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The Application of WeChat in College English Teaching in Yunnan

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ABSTRACT

With the widespread promotion and application of the Internet and mobile devices, the WeChat platform has become more and more involved and used in the teaching process due to its fast, convenient and efficient features. This paper mainly analyzes the advantages of feasibility and convenience of WeChat platform in teaching, and focuses on the application form of WeChat in college English teaching, and puts forward teaching strategies suitable for college English teaching in ethnic colleges and universities, so as to enrich English teaching resources and methods, make up for the shortcomings in traditional teaching and comprehensively improve teaching quality, promote the reform of college English teaching and explore an adaptive teaching mode suitable for college English in ethnic colleges and universities.

1. Introduction

According to *the 46th Statistical Report on China's Internet Development* issued by China Internet Information Center (CNNIC) on September 29, 2020, as of June 2020, the number of mobile Internet users in China had reached 932 million, of which the proportion of mobile Internet users reached 99.2%. Mobile instant messaging users reached 930 million, accounting for 99.8% of mobile Internet users. Among them, the utilization rate of WeChat Moments is 85%, and the utilization rates of Qzone and microblog are 41.6% and 40.4% respectively [1].

WeChat (WeChat) is an instant chat software launched by Tencent in January 2011 to send text messages, voice, small videos and pictures through mobile phones, tablets and web pages. Compared with traditional network communication methods, WeChat has faster, flexible, intelligent, efficient and other instant messaging functions, which is deeply loved by contemporary college students.

Affected by this trend, mobile learning has become more accessible.

The Outline of the National Medium and Long Term Education Reform and Development Plan (2010-2020) emphasizes that "information technology has a revolutionary impact on education development" [2]. As a communication tool, WeChat not only provides public platform, circle of friends, message push and other functions, but also can send customized content to multiple users who use WeChat at the same time. It is also precisely the above powerful functions that make the application of WeChat in college English teaching possible [3].

2. The Advantages of WeChat in English Teaching

2.1 The Feasibility of WeChat in College Englsih Teaching

In recent years, with the wide popularization and appli-

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cation of smart phones, the market share of smart phones for college teachers and students has increased year by year. Smart phones have become a necessary product for college students' life and study. Meanwhile, 4G and 5G networks have been continuously upgraded and promoted, and the tariff standard has been continuously reduced. WiFi equipment in schools, families, shopping malls and other public places is also becoming more and more common, which provides convenience for students to carry out mobile learning at present and in the future.

At present, the vast majority of students are using WeChatt, and many subject teachers have established WeChat groups in their own classes. Compared with the convenience and frequency of microblog and WeChat, WeChat has obvious advantages. Wechat supports mobile phone, pad and computer online functions at the same time, which makes it more convenient to use WeChatt to carry out in-class teaching and extracurricular counseling [4]. During the interviews, the researcher learned that the students had already gained part of their English experience by using the corresponding functions of WeChat. For example, learning English by using official account, sharing learning links with WeCat moments, and using WeChat group to conduct one to one oral English courses with foreign teachers. Based on the powerful function of WeChat and the use of students, it is highly feasible to use WeChat in English teaching.

2.2 The Convenience of WeChat in College English Teaching

With its powerful learning function, WeChat provides a variety of conveniences for educating learners in the selection of learning course locations, learning course time, learning course content, learning course progress, resource sharing and pushing, and teacher-student communication and interaction, which is conducive to promoting effective development of mobile education learning.

2.2.1 Using WeChat to learn English, the learning time and learning length can be changed

Learners can flexibly choose the learning time and set the learning length according to their physical condition and learning status, and gradually complete the requirements of the entire learning activity.

2.2.2 Using WeChat to learn English, the learning location is flexible and changeable, and you can switch between multiple rooms

Using the WeChat platform for English learning, the learning place is no longer limited to the classroom, but can be transferred to multiple places such as outdoor and home, thus improving the previous situation of English teaching requiring multiple classrooms. Many places required in the learning process, such as multimedia classrooms, audition training classrooms, English corners and so on, can be converted through the platform. In terms of tariffs, WeChat users only need to pay for Internet access, and in public places where WIFI is popular, the tariff is almost zero.

2.2.3 Using WeChat to learn English, learning resources are pushed quickly and efficiently, which can be shared and recycled

The WeChat public platform or official account is rich in learning resources, and teachers can share teaching materials at any time through message push, sharing in the circle of friends, etc. Those who have spare capacity can adjust their learning progress according to their own situation and complete the learning tasks ahead of time. Those who have difficulties in learning can repeatedly study the learning materials or teaching videos pushed by teachers, reduce the difficulty of learning content, and catch up with the teaching progress as soon as possible.

2.2.4 Using WeChat to learn English, the learning content and difficulty can be layered, and the progress can be adjusted

According to the teaching progress and teaching objectives, teachers can design teaching content and push it to the public account or WeChat group. In addition, with the help of mobile learning software, teachers can choose audio and video materials with different levels of difficulty for listening, reading, writing and other materials for the same teaching content to assign to students, so as to achieve hierarchical learning in accordance with their aptitude.

2.2.5 Using WeChat to learn English can strengthen the interaction between teachers and students and enhance the relationship between teachers and students

The WeChat platform provides a variety of convenient ways for teachers and students to communicate. Teachers can not only provide targeted guidance to students by setting up different levels of WeChat groups, but also answer questions one-on-one through private messages. By controlling the number of WeChat groups, teachers can implement a small class targeted teaching mode. In addition, teachers can flexibly use WeChat's plug-in functions, such as expression packs, small videos, etc., to evaluate

students' learning in real time, making the evaluation methods diverse and interesting [5].

3. The Applying Forms of WeChat in English Teaching

3.1 The Application in Different Teach Sessions

In the pre-class session, teachers can use WeChat official account or WeChat group to release the requirements for pre-class preview to students, provide pre-class preview materials, help students understand the distribution of new language points, and prepare for classroom learning by reading relevant background information of teaching materials.

In the classroom teaching process, teachers can use the transmission and sharing functions of WeChat to upload various teaching materials, and can save and share the materials with students, which is convenient for students to review after class. Using the communication function of WeChat, teachers can design different classroom activities, allow students to practice in the classroom, and upload the results of the activities directly to the class group through mobile devices. Using the micro-video function, teachers can explain a language point in real time, and students can review it repeatedly.

In the extracurricular development session, teachers can use WeChat to achieve after-school tutoring, video explanations to students, online Q&A, synchronous explanations and other functions. Students can also record and complete reading assignments offline, and upload them directly to the class group, which is convenient for teachers to check and correct the pronunciation. Teachers can also complete the arrangement and inspection of other text assignments, and mark and correct assignments through the picture editing function.

3.2 The Application in Different Learning Styles

WeChat can be applied to a variety of learning styles, including self-directed learning, cooperative learning, and inquiry learning.

As a new type of modern learning method, self-directed learning has changed the unilaterally accepted traditional learning method. Self-directed learning emphasizes that students are the main body of the learning process [6]. The whole learning process is completed by the students and is not affected by the outside world. Students complete the reading of the learning materials, listen to the lectures by themselves, discover and observe problems by themselves, research problems, and practice by themselves. Individuals are continuously changed by completing the entire learning process on their own.

Cooperative learning is a creative and effective teaching guiding theory and strategy. In cooperative learning, 2-6 students form study groups according to their ability differences, and participate in and complete the learning content and goals in the form of group cooperation and mutual cooperation within the group. The cooperative learning model emphasizes improving the overall performance of the group on the premise of promoting individual learning, thereby obtaining cooperative learning rewards. Students can carry out group activities in class through the WeChat platform and cooperate to complete classroom learning tasks, such as group discussions, dialogue performances, sitcom exercises, etc. After class, students can also use the WeChat group to form a group to participate in after-school tutoring and practice, and use the question and answer of others in the WeChat group to correct their mistakes, so that the group's academic performance can be improved together.

Inquiry learning refers to the students' active participation in the learning process, based on subjective conjectures or assumptions, under the guidance of scientific theories, comprehensively using various scientific methods to conduct research on problems. Improve innovation and practical ability in the research process, and promote the development of scientific research thinking, so as to independently build a knowledge system.

With the help of WeChat, students can freely use offline resources and platform resources without being restricted by the classroom, and complete the learning tasks by themselves according to the tasks designed by teachers. For example, in WeChat listening teaching, teachers can assign English songs on topics related to the textbook. For example, to find the English song task of country music, students can refer to the official account to find relevant songs for learning. Students can play the teacher's explanation video by themselves to complete the learning of a certain knowledge point. After class, students can also complete English homework on the platform alone and get comments from teachers, which is beneficial to protect students' privacy. With the help of WeChat's sharing and interaction functions, students can switch with other software, making it easier to experience various real English scenarios. Through dubbing, imitation and recording of English audio and video, and uploading their own personal works, it helps to increase students' practice and use opportunities.

4. The Applying Strategies of WeChat in English Teaching

4.1 Determining Learning Objectives and Content Based on Problems and Needs

As an important educational information means to

assist English classroom teaching and extracurricular tutoring, WeChat has multiple advantages of mobile learning, but not all English teaching materials are suitable for teaching using WeChat. Therefore, the selection of We-Chat learning content and methods should be reasonably selected according to the problems existing in students' learning and students' needs for English learning.

In the selection of English listening and speaking materials, the topic-based listening and speaking practice mode should be changed, and text materials with novel content and close integration with current events should be added to classroom teaching. For example, use the rich content of the students' English newspaper to update the learning materials from time to time; supplement the audio and video English learning materials other than text, increase the situational learning of English listening and speaking, and improve the students' interest in learning. In the listening and speaking activities in the classroom, the listening and speaking activities are designed to focus on students' independent learning and cooperative learning, so as to increase teacher-student and student-student interaction, and cultivate students' ability of independent learning and cooperative learning. In the selection of English reading and writing learning materials, English extra-curricular reading materials guided by supporting reading methods are selected, background knowledge materials related to the topics of the textbooks are supplemented, and reading materials of different reading levels are selected according to the actual needs of students. Design discussion topic tasks for different reading topics, and design matching writing tasks according to the theme of the reading text.

4.2 Choosing Application Timing According to Learning Conditions

Under the condition that WeChat is available, the use of WeChat for English classroom teaching should also meet the relevant conditions. When teaching in class, we should fully consider whether the teaching content needs to use the relevant functions of WeChat, such as the use of stand-alone software, WeChat official account, etc., and use the text communication, voice communication, and video communication functions in WeChat groups to interact. Use WeChat's instant storage function to upload and save classroom learning materials in a timely manner. It should also be considered whether the intervention of WeChat can effectively improve the teaching effect and whether it is conducive to the better promotion of teaching activities. Extracurricular teaching should take into account whether the learners meet the conditions for mobile learning, whether the learning environment is relatively stable, and whether the parents are supervised by the healthy use of network resources and other factors.

4.3 Improving Users' Information Literacy

Information literacy is a basic ability, which is required to adapt to the information society. In the 21st century, the qualities that college students need to possess include basic study skills (reading, writing, arithmetic), information literacy, innovative thinking ability, interpersonal communication and cooperation spirit, and practical ability. In order to better use WeChat to carry out English teaching, both teachers and students must enhance their information awareness, improve their information technology capabilities, and learn to use information technology to discover, analyze and solve problems. At the same time, they should also improve their information ethics and resist the spread of bad network information. Since the use of WeChat requires learners to complete corresponding learning tasks in the Internet environment, teachers should ensure that students consciously engage in English learning during the learning process without being disturbed by irrelevant network information, so as to ensure the quality of learning and learning result. Therefore, it is necessary to formulate a relevant WeChat usage system and improve the information literacy of WeChat users.

4.4 Formulating an Effective Usage System

When using WeChat for classroom teaching, teachers should supervise students' electronic devices. If they need to hand out mobile phones, they should select students who are conscious and easy to manage as group leaders for collaborative supervision, and take back electronic devices in time after class. When conducting extracurricular teaching, teachers should first manage the WeChat group used for teaching, formulate corresponding group rules, and do well in extracurricular supervision. During classroom teaching, opportunities for interaction with all students should be increased, students' learning effectiveness and participation in using WeChat, and notes and answers to classroom exercises should all be checked in a timely manner. Use the voice function to quickly ask questions for spot checks, use the video function to observe the students' learning environment, or direct face-to-face teaching to ensure students' concentration in the classroom. During and after class, teachers should conduct procedural evaluation of tasks in the teaching process. At the end of the semester, teachers should check students' stage learning and give result evaluations, so that students can understand the effect of using WeChat to learn English and make continuous improvement.

5. Conclusions

To sum up, the WeChat platform creates a good atmosphere for students to learn and communicate, enhances the mutual communication between students and teachers, students and students, shares learning experiences, effectively improves and consolidates the actual teaching effect, and comprehensively improves It improves students' learning initiative and basic English ability. At the same time, it also provides a wealth of English courses and learning resources for college teachers and students, making up for some shortcomings in the traditional English teaching mode, comprehensively improving the quality of college English teaching, and promoting the reform of college English teaching.

Research Project

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