

## Review Article

## The Advantages of Multimedia and Interactive Teaching of College English

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**Abstract:** English multimedia teaching is a kind of direct and three-dimensional language teaching, which uses multimedia technology to convey the teaching contents such as sound, text and image to students vividly, intuitively and quickly. This paper expounds the advantages of multimedia teaching in English and the steps of using multimedia to carry out interactive teaching in English.

**Keywords:** advantages multimedia interactive teaching classroom design steps concept.

### INTRODUCTION

Since the mid-1980s, in the process of Language learning, there appears a new teaching idea, namely, interactive Teaching, Communicative Language would). In the course of college English teaching, the interactive teaching has broken the original passive teaching style of cramming, and made a qualitative leap in students' language ability. However, the emergence of multimedia and network undoubtedly gives wings to interactive language teaching.

Looking at the history of foreign language teaching in recent years, it is not difficult to find that the convenient, fast and intuitive multimedia and network have penetrated into every link of foreign language teaching in a lightning-fast manner and played their potential role increasingly. Teaching has changed from the original ordinary classroom into the multimedia classroom; Evaluation from the previous examination papers has gradually changed into the computer and network comprehensive assessment; The teaching material has also changed from the original single text material form to the corresponding software material. Multimedia assisted teaching has gradually become the general trend of foreign language teaching, especially college English teaching. Many foreign language teachers are concerned about how to carry out interactive college English teaching under the mode of multimedia teaching.

### 1. Advantages of multimedia teaching in college English teaching:

**1.1** It can achieve situational teaching and stimulate students' interest in learning. Since English is a practical language, thus, it requires creating or simulating real speaking situations. In the traditional teaching mode, it is difficult to show the real life scene to students only with a teacher's mouth and a pen, so it cannot arouse students' interest. The use of multimedia technology can create, simulate or reproduce scenes according to the needs of teaching content. With the help of multimedia technology, teachers can foil the atmosphere, arouse the interest of students, stimulate their English thinking, and enable students to enter the learning state as soon as possible. The use of pictures and video technology not only improve students' hearing, but also stimulates students' vision and senses, so that students can better understand abstract things, to learn more about western culture.

**1.2** The use of multimedia teaching will not only increase the amount of language information input, but also improve the quality of input. Because, multimedia CAI courseware is carefully designed and produced by many experts or experienced teachers. It is the crystallization of collective wisdom, and the text content or video image is often accompanied by authentic, pure pronunciation. In this way, students will be exposed to more authentic language than in the traditional teacher-centered teaching.

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**1.3** The multimedia courseware is much more colorful and more convenient than film, video and slide show materials in the traditional teaching. Some teaching materials are equipped with audio-visual materials, and teachers can arrange courseware content according to their own wishes, so that the content of courseware and teachers' teaching complement each other closely. Teachers can also provide students with some audio and video materials through the campus network. Students can seek audio and video materials conveniently they need as long as they have computers. Since students often receive audio and video materials, it will be helpful for them to understand some non-verbal communication factors related to language learning, which will undoubtedly contribute to the improvement of students' communicative ability.

**1.4** Facts show that no teaching method or textbook can be suitable for learners of any country, age or level. No matter what teaching methods and textbooks are adopted, there are always some learners who make slow progress or even give up halfway. Therefore, the study of individual differences of learners, such as intelligence, cognitive style, personality, learning method, motivation, age and gender is becoming more and more important. Multimedia teaching can prepare various forms of content for students to choose from. Under the guidance of the same teacher, students can choose different learning paths, control their own learning pace in order to achieve the same learning goal according to their own actual learning situation.

## **2. Design of multimedia teaching means in classroom teaching**

Multimedia teaching focuses on video, image, text, animation, sound effect and other technologies, which can attract students' attention for a long time and make them devote themselves to learning. It not only stimulates students' interest in learning, but also activates the classroom atmosphere, and at the same time cultivates their abilities. When giving lectures, making some corresponding courseware with multimedia can make the text more vivid and the classroom atmosphere more active, so as to achieve the optimization of English teaching. For example, in the lesson of Unit 2 Section A "The confusing pursuit of beauty" of College English of New Horizon, Third Edition. we can make several pictures to briefly introduce the topic, and then match the corresponding English explanation, so that students can contact with some simple knowledge before class. The steps are as follows:

**2.1** In the first picture, there are some beauty products. Teachers may ask students to list some they are familiar with in English, and then teachers give some they are not familiar with.

**2.2** In the second picture, it is about plastic surgery. In this step, students are required to discuss with their partners, and then list the advantages and disadvantages of plastic surgery.

**2.3** In the third picture, it's about a critical thinking: Why is plastic surgery so popular among those young girls? Teachers may guide students to think from different aspects, such as the requirements for women in the workplace, fierce competition in the job-hunting market, women's pursuit for beauty and so on.

**2.4** Then teachers sum up what has discussed and listed, and show students their opinions about the topic. Finally, come to the study of the text.

## **3. The steps of using multimedia to carry out interactive English teaching**

The adoption of multimedia teaching can realize the possibility of changing language teaching from plane to longitudinal development. There are many steps that can be used in teaching, which can be divided into three parts, namely, three stages:

### **3.1 First stage --warm-up activity**

In the first stage (warm-up activity), teachers can warm up by way of chatting questions, watching video clips or explaining, so that students can gradually enter the teaching process. They guide students to use the existing social knowledge and cognitive structure to predict the content of the text, so as to arouse students' interest and expectation to learn the text. For example, students are asked to predict the content of the text by title, keywords or scene, at the same time, to predict discourse structure. in the lesson of Unit 2 Section A "The confusing pursuit of beauty" of College English of New Horizon, Third Edition. Teachers may ask students to list some they are familiar with in English, and then teachers give some they are not familiar with., students are required to discuss with their partners, and then list the advantages and disadvantages of plastic surgery. Finally, teachers should explain the teaching objectives and tasks in order to make students understand the learning objectives.

### **3.2 Second stage--task-dealing process**

The second task-dealing process is the central part of the whole classroom teaching. It can be divided into language focus, directed browsing, free browsing, team work and report. On the one hand, teachers should pay attention to the teaching of basic knowledge to students. After all, it is difficult for students to use a language practically without some basic knowledge. Therefore, language points teaching is indispensable. Teachers should teach the basic knowledge related to the completion of teaching objectives clearly. In this process, it is suggested that teachers should adopt an open teaching method, in this way students can be involved in the activity, for example, teachers and students discuss together, to learn language points and

grammar through situation, etc. The purpose is to better promote teaching through mutual interaction. On the basis of consolidating students' basic knowledge, teachers should also pay attention to the expansion of students' knowledge, and cultivate students' autonomy and self-learning ability. With the support of multimedia and network, teachers can give full play to their role of guidance, give students certain tasks, and let students find and screen the information related to teaching tasks by themselves. This process is not only a good chance to cultivate students' practical ability, but also to exercise their comprehensive ability of reading and analysis. Teachers can ask students to synthesize and collect the selected information through group discussion, and then make oral report. Teachers can make some comments on these contents and incorporate them into supplementary teaching materials to enrich the teaching content.

### 3.3 Third Stage--Summary of the Task

Summary of the task is a process of sorting, summarizing and consolidating. Teachers can extend the teaching content and objectives to some extent, for example, put forward some deep-seated questions and requirements for the teaching objectives, or analyze the essence of the problems in connection with the reality, so as to let students have a reflection process, and give some written assignments to train students' writing ability.

#### **This stage can be divided into four steps:**

- Discussion: in the form of class discussion, students are asked to find out the topic sentence of each paragraph, and see how other sentences explain the topic sentence, and how the paragraphs form an organic relationship with each other. Teachers should remind students to notice how the author introduces the theme, which aspects extend the theme, and how to summarize the theme. Finally, students make an outline and learn how to arrange the paragraphs.
- Introduction: to introduce the theme and genre characteristics of the article and guide students to use different reading skills to process the information in the article.
- Analysis: to analyze the author's position, viewpoint, thinking process and expressive means, so as to improve the writing level.
- Writing: students are required to write a 100-200 word abstract within half an hour with the help of the language points and writing skill learned in this unit. And what's more, teachers may conduct the abstract dictation in order to train the student's comprehensive ability and help them master the knowledge.

### 4. The change of teachers' functions in interactive college English teaching

Multimedia technology-based interactive teaching of foreign languages has changed many traditional teaching ideas and concepts. First of all, students become the subject and center of language learning. Second, the teaching relationship has changed. From teaching-oriented to learning-oriented, there has been a great change in the teaching relationship. Third, the purpose of teaching has changed. Foreign language classes are no longer about learning things that seem irrelevant to students, but about learning skills that are essential in real life. Fourth, it should be clear to all teachers that the functions of teachers have changed.

Under the multimedia mode, college English teaching emphasizes students' independent learning. Teachers are no longer the center of the classroom, and their job is no longer to "preach and impart knowledge", instead, their main task is to encourage and guide students to learn in a communicative environment. Therefore, teachers should be the navigator of classroom teaching in the first place. Teachers should be clear about the purpose and task of teaching, and actively guide students to complete various tasks, rather than imposing their own ideas on students. Secondly, teachers should be the monitor in the teaching process. The completion of teaching objectives and the ultimate embodiment of teaching effects cannot be separated from the monitoring role of teachers, otherwise interactive teaching will become messy and it's difficult to achieve the expected effect. Moreover, the teacher should be the connector in the teaching, just like the modem when surfing the Internet, they act as the students' information transfer station, link students and related information. As the organizers of classroom teaching, teachers should evaluate students' activities and the collected information to some extent, and give timely feedback, so that students can understand their own learning results and effects, which is conducive to students' further learning.

### CONCLUSION

In a word, multimedia has great advantages in college English teaching practice, and computer has become an indispensable equipment in the teaching process. It provides good chance for teachers to carry out interactive teaching. This new teaching mode will also become an inevitable trend in the development of college English teaching. As teachers, we should try our best to avoid the abuse and misuse of multimedia technology while conducting class activities, so that it can better serve English teaching.

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