

The Application of Computer Multimedia Technology in English Listening Test

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ABSTRACT: *The existing multimedia-aided teaching is more embodied in the change of the hardware environment, but the teaching ability of the teachers has not been greatly improved with the modernization of the equipment. Especially in College English listening and teaching, many teachers use mainly the multimedia computer as a tool to demonstrate and substitute teacher's teaching machine. With the lack of effective integration of information technology and curriculum, lack of systematic teaching design of English listening, teaching, contents, methods, resources and environment, the subjectivity of the students didn't get effective mobilization, resulting in an environment where the multimedia method is difficult to play its due role. These not only cause the waste of equipment, but also seriously restrict the further improvement of the teaching effect of English listening. Therefore, the problems in College English Listening and Teaching using multimedia environment should be eliminated, not only to improve the students' English listening level but help, and to improve the performance of multimedia equipment, and comprehensively improve the overall effect of the English teaching. In view of the status of College English Listening Teaching under the multimedia environment, the author chooses three universities viz., the Jiangnan University, Shenyang Normal University and Sichuan University as the part of the study of the English teachers and University second grade students. It reveals the problems of College English Listening Teaching in multimedia environment, analyzes the root causes of the problems and the related factors.*

Keywords: Multimedia, English Listening, Teaching Problems, System Design

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1. Introduction

For the social progress, the development of human civilization and international communication is essential. The most direct and effective way of communication between people is through the use of language. As an international language, English has become one of the most commonly used languages for communication between countries. Learning English well has become an important means for people to improve their own quality and broaden the road to development. But in our country, people often

only stay in English learning and writing stage, thus restrict the language skills to these two activities. The comprehensive English [1] includes “listening, speaking, reading, writing and translating in the actual application and the most important issue is to create a conducive way to English listening and speaking in the ideal language learning environment, especially the creation of ‘listening environment to promote the development of other skills’ (see figure 1).



Figure 1. English listening teaching

However, finding this environment is easier than speaking Chinese in Chinese land! Therefore, people have been looking for an effective way to create such a language learning environment, in order to achieve the purpose of improving the level of English knowledge. Based on computer network and multimedia technology in its various manifestations, intuitive human-computer interaction, massive information and convenient storage and sharing, the environment can effectively stimulate students interest in learning, enrich the teachers and the students in the teaching and learning methods, and it is helpful to improve the teaching efficiency with the learning effect. Listening the teaching is the most basic and the most important link in the whole English teaching system. It is an active and complex mental activity process. Using multimedia technology to provide rich linguistic materials, strengthening the English learning situation sense to stimulate auditory, visual, and a variety of sensory organs, can make the listening to learning as the psychological activity process. It is more clear that such activities can significantly improve the listening to teaching and will result in “listening, speaking, reading and writing”. As a result, it is natural that people relate multimedia to English listening to teaching. And as individual English learning process in higher education continues, the College English listening and teaching use the Multimedia Assisted technology. As early as in 2001, the Ministry of education is in the process of “strengthening undergraduate education to improve teaching quality where it brought many activities such as talent training in Colleges and universities, electronic library, multimedia classrooms and digital teaching environment construction and so on. The teaching means and methods must meet the requirements of the development of information technology, the colleges and universities need to strengthen campus network where the majority of teachers and students use information technology to create the conditions. Compulsory courses offered by the state key colleges and universities, need to take the proportion of class hours used in multimedia teaching with 30%, and other colleges and universities with more than 15%. In colleges and universities, more and more teachers use the multimedia technology and the application of multimedia technology in teaching has been very popular. Multimedia technology has become an indispensable teaching aid in Colleges and universities. Colleges and universities have attached great importance to the promotion and application of Multimedia English teaching, and have invested heavily in the construction of multimedia classrooms, language lab and English listening network course and, the English listening teaching and learning environment has been greatly improved [2].

2. The Theoretical Basis of this Study

From the College English Listening Teaching in the multimedia environment point of view, first of all, the multimedia technology provides abundant listening materials for students, create a real language environment, helps students to obtain information on the specific dialogue in English listening teaching; secondly, with special emphasis is given on the students “listening” to use

language or words. The way for the exchange of learning, consolidate the content of the hearing, expand the comprehensive skills, and the constructivism emphasizes “collaboration” and “conversation” is the same; thirdly, the students’ thinking ability and listening training in multi media environment, stimulate a variety of sensory organs, receive more abundant materials, will have diversified understanding of knowledge, form their own knowledge, these are constructivism emphasis on “meaning construction” (see figure 2). It is the core of this study, especially for college students to construct knowledge system and get creative knowledge in multimedia listening [3-5].

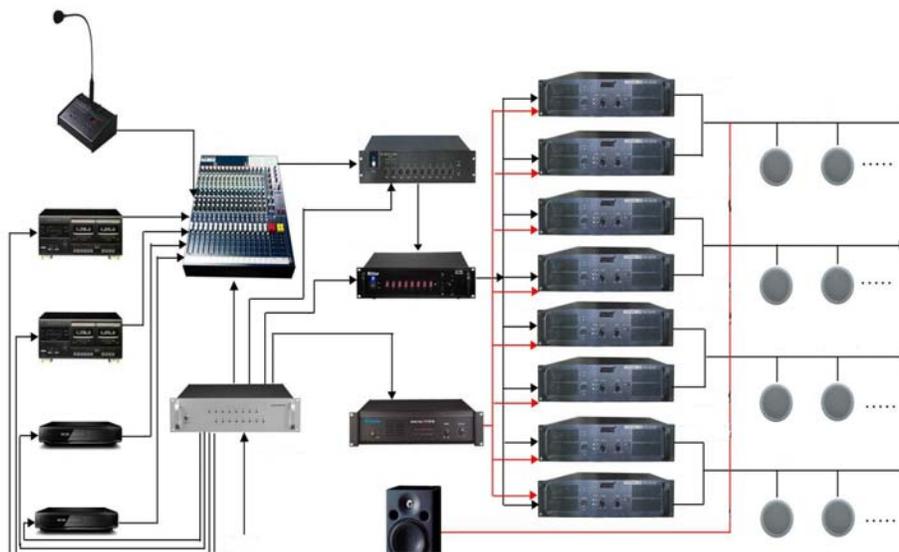


Figure 2. Sketch map of multimedia listening system

2.1 The Theory of Multimedia-Assisted Language Teaching

Multimedia-assisted language teaching, is also known as computer-assisted language teaching. It is established with the computer as the core system of multimedia-assisted foreign language teaching activities, and mainly refers to the comprehensive utilization of a variety of media and technology, the information on foreign language teaching and learning for storage, processing, transmission and exchange, so as to achieve the optimization of foreign language teaching and learning. Multimedia English listening teaching is a new teaching mode to improve college students’ English listening ability (see figure 3).

It can effectively mobilize the students’ learning enthusiasm and initiative, to maximize the students’ learning potential. For students to provide diversified resource platform, creating a good language learning environment while reducing teacher workload, the teacher can set aside more time with the students to carry out interactive, teachers and students to achieve their targets in a relaxed and pleasant atmosphere. When students have difficulty in using the language to express the content or students face problems in understanding the abstract concepts, the multimedia is enabled for comprehensive and easy understanding. In short, the application of multimedia network technology in English listening teaching makes the teaching more open and which has potential for documentation. It can effectively improve the students’ English listening ability and comprehensive quality, and conform to the requirements of the development of the times.

2.2 Investigation and Analysis on the present situation of English Listening Teaching

In order to make a more precise analysis, the issues involved in this study are addressed by using different layers of students which help to initiate measures for the effective practical value of the language used. Author to address the problem of research used questionnaires, have selected three institutions, Jiangnan University, Shenyang Normal University and Sichuan University. English teachers and students as the research objects, the status of College English Listening Teaching under the multimedia environment is investigated and studied. Through an empirical investigation, it reveals the main problems existing in Multimedia English Listening Teaching in Colleges and universities. For developing English Listening Course for non-English Majors, more number of students and English teachers in three universities Jiangnan University, Shenyang Normal University and Sichuan University are used. The three schools are in different regions, where the size of the school, the nature of the differences, and

results of the survey are compared with authenticity. Choose the students as subjects who have experience in the English listening learning, and it leads to a more stable learning method, and can more accurately understand the learning status. The students are surveyed from 21 provinces in China and across the large region, where their age is from 18 to 21 years, the pre-university students are between 6 to 9 years of experience, and all have some foundation in English, thus all have certain number of years of language experience, in par with the universal phenomenon[6-8].

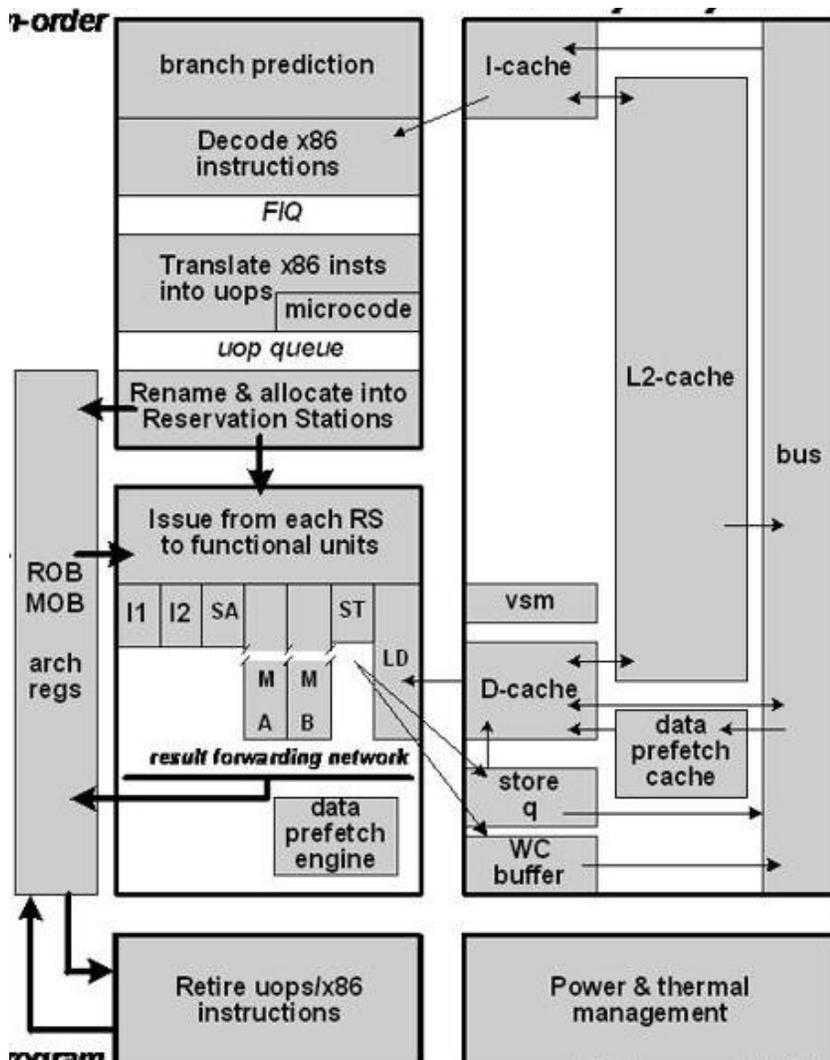


Figure 3. Schematic diagram of high performance multimedia system

3. System design and performance optimization

Through the above specific analysis of the survey data, the application of multimedia technology in College English listening and teaching is tracked which project the ability of teachers and students, and document the improvement of the listening and teaching ability. English learning emphasizes the practical application of language knowledge and communication. The use of multimedia technology-assisted English listening and teaching can promote the teachers and students, ensure better communication between the students, and provide students with knowledge of the practical application of language. The above issues have been recognized by the teachers and students and they hope to continue to promote this form of teaching. However, in the survey, the author also found many issues, where they have seriously restricted the further development of multimedia tools, making the multimedia teaching effective and has been unable to achieve a qualitative leap. Teachers are the main organizers of the classroom teaching, and the multimedia listening class is no exception, especially in the multimedia

environment of English listening and teaching, teachers need to control the classroom. Therefore, the main factors that exist in the present stage of multimedia listening and teaching are controlled by teachers. But at the same time, the object of teaching is the students, and the effect of multimedia teaching is reflected from the students' learning effect. Therefore, the impact of the students' own problems on the teaching effect is an important factor that can not be ignored.

If we cannot clearly understand the role of multimedia in teaching, it is likely to affect the teaching and deviate, and it would seriously affect the teaching effect. This is the most fundamental and important problem of teachers, who need to recognize in the multimedia teaching, mainly the following two extremes: first, that the multimedia teaching means the complete replacement of traditional teaching methods, and we should abandon all traditional teaching methods. There is no denying that the multimedia teaching method has the incomparable advantage of the traditional teaching method, and the teaching effect would be improved obviously by using the multimedia teaching method. So, many teachers think, since the advantages of multimedia teaching means is unmatched in the traditional means, the future teaching will no longer need to those traditional methods and completely resort to the multimedia teaching. This understanding too much emphasis on the features and advantages of multimedia teaching and neglect the classroom teaching for middle school students. The subject status and teachers' leading role and teacher-student classroom emotional communication, weakened the teacher's teaching art on few occasions. Second, multimedia teaching is just equivalent to one of the common tools of other traditional teaching means, and do not need to be paid special attention to. Contrary to a view, some teachers are accustomed to the traditional teaching methods and for the use of multimedia tools for listening teaching knowledge are with inadequate preparation, cannot venture. Their application of the multimedia computer still remain only as a classroom demonstration or media broadcast tool stage, and not pays close attention to very much practical application of Multimedia in the teaching process.

4. Conclusion

This study is organized through the literature search and analysis, questionnaire survey and empirical analysis combining of multimedia environment of College English listening and teaching. The reality of in-depth research, obtained the first-hand materials paved the way for obtaining the real environment. The theory of constructivism, multiple intelligences, two language acquisition and the tower of experience are introduced as the theoretical basis of the research. Mainly from two aspects of teaching and learning problems and environmental restriction analysis the problems existing in multimedia teaching of listening, and puts forward the corresponding solutions and provide an empirical basis and theoretical support for the multimedia environment of College English listening teaching practice. Because of the research condition, the choice of the object of investigation is limited to three schools, although it is typical but the survey sample is small, it has some limitations. In addition, this paper studies the English Listening Teaching in the multimedia environment, the rapid development of multimedia technology, it is in the dynamic conditions of the static research, the time is very difficult to achieve. Finally, because there are many deficiencies in the research ability, it also has an impact on the feasibility of the research results.

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