention to and observe the performance of each student. Therefore, many students are relatively loose and lack tension in the university classroom, resulting in poor performance in class. In view of this situation, teachers should effectively change their teaching ideas and create a tense and interesting atmosphere in the classroom, so that students can quickly integrate into the learning atmosphere and quickly enter the learning state. Therefore, teachers can make full use of multimedia technology, set up a "random question" program, input class students into the program, and then press the button to ask random questions. The extracted students need to answer the teacher's questions, and the wrong answer needs to be punished, such as performing an English song they know in class, telling stories in English, etc. This approach can create a sense of competition and tension in the classroom, which can motivate students and improve their learning outcomes. Ultimately, by optimizing the teaching process, students can develop a deeper appreciation for English and enjoy a more pleasant learning experience.

### **2.2 The introduction of audio-visual materials to stimulate students' enthusiasm for learning**

In the subject classroom teaching, students are more likely to be attracted by video and audio, and quickly concentrate their attention. Therefore, in college English classes, teachers should pay more attention to the reasonable and effective introduction of audio-visual materials to stimulate students' visual and auditory nerves, effectively lead to the teaching theme of the course, and stimulate students' enthusiasm for learning. Therefore, in college English classroom teaching, teachers can effectively introduce some English teaching materials in combination with the course theme, and can also connect with real life and current affairs hot spots, and introduce some new media platforms such as Douyin and videos on Little Red Riding Book, so as to effectively stimulate students' curiosity, drive students' learning enthusiasm, and guide students to effectively perceive the English course theme under the experience of viewing and listening, and further exploration<sup>[2]</sup>.

For example, in the teaching process of "True Stories of Nazi Germany", teachers can effectively use multimedia technology to display Nazi symbols and then ask students: "Do you know what this is?" guide students to effectively elaborate and share in combination with self-understanding. Then teachers can introduce relevant film and television clips of "Pianist" so that students can perceive the Nazis' inhumanity to Jews from the video and concentrate students' attention. Then teachers can effectively introduce the article "The Youngest Corporal in the Nazi Army" and use multimedia technology to make specific analysis and elaboration. This approach will optimize the classroom experience, improve students' concentration, and encourage them to read more carefully. Teachers can also combine multimedia technology to expand more information related to "Nazis", expand students' horizons and enrich students' cultural reserves.

### **2.3 Add interactive links to give full play to the advantages of multimedia**

The difficulty of English teaching in the university stage is increasing, which also involves the content of professional fields and cultural fields, which requires students to fully master and deeply understand<sup>[3]</sup>. Under the guidance of the concept of "happy classroom", teachers should first build a broad and free communication and discussion space for students in classroom teaching, guide students to communicate and discuss with the theme content of the course, guide students to carry out autonomous learning, and guide students to effectively upload the results of autonomous learning, group inquiry learning and discussion to the learning platform, and mark out the doubts and problems encountered in the process of learning and discussion. Secondly, teachers effectively apply multimedia technology to present the results of discussions and exchanges among groups and students, and make effective comments and supplements for all students to answer students' learning doubts. Then, teachers adjust their lesson plans and create teaching activities based on their students' learning needs and progress. They use visual aids such as pictures and videos to engage students in deep thinking and make class more enjoyable. By doing so, students maintain a high level of interest in learning, which helps develop their passion for learning.

For example, in the teaching process of "The Water Problem", the teacher can first ask the students to collect and discuss the "The Water Problem", and send a group of students to use multimedia to put in the picture materials and video materials collected by their group, so as to effectively use English to tell the views of their group, and then the teacher can effectively make targeted comments and

supplements. In this way, we can give full play to the important role of multimedia in college English classroom and cultivate students' oral English ability. After the students' speeches are finished, teachers can effectively combine multimedia means to lead students to read the text, and use multimedia technology to design questions, so as to increase the interaction between teachers and students, as well as among the students themselves in college English class, effectively update the teaching mode of university classroom, promote the organic construction of "happy" classroom, and further promote the all-round development of students.

### **Conclusion:**

To sum up, under the current educational background, teachers should pay full attention to the effective application of multimedia means in college English classroom, and promote the effective construction of efficient and high-quality classroom. Therefore, teachers can effectively apply the "random questioning" method to create a sense of tension and active classroom atmosphere; introduce audio-visual teaching materials to attract students' attention and enhance students' interest in learning; combine multimedia to optimize the classroom teaching process, enhance classroom interaction and guide students to think deeply, so as to effectively improve students' English learning level and update college English classroom teaching mode.

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