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### The Application of Multimedia Technology in Teaching English

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### Abstract

With the continuous development of science and technology and the enormous improvement of educational implications, multimedia technology has begun to enter the classroom, especially in English Language Teaching; multimedia teaching has gradually played a vital role. However, while multimedia technology improves classroom efficiency and brings convenience to teachers, there are some drawbacks which need to be addressed. This paper throws light on how we can apply multimedia tools and gadgets in an effective way for the educational purpose. The traditional approach of the learning system that had been used for the last generations had proved to be helpful. However, multimedia tools do help to enhance our educational system and make it more learners friendly with interest and fun. The problem with the traditional approach of Teaching & Learning is that it lacks creativity and monotonous. Traditional learning also lacks in resources which made learning harder. But with the help of multimedia tools, learning can be a fun and exciting experience. It will also help students to grasp fully what they learn. With the effective use of multimedia tools, there are infinite scopes to make the teaching and learning better than ever before. The paper discusses the application of multimedia in English language teaching and its advantages.

### Keywords

Multimedia technology, English teaching, application

### Introduction

Multimedia teaching method has been used in school and colleges English teaching wider and wider. It has contributed a lot to higher teaching quality... Chalk and Talk teaching method is not enough to teach English effectively. We should change our teaching ideas and recognize its impersonal attribute as one kind of teaching method. Thus we can utilize modern education technology reasonably to fulfill the target of teaching English.

### Definition

Multimedia is the combination of computer hardware and software that allows you to integrate video, animation, audio, graphics, and text resources to develop effective presentations on an affordable desktop computer.

### 1 Application of multimedia technology in English teaching

In recent years, multimedia teaching has shown great vitality and is widely favored by teachers and students. It has



benefited a lot of teachers and students in the aspects of English classroom teaching, self-help learning, and testing teaching effects, and has broad development space.

### **1.1 English classroom teaching**

Multimedia can combine pictures, texts, sounds, and images to let students be there and stimulate their curiosity. In English classroom teaching, it changes the single mode of teacher-led teaching, which not only highlights the central role of students, but also strengthens the leading role of teachers, and is widely used in teaching.

(1) Test the preview effect. Before the lecture, the teacher can list the questions that need to be understood on the screen to see the students' understanding of them; but the core questions or outlines of the lectures on the screen, and let the students write or answer the questions according to the questions, causing interest and clarity. This series of activities not only improve efficiency but also makes the teachings targeted and not biased.

(3) Explain and practice the difficult points. Mastering key and difficult issues is not an easy task. It needs to be repeated and repeated. In order to solve this problem, teachers can flexibly use sound, image, text, video and other forms to practice repeated difficulties. You can also play essays and small humor related to knowledge points so that students can deepen their impression of what they have learned in a relaxed and pleasant atmosphere.

(4) Expand the teaching space and cultivate comprehensive ability. The comprehensive ability to use language is not based on teachers' explanations, but on more, more practice, more listening, and more use. In order to solve this problem, teachers can use multimedia interactive functions to organize students to carry out discussions, answering, writing and other activities. They can also set certain scenarios to allow students to express freely so that students can get exercise in participation and improve their comprehensive application ability.

### **1.2 Self-help learning**

Classroom teaching is the most effective mode of teaching, but not necessarily suitable for every learner. For different learners, its focus and pertinence are often not strong enough, and it is not flexible enough in terms of learning progress. Multimedia teaching software and online teaching have overcome these shortcomings, which is more conducive to students' personalized and self-help learning.

(1) With the textbook, the software can help to teach and enhance the effect. This part of multimedia software is an auxiliary means of classroom teaching. It is based on textbooks and higher than textbooks. It not only helps teachers



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to explain but also helps students to learn to attract and relearn. At the same time, it also expands the teaching content, making the content of the lecture more in-depth and more comprehensive.

(2) Special training software can quickly improve the level of learners' corresponding aspects. Nowadays, the more popular special training software includes vocabulary software, sentence software, writing software, listening software, reading comprehension software and so on. These types of software design ideas are basically the same. First of all, try to explain the content of the study, and then carry out the corresponding exercises, and then combine the fun content to test. This software is rare teachers and learners for learners.

(3) Software designed according to special needs. Commonly used in this area are a college English four or six simulation software, TOEFL IELTS simulation software, professional eight-level and professional English test software. This aspect of the software is very interesting and comprehensive. Often there are both explanations, exercises and answers analysis, and finally auxiliary tests. Because of its comprehensive and flexible form, its content system is both operability and interesting, which is widely welcomed by the learners.

### 1.3 Means to test the effectiveness of teaching

In the traditional teaching mode, the test paper test is the most common means to test the teaching effect, and its limitations are large. The multimedia teaching technology not only retains the advantages of traditional examination methods but also adds voice, video, and pictures, which saves a lot of classroom time and greatly optimizes the examination results.

## **2 Advantages of multimedia technology in English teaching**

### **2.1 adds fun and flexibility to classroom instruction**

A single teacher teaches, boring and boring. Multimedia can integrate multimedia information such as text, pictures, audio, and video, and stimulate students' senses in many directions. It overcomes the abstract and boring drawbacks of traditional teaching and makes the teaching content more vivid and intuitive. The expressiveness and appeal of classroom teaching.

### **2.2 Increase classroom capacity and improve teaching quality**

In the traditional teaching mode, teachers have to spend a lot of time on the blackboard. Due to limited time, many times the teacher's explanation of the knowledge points is too rough, and through multimedia teaching, the board time



can be saved, in the limited teaching hours. To teach students a large amount of knowledge, to achieve better teaching results. At the same time, multimedia can be more visual and intuitive to highlight the key points, so that students can deepen their understanding and memory, and master the key points of teaching.

### **2.3 Helps to increase students' enthusiasm for participation**

Multimedia comprehensively uses information such as sound, graphics, images, animation, etc., to a large extent to meet the sensory needs of students. This will fully mobilize the enthusiasm of students to learn, increase the interest in learning, and activate the classroom atmosphere. In addition, teachers can contact social hotspots and use multimedia interactive functions to mobilize students' initiative in a tight and active classroom atmosphere, and truly achieve "education and fun". This has greatly mobilized the enthusiasm of students to participate.

### **2.4 Conducive to the expansion of students' knowledge**

Students can use the network to obtain a large number of learning resources from the Internet, regardless of geographical or time difference. For example, the audio-visual materials and animation demonstrations that closely interpret the texts allow students to unconsciously deepen their understanding of foreign humanities and social knowledge in a relaxed and pleasant atmosphere and broaden their knowledge.

#### **3 Insufficient multimedia technology in English teaching**

Multimedia teaching has its own obvious advantages, which makes it have strong vitality, but it also exposes some problems, which has caused many controversies in teaching. These problems and disputes are mainly reflected in the following aspects:

(1) A pursuit of form and neglect of content. Some teachers did not carefully design and seriously think about the courseware. They only listed the contents of the board on the screen, and there was no substantial change. Some teachers only used the "electronic textbook" type teaching in the multimedia class. The software is shown to the students and does not play an effective role in the classroom. This kind of heavy form and light content, using the computer to play tricks makes multimedia teaching lose its meaning.

(2) Lack of interaction, teaching, and learning are out of touch. Some teachers are eager to seek foreign affairs when making courseware, and the courseware is fancy and good-looking. In the classroom, the courseware became a landscape, and the students became a spectator. Some courseware is simply an "electronic textbook" type of reading. Most of the time, students are passively accepting knowledge, unable to communicate well with teachers, and inhibiting initiative and creativity.

(3) Believe in multimedia theory. Some people exaggerate the role of multimedia teaching and must talk about multimedia in every class. Excessive use of multimedia in teaching has not only failed to serve the purpose of



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assisting teaching but also played a negative role by wasting a lot of manpower and material resources.

Of course, multimedia teaching is only an auxiliary means of English teaching activities. It cannot replace all classroom teaching. For the teaching method of multimedia teaching, we must use it reasonably and timely to better optimize the English teaching mode and give full play to its advantages. And to mobilize students' interest in learning English, to play the role of teacher-led and student subject best combination, to improve the effectiveness of English classroom teaching.

### Conclusion

In a word, the multimedia teaching method belongs to CAI (computer-aided instruction) in substance, and we can heighten efficiency substantially, which is a kind of trend. We should make the best use of its advantages and bypass its disadvantages. Of course, it can't replace all other teaching methods and we can apply several methods together in one class. Only under the background of quality education can we use advanced educational theory and we can fulfill the target of college English teaching by utilizing modern education technology reasonably.

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