An English Language Multimedia Teaching Model Based on Krashen's Theory

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Abstract—Traditional English teaching practice often centers on the teacher and implements the teaching mode of "exemplifying by the teacher-answering by students-evaluating by the teacher". This inflexible teaching mode fails to fully exert student's subjective function; at the same time, due to the lack of necessary guidance and help from teachers, students are more likely to suffer from learning burnout and low self-confidence. With this regard, an English multimedia teaching mode was proposed in this study based on Krashen's "Language Input Theory". The theory is characterized by emphasizing the analysis of English language learning from the perspectives of "acquisition" and "learning", advocating "understanding" of knowledge and using student-centered teaching methods. In this study, Krashen's theory was combined with interactive learning methods and multimedia information technology to form an English teaching mode focused on "teacher-student", "student-student" and "student-computer" interactions and build an "in class- after class" and "online-offline" English learning environment. This mode was practically applied in the teaching of "College English" at Hohai University in Jiangsu Province, China. The results show that the English multimedia teaching mode based on Krashen's theory is more effective than the traditional teaching mode in improving students' interest and self-confidence in learning.

Keywords—Krashen's Theory, Multimedia Teaching Model, Interactive learning method, English teaching

1 Introduction

In view of current developments in society and globalization, mastering a foreign language has been an indispensable skill for modern people. English is used globally, and thus it has become a required course in the Chinese education outline system. Thus, Public English courses in colleges not only bear the duty of improving the quality of students' English culture but also are responsible for meeting the needs of students' academic development, employment, and survival [1]. Reforms in College English teaching are mainly focused on the cultivation of a new generation of high-quality and innovative talents and on the enhancement of national comprehensive national power, and international competitiveness. Meanwhile, owing to the populari-

zation of information technology, college English teaching in various colleges starts to generally adopt multimedia teaching modes, but some defects exist in multimedia teaching process of college English.

1. Teachers excessively depend on multimedia in a way that their roles are gradually deemphasized [2]. In college English multimedia teaching, some teachers excessively depend on courseware design and use. The classroom of some teachers even becomes the process of "reading courseware." Such English classroom teaching becomes extremely boring for students. The explanations of courseware about textbook content and language points are limited, and the whole classroom is not student centered. Thus, the knowledge of students and learning quality in the classroom becomes limited.
2. Teachers and students lack interaction and exchange. Many teachers just operate the computer and demonstrate courseware in multimedia teaching process. As a result, they have no time to consider the students' learning feedback. In the classroom teaching process, teachers hardly have the energy to focus on the effects of their teaching methods, and the level of their ability to organize classroom activity severely declines [3]. Thus, the teaching process becomes single courseware playing process, and the whole classroom lacks the interaction between the teacher and students.

Based on the above, studying the state of current college English teaching process and modes are necessary. An advanced, mature, and efficient new teaching mode is needed for the improvement college English teaching systems. Hence, English multimedia teaching mode based on Krashen's theory was proposed. The second language acquisition theory, Krashen's theory [4], is characterized by emphasizing the analysis of English language learning from the perspectives of "acquisition" and "learning," advocating the "understanding" of knowledge, and using a student-centered teaching method. Krashen's theory was combined with interactive learning methods in College English multimedia teaching for the formation of a new teaching mode. Compared with common teaching mode, the teaching mode in this study breaks traditional teaching concept and optimizes and designs college English teaching fundamentally. In this study, we constructed an "in-class-after-class" and "online-offline" English learning environment to provide a necessary tool and environment in order to achieve interaction and feedback. Meanwhile, a specific teaching case was provided.

2 State of the art

The "Grammar-translation method" that was formulated in Europe within the 15th and 16th century is the earliest foreign language teaching mode. This method lays emphasis on pronunciation, starts from letters, and gradually develops to words and sentences step by step. This method is still widely used now and is the most important method used in teaching foreign languages [5]. A decision-making strategy based learner and instructional variables was proposed for the solution of the controversy [6]. Then, † proposed a communicative competence model that considers grammatical

competence as a component of communicative competence. Grammar instruction is mostly believed as a part of language teaching. In this new role, grammar interacts with meaning, social function, discourse, or a combination of these instead of serving as an autonomous system to be learned. Chetcuti [7] formulated a multimode foreign language classroom teaching method according to foreign language teaching content, features of teachers and students, and teaching conditions. The experiment showed that, the mode can improve students' learning. Buga [8] attempted to apply Facebook in French teaching and create a Facebook account for a foreign language class. In this account, digital assignments are displayed. The research starting in the fall 2012 showed that Facebook likely can help teachers to reach to their students and experiment with learning methods. Li [9] analyzed Russian teaching through task-based teaching theory, introduced a teaching method for Chinese people according to Russian teaching features and proposed to apply Krashen's theory in Russian teaching. The research showed that, the teaching method can promote Russian teaching quality.

Krashen's theory is extensively researched overseas, and the studies mainly focused on total physical response, immersion teaching, suggestion method, and happy reading method [10]. These methods further form various teaching modes, such as the Krashen monitoring, input-output conversion, and integrated modes. Meanwhile, domestic studies on Krashen's theory are few. Wu [11] thought such natural input is not suitable for Chinese national conditions due to large input quantities, and suggested to modify it as non-natural input. Moreover, Qin [12] proposed to establish a language teaching input mode, and Lei [13] proposed the establishment of an "input-output' integrated mode.

3 Construction of English multimedia teaching mode based on Krashen's theory

3.1 English multimedia teaching mode based on Krashen's theory

Krashen's theory is gained from the research on native language acquisition process and method. In the opinion of Krashen, acquisition is more important than the language knowledge learned, and only the language knowledge learned unconsciously can be applied freely and smoothly. The comprehensible input hypothesis in Krashen's theory is an important theories and also the theoretical basis of this paper. The main content of comprehensible input hypothesis is that individuals can acquire a second language as long as the level of the second language input is higher than that of their own language knowledge in a way that they attach importance to the content of the input. Although the input content is higher than the own language knowledge levels of individuals, they can understand according to context meaning and non-language information. Therefore, input content must be a comprehensible input. Incomprehensible input is meaningless.

Language acquisition is totally different from language learning. Language acquisition is an unconscious behavior. Language acquirers generate the right or wrong language sense in the mind, but they do not understand the reasons for being wrong and

in what aspect. Krashen considered that second language acquisition process is basically similar to native language acquisition. So, there is a "quiet period" in second language acquisition process, which is similar to that in native language acquisition process. In this period, second language acquirers cannot be forced to provide an output. If they are forced to do so, second language input content may react with native language knowledge and generate a special "interlanguage" which is a transitional language different from either the native language or second language.

3.2 Process of English multimedia teaching mode based on Krashen's theory

The process of English multimedia teaching mode based on Krashen's theory is divided into three parts: "comprehensible input", "knowledge internalization" and "comprehensible output". The specific process is as follows (as shown in Fig1, Construction of Krashen's theory)

Comprehensible input. Traditional starting methods such as warm-up and import are discarded, and comprehensible input is used as the starting of the teaching mode. Such comprehensible input must be based on existing language foundation. The process of comprehensible input includes language cognition, comprehensible input, and cognitive characteristics.

First, teachers present teaching contents and objectives through multimedia, and students focus on the cognitive understanding of the teaching content. In other words, students cognize the language knowledge to be learned to generate the thirst for knowledge.

Then, the teacher makes language knowledge content, such as grammar and vocabulary, to form students' comprehensible input through explanation and demonstration.

Finally, the students perceive the inputted language knowledge and thereby form language cognitive characteristics.

Knowledge internalization. First, students learn in accordance with the teaching content. This step aims to deeply understand language knowledge. In this process, students must have considerable initiative to understand the connotation of language knowledge.

Then, language knowledge is further internalized in the brain and becomes internalized knowledge. The language knowledge and language rules are integrated in the students' mind.

Finally, after language rules are really internalized to become students' knowledge, students' subconsciously form affective identification for language.

Comprehensible output . First, students use language in communication according to their learned language knowledge and rules.

Then, through the feedback of learned language knowledge and rules in repeated communication process, students learn whether they use them correctly and learn more from language communication. This learning process results in the internal reconstruction of language knowledge.

Finally, students comprehend the application features of language rules in communication. For example, they understand different semantics in language knowledge according to different forms (see Fig.1).

Moreover, large quantities of comprehensible inputs do not mean students can learn college English well. Many affective factors affect the learning process. Krashen boiled driving force of learning, self-confidence, and affective state down to composition factors of affective filter. Driving force of learning means that the concreteness of students' learning purpose has a direct influence on learning. If their purpose is explicit, their driving force is strong, and they will have rapid progress. On the contrary, the effect decreases. If students are full of confidence, their character is out-going. They take delight in placing themselves in unfamiliar learning environments. The learners confident in themselves make progress fast in the learning process. Affective state mainly refers to anxiety and relaxation. The learners with strong sense of anxiety have high affective barriers and gain few inputs. Meanwhile, more inputs can be gained. Krashen thought these factors play important roles in the acquisition of a second language because the efficiency and effect of second language acquisition partly depend on the intensity of an affective filter. Fig.2 shows the effects of affective factors in language teaching methods based on Krashen's theory.
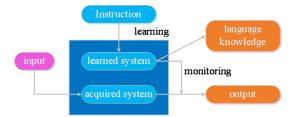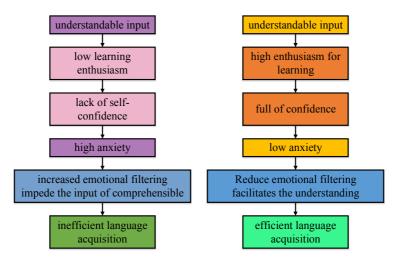

Fig. 1. Construction of Krashen's theory

Fig. 2. Effects of affective factors in the teaching based on Krashen's theory on language learning

3.3 Expansion of English multimedia teaching mode based on Krashen's theory

Since language teaching and language interaction have a close relation, the combination of English multimedia teaching mode based on Krashen's theory and interactive teaching mode certainly improves language teaching quality. Interactive teaching mode fully values and utilizes multiple teaching factors and elements in interactions, including teacher, student, teaching material, teaching environment, and learning environment. It utilizes information technology to mobilize their practice and function to generate teaching resonance and reach promote a teaching effect. The interactive teaching mode includes multiple types. In this study, the following two interactive teaching modes are introduced for the expansion of English multimedia teaching mode based on Krashen's theory: interactive teaching mode based on "sentence pattern" teaching and interactive teaching mode based on "textbook." Fig.3 shows the interactive teaching mode based on "sentence pattern" teaching, while Fig.4 shows the interactive teaching mode based on "textbook."
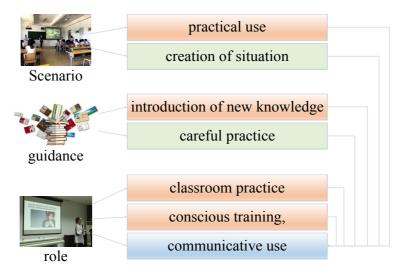

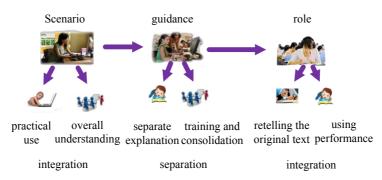**Fig. 3.** interactive teaching mode based on "sentence pattern" teaching

Fig. 4. Interactive teaching mode based on "textbook"

4 Teaching Case and Teaching Effect

4.1 Teaching case

In this study, a college in China was selected for a one-semester College English teaching experiment. The application of the proposed teaching mode in the teaching example is described as follows:

This whole teaching process follows the teaching process of "comprehensible input–knowledge internalization and comprehensible output." Besides, the advantages of multimedia teaching in college English teaching are fully applied. Most importantly, a teacher's knowledge input should strictly conform to the formula "i+1," and the teaching content should be presented with a multimedia method. Teaching should be based on comprehensibility and should attract students' interest and attention. Additionally, the quantity of inputs should increase. In the input process, the influence of affective filter should be valued. In the teaching process, a teacher should pay attention to affective factors, give positive evaluation feedback to students' progress, and encourage group cooperation to create relaxing and cooperative learning environments, relieve students' anxiety, and help students to establish self-confidence. Second, the teacher should provide sufficient guidance in the knowledge internalization process. Given that native language has been internalized by students, they may consciously or unconsciously apply native language to think and analyze English application. Moreover, in view of the differences between English and Chinese cultures, the teacher should help students deepen English knowledge comprehension to render the students' knowledge internalization accurate. Finally, interaction activity should be actively organized for comprehensible output. It is required to fully value and utilize interactive teaching factors and elements in comprehensible output. The teacher should strive to construct a student-centered and communicative language learning environment. Group discussion, speech contest, debate, and drama performance may be adopted for the stimulation of students' interest. That way, the students are encouraged to express their ideas in English, thereby improving their language application ability. Fig.6 shows an English multimedia teaching mode based on Krashen's theory. Krashen's theory is combined with interactive mode for optimization. The teaching links include teacher-student interaction, student-student interaction, and student-computer interaction. The teaching forms include "teacher-student," "student-student," and "student-computer" interactive English teaching modes, which form through the application of multimedia information technology. An "In-class–after-class" and "online-offline" English learning environment is subsequently created. Fig.5 shows the English multimedia teaching model design based on Krashen's theory in the context of information technology environment.
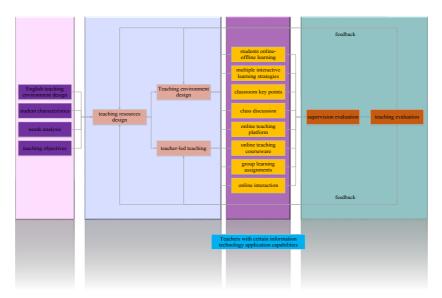
Fig. 5. English multimedia teaching model design under information technology environment
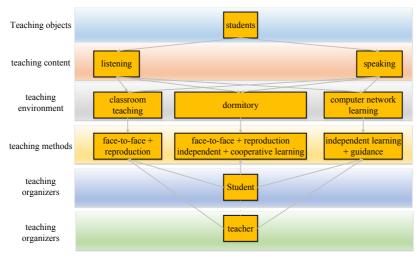

Fig. 6. Teacher-student, student-student and student-computer interaction

Group cooperation method should be focused on classroom teaching. A dormitory-based grouping method was proposed in this paper. The combination of group cooperation with Krashen's theory can facilitate comprehensible input of college English knowledge, and enhance knowledge internalization. It is also an important language communication method for generating comprehensible outputs. The evaluation can help students to form ideological communication under English thinking. Fig.7 shows the group cooperation process of English multimedia teaching mode based on Krashen's theory.
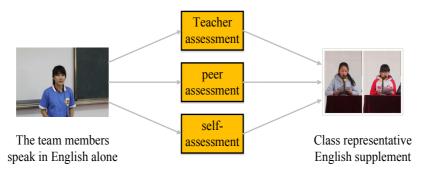
Fig. 7. Group cooperation process in classroom teaching (1)

Fig. 8. Group cooperation process in classroom teaching (2)

Fig. 9. Classroom presentation

4.2 Teaching effect

To objectively evaluate the teaching effect of English multimedia teaching mode based on Krashen's theory, a questionnaire was designed for students who were required to fill in the questionnaire after the teaching experiment ended. The contents of questionnaire are shown in Tables 1 and 2. Through the questionnaire survey, students were able to assess their problems timely and carefully and learn college English with an increasingly positive attitude. Meanwhile, the teacher can clearly find the defects existing in the teaching process and thus pay more attention to teaching effects.

Table 1. Feedbacks of students' responses in classroom

Students' answers	%
Not good, cannot help chatting via WeChat and QQ	7
Not good, not feel well	8
Good, feel well	25
Good, I dare to answer questions and let the teacher give explanations again	60

Table 1 shows questionnaire inquiry data statistics of the students taught through the English multimedia teaching mode based on Krashen's theory. The result shows that 85% of the students approved the teaching mode, indicating that the proposed teaching mode has extensive application.

Table 2. Students' discussion in classroom

Discussion among students	Always	Often	Sometimes	Rarely	Never	Always or Often
Actively patriciate in classroom discussion	41%	35%	19%	5%	0	76%
Actively state ideas	27%	40%	25%	8%	0	67%
Focus on and strive to understand advantages of other students	42%	42%	16%	0	0	84%
Respond to others timely and politely	46%	40%	11%	3%	0	86%
When others do not understand the ideas, try to give explanations from multiple perspectives	35%	35%	25%	5%	0	70%
Make final decisions after thinking well all options to the questions	45%	22%	21%	2%	0	67%
Try all means to solve the problems which are not resolved in classroom discussion	36%	25%	25%	11%	2%	61%

Table 2 shows questionnaire inquiry data statistics of students that participated in peer discussion under English multimedia teaching mode based on Krashen's theory. Approximately 76% of the students had an active part in the classroom discussions, and 67% stated their opinions. Meanwhile, the average proportion of students answering "always or frequently" in the seven questions exceeded 70%.

5   Conclusions

1. The proposed English multimedia teaching mode including the interaction teaching mode in the expansion content breaks through traditional teaching mode. On the basis of an in-depth research on college English teaching mode, the concept map of teaching mode was designed. The teaching example confirms that the proposed teaching mode has high feasibility.

2. The proposed mode breaks through time and space limit. The teaching contents are no longer dull, and the teaching modes are no longer single. Thus, communication between students and teachers is ensured. Furthermore, students become active listeners and participate in the teaching process. Their learning state becomes active and positive in a manner that teaching quality and college English teaching environment improve.

3. Under such mode, an ideological communication process is established between English and students. This process contributes to forming English thinking, promoting students' learning efficiency and reaching the cultivation requirements for English talents.

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