# Intelligent Information Mode of College English Teaching Based on Multimedia Network Technology

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**ABSTRACT:** *The multimedia network technology has been developing rapidly in the past few years. Network resources should take an important role in college English teaching, of which the "students-centered" pattern should be promoted so that students' potential of studying independently can be developed. Despite efforts, some colleges and universities meet with difficulties in doing so. Overcoming these difficulties and structuring proper multimedia network ensure that multimedia network technology takes an important role in college English teaching.*

## 1. Introduction

Multimedia network is the realization of the modernization of education trend. Modern education should cultivate students' lifelong learning required for self-learning ability is the ultimate goal. Since the beginning of 2004 the Ministry of Education launched the "College English Teaching" project since more than two years, college English teaching reform are focusing on learner-centered and improve students' English language proficiency, college English teaching from being teacher move to a new mode of teaching is student-centered traditional, single-language learning center, which not only impart general knowledge and language skills, but also focus on students ability to use language and self-learning ability. This new teaching model to support multimedia and network technology, computer network autonomous learning combined with classroom teaching and coaching, teaching embodied learner-centered thinking, to develop individualized learning and self-learning. In this study, two-year study on autonomous learning and network-based multimedia college English teaching model, based on experimental results obtained: (1) based Multimedia College English Teaching Model and promoting English learning autonomy; (2) the model will help improve students' English achievement.

At present, in order to adapt to the information age of teaching requirements, our country is promoting college English teaching reform [1]. In the early of this year, the Ministry of Education has issued on further deepening of the undergraduate teaching reform to improve the teaching quality of comprehensive certain opinions" for information technology as an important means of improving the quality of teaching, establish the network environment in the college English teaching mode, gradually realize the digital Internet in teaching and management [2]. Using information technology, it can improve teaching activity ability, learning ability of undergraduate students through the computer and multimedia course war [3]. In this way, we can achieve real promotion of university students' integrated English language competence, especially listening ability (See figure 1).



Figure 1. English teaching by multimedia network technology

## 2. State of the Art

### 2.1 Theories of multimedia English teaching

The theoretical basis for multimedia English teaching is constructivism theory [4]. Jean Piaget (Swiss psychologist), the founder of constructivism, holds that knowledge is not passively learned. But constructed by the learners themselves; information or knowledge is constructed through their own experience or actions. Thus, with the help of the teacher and other students, knowledge is obtained by the learners in certain situations by means of meaning construction [5]. The key point of constructivism is student-centered and the teacher is the guider and organizer. The role of the teacher is to help and guide students to construct knowledge actively. In this process, students may not only get the help and support of teachers but the collaboration and support of other students [6]. Multimedia helps establish a truly student -centered teaching mode and put English teaching and learning into a more enjoyable environment under the guide of constructivism theory.

In recent years, with the increasing popularity of multimedia technology and Internet network application, constructivism learning theory has gradually attracted people's attention. Construction theory is especially suitable for the theoretical basis of the new model of College English teaching based on network and multimedia technology. A constructivist view of the scholars, language learning is actually the active construction of learners, learners do not passively accept input, but the interaction through the original system of language knowledge and language input between the new constructions of his language ability. The guiding role of constructivist learning theory emphasizes students' cognition of teachers and its effect on teachers and students have are positioning: students are no longer passive recipients of the teaching contents, but the subject of information processing, is active acquisition and the significance of the active construction of knowledge[7]. The information which is supplied by the outside world can only be learned by the active construction of the learner. The teacher is to help the construction of meaning, facilitator, not knowledge and indoctrination [8].

The best way to learn a language is to learn in a real language environment. During World War 2, the United States had to build a variety of languages in the village to cultivate a variety of translation talent has achieved good results. In the design of Multimedia English learning courseware based on the network, the theory of constructivism is the theoretical basis, and the design of the "situation", so that learners can achieve the meaning construction through practice in the "context".

Widely used in multimedia and network technology and the characteristics of graphic audio and speech recognition, speed control and other advanced information technology, can greatly improve the students' interest in learning[9].

Compared with the traditional textbook, the multimedia network teaching courseware has the obvious advantage of the large amount of teaching information. Not only the reasonable arrangement of various language materials, but also contains the English speaking countries of the social environment, customs and historical geography and other aspects of cultural knowledge.

Based on the network multimedia English teaching mode, it was popular in 1960s.

On the basis of the theory of Constructivism in the west. The theory holds that knowledge is the help of learners in a certain situation, namely the social cultural background, with the help of other people (including teachers and learning partners), and the necessary learning materials are obtained by means of meaning construction. The basic idea is to emphasize the students as the center, change requires students not only by external stimulation of the recipient and the inculcation of knowledge objects as information processors, the active construction of knowledge meaning, and requires teachers to change from knowledge, students for students' active construction of meaning with the help of facilitators.

### 2.2 Multimedia applications in college English teaching
In China, more and more colleges have paid attention to multimedia technology, and more and more teachers have begun to learn how to use multimedia courseware and how to optimize the multimedia courseware in these years. One of the statistics reports by CCW Research which is a research authority of ICT in China, reveals that, on the resources of multimedia technology in education, by 2005, 36.7% of schools used multimedia network in teaching, 32.8% of schools used CAI courseware, 27.1% of schools used digital projector. Conditions are different in every part because of the economic difference. On the average, the most widely used multimedia applications are CAT courseware and network courseware.

Under the new model, a large part of College English teaching content by the students through the computer network system of autonomous learning, classroom teaching hours than in the past has decreased; in addition, large lecturing as in the multimedia classroom through the electronic teaching plan and large screen projection to organize teaching, so the number of students in each class can be increased more than in the past in order to solve the urgent problems, the shortage of teachers (See figure 2).



Figure 2. Multimedia English Teaching

### 3. Methodology

The teacher should change the curriculum too receptive learning, rote learning and mechanical training status; students should advocate actively participate in the inquiry, the cultivation of students' ability to collect and process information ability, the ability to acquire new knowledge, analysis and problem solving ability, communication and cooperation. ? this is an advance with the times is the main mode of teaching, encourage students to cultivate a spirit of inquiry scientists, their initiative to discover and analyze problems and finding solutions to problems, to explore an unknown to use their existing knowledge of the field of knowledge. This inquiry based teaching model should be based on the students' master. As a precondition, the problem can be excited to find a solution to the problem. Simply put forward the problem, the analysis of the problem, and finally solve the problem of the process.

In this seemingly simple process, the teacher should not be in the dominant position, but always in the guidance of the position, help and guide students to complete cognitive process. The premise is to stimulate students' initiative, can let the student independent thinking, the traditional teaching mode is largely what teachers teach, students learn what to say, or what is written, the passive learning, without thinking, must be twice the result with half the. "Paper comes Zhongjue shallow, no matter known to practice", if not to have any knowledge through their own practice, so things are superficial. But students cannot achieve the ultimate goal of solving the problem. That is to say their thinking direction is not correct, or the teacher's guide. So the teacher before class preparation work is very important, can be described as good intentions, with the purpose to design a learning situation, not only to vote like students, and let them learn imperceptibly into orbit, to solve the problem of active creative.

Imparting knowledge, but should pay more attention to the cultivation of students' ability, which is an important direction of the reform of modern education system in our country. Teachers do not always keep the old teaching methods, old lesson plans to teach a lifetime, to keep up with the pace of science and technology, update the professional knowledge, the introduction of high-tech classroom, and promote the progress of the new teaching model. In addition, teachers don't walk in front of the students, to believe students, allowing them to find partners, looking for tools to explore the unknown world, teachers just stand patiently watching on the side, timely guidance, evaluation, or do students, so as to the students' potential to play to the limit. The teaching of the absolute authority of teachers is not feasible [10].

To achieve effective integration of network autonomous learning and classroom teaching, we use the "three stages" teaching mode—a new way of promoting students' independent learning of English.

| Stage contents | |
|---|---|
| The First Stage | Teacher-Instructed Autonomy Learning |
| The Second Stage | Teacher-Instructed Different-Level Autonomy Learning |
| The Third Stage | The Third Stage: Non-Instruction Autonomy Learning |

Table 1. The "three stages" teaching mode

### 3.1 The first stage: teacher-instructed autonomy learning
During this period, one hour's in-class period is assigned to the students to learn autonomously in web-based environment due to their relatively poor performance on computer. It is the teacher who dominates the whole class. The main tasks of the teacher are to help students grasp the basic skills on computer operation, utilize Internet sources to finish the assigned tasks individually and independently. In this primary stage, the teacher tries his best to help students master the skills of autonomy learning on the Internet and organize their learning, and therefore, improve students' learning interests.

### 3.2 The second stage: teacher-instructed different-level autonomy learning
After the first-stage training, students have mastered some autonomy learning skills. There is also one-hour period provided for students' in-class autonomy learning. In this phase, teacher intends to instruct students respectively in accordance with their own studies. With their teacher's help, students can design their learning plans, select specific learning tasks, adjust their learning and then improve the efficiency of autonomy learning. After class, students are free to study online. They can either choose different learning materials based on their interests and their capacities or they can make contact with their teacher through E-mail or BBS whenever they want. According to the assessment from the teacher, some measurements will be taken to enhance their learning. In a word, individualized study is the key point for this stage.

### 3.3 The third stage: non-instruction autonomy learning
Having gone through the above two stages, it comes to the last stage, non-instruction autonomy. Through the previous stages learning and training. Students have mastered the basic skills of autonomy learning and improved their autonomy learning ability. So the final stage can be regarded as the period for fulfilling students' autonomy learning. The teacher here is a collaborator. The variety of interactive learning stations is set up such as English learning groups, English clubs, and virtual communities, etc., which in turn, provides an excellent environment for students to improve their autonomy learning. Under such circumstances, all the students are relaxed and they are eager to communicate with others. In this way, the autonomy learning self-identifying, self-choosing, self-developing and self-controlling, is realized. As for teacher, much attention should

be paid on testifying whether the students' learning is efficient or not, judging whether each student can meet the current requirements or not, helping students overcome the difficulties they met. Under this web-based autonomy learning mode, students not only enrich the range of their knowledge but develop their learning ability.

## 4. Result analysis and discussion

Advantages of using multimedia in English Teaching, as shown in Table 2.

| Number | Advantages | Explanation |
|--------|-----------|-------------|
| 1 | Modern Educational Technology, Breaking through the Traditional "blackboard +chalk"Teaching Mode | Multimedia, the modern technology, has broken through the traditional "blackboard +chalk" teaching mode. It has overcome the drawbacks of traditional teaching changing abstract, boring contents into funny, visual, audible anddynamic ones. Therefore, it is the trend of modern English teaching. |
| 2 | Helping Extend the Classroom English Teaching to Extra-curricular learning | Classroom teaching is the main part of English teaching. Extra-curricular learning is an effective and important part of English teaching extension. In the traditional English teaching mode, students may review the text only through textbooks, reference books and notes after class. It is easy to lose information. After the teacher uses multimedia in teaching, students can copy down the courseware for after-class learning. In addition, students can look for some information they need through multimedia. The teacher and students also can communicate through the network. In this way can English classroom be extended to extra-curricular learning and both the teacher and students will make the best use of multimedia. |
| 3 | Helping Stimulate Students' Interest in English Learning | The traditional English teaching is teacher-centered and students only passively accept what the teacher has instructed. What's more, the content is monotonous, so it is quite difficult to stimulate students' interest in English learning. Multimedia English teaching combines text, images, audio and video together making English teaching vivid and interesting so as to attract the attention of students and stimulate students' interest in English learning. |

Table 2. Advantages of using multimedia in English teaching

## 5. Conclusion

Multimedia technology is become more and more popular in English teaching. The application of modern teaching methods is one of the important symbols of the modernization of foreign language teaching. The introduction of the network technology and the multimedia foreign language teaching means can handle and display different information forms, can effectively match the process and characteristics of human cognition, thinking, to improve the teaching efficiency of foreign language teaching, scientific create ideal conditions. For College English teachers, the new teaching model has put forward higher requirements to

and challenges the quality of teachers themselves and the knowledge reserve. Compound teachers multimedia foreign language teaching cannot do without one: not only to have a high level of foreign language ability, but also know the theory of the modern education technology and education, but also a computer software development ability, can according to their actual needs, the design of the electronic courseware is helpful for students to participate in and thinking. The majority of College English teachers should take the initiative to adapt to the development of modern society, and constantly explore, learn and innovate in the way of English teaching and learning. It is one of the best means to motivate vocational students' interests in their English learning. It also allows English teachers flexibly to present their curriculum in an innovative manner. However, when English teachers are using multimedia in their teaching, they should pay attention to the four principles mentioned in this article. Only if they draw close attention to these principles can the teaching eminency be achieved.

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