

# The Current Problems of Multimedia-aided college English Teaching and its Countermeasures

Juan Lu

(School of Foreign Studies, Shaanxi University of Technology, Hanzhong 723000, Shaanxi)

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**Abstract.** With the development of multimedia technology, it has been widely used in college English teaching. Multimedia teaching can not only improve the efficiency of classroom teaching, but also improve the practical ability of students to use English, but the use of multimedia in the classroom still has many problems. It is very important to analyze the problems of multimedia in college English teaching and find the countermeasures. Only use the multimedia technology reasonably to assist the teaching, can the multimedia assistant teaching function play its best and improve students' learning efficiency. The problems and countermeasures of multimedia in college English teaching are analyzed in this paper.

## Introduction

With the development of hardware construction in most schools, multimedia teaching has been a popular teaching method. Multimedia teaching is a new kind of teaching method which integrates modern technology into teaching process; use multimedia can integrate sound, text, graphics, images and other information. On the screen, the various elements of media can be integrated organically, and a series of random interactive operation information processing technology can be completed. Compared with traditional teaching, multimedia can carry out accurate and vivid demonstration of teaching materials, which can crystallize abstract ideas and things, and systematize the knowledge of textbooks. Apply it to college English teaching, can stimulate students' interest in English learning, develop students' knowledge of English and realize the orderly interaction of classroom, this has important influence on the teaching effect of college school English. Nowadays, China's multimedia technology has been widely used in colleges, this not only can help college teachers reduce teaching pressure and improve teaching efficiency, but also can improve students' learning enthusiasm and provide favorable conditions for further promotion of education. However, we should also see that with the popularization of multimedia teaching, some problems in the process of multimedia teaching are gradually exposed in the course of classroom teaching, such as information overload, courseware, etc. so teachers should pay attention to the problems and explore countermeasures in time.

## The Problems of Multimedia in College English Teaching

Multimedia-assisted teaching provides us a new teaching method to overcome the shortcomings of the traditional teaching. It is an important way to optimize the English teaching results. There is no doubt that multimedia teaching in English has obvious advantages that traditional method has never reached. The adoption of multimedia technology can not only increase the enjoyment of learning, but also make the teaching content more vivid and specific, and increase students' enthusiasm. But when we see the "advantages", we should also pay attention to the "disadvantages". In other words, there are still many problems to be solved in the teaching of English teaching.

### **PPT-oriented English Class Leading to Knowledge Overlapping and Time-Wasting**

Multimedia is a useful auxiliary tool for teachers to teach better, but some teachers are not aware of the importance of PPT in teaching, just think of PowerPoint as a tool that is equivalent to Word, which ACTS as a cue or a demonstration of knowledge. When using multimedia for teaching, simply move the contents of the textbook directly into the courseware according to the original order and the original structure, and mix them together and show them through multimedia. In the

courseware, the teacher neither points out the difficulty of the contents, nor explains or complements the relevant knowledge, it is not conducive to students' understanding and mastery of what they have learned. This only change the original book teaching to the screen teaching, the same knowledge is presented in both books and multimedia, which leads to the overlap of knowledge, it does not play the auxiliary role of multimedia, and on the contrary, it wastes time.<sup>[1]</sup> The lack of emphasis on teaching leads to a lack of understanding among students. A lot of information is passed on to students in class, the focus and difficulty of courseware are not highlighted, the information of courseware is too large, but students' ability to accept and respond is limited after all, there is no time for analysis and integration, it often causes the students to become tired in a short time. It's hard for students to understand what they've learned, so they can't keep up with the progress of teaching. This will largely result in students' inadequate understanding of the corresponding knowledge, over time, there will be more problems, and it will make students lose interest in English learning. There is no emphasis in the classroom so that students don't know what to remember, what not to remember, and it influence the student's learning effect, it greatly reduces classroom efficiency. This is not the teaching method advocated by multimedia teaching, nor is it the purpose of multimedia application in teaching.

### **Teachers relying too much on multimedia**

Now, all kinds of English textbooks have complementary multimedia teaching CD courseware, the contents of the courseware are varied, detailed and illustrated. Therefore, some teachers completely rely on courseware and neglect or even save the lesson preparation. This dependence is mainly manifested in the fact that in English class teachers have become the computer operators who now easily grasp the mouse and demonstrate the contents of the courseware from previous knowledge communicators. Some English teachers have insufficient understanding of multimedia teaching; Multimedia courseware is used only when teaching, regard the projection screen as a blackboard, and the courseware are played page by page, students just look at the screen passively. In such an English class, students are still passive recipients of knowledge, and traditional methods of filling and cramming still dominate the classroom.<sup>[2]</sup> This shows that some college English teaching courses are covered by the modern education "outerwear" of multimedia teaching, and the traditional teaching mode is applied. Some teachers rely too much on multimedia and are not able to handle problems flexibly according to students' classroom situation, and cannot communicate with students naturally. Some teachers use a lot of audio materials on courseware, which has some benefits, but lacks communication with students, make students receive knowledge passively, it is not conducive to the cultivation of students' comprehensive ability and quality. Some teachers rely heavily on multimedia courseware so that teachers can't improve their ability to cope with the unexpected situation in the classroom, so that when the multimedia fails, some teachers will become overwhelmed. Although multimedia technology is an effective teaching tool, it is not the only teaching tool. Many teachers have a blind spot, if the teaching method works well, it will be extended, this lead to multimedia technology becoming the main teaching tool. But we should know that multimedia technology is just a teaching tool, which cannot be used as the main teaching method. Therefore, the teaching concept of teachers should be changed with the improvement of multimedia technology, reasonable use of multimedia technology for teaching and have timely and effective interaction in class.<sup>[3] (P39)</sup> Otherwise the student's initiative is not enough, and the change of teachers is only from the textbook teaching method to the electronic teaching method, not even the flexible use of the media technology teaching. It led to teachers returning to the traditional teaching mode, just move the book knowledge onto the screen, not only did not improve learning efficiency, but also reduced the learning effect.

### **Improper Design of Courseware Causes Stimulating Disturbance**

Notice form, ignore effect. Although multimedia teaching plays a role in improving teaching quality and efficiency, but it still has some limitations and problems, which need to be improved. In order to attract students' eyeballs, some teachers have designed many interesting pictures and videos on the courseware, the background scenes are too complicated, too much use of animation, video, pictures and sound, distracting students' attention, students can't hold the key, add the

pictures and sounds to the PPT can stimulate the interest of studying but distract their attention at the same time.<sup>[4]</sup> Students may concentrate their attention on colorful flashes, cartoons. This kind of courseware has a different effect when switching, it seems lively, but it can easily distract students' attention. Too many video and pictures have led students to watch movies and pictures, and it's hard to think deeply. The presence of sound in the courseware adds an additional appeal, but the excessive stimulation of the sound will make it easy to interrupt or interfere with students' thinking. Psychology tells us that human perception is selective, and the process of choosing is the process of distinguishing objects and backgrounds. The greater the difference between object and background, the easier it is to choose. And some of the courseware is designed without paying attention to the size of the font and whether the color of the font is in sufficient contrast to the background, the result is a "clear" content on the computer, which is "dimly visible" on the screen in class, influence the practical effect of teaching.<sup>[5]</sup> Poor quality of multimedia courseware and teaching effect Encourage to use multimedia teaching cannot ensure the quality of multimedia courseware and teaching effect.

### **Lacking of interaction between teachers and students**

English is a language discipline, to learn English well, practical teaching is the key. But with the development of multimedia technology, teachers gradually forget the essence of teaching, just use the multimedia to explain the knowledge, but reduce the opportunities for students to use the knowledge. The classroom that was supposed to be full of emotional communication between teachers and students becomes the "man-machine dialogue" that the teacher points the mouse and the students watch the screen. Students cannot get the teacher's vivid speech, the image of the infection, the classroom from beginning to end only heard the sound box, see the screen image.<sup>[6]</sup> The teacher is busy operating the machine, playing the pre-made courseware, cannot reflect the humanistic education concept, teachers can't go deep into the students to learn about the students' knowledge of the situation, so that students' needs cannot be satisfied in time. Teachers should know that multimedia is only teaching tools, not all teaching, the best teaching method of English teaching should be guided by teachers. The duration of a class is very short, and if the majority of time is occupied by multimedia technology, the interaction between teachers and students will be reduced relatively. If so, the teaching concept of teacher-student interaction and two-way communication becomes an empty talk. The process of student learning is the continuous interaction between teachers and students. Teachers pass on knowledge to students through communication, and then exchange knowledge about students' knowledge, so as to supplement their knowledge with knowledge. As an application-oriented discipline, the reduction of classroom interaction is very harmful to the cultivation of students' practical ability of language.<sup>[7]</sup> Teachers should carry out the students' teaching philosophy and pay attention to the progress and development of all students, let each student actively participate in the teaching interaction, thus optimizing the teaching effect of English classroom.

### **Countermeasures for the Problems of Multimedia-Aided College English Teaching**

In order to realize a fundamental change in college English teaching mode, it is necessary to use multimedia on the basis of analyzing multimedia features and teaching rules. Only correct the disadvantages timely can better play the advantages of multimedia teaching. This does not mean abandoning traditional teaching methods, in order to achieve the best teaching result, it is necessary to reform and re-create according to the needs of optimizing teaching resources in the premise of the rapid development of science and technology. The specific countermeasures are as follows:

#### **Designing courseware according to teaching content**

Multimedia courseware is an auxiliary means to strengthen teaching effect and improve classroom efficiency. In courseware making, do not abuse multimedia technology, teachers must pay attention to its practicability, and focus on whether the courseware will serve the teacher's teaching content. The teacher can't simply move the content of the textbook to the courseware, otherwise teachers cannot play the advantage of multimedia technology. Before preparing the lesson, the teacher should first make clear which part is the key and difficult points of this lesson,

how to highlight key points and breakthrough difficulties, and how to present the content, what content should be presented.<sup>[8]</sup> The content should be kept as simple as possible, the wording of the statement should be scientific and accurate, and the content of the statement should be able to highlight key points and breakthrough difficulties, the content of the expression should be easy for students to understand and master. Students play a more important role in classroom teaching activities, they are the real information receivers and handlers. This requires teachers to be aware of the students' learning situation when choosing courseware and designing classroom activities. The reasonable application of multimedia technology should fully follow the principle of "auxiliary" and highlight the students' main status. In the process of making multimedia courseware, teachers should combine the students' psychological characteristics and learning situation, and make them according to the content of the textbook.<sup>[9]</sup> Put the student's needs first, such courseware will be strong, the classroom effect will be good, and the teaching purpose will be achieved. Teachers should give full play to students' enthusiasm in teaching, create more language practice opportunities for students. Students will be able to choose their own learning content and learning order while actively accepting the teaching information of teachers and multimedia devices. Thus, they can form their own content of knowledge, and gradually cultivate their own thinking rules and thinking ability. In the process of multimedia use, teachers can use more time to practice the situation and make the courseware play an auxiliary role. In addition, it is necessary to find out the shortcomings of the courseware through the accuracy and practical application of students' knowledge, and modify them to improve the multimedia courseware, so that the multimedia in English teaching activities can play a more important role. Teachers should make full use of multimedia as an auxiliary means of teaching and design a student centered teaching mode.

#### **Combining multimedia teaching with traditional teaching**

As a teaching method, multimedia aims to serve the interaction between students and teachers. The interaction between teachers and students is not only the teaching and communication of knowledge, the emotional interaction is also very important. Therefore, in English class, teachers should not rely solely on multimedia, and the communication of body language and eye contact also are indispensable. This is actually a combination of advanced teaching mode, the input of language and knowledge is done by students themselves, students can use the Internet system to select and intake the language knowledge autonomously.<sup>[10]</sup> The teacher is no longer the indoctrination and imparting of the old teaching model, but the organizer, mentor, and inspector. Teachers can use the multimedia system to carry out the examination of the students' knowledge points. In addition, it is necessary to find out the shortcomings of the courseware through the accuracy and practical application of students' knowledge, and modify them to improve the multimedia courseware, so that the multimedia in English teaching activities can play a more important role. Whether traditional teaching methods or multimedia teaching, they exist for the purpose of teaching. Before multimedia teaching, teachers should deal with the relationship between traditional teaching and multimedia teaching. Teachers should not blindly pursue multimedia teaching methods and abandon traditional teaching methods altogether. Traditional teaching methods and multimedia teaching are all summed up by teachers in the long-term teaching practice, and have their own advantages and values. Teachers should combine multimedia teaching with traditional teaching methods to make students understand and master the content of teaching. On the basis of fully and accurately grasping multimedia teaching technology, the relationship between many media and ordinary teaching tools is handled correctly. Make appropriate lectures, blackboard writing, communication and other closely fit the traditional teaching and multimedia technology, to achieve the combination of traditional teaching and multimedia teaching, so as to achieve the best teaching effect. In the teaching process of different courses, teachers can combine the characteristics of the course and the different contents of each class, and use two teaching methods flexibly. The effective combination of modern teaching methods and traditional teaching methods will be more conducive to classroom teaching and improve teaching quality and teaching effect.

### **Improving teachers' ability of use multimedia technology**

Using multimedia technology to teach English is not only required for teachers to have solid English ability and teaching ability, it also needs to master and be familiar with information knowledge and technology, and improve the selection and organizing ability of network resources. On the one hand, modern English education not only requires teachers to have a good command of multimedia technology, but also requires the ability to realize man-machine integration, not only requires an in-depth understanding of teaching materials and courseware, but also requires reasonable organization of these materials. Therefore, teachers should be given more training opportunities, to learn more about the latest multimedia technology and the advanced knowledge of making courseware, timely update the multimedia knowledge so that teachers can keep up with the latest changes. At the same time, teachers need to develop and create new teaching methods and teaching mode, which requires teachers to master and fully understand multimedia technology. English teachers should constantly improve their information literacy and constantly update their knowledge. Only when skilled in the operation of information technology, can teachers make information technology better for English teaching services, thus effectively organizing teaching and improving teaching efficiency, better play the advantages of multimedia teaching. During courseware production and screen design, the teacher should ensure that the interface color is soft, collocation is reasonable; the picture should accord with the student's visual psychology, and music and dubbing are beautiful and appropriate. In addition, teachers should pay attention to theoretical study, combine teaching theory with multimedia English teaching practice. Last, teachers should get rid of the bondage of traditional teaching thinking, constantly summarize and reflect on teaching experience and harvest, and form a unique teaching style.

### **Designing interaction between teachers and students in the courseware**

As a teaching method, multimedia aims to serve the interaction between students and teachers. The interaction between teachers and students is not only the teaching and communication of knowledge, the emotional interaction is also very important. Therefore, in English class, teachers should not rely solely on multimedia, and the communication of body language and eye contact also are indispensable. Teachers should set up the interaction between teachers and students in the courseware. This is actually a combination of advanced teaching mode, the input of language and knowledge is done by students themselves, students can use the Internet system to select and intake the language knowledge autonomously. The teacher is no longer the indoctrination and imparting of the old teaching model, but the organizer, mentor, and inspector. Teachers can use the multimedia system to carry out the examination of the students' knowledge points. In addition, it is necessary to find out the shortcomings of the courseware through the accuracy and practical application of students' knowledge, and modify them to improve the multimedia courseware, so that the multimedia in English teaching activities can play a more important role. In the specific lecture, after the theme introduction, the teacher can show students the pictures, films and other contents that correspond to the learning goals, and project the analysis of the student's situation into the film. Students can describe these pictures and videos in English according to their teaching requirements, the teacher's description, analysis and answer of the students will be reviewed and recommended. In the pleasant environment of interaction between teachers and students, the students' attention is highly concentrated, thus stimulating the enthusiasm of learning language, accelerating the ability of language communication and enhancing the confidence of learning. And the practice of the hall can be subsequently handed in, the teacher gives timely approval, students know the answers in time also help to quickly correct mistakes, make students aware of them and quickly remember the correct language materials, so that the interactive teaching fall into place.

### **Conclusion**

Multimedia teaching is a convenient modern teaching method which brings vitality and vitality to English teaching, it can display English teaching content at multi-level and multi-angle, which greatly enriches the mode and structure of classroom teaching and makes modern classroom teaching have the superiority of traditional teaching. Effectively put students in positive thinking

and the training of the hand and brain, so that students can understand the basic skills, use them consciously, and improve their listening, speaking, reading and writing skills. However, the application of multimedia in English classroom teaching is a powerful complement to traditional teaching mode, but not an alternative. The teacher is the real leader of the teaching activities, the students are the main body of the classroom, multimedia is the auxiliary methods. In the normal teaching, teachers should study more, use more, maximize the role of multimedia, make it service for the classroom teaching and students' comprehensive development services. The English teachers of college school should face up to the problems presented by multimedia in practical teaching, and make multimedia play its due role in English teaching class.

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