

The Application of Multimedia in English Teaching

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Abstract

With the continuous progress of modern science and technology, multimedia teaching has become a new type of classroom teaching. The intervention of multimedia technology has greatly enriched the way and structure of English classroom teaching. Its teaching content is combined with audio and video. Visualize the abstract and boring content by creating a good teaching situation. In order to stimulate students' interest in learning, deepen students' understanding and memory of the knowledge taught. It has incomparable advantages in traditional teaching. In this paper, the author from the necessity of the multimedia in English teaching and is explained in the current English teaching practice, the application of multimedia in English teaching and the whole education career has a powerful role in promoting, at the same time for how to use multimedia teaching means, improve the effect of the multimedia teaching is also in this paper, we study the main problems.

Keywords

Multimedia; English teaching; Teaching practice; Application.

1. Introduction

With the dawn of the 21st century, we have entered the digital information age, which means we will meet a large amount of opportunities and challenges. To meet the challenges and grasp these opportunities, we have to constantly learn and develop all the necessary systems and advance the development of the whole country. In the exploration of the implementation of specific scientific quality, multimedia assisted teaching is part of high-quality class and model class "performance". It has officially entered classroom teaching. It can be said the bird of the palace has flown into the ordinary home. This undoubtedly injected fresh blood to the classroom teaching reform. It provides a new idea to change the traditional classroom teaching mode of cognition, indoctrination and closure, and lays a foundation for the teaching mode of cultivating students' listening, speaking, reading and writing abilities simultaneously in class. The creation of a harmonious and efficient teaching atmosphere in the classroom gives greater play to the students' subjectivity, making students actively participate in classroom activities. It will change teacher-centered teaching into student centered teaching and help to motivate students in the English-learning. Strong motivation plays a very important part in the student learning. Without motivation, students could be very lazy and become inefficient in the English learning. They may sit in the classroom and pay no attention to what the teacher is saying or what is written on the blackboard. Some may even fall asleep or look at the phone constantly in the class. They don't have the motivation to finish the work assigned by their English teacher or put off finishing the homework until the last minute. Some of them even neglect the homework and failed the exam in the end. They are incredibly inefficient in the English learning. Some of students even can't pronounce or spell the basic words even they have studied English for more than 6 years. The introduction of multimedia into classroom brings a hope to change the situation. Through the use of multimedia assisted teaching, the English class is carried out with pictures and sound, which conveys emotion with audio-visual combination, creating a

vivid and interesting atmosphere and arousing students' interest in learning. It helps to make students more involved into the activities. It helps to create the best language environment, enhance students' cultural awareness, and better improve classroom efficiency and teaching quality.

2. An Introduction of the Development of Multimedia in English Teaching

In the traditional teaching mode, teaching is mainly taught by teachers and the important information is written on the blackboard, while students are in a passive learning state. With the deepening of educational reform, teachers are rethinking the teaching process and changing the foreign language teaching model. How to give full play to the dominant position of teachers in quickly and effectively is a big challenge for teachers in today's classroom teaching. With the development of the Times, computer-assisted instruction is gradually becoming a new model of English learning and modern education, and its role in English teaching is becoming more and more important. The explanation of an English text not only involves a large number of new words, but also analyzes the structure and main idea of the article. It also has a list of details, useful expressions and phrases, and grammar, which can be quite extensive. Teachers should also consider how to attract students while dealing with knowledge points. In the classroom, using multimedia teaching, teachers can save a lot of blackboard writing time. The knowledge, information can be quickly and effectively transferred to students to optimize students' listening, speaking, reading, writing ability. At the same time, teachers can show their new teaching ideas and encourage students to change the traditional passive learning way. Multimedia plays an important role in foreign language teaching. It provides a good visual and auditory interactive language environment for language learners.

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3. How to Make Full Advantage of Multimedia in English Teaching

3.1. The Influence of Multimedia in English Teaching

Some people compare computer and English as the two keys to open the door of the 21st century, which fully shows the important position of English and network technology in the

new century. For a long time, the traditional English teaching model is a piece of chalk, a blackboard as the main teaching tools. Often make students tired of learning, but also against the nature of language teaching. The advantages of multimedia English teaching in many aspects have attracted more and more attention and welcome from teachers and students of all kinds of schools.

3.2. Arouse Students' Interest In Learning English

Suhomlinski believes that "the cultivation of interest in learning is an important motivation to promote students to carry out complex cognition activities". Educator Ushenski said, "Attention is the only portal to our mind, and everything in consciousness must pass through it to come in." The best way to learn a language is to be in good context. Using multimedia English teaching, ending the single text teaching situation, you can use picture, text, sound and shape to impart knowledge. Besides, you can see the vivid visual background, listen to authentic English and improve the interests in learning. The novelty of teaching content is the prerequisite to attract students' attention. Multimedia technology assisted teaching effectively achieves all these. In multimedia English teaching, learners can simulate interpersonal communication in reality through various means such as virtual classroom discussion and role playing. The Internet can also provide students with a completely real language environment, such as English listening training through foreign language radio stations on the Internet, the use of search engines to select English intensive reading and extensive reading materials, sending E-mail to international pen friends to communicate.

3.3. Improve Students' Learning Efficiency and Teachers' Teaching Efficiency

Scientific studies have shown that the best results can be achieved only with a combination of visual 83%, auditory 11%, tactile 3%, taste 2%, and olfactory 1%. After 2 hours, the students' memory of the lesson could reach 85%. After 72 hours, 65% of the students retained their memory, which was much better than the traditional rigid single-text teaching model. Multimedia teaching enables learners to obtain language information through different means such as text, sound and image. These are more conducive to mastery and memorization.

The traditional way of lesson preparation is that teachers need to rewrite lesson preparation notes every time, resulting in a waste of labor and time. With multimedia, teachers can modify the electronic documents in the previous lesson preparation. You don't have to duplicate it. In the past, teachers, when preparing lessons, look up words and find relevant background information. They spend a lot of time looking through books and dictionaries. Multimedia really frees teachers from tedious work. They make teachers have more time and energy to carry out curriculum teaching reform. The American Heritage Talking Dictionary, for example, is an electronic Dictionary that is completely different from traditional dictionaries. In addition to phonetic notations, there are clear pronunciation synthesized by MIDI, accompanied by relevant pictures and background information, and even classic movie clips.

Multimedia English teaching is helpful to improve teaching efficiency. Under the traditional teaching mode, the teaching equipment is limited to projector, recorder, blackboard, chalk and so on. So teachers need to write on the blackboard and take up a lot of time. Taking practical English as an example, a large number of example sentences need to be explained, and blackboard writing becomes a burden for teachers. Multimedia teaching allows the teaching plan into multimedia power point in advance, and teachers only need to click the mouse to present the teaching content in class, which will save a lot of time on the blackboard for intensive teaching and practice.

3.4. Improve Students' Intercultural Communication Skills

The purpose of English teaching is to train learners to become successful intercultural communicators. Chinese students learning English lack a real language environment for

training. Multimedia teaching can make use of projection, video and audio contrast functions to help students improve their listening and encourage them to speak foreign languages, thus finally saying goodbye to "deaf English".

Multimedia English teaching integrates the communicative teaching method into situational teaching method. Multimedia is a representation of the situational teaching method, and it can represent the discipline knowledge background, study to create a good atmosphere, and communication is a platform to promote human thoughts communication under the condition of the knowledge representation. It is easy to let students be absorbed into the scene, hence the desire to communicate. Under the guidance of multimedia, it creates interactive communication opportunities for students and improves their intercultural communication skills in language learning. In addition, multimedia English teaching has changed the teacher-centered situation in traditional teaching and provided a practical platform for students to learn language and culture in a relaxed and cooperative atmosphere, and guided students to improve their sensitivity to cultural differences and improve their intercultural communication skills.

3.5. Cultivate Students' Ability of Autonomous Learning

Students are the subject of learning. In the combination of English curriculum and information technology, we should always take guiding students' autonomous learning as the primary goal and emphasize people-oriented. Based on this advantage, multimedia English autonomous learning has the following characteristics:

3.6. Autonomy in English Learning

Students can learn independently through multimedia network, and complete learning tasks in their own way with the help of computer and network technology. The application of multimedia technology in course teaching creates favorable conditions for the construction of a new course teaching model, and helps to cultivate and improve students' independent learning ability. It has given priority to cultivate and improve the students' autonomous learning ability with computer multimedia teaching system from teaching pattern, teaching mode, teaching content and teaching method. Besides, it can produce nonlinear control by the students, namely students discovery of learning environment without teachers' guide. It is more conducive to the students' autonomous exploration learning and help to cultivate autonomous learning ability.

3.7. Initiative in English Learning

David Gardner&Lindsay Mille, in their book autonomous foreign language learning: theory and practice, talk about the changing roles of teachers and learners. Teachers are information providers, consultants, technical consultants, managers; Learners also become planners, organizers and autonomous learners. In the network environment, it is relatively easy to realize this kind of role transformation, and students' learning changes from passive receivers of knowledge in the traditional English teaching mode to active learners.

3.8. Multi-interactive Learning Process

Students make full use of the convenience and open learning space of the network environment to realize human-computer interaction and teacher-student interaction, enhance learning enthusiasm and stimulate the motivation of independent learning. The Requirements for College English Teaching issued by the Ministry of Education in July 2007 clearly points out that colleges and universities should make full use of modern information technology, adopt English teaching mode based on computer and classroom, and improve the single teaching mode based on teacher's lecture. The new teaching model should be supported by modern information technology, especially network technology, so that the teaching and learning of English can not be limited by time and place to some extent, and develop towards personalized and

independent learning." Multimedia teaching equipment is the inevitable result of the development of modern science and technology, multimedia technology with English teaching has become the most important means in the development of English teaching to modern open teaching mode, multimedia English teaching is bound to become the inevitable trend and direction of the development of English teaching.

3.9. The Problems of Multimedia in English Teaching

Everything has two sides, and multimedia English teaching is no exception. In multimedia classroom, it is difficult for students to make the right the choice of information. Teachers should transform multimedia from a tool for explanation and demonstration into a tool for students' cognition, avoiding the idea that information technology is only used as a playback tool or to display knowledge content. However, we often find that many courseware have such defects: some excessively pursue the sound effect of multimedia, insert applause, strange sound or too much music in courseware (untimely), which not only does not help the teaching effect, but hampers students' thinking and interferes with classroom teaching; Some pursue gorgeous interface, using relatively bright, bright colors or unrelated to the teaching content of the screen, which will dilute the theme, distract students' attention; Some lay emphasis on demonstrating phenomena, explaining problems, imparting knowledge, but not on revealing process and cultivating ability. There are also less teaching design based on teaching; Some teachers point the mouse while explaining, forming a teacher-centered situation, can rarely let students participate in the classroom discussion and thinking; Due to the limitation of teaching conditions and the reason of the software on which the courseware is based, the interaction between the students and the computer is very little, and the students' feedback and their emergent problems cannot be reflected in the courseware. Most of the teachers present the main content of the textbook to students in the form of slides, and have not really realized the comprehensive use of sound and video, and have not given full play to the advantages of multimedia technology. This is the practice of "wearing new shoes and going the same way" with multimedia. Too much information on the contrary makes learners powerless, unable to start and tired to cope with, resulting in a waste of time and energy, learning efficiency is difficult to really improve.

4. English Teachers Need to Pay Attention to the Use of Multimedia Teaching

4.1. Give Full Play to the Dual Principal Functions of Teachers and Students

In multimedia English classroom teaching, both teachers and students should be reflected as subjects. Only by giving full play to the leading role of teachers and the initiative of students can good education and teaching results be achieved. Teachers should conscientiously carry out teaching design; Make English teaching courseware, determine the amount of teaching information in line with students' ability to accept, and select appropriate multimedia materials. To guide students to study vividly and actively, Confucius said, "Those who know are not as good as those who enjoy themselves." To make students happy and effective learning, the key lies in stimulating students' interest in learning and motivating them to learn. Teachers can use games related to knowledge, dialogue and performance to cultivate students' curiosity about knowledge and thus develop their thirst for knowledge, so as to change from being accepted to actively participating in learning. For students, they observe and think carefully while studying. They can find and ask questions and choose suitable multimedia materials for effective self-study. A new teacher-student relationship should be embodied in multimedia assisted English classroom teaching. Teachers and students should be democratic, equal, friendly and

cooperative. This relationship can fully mobilize the enthusiasm of both teaching and learning, so that the teaching process is always in the state of cooperative activities and mutual promotion between teachers and students.

4.2. The Combination of Hearing and Reading with Thinking to the Achieve the Change from Perceptual Knowledge to Rational Knowledge

In multimedia English classroom teaching, audio-visual and thinking are closely linked and inseparable. Multimedia English classroom teaching can not make students' cognition only stay in the perceptual stage. But teaching must rise from perceptual knowledge to rational knowledge, from image thinking to abstract thinking transformation. In the multimedia assisted English classroom teaching, we should pay attention to the unity of words and images, provide students with rich specific images, and make appropriate explanation, so that multimedia performance and teacher's explanation closely cooperate. Teachers should do the show timely and give appropriate explanation. When the students look and listen carefully, the teacher should guide the students to think actively and listen with the questions in their minds; After the students look and listen, the teacher should guide the students through discussion, question and answer, dialogue, practice homework and so on. Students are guided to get the knowledge of English learning by transforming the perceptual images and representations from audio-visual into concepts.

4.3. To ensure Timely Feedback From Students

In classroom teaching, it is very important for teachers to get feedback from students. Teachers should obtain information from students as a basis for adjusting the teaching process. Teachers should timely and accurately adjust the teaching process according to students' reactions in class and information obtained at other times. In multimedia English classroom teaching, teachers should often pay attention to the feedback information from students, timely and accurately understand the situation of students. Otherwise, it is impossible to control the teaching process according to the requirements of the teaching syllabus, and it is difficult to ensure the teaching quality. It is an important condition to get as much teaching feedback information as possible.

5. Conclusion

In a word, in English classroom teaching, if we can reasonably and timely use the computer multimedia teaching system, create learning English situation, solve the English teaching audio-visual and other related teaching problems, students will develop an audio-visual perception of English language materials and audio-visual ability; At the same time, we give full play to teachers' leading role, exert the students' subjectivity and creativity to guide the student to carry on the quantity and quality of comprehensive training of listening, speaking, reading and writing, and make students obtain the basic knowledge of English in the limited class time. At the same time, we should do further language basic skills training, to think in English and the ability to express directly to get further training to lay a solid foundation for communication in English. In this way, we have achieved the real purpose of introducing modern teaching means -- computer multimedia assisted teaching system into English classroom teaching.

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