Second Language Reading Strategies in Multimedia Environment for Zhuang Ethnic College Students in China

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Abstract - The second language reading teaching in multimedia environment can provide students with an ideal environment to improve their reading ability in the multimedia environment. Due to the uniqueness of Zhuang ethnic college students' English learning, this paper mainly discusses their reading strategies in the multimedia environment . Therefore, we can have a definite object to improve teaching methods and Zhuang ethnic college students' reading ability.

Keywords - multimedia environment; Zhuang ethnic college students;   second language reading

I . Introduction

English as a second language teaching process, there are four basic skills: listening, speaking, reading and writing. Reading isone of the most important skills. The reading ability is influenced by many factors, but one of the most important factor is the use of reading strategies. Owing to the different reading purposes, different readers often need to use different reading strategies during the reading process. In the traditional reading class, which is dominated by teacher ,students are always in a passive reading and state, absorb knowledge passively and have a poor   interactive with teacher, which greatly frustrate students reading enthusiasm.Even though some universities have applied Multimedia technology in teaching reading in the Zhuang Autonomous region in China, there are many reasons such as, the high shills of using multimedia, no professional training to teachers in multimedia technology and students weak consciousness of multimedia reading and so on that have now led to teachers only regarding multimedia as a "blackboard", and   doing a simple PPT to present students the contents of the explanation, no practical use multimedia teaching, and no substantial change in teaching reading. In this case, Some students think reading is very dull, others think whether they attend class more or less and listen attentively or not, which is no use to help them to improve reading skills. In this thesis, the writer have done a investigation in the form of questionnaire to 300 freshmen and sorphmore major students in the writer's college about the traditional reading teaching, the usage of multimedia resources, the learning reading situation and its effect. After analysis, it found that there are a lot of confusion and fear for students to read English under the multimedia network environment, even many students especially freshmen are never practice English reading in multimedia network . At the same time, from years of teaching information feedback, it is clear that students have the biggest also the most comments on reading teachers, mainly, English reading class is dull as ditch water ; teachers can not explain language points and sentences in detail; the reading content is out of date, which can not follow the pace of social development , and cannot reflect the social dynamics. Aiming at these problems, the use of multimedia network in teaching reading is imperative. This study attempts to explore the second language reading strategies in multimedia environment for Zhuang ethnic college students in China.

II . The researches on teaching english reading in multimedia in china

The educational technology whose core is the computer, network and multimedia has become a creative tool to expand human capacity. The network provides a wealth of resources and space where students can play a maximum of learners' initiative and enthusiasm, so a new mode ----student" learning" as the center of teaching mode is formed and developed. In reading teaching practice,   the research into applying multimedia network in this field in China is reflected in the following aspects:

Firstly, curriculum construction. China's tertiary institutions multimedia network course construction, including platform, software development, software design, learning resources and so on. These courses through man-machine dialogue, integrated teachers' explaination with students self teaching, with openness, autonomy and dynamic, are very popular with the students. It has proved that the use of multimedia network in teaching English reading is not only feasible, but also has a brilliant future.

Secondly, English learning websites. At present our country's school and private second language learning websites are mature with each passing day. Through Google search it lists 120 common English websites. The Internet has a lot of websites designed for second language learners, such as, the English reading website, namely, www . Enread. Com and www . Enrtm. Com, and famous websites, such as, Thailand Bangkok Post network reading teaching website, English learning, second language learning activities, English reading club, the website designed for the second language learners to improve the reading ability. Others are very worth reading and often used online resources, such as, an online encyclopedia, famous virtual libraries, such as, the network of public library, literature collection of sites, such as, Shakespeare etc.. And most comprehensive websites regard English reading as the important program to be expanded. This study investigating 300 questionnaires shows that only 18% of the students under the guidance of teachers often use learning website that is

fixed, such as English, English reading club, English learning, learning English and the University Family Forum; 70% of the students are irregular, accidental use it. Site selection and frequency of use have the relation to the teacher's guiding.

Thirdly, teaching model research. It does not have a long history of Multimedia Assisted Foreign Language Teaching in our country. our computer assisted foreign language teaching and research started at the later period of 1970s. From 1980s, computer assisted foreign language teaching and research have made rapidly development. At the early 80's, China's foreign language teaching aided means is simple audio-visual media and language labs, arrived in the later 80's,especially, entering into the 90's, we have started the computer assisted foreign language teaching. English reading course, the multimedia network teaching mode research began in China in 90's of the last century. To the later 90's, there were many multimedia auxiliary teaching researchers. Bai Zhiqiang (1997) argued that the computer assisted reading teaching weredifferent from the behaviorism's one-way stimulation reaction model, and proposed the teaching model that considers students as the main part and takes the controlling process and cognitive structure for the center. Ma Shuxian(2002) proposed and designed the teaching model combining the network teaching with the traditional class teaching. Zheng Yuqi (2005) according to the Southeast University professional reading English network curriculum implementation case, he made a summary to its design, practice and evaluation.

Lastly, Evaluation of strategy research.In recent years,network education researchers focus on the timely summarizing the multimedia network and construction evaluation system, and they published thesis on network teaching evaluation strategies.As Wang Rongxia (2005) from an overall evaluation and analysis, held multimedia network teaching evaluation should review the qualifications of the evaluation object, which do from teaching quality, teaching efficiency and teaching efficiency.Pearl (2006) doubted about the teaching evaluation that followed the traditional teaching mode on the network teaching, pointed out that the teaching mode existed many problems, such as,neglecting the process evaluation, single form and more knowledge less capability, and put forward to diversified evaluation system, such as, online delay evaluation system, the network answering system and multimedia network examination system.

III . Existing Problems

Multimedia network has been greatly applied to the teaching class in the eastern and center regions in China, which gained a lot. However, he situation is not optimistic in the western region. The author has taught 4 years English reading course in one western college and feel deeply the imperative of the teaching reform, and do a paper survey to the freshmen and sorphmore of English major students in this college. It finds that only 18% of the students under the guidance of teachers often use learning website; 70% of the students are irregular, accidental use of learning website; 90% of the students, most of whom are freshmen, mainly depend on

the teachers' traditional teaching to gain knowledge; 60% of students are afraid of online reading and do not know how to do it.They feel very confused; 80% of the students think they will lack the awareness of autonomous reading multimedia network environment, so they will not have a high learning efficiency. In the view of the problems existing in the Zhuang ethnic college students, it has a great significance to explore the scond language reading strategies in multimedia environment for Zhuang ethnic college students in China.

IV. Second Languages Reading Strategies In Multimedia Environment

A . Elaboration

According to the Ma lley (2001) information processing theory, learning strategies are divided into metacognitive strategies, cognitive strategies and social / affective strategy. Elaboration is one kind of cognitive strategy. It refers to the combination the new information with the memories of the old information. The traditional English reading teaching is the simple cycle, mainly "teaching reading skills---- reading materials---- practice ". Based on the traditional teaching, we can link the books' knowledge such as the reading skills to the latest reading materials on the network, which can stimulate the students' interest in reading and make students full of reading passion in the learning process. With the rapid development of the Internet in the field of modern education, the rich online English resources not only provide a lively, vivid English reading materials, but also make the traditional English reading teaching mode changed greatly, and become the best assistant to the traditional reading teaching.

B. Cultivation of students' autonomous learning ability under the network environment

According to the Malley (2001) self management strategy, the learners understand what conditions can contribute to learning, and can create their own arrangement of these conditions. Under the environment of multimedia teaching can enable the student to use the vivid, lively and open online resources to study, choose reading materials and reading skills independently. It can cultivates language and pragmatic competence, so as to arouse students' initiative and creativity. Students can make learning plan according to their own personal English level and cognitive style, hobby, choose learning contents and develop active learning and collaborative learning. In the study, we use the reading skills to positively predict the contents and use the cognitive strategy such as fast reading, skimming, scanning, scanning, which not only enlarge vocabulary, understand the main idea judgment and generalization of the teaching aim, but also correctly understand the context of textual and literary style in the specific and vivid context and form benign cognitive structure and cognitive schema. In the reading process, students should flexibly adjust and use learning strategies according to the different learning content and the communicative context, effectively monitor and assess the usage of learning strategy, analyze and evaluate their own learning effect the usage of the network curriculum of

language testing and evaluation system, so as to make the next stage of the reading goal and plan, and improve reading ability.

C．Emotion strategy

The so-called emotion strategy refers to the students adjust and control their motivation, interest, confidence,will and other emotional factors in the language learning process . Under multimedia network environment for English reading, the teacher should be targeted to enlighten those students who are afraid of online reading, guide and encourage students to carry out network English reading.For example, since different students practice the same reading skills, teachers should provide different themes of the network reading, guide students to actively participate in the network reading and encourage students to boldly online reading step by step, but the reading materials be from the shallower to the deeper, by Jane as hard in order for students to build up their own self-confidence.

D. Teachers should play the role of the supervisor

A lot of students feel confused in the online English reading process, so the teacher not only help them out of the trouble, but also play the role of supervisors. In the network learning environment, teachers can build network evaluation mechanism, assign the students some exercises and reading tasks and carry out timely and effective evaluation to the students' exercises and tasks.

Ⅴ．Epilogue

In recent years, there are great development in the use of the multimedia network reading. While, in view of Zhuang ethnic college students reading situation, this article puts forward to some English reading strategies combined with multimedia network reading. But it can not deny that there are many problems in the use of multimedia reading process, for instance, how can we design online reading course suited to the Zhuang ethnic college students, etc., which need related professions to do a further research.

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