

# College English Teaching in the Multimedia Environment

Ying Jiang

School of Language and Literature, Guilin University. Guilin 541000 China.  
Ying Jiang. Email: 447381468@qq.com

## ABSTRACT

Multimedia assisted teaching has been a most popular teaching mode in college. This thesis will be developed firstly from the basic features of multimedia technology and then discuss the application of multimedia technology in college English teaching. The diversity, integration and interaction of multimedia technology brings convenience for college English teaching and promotes its reformation. The organic integration of computer technology into the teaching of college English contributes to the formation of the student-oriented teaching structure, which effectively stimulates the agency of students and further promotes the teaching efficiency. The multi-modality and multi-environment constructed by computer technology together with the clear instructions of teacher help students understand the cultural phenomenon and values in the text, obtain knowledge in values and finally leads to the students' ability of switching information to wisdom.

**Keywords:** *Multimedia technology, Computer Technology, College English Teaching.*

## 1. INTRODUCTION

The development of network information technology brings unprecedented opportunity for the innovation of college teaching mode. The multimedia technology is extensively applied in the teaching of each discipline, which leads to the improvement of classroom efficiency. At the same time, the government announced the *College*

*English Curriculum Requirements* in 2016 and pointed out that the university should make good use of information technology to promote the integration of multi-media and teaching as well as create multi teaching and learning environment. Under this circumstance, multimedia assisted teaching has become the major teaching mode (Fig. 1) in higher education.

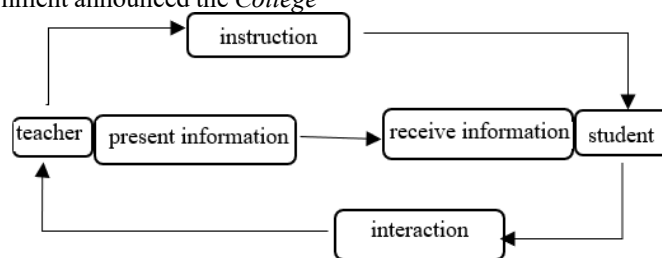


Figure 1 Multimedia assisted teaching mode

Multimedia technology participates each process under this teaching mode, which attracts more and more scholars' attention to application of multimedia technology in teaching.

College English curriculum is the compulsory course for every Chinese college student. Under the background of globalization, the needs for foreign language talents in China increase obviously. The purpose of college English curriculum is to cultivate students' basic foreign language

skills to meet the challenge from frequent communications with foreign country. But with traditional teaching mode, the comprehensive language ability is relatively low. The Chinese government has noticed this already and launched a reformation since 2001 to solve this problem. The application of multimedia technology will improve the efficiency of classroom teaching with no doubt. A large number of scholars has studied the current problems in the

application of multimedia technology and coping strategy from different aspects. While there are still some issues demanding prompt research, therefore, the study of multimedia technology and how to make utmost good use of it in college English teaching still worth further research.

## 2. THE BASIC FEATURES OF MULTIMEDIA TECHNOLOGY

From the perspective of user, scholars offer different definitions of multimedia and it could be concluded as follows: multimedia refers to the information technology combining two or more delivering medium element including words, picture, figure, video, sound, etc. and with the support of computer, an organic integration of different elements and interactive operation would be realized. Based on the definition, there are three major features of multimedia technology: diversity, integration and interaction.

### 2.1. Diversity

The information carrier of multimedia technology is diverse. Besides the traditional text and picture message, it also includes sound message, video information and even three-dimensional animation information, etc. Abundant and diverse information resource has enriched the teaching context and aroused more easily the learning interest of student.

### 2.2. Integration

In the form of digital signal, multimedia technology could process comprehensively word, sound, picture, cartoon and video information and integrate them organically, which would contribute to a more vivid and visualized class. Under this condition, the students' participation would be improved.

### 2.3. Interaction

Organized in the form of hypermedia, multimedia technology could realize human-computer interaction conveniently. Multimedia resource could create the atmosphere of forum in a broad sense, in which the sender and receiver of the information are both able to

participate, discuss and communicate directly. To be more specific, in the classroom teaching, teacher may organize the multimedia resource according to his idea and students may offer their feedback of each teaching process directly with the help of multimedia technology. Students' attention, understanding to the information and study agency will be improved in the interactive situation.

## 3. COLLEGE ENGLISH TEACHING IN MULTIMEDIA TECHNOLOGY

In the classroom teaching, teacher could make proper use of different multimedia means like cartoon, video, computer, linguistic database, picture, etc. according to different teaching goals, target students and teaching contents, which could attract students' attention effectively and enrich classroom teaching. The major advantages brought by multimedia technology could be concluded from the following three aspects: forming the student-oriented teaching mode, creating multimodal learning mode and constructing multi-learning environment. In the following part, the three major advantages will be discussed in detail.

### 3.1. Forming the Student-oriented Teaching Mode

Computer plays an important role in the application of multimedia technology, but in most situation, it is regarded as only an auxiliary equipment, which results in the unsuccessful organic integration of multimedia technology and teaching practice. Under this condition, there are some problems in the multimedia assisted teaching: 1) computer is only a tool for presentation; 2) the teaching content is highly consistent with the text book; 3) student is the one who is imparted knowledge passively; 4) teacher occupies the dominant part in teaching structure (Chen 2006:4). With the rapid development of computer technology, the role of computer in teaching is far more than the auxiliary equipment and it has moved into the spotlight of teaching practice. Scholars believe that this would be the new trend for computer's role in teaching. Thus they put forward a new concept: organic integration of multimedia technology and foreign language teaching (see Fig. 2) so as to change the traditional teaching structure.

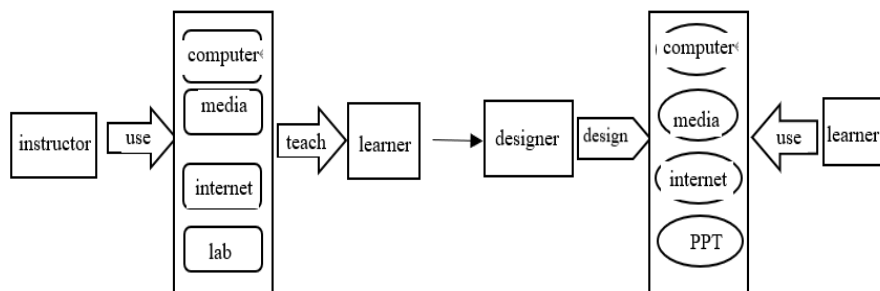


Figure 2 Organic integration mode(Chen 2005:12)

The development of internet offers rich teaching material and different teaching modes for college English teaching. Under the help of various apps and games, even the learning of vocabulary becomes more interesting. What's more, the movie, music and cartoon clips relating to text topic helps teacher jump out the limit of textbook. Abundant and diverse teaching material could also promote the development of students' logical and critical thinking ability. Because they need to find and analyze the problem from so much information. At the same time, internet could supply students lots of learning resource, with which they could learn the fact knowledge by themselves before class. Thus there would be more time in class for them to discuss some open questions they found in the text under the guidance of teacher. During this process, student occupies the role of user of multimedia technology as well as the designer of classroom teaching and teacher plays the clear role of instructor, which proves the formation of student-oriented teaching mode.

### 3.2. Creating the Multimodal Learning Mode

According to Wang and Qu (2018), modality refers to "a recognition mode of information receptor's sense during the process of communication" (130), and generally speaking it includes visual sense, auditory sense, tactile sense, etc. With the deepen of the study, scholars classify modality into material modality, sensory modality, time-space modality and semiotic modality. Therefore, equilibrium sense and distance sense should be added into the list of modality. Multi-modality refers to the situation in which one uses two or more than two modalities at the same time to recognize or communicate. From the perspective of recognition, "the proper modality switch could strengthen the memory of learning content and improve the durability of memory" (Gu 2007:6). The integration of multimedia enables the realization of multimodal learning of students. What's more, based on the multimodal class constructed by multimedia technology, scholars put forward a multimodal teaching design principle mode MAP: Multimodal Apple Pie (Fig. 3) to deepen the integration of multimedia technology and teaching practice.

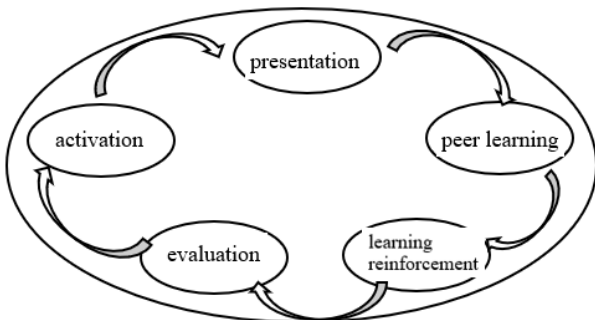


Figure 3 MAP (cited from Wang and Qu 2018:138)

The play of movie clip, music and picture, the realization of various activities (role-play, sharing and

presentation, debating) under the assistance of multimedia technology could help student experience diverse modalities including visual sense, auditory sense, distance sense, etc. at the same time, which offer students a wealth of information and a better understand to the knowledge they learned.

### 3.3. Constructing Multi-learning Environment

The report from "The CEO Forum on Education and Technology" in 2000 pointed out that the connotation of integration between information technology and subject curriculum lies in constructing the vivid digitized learning environment. In the traditional class, student could obtain various information, but these information are factual or conceptual knowledge from the aspect of knowledge structure (Fig. 4), which lies at the bottom of knowledge structure.

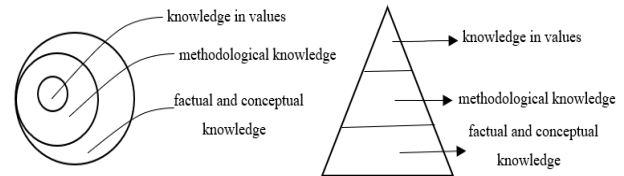


Figure 4 The structure of knowledge (Li 2018)

Mills (2011) mentioned that knowledge existed in socio-cultural context and specific social activity, but here socio-cultural context doesn't mean the real environment. Multimedia technology could construct diverse teaching environments and let students experience them in the class. Under the instruction of teacher, student could apply the information they got from textbook into these socio-cultural contexts. At the same time, students are more willing to communicate with teacher about their thoughts and have a deep discussion with each other in the interactive atmosphere constructed by multimedia technology. Deep discussion helps students understand the cultural phenomenon, values and ideology in the text. In different socio-cultural contexts, students learn how to analyze and solve the problems, construct meaning independently. So far, students' ability of switching information (factual and conceptual knowledge) into wisdom (knowledge in values) achieved.

## 4. CONCLUSION

Liu Guiqin (2012), Deputy director of Department of Higher Education, Ministry of Education of PRC., pointed out that the innovation of teaching mode occupied the critical location in the future education reform of college English. The multimedia technology will definitely promote the reform. The study on multimedia technology could not only help the teacher have a better understanding of it so as to enhance the teaching quality but set a foundation for the further study. Multimedia assisted teaching has been a most popular

teaching mode in college. The diversity, integration and interaction of multimedia technology brings convenience for college English teaching, at the same time it also brings challenge to the latter. The instructor should have a better understanding of multimedia technology so as to make proper use of it. In addition, diverse teaching strategies should be applied to promote the organic integration of multimedia technology into classroom teaching, so that the teaching efficiency could be improved obviously.

## REFERENCES

- [1] G. Q. Liu, "Paying High Attention to the Reform of College English Teach, Increasing the Teaching Quality of it," *Foreign Language Teaching and Research*, 44(2) (2012):279-282.
- [2] J. L. Chen, "Computer-assisted Teaching or Autonomous Teaching," *CAFLA*, 104(04) (2005):9-12.
- [3] J. L. Chen, "On the Integration of Computer and Internet into Foreign Language Teaching Program-From an Ecological Point of View," *CAFLE*, 112(6) (2006): 3-10.
- [4] K. A. Mills, *The Multiliteracies Classroom*. Bristol: Multilingual Matters, 2011.
- [5] R. Z. Li, "The Cultivation of Subject Core Competencies from the Perspective of Knowledge Structure," *Research in Educational Development*, 38(Z2) (2018): 43-49. DOI: <https://doi.org/10.14121/j.cnki.1008-3855.2018.z2.008>.
- [6] X. Y. Wang, and N. X. Qu, *The Effective Application of New Media in English Teaching*. Changchun: Northeast Normal University Press, 2018.
- [7] Y. G. Gu, "On Multimedia Learning and Multimodal Learning," *CAFLE*, 114(02), (2007) :3-12.