

Effective Application of Multimedia Resources in Korean Listening, Speaking and Viewing Courses in Higher Vocational Colleges

-- A Case Study of Zhejiang Dongfang Polytechnic

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Abstract

This study takes the Korean listening, speaking and viewing courses in higher vocational colleges as the research object, combines the teaching practice of Zhejiang Dongfang Polytechnic (hereinafter referred to as "Zhejiang Dongfang Polytechnic"), and explores the application status, problems and optimization strategies of multimedia resources in the courses. By analyzing the role of multimedia resources in language input, situational simulation, interactive practice and other links, and combining with the school-running characteristics of "integration of production and education, school-enterprise cooperation" of the college, this paper proposes to build a "three-dimensional integrated" resource system including AI speech training, VR cultural scene restoration and Korean enterprise simulation interview platform, and innovate the "context-task" driven and blended teaching model, aiming to improve students' practical Korean application ability and intercultural communication literacy.

Keywords

Multimedia resources; higher vocational education; Korean listening, speaking and viewing; teaching practice; Zhejiang Dongfang Polytechnic.

1. Research Background and Foundation of the Affiliated Institution

(I) Current Situation and Demand of Korean Teaching in Higher Vocational Colleges

With the deepening of Sino-Korean economic and cultural exchanges, the society's demand for technical and skilled talents with practical Korean ability is increasing[1]. Higher vocational Korean teaching is oriented by "application" and emphasizes the cultivation of the comprehensive ability of the trinity of "listening, speaking and viewing", but the traditional teaching model has the following weaknesses[2]:

- (1) The classroom is dominated by teachers' lectures, students passively accept, and there are insufficient opportunities for oral output;
- (2) The update of teaching materials lags behind, lacking real context materials, making it difficult to meet workplace needs;
- (3) Intercultural communication training is weak, and students' cognition of Korean society and culture remains at the theoretical level.

(II) Educational Value of Multimedia Resources

Multimedia resources (such as audio and video materials, interactive software, virtual simulation platforms, etc.) have the advantages of intuition, situation and interactivity, which can effectively solve the limitations of traditional teaching[3]:

- (1) Visual and auditory input: Through Korean films, TV dramas, variety shows, news and other materials, it provides natural pronunciation and intonation demonstrations by native Korean speakers and restores social scenes;
 - (2) Interactive practice: With the help of online learning platforms, speech recognition software, etc., personalized practice and on-the-spot response can be realized;
 - (3) Intercultural penetration: Presenting real scenes of Korean workplace etiquette and business communication through multimedia resources helps students meet career needs.
- (III) Teaching Foundation and Characteristics of Zhejiang Dongfang Polytechnic
- As a provincial demonstration higher vocational college in Zhejiang Province, the Korean Language School of the International Education College of Zhejiang Dongfang Polytechnic has established cooperation with many Korean universities and Korean enterprises relying on the "Belt and Road" Initiative, with the following advantages[4]:
- (1) It has built the characteristic brand of "Korean Language School" and successfully obtained the approval of the "Wenzhou Sejong Institute" by the Korean Ministry of Education, which is the first Sejong Institute in southern Zhejiang;
 - (2) The cooperation mode is diversified, establishing cooperation with Korean universities and local enterprises, including student exchanges, teacher visits and joint construction of training bases;
 - (3) It has a "double-qualified" teacher team, all teachers have experience in studying in South Korea or working in Korean enterprises, and there are Korean foreign teachers;
 - (4) It has a "VR training room" equipped with multimedia teaching equipment and virtual simulation dialogue systems.

2. Application Status and Problems of Multimedia Resources in Korean Listening, Speaking and Viewing Courses in Higher Vocational Colleges

(I) Survey on Application Status (Taking Zhejiang Dongfang Polytechnic as an Example)

Through the observation and teacher-student interviews of the listening, speaking and viewing courses in the 2023 and 2024 academic years of Zhejiang Dongfang Polytechnic, it is found that the application of multimedia resources presents the following characteristics[5]:

Resource types:

Common materials: Korean Kpop music, clips of variety shows such as I Live Alone, clips of award-winning Korean films and TV dramas, Korean animation clips, Korean tourism promotional videos;

Teaching platforms: Chaoxing Learning Tong "Korean Listening, Speaking and Viewing" online course module, Hujiang Online School Korean pronunciation training system, Yunban Course system.

Application scenarios:

Classroom links: Introducing topics (such as "Korean greetings") through video clips, and assigning audio dictation homework after class;

Practice links: Simulating dialogues in service scenarios such as Korean airports, hotels and restaurants.

(II) Analysis of Existing Problems

Table 1. Table of Problems in the Application of Multimedia in Korean Listening, Speaking and Viewing Courses

Dimension	Problem Performance	Cause Analysis
Resource construction	1. Most materials are general content, lacking customized resources that connect with the "workplace Korean" characteristic of Zhejiang Dongfang Polytechnic; 2. The content of the supporting CD materials for old textbooks is updated slowly.	1. The mechanism for school-enterprise cooperation in developing resources is not perfect; 2. The construction of multimedia resource database lacks special funds and technical support.
Teachers' application ability	1. Some teachers only use multimedia as a "playing tool" without designing interactive tasks; 2. The use of new multimedia technologies remains at a primary stage.	1. Insufficient training for teachers in multimedia teaching; 2. Teachers still focus on traditional lecture-based teaching, failing to highlight the application value of multimedia resources.
Students' participation	1. Students are distracted when watching videos in class, lacking in-depth interaction; 2. There is a significant difference in students' enthusiasm for using multimedia resources independently after class.	1. The combination of resource interest and learning goals is not close; 2. Lack of effective process-oriented evaluation mechanisms to guide students' independent learning.

3. Effective Application Strategies of Multimedia Resources in Higher Vocational Korean Listening, Speaking and Viewing Courses

(I) Constructing a "Three-Dimensional Integrated" Resource System to Align with Higher Vocational Training Goals

Language skills dimension:

Develop a "workplace Korean" video library: Co-shoot workplace scene short films with Korean enterprises in China (such as "Samsung Electronics (Wenzhou) Co., Ltd.", a cooperative enterprise of Zhejiang Dongfang Polytechnic), covering interview, meeting, customer reception and other links, with supporting subtitle texts and key sentence pattern analysis.

Introduce AI speech training system: Use the pronunciation evaluation function of APPs such as "TalkToMeInKorean" and combine with demonstration audio recorded by teachers to realize personalized feedback on students' follow-up practice.

Cultural cognition dimension:

Produce "Korean culture micro-videos": Take students from the Korean Language School of Zhejiang Dongfang Polytechnic as materials to shoot short films on themes such as "Korean traditional festivals", "workplace etiquette" and "Korean university life", and embed them into course modules.

Use VR technology to restore Korean cultural scenes: Through VR equipment in the training room, let students "immersively" experience scenes such as Korean ancestral shrine rituals and shopping in Myeong-dong, Seoul, and conduct Korean shopping guide dialogue practice simultaneously.

Professional quality dimension:

Build a "Korean enterprise simulated interview platform": Integrate real Korean enterprise interview videos, resume templates and scoring standards. Students can record simulated interview videos through the platform, and teachers and enterprise tutors can comment online.

(II) Innovating Teaching Models to Improve the Application Efficiency of Multimedia Resources
"Context-task" driven teaching method

Take the course "Korean Listening, Speaking and Viewing (Business Orientation)" of Zhejiang Dongfang Polytechnic as an example:

Case: Korean customer reception scene

Step 1: Video introduction: Play real video clips of Korean enterprises receiving customers, and students observe details such as Korean greetings and bowing etiquette;

Step 2: Task design: Use the multimedia interactive whiteboard in the training room to design "airport pick-up" dialogue scripts in groups, combining the expression patterns in the video;

Step 3: VR practice: Simulate the airport scene through VR equipment, students wear equipment for role-playing, and the system automatically records speech fluency and etiquette standards.

Blended learning model

Online resources: Build a "Korean Listening, Speaking and Viewing Resource Library" on Chaoxing Learning Tong, and upload videos, audios and interactive exercises by theme (such as "tourism Korean" and "catering service Korean");

Offline activities: Open a "Korean Film and Television Club" every week. Teachers select clips from dramas such as Reply 1988, organize students to conduct dubbing competitions and scene reconstruction performances, and use the mobile APP "Dubbing Show" to record works and evaluate each other.

(III) Strengthening School-Enterprise Collaboration to Jointly Build Characteristic Multimedia Resources

Transformation of enterprise resources:

Invite Korean translators from cooperative enterprises of Zhejiang Dongfang Polytechnic such as "Hyundai Motor (Wenzhou) Parts Company" to participate in textbook development and record audio courses on "safety terms in Korean enterprise production lines";

Collect real Korean emails, business contracts and other texts from enterprises and transform them into listening materials and reading materials for listening, speaking and viewing courses.

Multimedia transformation of practice bases:

Deploy Sino-Korean multimedia interactive screens and case databases in the "Cross-border E-commerce Training Base" of Zhejiang Dongfang Polytechnic. When students simulate cross-border e-commerce customer service positions, they can call the Korean customer service script video library and Korean customer communication case database in real time.

(IV) Improving Teacher Training and Technical Support Systems

Improvement of teachers' multimedia teaching ability:

Regularly carry out "Korean + technology" workshops, invite enterprise multimedia designers and Korean teachers to jointly develop teaching resources;

Organize teachers to visit Korean universities to learn their "Korean + technology" teaching models (such as Korean Myongji University using AR technology for Korean vocabulary real-scene teaching).

Technical support mechanism:

Set up a "Korean multimedia technical support team" in the school training center, composed of information technology teachers and Korean teachers, responsible for resource maintenance and introduction of new technologies;

Establish a "multimedia resource use feedback platform" to collect teachers' and students' suggestions on resource applicability and update 10% of old materials every semester.

4. Practical Effects and Reflections on the Application of Multimedia Resources

(I) Phased Achievements (Taking Students of the Korean Language School of Zhejiang Dongfang Polytechnic, Class of 2024 as an Example)

Improvement of students' ability: Through one semester of teaching practice integrating multimedia technologies such as AI speech training and multimedia scene simulation, the passing rate of students' Korean TOPIK has significantly increased to 85%. Students' Korean oral expression fluency has made obvious progress, especially in mastering liaison rules and contextual expression. They also won the gold award in the "First Yangtze River Delta Korean Speech Contest and the 17th Anhui Shuntianxiang Cup Korean Speech Contest". This reflects the significant effect of multimedia teaching in improving learning participation and practicality.

(II) Existing Challenges

Copyright issues of multimedia resources: About 30% of the materials used in current teaching, such as Korean films, TV dramas and variety show clips, have not obtained formal authorization, which has legal risks. It is necessary to explore the establishment of a "teaching resource sharing agreement" with the Korean Cultural Institute, or negotiate educational field genuine authorization cooperation models with platforms such as Naver TV and Korean local educational channels to solve the problem of material compliance from the source.

Differences in students' digital learning ability: About 30% of students have insufficient online resource access frequency (less than 2 times a week) due to lack of independent learning planning ability, especially having technical adaptation obstacles in operating multimedia equipment and using AI speech evaluation systems. It is necessary to design "learning strategy workshops" to systematically improve students' application ability of digital tools and independent learning management ability through group guidance and case demonstration.

5. Conclusion

The application of multimedia resources in Korean listening, speaking and viewing courses in higher vocational colleges is an innovative practice that conforms to the characteristics of vocational education and language teaching laws. Relying on "integration of production and education", Zhejiang Dongfang Polytechnic has constructed a "three-dimensional integrated" resource system, innovated the "context-task" driven teaching model, and realized the coordinated cultivation of language skills, cultural cognition and professional quality through technical means such as AI speech training and VR scene restoration, which has significantly improved students' Korean TOPIK passing rate, achieved excellent results in Korean competitions, and significantly enhanced their oral ability and intercultural communication literacy.

In the future, it is necessary to further break through the bottleneck of copyright cooperation, narrow the gap in students' digital learning ability, and explore the in-depth application of AI intelligent evaluation and metaverse technology to promote the intelligent upgrading of the "resource-teaching-evaluation" system. It is suggested to unite higher vocational colleges and Korean-funded enterprises in the region to build a multimedia resource sharing alliance, and improve the overall efficiency of higher vocational Korean teaching with the advantage of resource integration, so as to cultivate more high-quality technical and skilled talents for Sino-Korean economic and cultural exchanges.

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