

# Application of Multimedia Network in College English Teaching Practice

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**Abstract**—In recent years, with the gradual advancement of the globalization process and the rapid development of computer network technology, many aspects of people's lives are being strongly impacted by the network information age. The widespread use of computer networks has also brought unprecedented opportunities and challenges to the development of language teaching. Throughout the world, we can see that on the one hand, the application of computers in the field of language teaching is gradually realized along with the development and progress of computer network technology itself, and has the technical ability to be innovative; on the other hand, the application of computers to language teaching The field is more responsive to the evolution of teaching theory and the improvement of the teaching requirements, and it has a sense of the times. The rapid development of multimedia network technology has injected new vitality into college English teaching and challenged the traditional classroom teaching mode. This paper will discuss the conceptual characteristics, advantages and problems in the application of multimedia network technology.

**Keywords**—*Multimedia technology, Network, College English teaching*

## I. INTRODUCTION

Multimedia network technology is a technology that integrates sound, graphics, text, video and other media through computers. Multimedia network teaching is to realize the teaching mode of regular teaching through the collection, transmission, input and sharing of various multimedia information. The multimedia system based on the network can combine multimedia technology and network communication technology to achieve the maximum amount of information dissemination, management and communication. [1]The famous teaching psychologist Terry Chila experiment shows that the normal person's absorption rate of knowledge is 83% visual, 11% hearing, 3.5% olfactory, 1% taste, 1.5% touch, which means people pass Visual and auditory information accounted for 94%. Multimedia network technology is a combination of text, image and sound. It is vivid and even incorporates a variety of humanities such as aesthetics and literature. It provides learners with a visual and auditory interactive language learning environment that realistically simulates or expresses English everyday. Communicating the scene can stimulate students' interest in learning and avoid the single boring mode of "study in the basics" in regular teaching, which helps to improve learning efficiency. Multimedia network technology has a strong interactivity, also known as intelligence. It enables real-time interaction, feedback and communication between people and machines, people. The learner can store, display, and play text, graphics, images, sounds, etc. according to individual needs, and repeat the intensive exercises on the selected information according to the different basic interests of the study. The use of multimedia network teaching, greatly improving the capacity of classroom information, is no longer limited to the limited knowledge of the teacher himself, so that the classroom content is more substantial. At the same time, students are guided to use the online search function to learn independently and cultivate students' good self-learning ability.

## II. ADVANTAGES OF MULTIMEDIA NETWORK TECHNOLOGY IN COLLEGE ENGLISH TEACHING

### A. *Diversified Teaching Methods to Stimulate Students' Interest*

Interest is the best teacher and a driving force for students to learn independently. Teachers can use multimedia network technology to combine sound and shape, static and dynamic features to design a lively and interesting and inspiring teaching scene to motivate students' enthusiasm and imagination. The purpose of English language teaching is to develop students' comprehensive English ability, especially the ability of listening and speaking. However, due to the unilateral training in grammar and vocabulary in teaching practice, dumb English is still a common problem among students. This has to be said to have a lot to do with our long-standing boring teaching model and extremely limited teaching resources. In the English class, you can use multimedia courseware, Flash, original film appreciation and other diversified teaching methods to attract students' attention, create a good environment for speaking English and speak English, and pay attention to the cultivation of students' oral communication skills.

### B. *The Flexibility of Teaching Activities, breaking the Boundaries of Time and Space*

The network-based multimedia technology breaks the boundaries between time and space in college English teaching, and can communicate and communicate between teachers and students anytime and anywhere. Now most universities have developed systems such as campus network and library information base. Students can pass The professional learning system conducts targeted learning in and out of class, and can communicate with teachers through online messages or online communication. It is no longer limited to the traditional 50 minutes limited classroom activity time. College English is taught in large classes.[2]

C. Real-Time Updates of Teaching Content, Close to Real Life

Multimedia network technology learners provide a large amount of pure English written knowledge and audiovisual materials. This kind of living and time-synchronized knowledge is difficult to obtain in traditional textbooks. In recent years, the widely used and recognized textbooks in college English teaching are commonly used in "New College English", "New Horizon College English" and "21st Century College English", which are commonly used in professional English teaching. The Foreign Language Education and Research Press published in 1995, "Advanced English (Revised Edition) and the "New English Course (Revised Edition)" published by Shanghai Foreign Language Education Press in 1997, looking at the use of versions of colleges and universities, the old and new versions are interlaced. [3]

III. COLLEGE ENGLISH TEACHING PRACTICE

The design of multi-media college English classroom teaching process design is an important part of the entire teaching design. Because the classroom teaching process is the interrelatedness and organizational structure of teachers, students, teaching content and computer multimedia, the design of the classroom teaching process structure Must consider the teacher's guidance, organization activity, the student's main participation activity, the organization of the teaching content, the combination mode between the various forms of the computer multimedia, and the mutual connection between them.[4]

A. Design of Teacher Guidance and Organizational Activities

In the multi-media college English class teaching process, teachers are bilingual and are the role of managers, organizers, and guides. They are the deepening of the original roles. Here the teacher is not a content expert, but a learning and problem solving expert, providing guidance and role models for students' learning and problem solving.[5]At the same time, college English teachers are the carrier of bilingual culture, and they are open and have deep cultural heritage. He explained the language's connotation culturally to the students with the bilingual's rich intellectual experience and established a model of identity recognition for the students in bilingual culture.

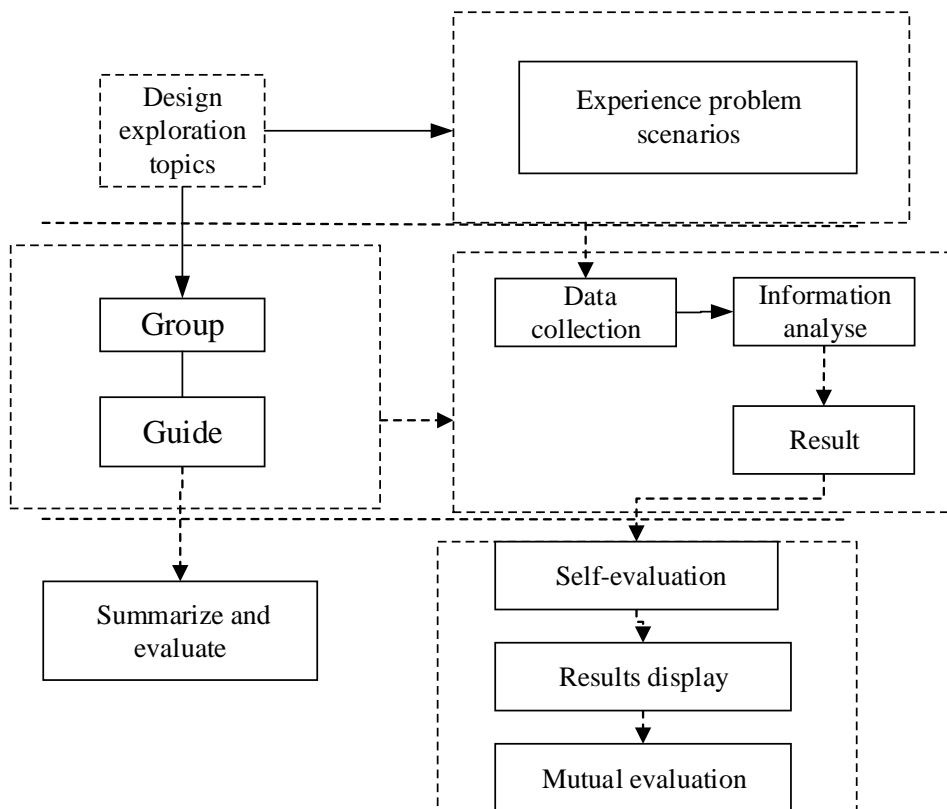


Figure 1. The main aspects and tasks of the teaching model

B. Design of Student Activities and Negotiation Learning

One of the purposes of optimizing multimedia English classroom teaching is to optimize the classroom teaching structure, give full play to the students' enthusiasm for learning, and provide students with more opportunities to participate actively, so that they can actively practice, find problems and provide insights, and cultivate their opinions.

Innovative ability and thinking ability to promote the development of learning ability and learning quality.[6] Students are the main body in classroom teaching. In the teaching process, students must be involved in teaching activities in a large area and at multiple levels to truly reflect their dominant position. The entire teaching process is centered on student learning. Under the guidance of ingenious and concise explanations by teachers, students use multimedia to create the specific language

scenarios needed for teaching content, through human-computer communication and interaction between teachers, students or students. Subject learning or seminars, conversation or self-paced learning, and more.

TABLE 1.COMPARISON OF TEACHER AND STUDENT ACTIVITY TYPES

Teacher	Student
Respond to the goal: Inform students about learning objectives through multimedia means, arouse students' attention.	Actively participate in related English learning and practical application activities rather than passively listening to others' experiences.
Exciting engine: Inspire interest in learning, give play to students' initiative and initiative spirit, inspire students' desire for knowledge, and guide them to perform the subject.	Autonomously explore, think, discover, and raise questions, and devote efforts to finding solutions to problems rather than avoiding or simplifying problems.
Suspicion and doubts: Teachers can use modern media to conduct classroom suspicion, arouse students' thinking resonance, create problematic situations with exploring factors, and stimulate and encourage students to carry out exploratory intellectual activities.	Actively negotiate interactive activities with others through the multimedia learning environment, such as repeated descriptions, role-playing, discussion speeches, and opinions. Promote the construction of meaning in cooperation and interaction.
Provide clear knowledge and structure of teaching content: Highlight key points and difficulties, and use multimedia features to provide students with a complete cognitive structure to promote learning and prevent interference.	Online writing, independent reading and practice consolidation.

C. Design of Classroom Teaching Process Flow Diagram

In order to make teachers, students, teaching content and computer multimedia in classroom teaching organically linked to form the best classroom teaching structure, it is possible to design flowcharts of classroom teaching structures and use them as a blueprint to implement classroom teaching activities by using some graphic symbols. It reflects the interaction among teachers, media, and students and the combination and use of multimedia in the teaching process. [7]Therefore, in the organization and presentation of the classroom teaching structure map must be done: 1 to make the classroom teaching content form a complete and logical knowledge system; 2 in line with the student's psychological order of learning; 3 easy for teachers to switch multimedia forms operating. The effectiveness of classroom teaching depends on the interrelationships and organizational structures among teachers, students, and teaching content. The most important factor is the teacher who guides students' activities and conducts teaching content. Organization and the use of teaching media.

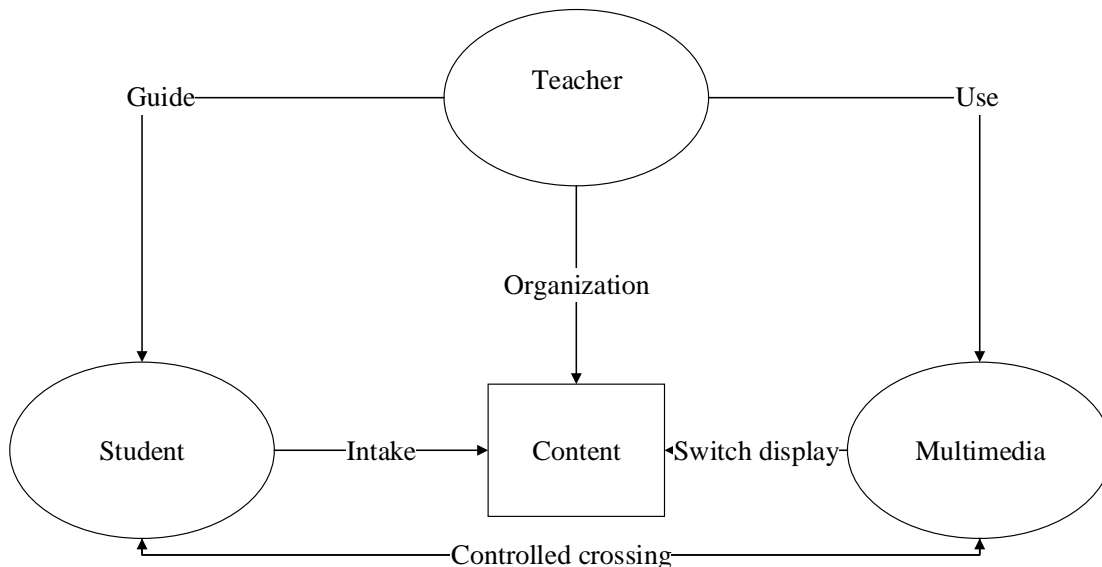


Figure 2. The relationship between teachers, students, teaching content and multimedia

From this we can see that giving full play to the role of teacher guidance and management is the fundamental guarantee for improving the effectiveness of multimedia college English classroom teaching, and it is also a problem that multimedia university English classroom teaching process design should pay attention to.

**TABLE 2. EVALUATION OF STUDENT ROLE ORIENTATION IN THE COMPUTER NETWORK ENVIRONMENT OF 8 TEACHERS AND STUDENTS**

Evaluation subject		Teacher (evaluation of students)	Student (evaluation of himself)	Average attitude of teachers and students
Teacher-oriented multimedia hall	Active knowledge builder	32.40/n	23.9%	28.2%
	Passive acceptance of learners	37.3%	46.8%	42.1%
	Collaborators of classroom activities	47.3%	44.2%	45.8%
	Center of classroom activities	34.3%	20.5%	27.4%
Student network autonomous learning environment	Independent decision maker	21.4%	12.90/n	17.2%
	Passive knowledge recipient	37.2%	17.20/n	47.3%
	Teacher and student activities collaborators	37.4%	57.3%	40.4%
	Personal needs analyst	20.8%	43.4%	21.2%
	Network information lost	29.5%	21.6%	34.7%
	Information collection and processor	40.7%	39.8%	41.7%

#### IV. CONCLUSIONS

The college English teaching mode under the multimedia network has injected new vitality into the teaching of college English. It also puts forward higher requirements for the majority of teachers. It requires teachers to actively adjust their mentality, optimize the teaching mode and learn new technical means. However, multimedia network teaching cannot completely replace traditional classroom teaching. How to better apply multimedia network technology to college English teaching still needs us to continuously explore and summarize in teaching practice.

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