THE USE OF *SEEWO* IN TEACHING VOCABULARY IN CHINESE PRIMARY SCHOOLS

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Abstract

THE USE OF *SEEWO* IN TEACHING VOCABULARY IN CHINESE PRIMARY SCHOOLS

Yifang Huang

Under the Supervision of Dr. Madelon Kohler-Busch

At present, English vocabulary teaching in Chinese primary school has been paid more and more attention, and the development of multimedia has made great changes in teaching methods and learning styles. This study finds that the teaching form of English teaching in primary school is relatively single, which leads to the poor teaching effect and the insufficient application of educational technology, and so on.

Through the use of *Seewo*, the English vocabulary teaching strategy in primary school is designed and the teaching practice is carried out. Finally, good teaching effect is obtained and the English vocabulary teaching in primary school is improved.

In the city of the researcher, the application of the interactive electronic whiteboard reaches the level of overall popularization, and in order to strengthen the interactive function, the primary schools are equipped with the *Seewo* for the interactive electronic whiteboard.

The first part of this paper is the introduction, it tells the purpose and significance of the study. The related concepts and theories are analyzed, including the concept of whiteboard, interactive electronic whiteboard and the theoretical basis. Method and implementation path were also analyzed and summarized.

Then, through a large number of literature studies, the interactive electronic whiteboard, the *Seewo* and the primary school English vocabulary teaching have been described in this paper. The research status of the interactive electronic whiteboard at home and abroad was reviewed.

The third part summarizes the results of the study on the application of interactive electronic whiteboard in Chinese primary school English vocabulary teaching, it also reflects on the shortcomings of the research and puts forward the prospect of follow-up research.

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Chapter I Introduction

The coming of educational informatization is a challenge to teaching. Chapter 19 of the Outline of the *National Medium and Long Term Education Reform and Development Plan* of the Ministry of Education (2010-2020), emphasizes that to accelerate the process of education informatization, the key is the revolutionary change and impact of information technology on education and teaching, which should be attached great importance to by relevant education departments.

Therefore, it is also proposed that by 2020, an information technology system covering all urban and rural schools should be basically established.

In 2001, China promulgated the Outline of Basic Education Curriculum Reform (Trial) (2001), which started a new round of basic education curriculum reform. In this outline, it is clearly put forward that we should vigorously promote the cost application of information technology in the teaching process, promote the integration of information technology and curriculum, gradually realize the reform of the presentation of teaching content and the interaction between teachers and students, give full play to the advantages of information technology, and provide colorful education environment and powerful learning tools for students' learning and development. (Ministry of Education, China, 2001)

To meet this challenge, China has formulated a series of policies. It can be seen from these relevant policies that China has attached great importance to educational informatization in recent years, constantly improving the teaching infrastructure of primary and secondary schools, and constantly promoting the integration of educational technology and various disciplines.

In China, the new curriculum reform (2011) also puts forward new requirements: to make practical and reasonable use of the current modern educational information technology; to provide

students with free and comfortable teaching environment; to introduce rich and diversified curriculum resources timely and appropriately. With the rapid development of educational information, our teaching methods are continuously changing a lot, too.

In recent years, *Seewo* has gradually emerged and been widely used in primary and secondary schools in China, replacing the traditional blackboard to some extent. As an educational informatization application tool, *Seewo*'s great advantages in teaching have attracted more and more educators' attention and interest, so that educators have made great changes from educational ideas to teaching methods, teaching content.

As *Seewo* becomes more widely used in the classroom, teachers can use it to bring to lift what used to be "motionless" content in textbooks. Primary school English teachers can use *Seewo* to create vivid teaching context for students, so that students can more easily participate and thus interaction is enhanced.

Use of *Seewo* can unconsciously cultivate students' intentional attention, so that students can be implicitly integrated into English vocabulary teaching. The interactive function of *Seewo* can, to a large extent, mobilize students' multiple intelligence such as eyes, ears, mouths and brains. Students learn English happily in this environment, and the teachers' teaching also meets the modern information teaching under the new curriculum standards.

Statement of the Problem

1. Why should multimedia like *Seewo* be integrated into English vocabulary teaching?
2. How to integrate *Seewo* into English vocabulary teaching?
3. What are the problems with the integration of *Seewo* and vocabulary teaching?

Definition of Terms

1. Seewo: *Seewo* is an interactive platform for information-based teaching. Its tagline is "Made for interaction". It is mainly composed of electronic induction whiteboard, a projector and a computer. With the support of computers, teaching content can be presented with a simple operation. S*eewo* offers interactive teaching devices such as interactive smart tablet, smart blackboard, ultra-short focal laser projection, HLD light source 3LCD short focal projector, interactive electronic whiteboard and smart learning terminal.
2. Interactive Electronic Whiteboard: “Interactive electronic” whiteboard is an important step in the development of whiteboards. It is mainly composed of electronic induction whiteboard, whiteboard operating system and induction pens and other parts. Its dimensions are slightly smaller than those used in schools, but not much different. The early interactive whiteboard needed to be connected to a computer, and a projector projected the contents of the computer onto the screen of the whiteboard for people to see. The “Interactive Electronic Whiteboard” was developed to appear interactive all-in-one computer. Because it can meet different needs, it is the preferred scheme for people's office, education and teaching in the current information age.

Purpose of the Study

English teaching is a language education, the essence of language is communication, and vocabulary is the basis of communication. With the development of information technology, the application of interactive electronic whiteboard in primary school English classroom becomes more and more important. As a multimedia form for new students, *Seewo* not only fills the gap in classroom interaction with old teaching methods, but also makes the classroom teaching content more vivid and rich.

Based on the effective combination of *Seewo* and primary school English vocabulary teaching, this paper aims to promote effectiveness of primary school English vocabulary teaching using *Seewo*, and cultivate pupils' interest and ability in vocabulary learning.

Significance of the Study

At present, it has become clear that with the continuous expansion of *Seewo* in teaching, that better application strategies need to be developed, concomitant with teaching methods and evaluation methods, so as to improve *Seewo*'s effectiveness in the classroom. What I hope is to put forward some constructive suggestions for other educators in China.

From the perspective of promoting the integration of modern educational technology and English teaching, teaching activities based on *Seewo* are conducive to further integration in the English Language classroom.

By increasing the channels of interaction between teachers and students, the teacher-student relationship can be adjusted. More importantly, it conforms to the current teaching reform and improves teaching effectiveness.

Methodology

1. Summarize and compare the relevant literature at home and abroad: I will conduct Internet research on *Seewo* related literature. In addition, I will examine, collate, and interpret the existing research perspectives and search for any studies and their results of *Seewo* for teaching. I hope to find further research questions yet to be solved laying a solid foundation for determining the research direction and content.
2. Classroom observation method: I will make observations in actual classes, record and analyze the application of *Seewo* in primary school English vocabulary teaching scientifically; identify existing problems and put forward effective strategies through

listening to the class and observing the application of *Seewo* in primary school English vocabulary teaching.

3. Case analysis: Based on the specific practice of utilizing *Seewo* in primary school English teaching, I will sort out and analyze the research, and summarize effective teaching strategies and methods.

Chapter II Review of Literature

Interactive electronic whiteboard development to now, brand types have been countless, the function is increasingly rich. *Seewo*, as one of them, is a device for information-based teaching independently developed by domestic Seewo Company. The *Seewo* whiteboard has also been developed from version I to version V. It is more convenient to use and has more complete functional and disciplinary tools. The *Seewo* whiteboard is a kind of interactive electronic whiteboard, or a continuation of it. Therefore, this review of literature mainly expounds the concept of interactive electronic whiteboard at home and abroad and the application of *Seewo* whiteboard.

Domestic Research Status

Concepts of Interactive Electronic Whiteboard and Seewo

The idea of electronic whiteboard was introduced to China only in 2005. Later, with the increasing emphasis on modern multimedia technology in China, the electronic whiteboard did not have a certain market until 2008, and the development reached a climax stage in 2012.

Seewo is an interactive platform for information-based teaching. Its tagline is "Made for interaction". Some Chinese scholars have made a detailed and systematic introduction to the concept, working principle, hardware composition, software system composition and some other functions of interactive electronic whiteboard. This also enables the domestic teachers to have a deeper understanding of the interactive electronic whiteboard, and also provides a strong theoretical support for its integration with the curriculum of various subjects. But the current related theory is not enough, and is still in a theoretical research ascendant stage, need educators to carry on a deeper exploration and excavation.

Application of Interactive Electronic Whiteboard

Xiaohui Ma (2012) proposed that the self-learning classroom based on interactive electronic whiteboard improves students' ability of cooperation and communication to a certain extent. In her research on the application and promotion strategy of interactive whiteboard in primary and secondary schools, scholar Ruiping Li (2009) sorted out the application status of interactive electronic whiteboard in China. She proposed some of the current constraints on the widespread use of interactive electronic whiteboards. On this basis, she also puts forward some application strategies to improve and promote the promotion and application of interactive whiteboards in primary and secondary schools in China. According to her own classroom teaching experience, Chunyan Liu (2011) combined with the interactive electronic whiteboard on teaching design, implementation, evaluation and reflection, put forward the corresponding teaching optimization strategy, which also provides enlightenment and thinking for teachers in primary schools in China.

Application of Seewo in Primary School English Teaching

The research on interactive electronic whiteboard in China and the application of *Seewo* in primary school English teaching involved in this research is mainly about the teaching of reading.

To sum up, the application of *Seewo* in primary school English vocabulary teaching needs to be further developed and improved. Primary school English teaching should pay attention to the development of students' various skills, but from the current teaching situation, vocabulary teaching is often weakened. It can be seen from a large number of practical teaching that *Seewo*, as an important auxiliary means of teaching, can optimize primary school English teaching activities, enlivens the classroom atmosphere, and improves the teaching effects.

International Research Status

Concept of Interactive Electronic Whiteboard

At present, the international definition of interactive electronic whiteboard has not been a unified, authoritative conclusion. Of course, there are many well-known experts and scholars who try to generalize and give some concepts.

In the UK, organizations such as Educational Communications and Technology Agency (2003) have also come up with a definition of interactive whiteboards, which is widely accepted. It said that "the interactive electronic whiteboard is a touch-sensitive whiteboard connected to a digital projector and computer. The projector projects an image of a computer screen onto a whiteboard, and users can control the computer by touching the electronic whiteboard directly or using a special pen."

Application Stage of Interactive Electronic Whiteboard

The research on the application of interactive electronic whiteboard started earlier and more fully in some developed countries than in China. Lewin et al.(2008) showed that positive gains in literacy, mathematics and science at the ages of 7 and 11 were directly related to the amount of time spent with interactive whiteboards.

As a new type of tool, the first electronic whiteboard was developed in 1991 by the Canadian company SMART-board. However, the initial application was mostly in the commercial field, and it was not until later that some developed countries in Europe and America took the lead in trying to use it in teaching. Around 2001, the application of interactive electronic whiteboard in foreign education and teaching began to show its advantages and achieved good visible results. In a relatively short period of time, interactive whiteboards have played an important role in many classrooms in developed countries.

Maher and Phelps (2012) once summarized a set of data in their study that “the adoption of interactive whiteboards has been fastest in the UK, where around £50m has been funded by the state and more than 75% of classrooms have been installed with interactive whiteboards.” Glover et al. (2004) suggested that schools that were previously unable or unwilling to purchase equipment and provide teacher professional development may feel able to reconsider their position.

In fact, interactive electronic whiteboard has a positive effect on many aspects of teaching. Martin (2007) investigated the use of interactive whiteboard technology in writing lessons and concluded that using interactive technology in writing lessons is an effective way to teach children to write.

Solvie (2007) conducted research on the effects of electronic whiteboards on simulated children's literacy tasks, which showed that continued use of electronic whiteboards was particularly effective in engaging students in literacy instruction.

Now many countries in Europe, America and Asia have introduced interactive electronic whiteboard into the classroom. International researchers have carried out a series of studies on the impact of interactive electronic whiteboard on teachers' teaching behavior, and through this series of studies have drawn many important conclusions.

Characteristics of Interactive Electronic Whiteboard

The international research regards interactive electronic whiteboard as its interactivity in classroom teaching. This is also the focus of the classroom teaching reform. The interaction of interactive electronic whiteboard is divided into three categories: technical interaction, physical interaction, and conceptual interaction. Technical interaction emphasizes the interaction of technical functions of interactive electronic whiteboard; Physical interaction focuses on students' actions on the interactive electronic whiteboard; Conceptual interaction is the timely feedback, or

even construction, of course concepts and ideas, which enables students to have a good understanding of the core knowledge.

Summary

Based on domestic and international research on interactive electronic whiteboard in teaching, especially in primary school English classroom teaching, it is found that it has the advantages of enriching teaching forms and improving teaching effects. However, there are few researches on its application in primary school English vocabulary teaching. Based on primary school English vocabulary teaching, this paper finds that interactive electronic whiteboard can adapt to teachers' teaching and students' learning, and the teaching efficiency can be improved accordingly. In a word, the interactive electronic whiteboard for English classroom teaching is generally positive.

Social informatization promotes educational informatization, and educational informatization promotes the modernization of education. China's major strategy to gradually promote and realize the modernization of education starts from the informatization of education.

In China, it is particularly important to clarify the status of basic education. Basic education, as the foundation of the country's strong root and foundation, must firmly grasp its development trend. The new curriculum reform also put forward new requirements, to make practical and reasonable use of the current modern education information technology, to provide students with free, loose, comfortable teaching environment and to introduce rich and diversified curriculum resources timely and appropriately. With the rapid development of educational information, the teaching methods have changed a lot. The key to realize the sustainable development of education informatization is to need relevant professional talents as strong support.

China is in the process of accelerating the development of education informatization. It is necessary to comply with the new requirements and new criteria of the current society for the training of information-based talents. Facing the continuous development of education informatization, the ability to master the corresponding new technologies should also be improved. On the one hand, it can strengthen the cultivation of teachers' educational technology ability and gradually train them to integrate educational technology with the teaching of various subjects.

In the future, teachers' teaching effect and students' learning effect can be improved simultaneously, which is also a major way and key breakthrough to improve teachers' application of modern educational technology. On the other hand, if China wants to fully realize education informatization in the future, the relatively simple and direct way is to realize the modernization of education and teaching means.

The powerful function of educational technology with computer as the core provides unprecedented opportunities for teachers to give full play to their individual creativity and effectively use modern educational technology to improve teaching quality. As one of the main teaching methods at present, *Seewo* should be better developed and utilized in this context.

Chapter III Conclusions and Recommendations

Primary school English curriculum standards and various educational modernization policies emphasize the close combination of English teaching and information technology. Vocabulary is an important basis for students to master English knowledge and improve their pragmatic ability. The practical teaching dilemma of primary school English vocabulary teaching and the effectiveness of interactive electronic whiteboard in the practical teaching process provide an opportunity for the in-depth study of primary school English vocabulary teaching based on *Seewo*. Based on theoretical support and practical exploration, the researcher summarized the functions, values and application strategies of *Seewo* in assisting primary school English vocabulary teaching. In general, the use of *Seewo* in primary school English vocabulary teaching can effectively promote students' learning in the four aspects of pronunciation, form, meaning and pragmatics.

Seewo is only a product under the interactive electronic whiteboard, and its principle, function and value can be reflected in most other interactive electronic products. Therefore, the application strategy proposed by *Seewo* as an example can also be widely used in the whiteboard products of other brands, jointly promoting the effective teaching of English vocabulary in primary schools. Based on every link of vocabulary teaching, teachers can integrate the function, unique value and application principle of interactive electronic whiteboard applied in primary school English vocabulary teaching, and adopt corresponding strategies to improve the teaching quality.

The value of using *Seewo* in primary school English vocabulary teaching

Vocabulary learning is a required course for students to perceive the English world. Factors such as stereotypical vocabulary teaching methods, rigid practice form and students' weak desire to participate make it difficult to improve the quality of vocabulary teaching. Therefore, it is urgent

to improve the effect of vocabulary teaching in primary schools. In order to clarify the advantages of using *Seewo* in vocabulary teaching, it is necessary to compare its relationship with other teaching software, understand its unique value, and discuss its application strategies in primary school English vocabulary teaching under the guidance of the theoretical basis and practical experience of this study.

The function of Seewo in primary school English vocabulary teaching

1.Courseware design and tools

Compared with *Seewo*'s own six activity templates, Power Point and Word Processing System (WPS) do not have their own game activities. Teachers need to create interesting classroom interaction and practice activities to arouse students' participation in class and enlivens the classroom atmosphere. In this way, teachers will have to prepare extra workload.

In addition, *Seewo* has unique tools for English subjects such as "Dictation" and "English-Chinese dictionary". The study, consolidation and application of primary school English vocabulary cannot be separated from the combination of mechanical practice and meaning practice. Among them, dictation is one of the most common, easy to operate, the most efficient way. Teachers can choose the teaching content, set the number of dictation words, content, reading times and students' writing time, reduce the burden of teachers' work and train students' ability of self-discipline. At the same time, the English-Chinese Dictionary in *Seewo* can generate vocabulary cards of new words, directly provide students with the definition, example sentences and other information of new words, and help students systematically establish connections in terms of "sound", "shape" and "meaning". This efficient, concise and novel resource presentation can also provide students with a new and systematic vocabulary learning experience, thus promoting the development of students' unintentional attention and intentional attention.

2. Courseware operation and interaction

Power Point is one of the Office software, teachers have been using it for many years to make and present courseware. It is worth noting that the courseware produced by Power Point is the teacher's presets of the teaching content. Teachers and students cannot make additional changes in front of the screen during the lecture. As a result, neither teachers nor students can modify courseware or make comments in the teaching mode. The courseware can only be viewed from a distance but cannot be interactive. It is difficult to realize the "student-centered" classroom. *Seewo* supports annotation, dragging and other operations, especially in the practice and consolidation of vocabulary class. Students can not only directly participate in the game interaction, but also give full play to their creativity and subjective initiative to output and comprehensively apply knowledge based on the language and scene. Power Point cannot match the interaction that comes with this sense of personal involvement.

3. Classroom management and extension

In the process of teaching, good classroom discipline is an important guarantee to achieve the goal of teaching. Considering that primary school students are keen on the competitive mechanism, teachers can use the classroom management function in *Seewo* to conduct formative evaluation on students' performance before, during and after class. This measure can restrain the behavior of students to a large extent, stimulate the students' sense of competition, and standardize the classroom discipline. In addition, teachers can present the homework through the projection, make real-time comments on students' homework concretely, and give students timely feedback. Unfortunately, Power Point and WPS do not have this capability.

In terms of class extension, although Power Point and WPS can also provide micro-class recording, but recording more than one minute requires membership; The “knowledge capsules”

in *Seewo* enable teachers to record and share micro-lessons, a feature that plays an important role in promoting teacher professional development. At the same time, teachers can understand the learning situation of students through the background monitoring, and truly achieve the consistency of "teaching, learning and evaluation". Through the "knowledge capsule", teachers can record the teaching process for teaching reflection and second lesson preparation on the one hand; On the other hand, the teaching time in class is limited, so teachers need to provide more teaching resources for the students who are able to learn, which is also in line with the principle of teaching students according to their aptitude.

Seewo's Interactive Value of English vocabulary teaching in primary schools

1. Interactivity enhances students' interest in English learning

The "Classroom Activities" in *Seewo* offer six types of classroom mini-games (as shown in Figure 1-1), including fun classification, word-filling, group competition, and judging true or false. In primary school English vocabulary teaching, teachers can use the corresponding game template to polish the appropriate vocabulary practice activities. For example, food and drinks, healthy food and junk food, Chinese food and Western food, fruits and vegetables are classified (as shown in Figure 1-2), so as to integrate the learned content and carry out systematic cognition. Or, after learning vocabulary, the teacher asked the students to match the pictures with the corresponding words by dragging them, so as to strengthen the "form" and "meaning" of the words. Through games to promote teaching, mobilize students' sense of competition.

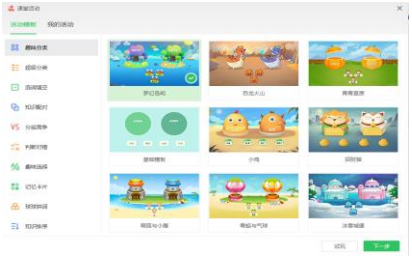

Figure 1-1

Figure 1-2

2. Interactivity arouses students' thinking in English learning

The curriculum reform advocates that teachers should be good at doubting and inspiring, so as to cultivate students' thinking ability and interest in English learning. *Seewo*'s mask function can exactly achieve this goal. When preparing lessons, teachers can hide the target content by using the mask function, so as to guide students to predict and verify the conjecture. For example, when learning words about food, the teacher used an "eraser" to erase a small part of the picture, creating a mysterious classroom atmosphere, prompting students to extract the existing knowledge according to the shape and color of the picture content, and then infer that "this is not a cake or a hamburger, but only a sandwich" (as shown in Figure 2-1).

Figure 2-1

3. Interactivity attracts students to interact in English learning

The interactivity *Seewo* supports comes mainly from the operability of the on-screen content, meaning that users can continue to move, modify, and outline the courseware in lecture mode to achieve a good interactive presentation. In the course of teaching, whether the teacher drags the courseware content by himself or invites the students to operate it, the students can be deeply impressed by the on-site visual demonstration and increase the participation of the class.

4. Interactivity reflects students' autonomy in English learning

Students should take the initiative to learn knowledge and build knowledge system modules on the basis of existing knowledge. In primary school English vocabulary teaching, the

use of mind mapping can enable learners to effectively stimulate and strengthen the known and unknown language, and realize the improvement of overall thinking and logic.

The above strategies provide concrete and feasible operation steps for the teaching design and courseware making of primary school English vocabulary teaching, and enrich the theoretical basis and practical significance of primary school English vocabulary teaching. Educators should always believe that teaching tools are for teaching and that teachers are creative. How to effectively use interactive electronic whiteboard to assist primary school English vocabulary teaching is worth teachers' long-term thinking and practical research. Finally, what is language for? In fact, language is an important tool for the exchange of ideas and communication, not just the product of test-oriented education. Both parents, students and educators should put their ideas in perspective, start from the critical period of language learning, and make a reasonable plan for children's lifelong development. In this way, the education of the future will become more and more equitable and quality in the hands of the generations of educators.

Research deficiencies and prospects

Research deficiencies

The deficiency of this paper has the following aspects. First, due to the limited academic level and lack of teaching experience, the research on the use of *Seewo* in Chinese primary school English vocabulary teaching is not in-depth enough. Second, due to the time limitation of the researchers, the practical effect of this study and its subsequent influence also need to be tested in teaching practice. These deficiencies need to be further studied and perfected in the follow-up study and teaching practice.

Prospects

The follow-up of this study is as follows. First, more practical strategy and evaluation design based on *Seewo* should be further enriched, so as to better combine the use of *Seewo* with primary school English vocabulary teaching and enrich vocabulary teaching methods. Let teachers who are integrating *Seewo* into teaching know that it's not just for the sake of using multimedia, but to really design a good lesson to improve teaching effectiveness and research depth. Second, increase the research time, expand the research scope, make this research deeper, and also hope to test and improve the results through long-term practice.

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