

# The Application of Multimedia Technology in Senior English Teaching

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**Abstract:** With the development of language teaching, multimedia technology has been used in senior English teaching, which provides teachers a convenient way to teach. Compared with traditional teaching, multimedia technology has got a great improvement in teaching mode, teaching content and teaching methods. It stimulates students' interest in learning and improves learning efficiency. It also provides students many chances to exercise themselves. It is convenient for students to understand things that are far away from their life. Multimedia can create situation for students to learn well. At the same time, the multimedia technology in senior English learning enhances students' awareness of autonomous learning and lets them get enough exercise. We should view the relations between multimedia technology and English language teaching from the perspective of modern English teaching so as to promote the integration of modern techniques and modern teaching. Therefore, the application of multimedia technology in senior English teaching takes English teaching to a new level and makes English teaching more interesting.

## Introduction

Recently, with the rapid development of computers and modern teaching technology, the multimedia technology becomes the most popular way of teaching. The proper application of multimedia technology can fill our class with energy and enrich teaching contents. Besides, it may encourage the learning interests of students and then improve the teaching quality. As for teachers, multimedia technology in English teaching seems very ideal, and this teaching mode has scientific theory foundation. Explanation and demonstration are the basic teaching techniques of language education. It is of great importance to use them properly to mobilize students' enthusiasm of learning teaching contents, arouse their interests of learning new knowledge and new techniques, succeed in the classroom teaching and improve teaching quality. For students, interest can affect their study efficiency directly. The use of traditional mode in English teaching cannot arouse their interest to learn. Students have to use mechanical memories and do a great deal of exercises. In such conditions, students are not interested in studying and teachers have no passion in class. There is no doubt multimedia technology becomes a good choice for English teaching. By using multimedia technology, students' interest in learning can be improved. By using useful and auxiliary teaching

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tools, teachers' teaching tasks become much easier and teachers' passion in teaching is recalled.

### **The analysis of multimedia technology**

Multimedia is a compound word consisting of multiple and media. The core part is the media. There is double meaning of the media, one refers to entity stores information, such as a disk, CD, tapes, semiconductor memory; [1] the other refers to the vector of transmitting information, such as number, text, sound, graphics, and so on. It shows an integration of different media elements. Multimedia technology can deliver information of higher quality in unit time and limited area. [2] In addition, it's possible to handle and express a large amount of data including both pictures and words, which gives students convenience to conceive words data and understand teaching objects. What's more, multimedia technology makes teaching more vivid and intuitive, because of quick and efficient handle of text, sounds, images and animation. Pure language explanation or action demonstration can't achieve the best knowledge reception of students. But multimedia technology can transmit information by combining language signals and picture signals together with three advantages. Firstly it improves students' information reception effect and teaching quality. Secondly it deepens students' memory and understanding of knowledge with its vivid pictures, videos and refined language. Thirdly multimedia technology application can unite recognition process, effective process and will process in teaching so as to stimulate students' inner study motive, improve teaching efficiency and teaching quality.

### **The application of multimedia technology in senior English teaching**

Traditional teaching methods pay more attention to teachers' instruction, therefore a lot of teachers unconsciously or even consciously dominate the whole class. This kind of lesson not only submerges the scientific and entertaining nature of textbooks but also obliterates the enthusiasm and initiative of students. Meanwhile, students have been trapped in a state of "malnutrition" for a long time because of their lack in vocabulary and audio or visual materials.

Multimedia teaching has brought hope to the fact above. Multimedia is exactly a combination of graphics, image processing, visual arts, music, pedagogy, psychology, artificial intelligence, informal and electronic technology which can fully mobilize students' visual and auditory processing functions and stimulate students' interest so as to improve memorial efficiency. Multimedia technology applied in English teaching will provide a lively scene and a concrete image for learners with listening, speaking, reading, and writing arranged simultaneously as a result to fulfill the goal of optimizing the training process of the four skills. With resource shared, efficiency of English teaching is ensured and highly qualified. So there is no denying that multimedia technology has occupied an important position in English teaching.

### **The application of multimedia technology in senior English teaching mode**

The traditional mode of English language teaching refers to face-to-face class teaching. It makes full use of Didactic Approach and Duck-stuffing Approach to teach students. Teachers spend most time to teach the material, but students have few chances to practice what they learned. On the contrary, multimedia technology can provide a condition that help students to communicate, discuss and help each other.

### **Classroom learning**

Classroom teaching of multimedia mode is guided by teachers. Teachers use computers, English teaching software and all kinds of audio and video equipment as the media of teaching

information to create a more realistic language environment for students to transfer knowledge of language. Compared with traditional teaching mode, the biggest advantage of this mode is to transfer the knowledge and skills of the language between teachers and students, at the same time, students are proactive, have a strong interest in it. Teachers get students' feedback information on time, which can timely and flexibly adjust teaching methods and processes so as to meet the requirements of students' learning progress.[3] In the traditional teaching mode, whether teaching results are good or not, it is measured by students' degree of familiarity on teaching content, which leads to students' passive learning. Hence, teachers must pay more attention to students' feedback information and encourage students to study actively.

### **Individual learning**

Individual learning mode considers students as the center and students can make use of the computer to carry on individual learning. Students can use the tape recorder, headset microphone group, personal computer terminals and other equipments provided by the multimedia language laboratory and network providing rich learning resources for autonomous learning. Individual learning not only refers that students learn by themselves, but also refers that they can ask for teachers' help through the call switch or network audio and video equipment. Through the intercom function teachers can give guidance for students' individualized learning. This is a kind of learning form that is suitable for students to learn extra curricular knowledge and consolidate the original knowledge. Learning time and place is not restricted, which requires students to have a high degree of independence and initiative.

### **Cooperative learning**

Cooperative learning is also known as group learning. Multimedia classroom with optional grouping function, namely, students join the study-group designed by the teacher according to the needs of practical teaching. After that, the learners of the same group can come up their own opinions and ask other members for help. Each group also can take measures to have the form of learning competition, asking and answering. Both of them are very flexible. Cooperative learning improve students' ability to solve problems and at the same time it can enhance their confidence and their interest in learning knowledge. Traditional teaching method was simple and the whole class was held by the teachers. Students cannot show themselves very well.

### **The application of multimedia technology in senior English teaching content**

Teaching content is the main source of teaching information, which enables students to acquire knowledge, develop their skills and their abilities.

#### **Presentation form of teaching content**

From the presentation form of teaching content, it is mainly about descriptive text and complementary illustrative graphs, charts. It can use the audio and video materials to assist the teaching, on the contrary, the images, sound and animation cannot combine very well to show the teaching content. However, with the help of different pictures (static and dynamic), different colors, different forms (text, graphics, images, animation, video, music, sound effects, etc.), multimedia teaching can show the teaching content in various levels and all directions, as well as the combination of static and dynamic's pictures.[4] For instance, teachers use a description of the cruel war scene or the description of the harmful drugs. Because the students' real life are far away from the content. There is the sense of distance. It is not easy to empathize and hinder the students' deep understanding of the underlying theme. If some related videos or incidental pictures with words are added in the process of learning the above content, the text can describe specific visualization at once. And the related videos or incidental pictures with words make the distance shorten between

the objective things and the students, which helps students to get a deep and clear perception. However, the traditional teaching mode is difficult to achieve.

### **Organizational structure of knowledge**

The internal structure of the teaching content is organization design of the subject knowledge structure. Knowledge structure is the logic relation of subject knowledge and it is also the source of information in the subjects. Traditional materials and other assisted materials are based on the linear structure to organize the knowledge structure of subjects. The structure of knowledge content and its sequence are based on teaching and reading order. Students' learning is not free or flexible. Therefore it is difficult to make migration from the existing knowledge structure to the new knowledge structure. Scientific research shows that the human memory is the net structure. Linear structure restricts human associative thinking ability objectively. The relationship between information is rich, complex and diverse. They can be the image, abstract and logic. They can also be color, voice and digitization, even a variety of static and dynamic combination.

Multimedia technology is a way to show the teaching content and the construction of the knowledge structure. The organization of information is a non-linear structure. Such forms of organization and content of information combine the diversity with complexity, including the basic content of subject and the logical relation between the subject content. Multimedia technology not only pays attention to the formation of knowledge, but also pays attention to the structure of knowledge. So multimedia technology emphasizes students' active participation in the construction of knowledge structure in the organization of teaching content. Meanwhile, with the goal of independent learning, multimedia technology integrates the external form of the teaching content with the internal structure of science closely that can adapt to all kinds of teaching needs.

### **The application of multimedia technology in senior English teaching methods**

In modern education, the really useful knowledge is not taught by teachers, but learned in certain situations, according to students' collaborative discussion and communication. The use of multimedia technology in English classroom emphasizes students as the main body and promotes the development of teaching methods.

### **Situational teaching**

Constructivism emphasizes the usage of learning environment in learning. There are four main factors of learning environment. The important thing in senior English teaching is to create a real and lively teaching situation so that both teaching and learning are in a positive state to achieve the classroom teaching situation. Multimedia technology makes the teaching content of sounds and images exist together by means of the language description and demonstration of the text, image and animation simulate for students to create a realistic environment, which fully stimulates their learning interest and enthusiasm. Multimedia technology is able to take the initiative to participate in the teaching process through a variety of games, role-playing and other ways.

### **Collaborative discussion**

In traditional English teaching, communication is mainly limited to between teachers and students. Communication and discussion between students are often affected by the level of knowledge and the sources of information and the effect is far from satisfying. In multimedia assisted teaching, students under the mode of collaborative learning make full use of the rich resources and transmission function of the computer network to realize the interactive collaboration between students.[5] This cooperative interaction is beyond the past two-way communication that rely on oral single expression form. In the course of the discussion, teacher guides the students to draw their own conclusions and cultivates their ability to analyze and solve problems. Collaborative

discussion provides opportunities, conditions and space for different levels of students. This is suitable for students' individual differences.

### **Autonomic learning**

Traditional classroom teaching is that students learn what teachers teach. It emphasizes too much on teaching and the learning of autonomy is lost.

The students' initiative is suppressed. Meanwhile, the individual experience is also deprived. So the enthusiasm of participation in teaching process is not high. Multimedia computer teaching is a relationship based on the active participation of students. It makes teaching break the limitation of space and time and lets students learn knowledge diversified.[6] Multimedia technology takes care of the student's individual difference, meets the requirements of the learner's personality, makes the individual learning possible.

### **The advantages of multimedia technology in senior English teaching**

#### **To stimulate students' interest in English learning**

Multimedia technology helps to simulate student's interest in English teaching. Einstein used to say, "Interest is the best teacher." Whether students have interest in learning English or not is the key to learn English well. As we know, in the traditional classroom teaching tools are just chalk, blackboard, and some better ones have tapes and televisions. But the multimedia teaching synthesizes the sounds pictures, texts and cartoon into a whole. Multimedia teaching can transform some boring texts into the visible-audible interesting content based on its features. Making full use of multimedia technology can show some new words, stereos, and dialogues, which can make classroom instruction vividly and lovely.[7] In senior English teaching, if teachers only read the text book to students, they will feel bored in learning and cannot make sense of the language. But if teachers use the media to watch the cartoon, they would be excited and put them into the situations of the text they learn. The result of teaching would be much better than listening to the teacher or the tape. Thus, it can excite students' interest in learning English. We can design lots of activities by the assistant of the media.

#### **To improve learning efficiency**

In multimedia English teaching, teachers changed the original teaching method that teacher is the person who teaches students knowledge, tells students the way to live and answer students' questions. The multimedia teaching method actually liberates the teachers and teachers have a great promotion.[8] Furthermore, multimedia teaching content will be activated, for example, in telling the dialogue text, multimedia is able to present in the form of actual dialogues, in such conditions, students can learn with actual dialogue.

The relationship between teachers and students have a great change under the multimedia English teaching: the teacher plays a leading role of teaching, students play a main role of learning. The interaction in English teaching activates the teaching environment and promotes students' ability of English autonomous learning.

### **Conclusions**

The application of multimedia technology in English teaching is a double-edged sword with pros and cons, and plays the key lies in teachers' teaching philosophy. Teachers should be in line with "take the student as the center, teacher as the guide". There are advantages and disadvantages in multimedia technology teaching. Teachers should make full use of advantages and try their best to avoid disadvantages.

In class, teachers should provide more interesting things for students to improve their attitudes



toward learning. Multimedia as a teaching tool can not only use text, animation and graphics, but also video and audio. All of that are very modern. The purpose of multimedia is to create an active teaching mode for students. Multimedia technology provides students a real situation to study and improves students' learning efficiency. Compared with traditional teaching, multimedia technology weakens teachers' status and ignores students' training. However, traditional teaching ignores the main part of one class - students. So if teachers combine multimedia technology with traditional teaching very well, they will receive unexpected results.

The application of multimedia technology is one of the important symbols of English teaching modernization. The traditional English teaching has been focused on the teacher-centered mode in which students are taught knowledge in the way of cramming education. Students have weak sense of participation and the teaching effect is unsatisfactory. The application of multimedia technology in senior English teaching takes English teaching to a new level and makes English teaching more interesting. In conclusion, as an English teacher, we should try our best to learn many more modern teaching methodologies.

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