

Multimedia Combination Assisted English Language Teaching Based on Computer Platform

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Abstract

With the process of education revolution, the emphasis of education quality especial English teaching cause the high requirement of balance development in listening, speaking, reading and writing. For the better communication and expression ability in English language, the teach method has transformed from the traditional one with merely textbook into the multimedia combination assisted English teaching based onn computer platform. The advantages of the multimedia computer technology include vivid presentation, interactive system, individual and creative teaching and break the limitation of time and space. However, the current situation still needs further effort to overcome the low-quality software, poor teaching ability and lack of thinking process. The application of multimedia computer technology should combine the traditional education theory and the advanced multimedia platform.

Keywords: Multimedia Combination, English Learning, Computer Platform

1. INTRODUCTION

Multimedia assisted teaching process is according to the characteristics of the teaching goal and the teaching object, through the teaching design, rational selection symbols, language, text, sound, graphics, images, and other media information elements, a number of ways of human-machine interaction, present a variety of media teaching content, complete the teaching process. In the traditional teaching activities, teachers through language, blackboard writing, and other auxiliary materials such as pictures, body movements, feeding the teaching content to teach students, and through methods such as questions, performance, practice, test to confirm the reaction of the students to diagnosis and evaluation of students' learning situation, and then return to students. However this feedback is often difficult to do it quickly in a timely manner, and multimedia computer has systematically organically combined the functions of information. It is a two-way media, not only can present teaching information, also can accept the student information input and diagnostic feedback information in time, in interactive approach to teaching (Figure 1). With the development of modern science and technology, multimedia computer assisted language teaching has become an important part of modern education. It embodies a kind of new teaching idea, computer as a modern intelligent tool, is used to introduce the multimedia teaching

in English class, which change to teach mode from the passive teacher speak and students listen into a new mode that combine the computer, network, teaching software and the comprehensive application of personal character and active classroom interaction. Therefore, this teaching mode relies on multimedia computer is the trend and necessity of English teaching development.

Due to many factors such as historical and cultural differences, the necessity of the application of multimedia computer assisted language teaching English and Chinese, as a kind of language and culture, its internal organization, such as voice system, vocabulary, syntax, semantic systems such as distinct, in particular, their pronunciation, grammar, vocabulary and idioms have different laws. In terms of language learning, it is very stressed on language environment, and multimedia just provide a collection of text, graphics, animation, video and sound for the integration of visual and auditory interaction simulation language environment. Through such a collection, students can come into contact with different people in different English speaking countries use English different habits, immersive, experience with the Chinese culture different English language culture, thus greatly improve the interest in learning English and efficiency. The application of multimedia is an effective way to solve many problems in English teaching process and also helps to develop students with comprehensive English ability.

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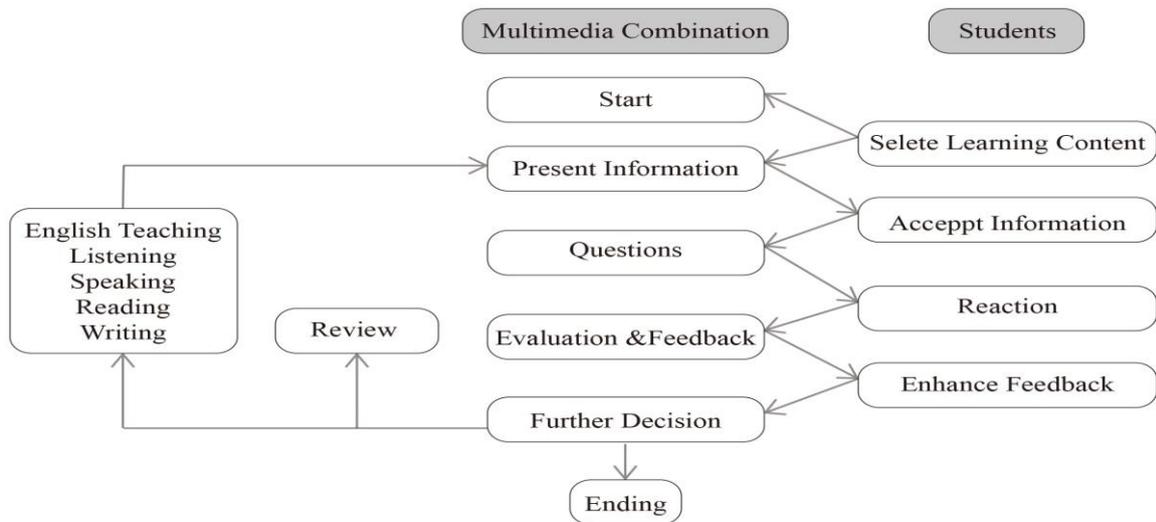


Figure 1. The Working Principle of Multimedia Combination During English Class

The theoretical basis of multimedia computer assisted instruction is constructiveness learning theory (Figure 2). The theory as a new learning concept was raised up in the late 1980s and early 1990s (Levy, 2009). It is the modern learning theory after behaviorism, and constructiveness after further development, has a great influence on supporting teaching of modern network. Constructiveness learning theory holds that the development process of human psychology, thinking and intelligence is the process of assimilation and adaptation with the surrounding environment, rather than the result of simple external stimuli. According to the constructiveness learning theory, learning is the process of students' active and positive cognitive thinking, and the learning process is carried out through the interaction between students and the external

environment. The theory emphasizes the students as the center, and should be transformed into the subject of information processing, the active constructors of knowledge meaning, from the passive recipients of external stimulation and the indoctrinates of knowledge. At the same time, teachers are also required to be the helper and facilitator of the students' initiative to construct meaning. In other word, this kind of teaching mode is based on students as the center, in the whole process by the teacher ACTS as organizers, directors and promoters, use scenarios, such as collaborative learning environment elements, give full play to the students' enthusiasm and initiative, achieve finally to make the students effectively for the purpose of the significance of the current knowledge in construction.

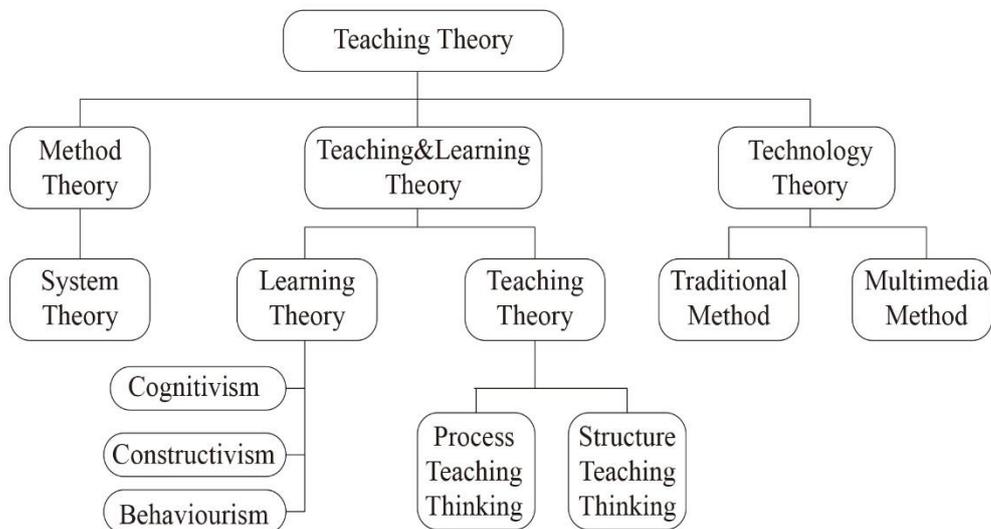


Figure 2. The Theory Foundation of Multimedia Combination During English Class

2. THE ADVANTAGES OF MULTIMEDIA COMBINATION IN ASSISTING ENGLISH TEACHING

2.1. Dynamic Teaching Presentation

In multimedia combination computer assisted English teaching mode, various information such as image, text, sound and video can be used as the main information form. A large number of illustrations and video clips related to the textbook give students a strong visual and auditory impact, which enhances the intuitiveness and visualization of the teaching content. With the help of multimedia combination technology, the classroom teaching process can realize the simultaneous output of text, image and sound. multimedia combination assisted instruction solves the defect of the printed text teaching material unable to transmit voice information, and the pictures related to text content can be played on the screen at the same time (Schmid, 2008). Drawing and sound information makes abstract words more intuitive, and transforms static and boring information in traditional classroom into vivid dynamic images. With the involvement of computer assisted English teaching, the classroom teaching contents become more realistic, more substantial, more visual and more attractive, so that students have more diversified understanding and acceptance approach of classroom content. multimedia combination assisted English teaching fully embodies the learning effect of multiple sensory perception at the same time, which is superior to the learning effect of single senses. It is conducive to language teaching multiple stereo output, to the point, so as to improve the students' learning interest, imagination and memory, which means that students is truly as the main body of teaching activities to create a good atmosphere, causes the student to actively participate in the classroom teaching activities. At the same time, multimedia combination assisted English teaching can solve the difficulty of English teaching situation. This is beneficial for students to form short-term memory from transient memory, and then form long-term memory based on understanding. The application of multimedia combination computer assisted instruction is a real corresponding to high quality education. The core idea of quality education is to enable every student to get a comprehensive development of multimedia combination English teaching, which can improve the learning efficiency and reduce the burden. Because of the multimedia combination technology has brought the students excellent teaching software and a full range of feelings, its rich graph, sound, and the teaching material can through a

variety of organs such as eyes, ears, hands, the function of deeply imprinted in the brain, so, accept and extend the time of memory, the teaching effect natural significantly better than the former. The results show that the audio-visual and memory efficiency is much more than simply hearing and pure visual memory ratio, which is conform to strengthen quality education, to reduce the burden on students, to the efficiency of the requirements to the classroom.

2.2. Interactive Teaching and Cooperation Learning

The foreign language teaching mode, supported by the multimedia combination network technology, breaks the traditional teaching mode of foreign language teaching, and transforms the teacher's role from traditional simple teaching to design and teaching. The teacher first uses the multimedia combination software to design and develop the student cognition ability primarily, around the teaching subject's reasonable plan. Then, through the multimedia combination network environment, the required materials are presented to the students. At this time, the teacher's role has been transformed. The teacher is no longer the leader of authority, but the designer of the teaching activity and the guide of the students to acquire knowledge. Students can choose according to the habits and requirements to accept the media way of knowledge and learning content, so as to realize the mode of autonomous learning, teachers play the leading role of teaching, and fully reflect the students' cognitive main role (Zhou & QIN, 2005). At the same time, students in the organization of teachers, through the media network design scenarios, such as collaborative learning, group discussion, online communication and so on, with teachers and students to discuss and exchange. Through exchange and discussion of different viewpoints, supplement and revise, deepen students' understanding of current problems, and thus complete the construction of new knowledge. In the process of student and teacher collaboration, the student to obtain the teacher's help, teachers for students' information feedback, so through the information exchange between the teachers and students, between students and students to achieve the emotional interaction.

multimedia combination computer assisted instruction forms an interactive English teaching system. The interactive features of multimedia combination computer assisted platform could help the process of English teaching, to form a two-

way communication activities between teachers and students and produce a kind of new interactive teaching system, namely the teacher-computer-students system. Among them, students are the main body of learning, and the role of teachers is to enlighten and induce, to answer questions and to summarize, while the computer is responsible for the dual role of "sending" and "evaluation". This teaching mode is fundamentally different from the traditional teaching mode. It fundamentally got rid of the past of the limitation of classroom teaching, meet the requirements of the future social development and education fundamentally build a man-machine combination, interactive learning, independent discovery of new classroom teaching mode. That could contribute to cultivate democratic and harmonious relationship between teachers and students, which is beneficial to provide individual guidance, feedback on different levels student's study situation at any time, greatly stimulate the learning enthusiasm, and help to develop the students' non-intelligence factors make students form the psychological advantage to learn English well.

2.3. Individual and Creative English teaching

Multimedia combination assisted English Teaching is helpful for the implementation of individual English teaching and creative English teaching strategy. Multimedia combination assisted teaching using hypertext organization teaching information. On the one hand, it can provide diversification template for teaching plans, and teachers can according to real requirement to adjust, regroup, even appear repeatedly. Thereby it could save a lot of time used for blackboard writing and interpretation, then increase the density of interaction between teachers and students training, earnestly to the practice, creatively the purpose of teaching, improve teaching efficiency. On the other hand, the multimedia combination assisted English teaching could also create the open and exploratory learning environment for students, make students enjoy the different levels of learning resources. Meanwhile the capacity of students for independent exploration, constructing knowledge structure, and independent access to information could be trained comprehensively, which is led by the implementation of individual teaching. In addition, the various English multimedia combination software creates a loose and association, pleasant environment and atmosphere for the student individuality development, as a result that high-quality teaching effect could be achieved for various individual student in the

teaching activities. For example, in English listening class, the teacher can use the multimedia combination broadcast in classroom to complete the teaching language experiment, to explain the difficult, but also let the students do the various forms of exercise, such as group practice, personal practice, which can let the students to make full use of the function of voice media, to read, and constantly contrast exercises, students to master the correct pronunciation and intonation, and the learning progress can also adjust according to their intellectual level. Students with better level can choose supplementary exercises after completing the content. Students who are slightly worse can repeat, imitate, and practice until they learn. In this way, can avoid the top student "do not have enough to learn," and the lower students "could not follow learning process", and can make great contribution to the students in the play of individual character, potential of digging, the improvement of interest, ability, etc.

2.4. Break the Limitation of Time and Space

The application of multimedia combination computer assisted English learning could break the limitation of time, space and distance. It can narrow the gap between cities and towns in terms of condition of schools and teachers, and provide essential support for popularizing English teaching and improving teaching quality. At the same time, it can coordinate the students of all ages to provide a platform for them to learn together. Normally, there is a great gap in terms of English teaching conditions between cities and towns. The number of English teachers in rural areas is still insufficient, and the level of education is still required to be improved. Quite a few of teachers cannot meet the current teaching requirements in both oral and listening capacity, which is due to traditional teaching methods. The limited oral and listening ability of the teachers directly leads to the imbalance development of students' listening, speaking, reading and writing levels, which affects their language communication ability. With the change of education opinion, English teaching has raised the importance of listening and speaking ability (McCormick et al., 2004). The reform of examination system at all levels focuses on the balanced development of students' listening, speaking, reading and writing ability, which is a great challenge for English teachers in rural area schools. Use of multimedia combination teaching equipment not only could effectively improve the teachers' speaking and listening level, improve the teaching quality, also could present the national

best teachers' classroom to the students, in order to overcome the gap of teaching level between cities and towns school. Meanwhile, this is a very effective way for amateur learners and self-learners who are more prominent in their work and study. Various and colorful English multimedia combination teaching platforms are also providing the convenience for the students especially the part time student's study.

3. THE APPLICATION OF MULTIMEDIA COMBINATION IN ASSISTING ENGLISH TEACHING

3.1. The Current Situation of multimedia combination

The majority of schools no matter high school or university encourage teacher to introduce the multimedia combination in assisting English class, and the following table is a research outcome about current situation about the application of multimedia combination.

Table 1. Research Outcome on Current Multimedia Application Situation

| No. | Research Issue | Percentage/Quantity | |
|-----|--|---------------------|-----|
| 1 | The Multimedia Classroom | 27% | |
| 2 | The Multimedia Assisted Class | 30% | |
| 3 | The Total Time of Multimedia Assisted Class | 2:1 | |
| 4 | The Type of Multimedia Assisted Class | The CD in Textbook | 11% |
| | | Relevant CD | 33% |
| | | 1:2 Combined | 12% |
| | | 1:3 Combined | 10% |
| 5 | Self-Making Handout | Powerpoint | 74% |
| | | Author ware | 8% |
| | | Flash | 6% |
| | | Keynote | 4% |
| | | Others | 8% |
| 6 | The Age of Teacher Who Use Multimedia Assisted Class | Above 40 | 10% |
| | | 40-30 | 34% |
| | | Below 30 | 56% |

3.1.1 The Limitation of Multimedia Combination Software

Multimedia combination teaching software cannot catch up with the development of education requirement. Although it has published a number of English teaching software and the CD, but in general, are far away from satisfied current requirement from each grade professional teachers and students in listening, speaking, reading and writing (Brett, 1995). Moreover, only a few textbooks provide multimedia combination teaching software, such as VCD, CD, tapes which is available for student to obtain most materials, such as speaking and listening teaching material, teaching software are hard to catch up with the other. In addition, as the current teaching software is only suitable for individual learning, it is difficult to find a multimedia combination teaching software suitable for classroom teaching. As the product of commercial development, English teaching software that sold in current market is difficult to meet the teaching requirement, especially in following aspects:

(1) The development period is long and the content is old. Many teaching software is a copy of textbook and teaching reference materials, which is not really suitable for the practical teaching with

new content and enlightening software.

(2) With poor universality, most English teaching software is solidified, and there is no platform to be updated. Teachers cannot make calls and grafts to form software with their own characteristics according to actual teaching requirements.

(3) English teaching software is developed by professional computer engineers, which is made by English teachers. Therefore, it is difficult to grasp the key points, difficulties and even knowledge errors.

(4) Too much emphasis on the exquisiteness of the production, although it takes a lot of time and energy, the teaching content and the rendering media cannot form the best matching effect.

3.1.2 Lack of Teaching Ability

Part of teachers' learning consciousness is not strong, be frightened by the trouble caused by multimedia combination teaching. Those teachers tend to be satisfied with a piece of chalk, a book of the old teaching methods, and multimedia combination teaching courseware too time-consuming and tedious preparation before class compared with the traditional teaching way, and that is the reason for those teachers are not willing

to use multimedia combination teaching assistance (Beatty, 2013). This part of teachers cannot change the concept in time and update the teaching methods, so that the multimedia combination teaching equipment cannot be fully utilized. Meanwhile, the teacher's level of knowledge is another defect. With the change of the education concept and the development of science and technology, the update of knowledge is changing with each passing day. However, most teachers have no time to take care of their own knowledge updates due to the heavy burden of teaching and pressure. In particular, English is becoming more and more important today. There is a clear shortage of English teachers. Most of teachers have heavy workload, with more than a dozen classes a week, some even higher like twenty classes, and quite a few teachers asked to teaching cross grades. Accompanying with the requirements of second language learning and to complete the task of academic research, but also deal with all kinds of inspection, appraisal, English teachers are hard to make time for computer system of knowledge learning, it is difficult to put energy into the production of the courseware.

3.1.3 The Miss of Thinking Process

Excessive pursuit of classroom of multimedia combination assisted English teaching in fast rhythm can save time of faculty interpretation and blackboard writing, to speed up the pace of teaching and increase the density of classroom information dissemination, but sometimes the teaching speed is too fast for some students to catch up. In class, the instructor uses the screen to demonstrate the blackboard writing, only click the mouse and with the brief explanation, then the rhythm is lively. With the demonstration from page to page, the student's visual stay time is short, normally when look behind then forget the front. It is too urgent to see the appearance of knowledge to rise to rationalization. In addition, the capacity of a slide is extremely limited, and it is difficult to fully display the whole process of analyzing the interpretation of long sentence patterns, causing the students to have a logical interruption in their thinking. Sometimes, the students are thinking about this page, and the screen has shown the next page or even the next few pages. Sometimes when student's meditation on the analysis of the process, but the screen shows the standard answer analysis methods, steps, as a result, students may give up their thinking, which is not conducive to the students' independent thinking.

Meanwhile, excessive dependence on

multimedia combination is not conducive to the cultivation of abstract logical thinking acuity. The character of English is high degree of resemblance, close logic and wide applicability. It is difficult to learn and use this language if students lack of sensitivity to language and training in abstract thinking. Due to computer multimedia combination assisted English teaching can be dynamic and lively show students' content and information that will be taught, it is beneficial to the development of the intuitive thinking in images, but display speed is unfavorable to the cultivation of sensitivity and abstract logical thinking. Foreign countries have learned that when computer multimedia combination assisted English teaching became popular in the United States, some college teachers in the United States took advantage of computer graphics and vivid images. In the interpretation of English syntactic analysis of related concepts and structures, with computer multimedia combination intuitively shows the relationship between sentences and sentences, but its connotation and abstractness of. As a result, in the teaching of complex sentence deep relations, students due to the abstract thinking ability is too low, and cannot understand the related concepts and definitions, then had to give the participants make up English syntax analysis program, this is actually in abstract thinking.

3.2. The Application Principle of Multimedia Combination

3.2.1 Update Education Concept

At present, there is still a big part of the English teachers who stick to the traditional teaching concept without preparation of the rapid development of information technology. The information age raises higher requirements on the function, scientific, and practical ideological of English language teaching, and the majority teachers are not understanding the trend of the multimedia combination computer assisted instruction enough. In particular, the negative attitude on students' self-constructed knowledge system, autonomous learning and independent exploration that realized through multimedia combination computer assisted instruction. Therefore, the traditional education opinion needs to be updated urgently. The goal of the training plan for primary and middle school English backbone teachers is clearly stipulated, and modern teaching techniques are applied to the design and implementation of English teaching. In the future, all English teachers will be trained in modern education technology courses, especially

the application of media in English teaching (Shih, 2010). The function of course is to make a comprehensive understanding of English teachers' education media types and functions, grasp the application of computer media technology, master English teaching courseware design, effectively grasp the English classroom teaching and the modern media operation procedures. Therefore, at the same time, various schools at all levels should pay more attention to the training of teachers. multimedia combination teaching ability should be a compulsory course for teachers to continue education. Training should help teachers solve the problem of operating computers, so that teachers can use computers skillfully, and really use computers as tools for preparing lessons, teaching and organizing students' activities. English teachers also should actively change education concept, to take computer as his teaching, work, life, tools, make efforts to improve and use the existing multimedia combination software, to improve the utilization of multimedia combination technology. This movement will undoubtedly promote the fundamental adjustment and reform of education in English in the twenty first century.

3.2.2 Teacher Leading and Multimedia Combination Assisting

It is an emotional communication process to correctly handle the relationship between many media assisted English teaching and traditional English teaching. Computer multimedia combination assisted English teaching changes traditional English teaching plan from the teaching mission that could be completed by a piece of chalk, a blackboard, the notion of a mouth into a new method for the language teaching. However, while promoting the teaching of computer multimedia combination, it is necessary to realize that it is only an auxiliary means of teaching, and the final purpose is to make up for the shortage of teachers' original teaching capacity. It is by no means to deny the traditional teaching method or attempt to instead. Teacher's language, expression, posture and blackboard are always the most active factors in the connection of teaching media. The necessary boards and languages are the key to emphasis and difficulty and cannot be replaced. All kinds of English teaching methods have their own characteristics and unique functions. In teaching process, these means are complementary and complement each other. Only by combining computer multimedia combination with other English methods can we achieve better teaching

results. As for the key points and difficulties in the teaching materials, the main chapters, sentence patterns, grammar and analysis and explanation, the common problems reflected in the homework, must be explained on the blackboard. The traditional teaching method can also achieve good teaching effect, there is no need to use computer multimedia combination deliberately. As to the author of the article introduces the background, the text import, historical review, the teaching plan, such as using the computer multimedia combination can be easily solved, both dynamic and intuitive, deepened the understanding of the students, the traditional teaching, hope in the dream.

3.2.3 Reasonable Evaluation System

At present, the evaluation system for computer multimedia assisted English teaching is not sufficient, and the inappropriate evaluation system often leads to utilitarian behavior (Banados, 2006). Especially in the evaluation of teachers' grades, the using computer multimedia teaching methods or not is often the main basis for evaluation. In order to obtain the honor, the teaching content to some suitable traditional means, the teacher also far-fetched to use the computer multimedia, mechanically, the effect is opposite. Evaluate the success of a computer multimedia class, mainly from the educational, scientific, technical, artistic, practical measured these a few respects. The specific process of evaluation should include class and online learning (Figure 3). Standards of high quality of the computer multimedia lesson is:

(1) The key points and difficulties are prominent, which is beneficial to the students' understanding of knowledge, and is conducive to the mobilization of students' enthusiasm and initiative, which is conducive to the students' thinking innovation and skills training.

(2) The content is correct, the logic is rigorous, the level is clear, the simulation image is simulated, the demonstration of courseware conforms to the modern education concept.

(3) With a variety of media, appropriate selection of materials, appropriate setting, innovative ideas, ingenious design, reasonable rhythm and simple interface.

(4) Teaching interaction, the interaction between teachers and students the tacit understanding, the student good reaction. Only follow this standard established the evaluation system, can effectively promote the developing computer multimedia assisted English teaching.

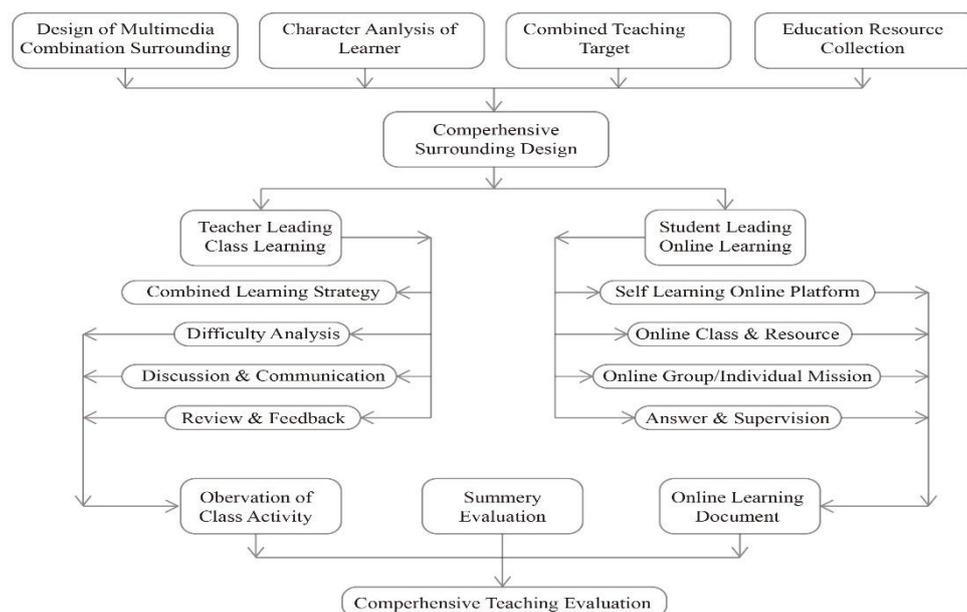


Figure 3. The Evaluation System for Multimedia Combined Assisted English Teaching

4. CONCLUSION

The multimedia combination assisted platform is a new method of English language teaching, and it is a symbol of modern English education, which is a great revolution of education concept and method. The concept that transform the traditional education method relies on textbook into the multimedia combination could present the movement direction of national education in twenty first century, which bring great challenge for both teachers and students. The multimedia education method in English language learning has great advantages not only in the various of presentation form, the interactive education system, individual and creative teaching and break the limitation of time and space. However, the multimedia combination as a teaching method could not replace the role of teacher. It could only work as the method to assist English teaching, while could not represent the teaching model. The teaching practice should take advantages of the multimedia computer technology as well as avoid the drawbacks. The English class with multimedia assistance is not the process of handout presentation without sufficient thinking, but an interactive communication between teachers and students. To achieve this, the education concept should be updated in times combined with the real English learning requirement, and the teacher and student should be the core of class rather than the multimedia information. In addition, a reasonable evaluation system for multimedia computer assisting teaching could provide insurance for teaching quality.

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