Study on Learning Strategies of English Language Based on Multimedia Computer-Aided

Cui Li*
Wuhan Donghu University, China, 430212
*Corresponding author e-mail: chenximo222@126.com

Abstract. This paper introduces the problems and opportunities of English language learning in the period of high development of computer technology, and highlights the importance of English language ability. After comparing with the traditional English language ability learning, the author draws many advantages of multimedia computer aided English language learning, and draws relevant conclusions.

Keywords: Multimedia, Computer Aided, English Language

1. Introduction
Since the human society entered the 21st century, the development of high technology has become the theme of the times[1]. Multimedia computer aided language acquisition has attracted much attention of linguists in recent years. English language learners are also beginning to try to use the most advanced computer technology to improve the efficiency and quality of language acquisition[2]. By introducing computers into the English language, the original rigid learning environment can be improved. As we all know, multimedia computer aided teaching has made great contribution to the comprehensive English ability of language learners[3]. Multimedia computer-aided language learning, mainly from listening, speaking, reading, writing, translation three aspects to improve students' language skills. English language learners spend more and more time on English learning. We are eager to find suitable and effective ways to help learners improve their English learning efficiency. Traditional language learning styles and strategies have been widely studied, while computer technology, Internet and intelligent device applications bring little attention to the changes brought about by language learners' learning styles and strategies[4]. Internet language learning methods promote language learning efficiency and enhance their position and position in language learning. Provide them with truly rich resource information and personalized opportunities for autonomous learning. However, many of them have a weak sense of good computer language learning strategies, and few can make full use of this new language learning medium. Therefore, it is urgent to try to help...
English language learners improve their autonomous learning ability and provide them with some wise strategies.

2. **Meaning of English language ability**

Pragmatic competence is the comprehensive ability to use language, and learning a language is the process of developing the pragmatic competence of the language. In ancient and modern times, many scholars have explained pragmatic competence from different angles and levels[5]. Some sociolinguists in the United States believe that learners should not only master their grammatical norms, but also understand the appropriateness of speech in a specific context as much as possible when acquiring relevant syntactic knowledge. British linguists define pragmatic competence as the ability to use language effectively to achieve a particular goal and to understand language in context[6]. Chinese scholars generally believe that pragmatic competence can be interpreted as the ability to use language for appropriate communication. Therefore, in classroom teaching, in order to gradually improve students' pragmatic competence, in addition to standardizing the grammatical accuracy of language expression, we should also strengthen students' pragmatic consciousness, that is, the appropriateness of language expression, that is, the pragmatic ability to use language properly in different contexts. Figure 1 is a frame diagram of self-evaluation of English language competence.

![Figure 1. Self-evaluation framework for English language proficiency](image)

3. **Development and application of multimedia computer aided English learning technology**

Interactivity is the most basic feature of computer-aided language learning. Computer aided language learning software should have man-machine interface, because it is the channel of information exchange between learners and computers, only in this way can it reflect the unique superiority of multimedia computer compared with other teaching media. Computer aided language learning
software is not only a display of knowledge. It should also be able to evaluate the learning effect according to the students' learning standards. In order to improve the students' learning efficiency, it can flexibly determine the learning content and speed. Computer aided language learning software provides a wealth of language acquisition methods. It is beneficial to stimulate students' thinking and logical judgment ability, so it can improve learning quality and shorten learning time. Computer aided language learning is now part of applied linguistics. In the 1990s, the theory and practice of computer support cooperative learning appeared in the field of education, and put forward the viewpoint of computer support for language teaching. It has been pointed out that the understanding of computer aided language learning in academic field is multi-thinking, multi-angle and multi-level. He believes that it can be roughly divided into five levels: the first is to understand the definition of computer aided language learning from the technical level, which is a universal feature. The second level is divided into three stages from language teaching theory and psychology theory: behaviorism call, communication call and integration call. The third layer is the call to define the concept of education and learning, such as computer aided training, network training and so on. The fourth layer is to define calls from data, such as computer aided language acquisition, intelligent aided language learning. The fifth layer is to define the call of artificial intelligence technology, such as artificial intelligence aided language learning, robot aided teaching.

4. The illness of cultivating traditional English language ability

4.1. The traditional teaching mode neglects the cultivation of students' English pragmatic competence

In the traditional teaching mode, the "spoon-feeding" method is often used to emphasize the correctness of grammar rules too much. In the long run, many English learners will have a misunderstanding that language learning is a process of learning language knowledge and memorizing grammar rules. So even if many students understand the grammar rules and get better results in the examination, but in the practical use of English, there will also be a lot of problems, such as unable to understand English or inappropriate language expression. Traditional teaching not only lacks the cultivation of students' pragmatic competence, but also neglects the expansion of students' English communicative competence. The differences in English language competence in different learning states are shown in Table 1.

| Table1. Differences in English Language Ability between Different Learning Conditions |
|---------------------------------|--------|--------|--------|--------|
|                                | Freshman | Sophomore | Junior students | MA students |
| Number of students             | 75      | 71      | 52      | 37      |
| Gender                         | Female  | 86.7%   | 74.7%   | 91.8%   | 81.0%   |
|                                | Male    | 13.3%   | 25.3%   | 8.2%    | 19.0%   |
| Age                            | 18.5    | 19.5    | 20      | 23      |

4.2. Traditional classroom teaching lacks real context

Context is the environment on which linguistic communication depends. In the traditional
teaching, the combination of books and blackboard is adopted, without the assistance of multimedia equipment and the input of audio-visual materials is very limited, so that students cannot feel the real language environment. In fact, foreign language learning is completely a kind of ability and skill training, in the process of learning a lot of listening and reading practice, students only on the basis of a large number of language practices can really master the foreign language, proficient in the use of English. The lack of real context in the traditional classroom greatly affects the cultivation of students' pragmatic competence.

5. Advantages of new multimedia computer-aided English language model

The reform of college English teaching is focusing on learner-centered and improving students' comprehensive application of English. College English teaching is changing from teacher-centered traditional and single language learning mode to student-centered new teaching mode. This new teaching mode is based on multimedia and network technology, combining computer network autonomous learning with teacher classroom teaching and tutoring. Table 2 is a self-test list of English proficiency after computer-aided English language learning.

Table 2. Self-assessment checklist for English proficiency

| CEFR level | Listening | Reading | Spoken Interaction | Spoken Production | Language Quality | Writing | Total number |
|------------|-----------|---------|--------------------|-------------------|-----------------|---------|--------------|
| A2         | 6         | 8       | 12                 | 6                 | 3               | 4       | 8            | 47          |
| B1         | 6         | 8       | 7                  | 6                 | 3               | 4       | 8            | 42          |
| B2         | 6         | 8       | 7                  | 6                 | 3               | 4       | 8            | 42          |
| C1         | 6         | 8       | 4                  | 4                 | 3               | 4       | 8            | 37          |
| C2         | 1         | 6       | 1                  | 2                 | 1               | 4       | 8            | 23          |
| Total      | 25        | 38      | 31                 | 24                | 13              | 20      | 40           | 191         |

5.1. Create a good language learning environment for students

Constructivist educational theory emphasizes that teaching is student-centered, and teaching design focuses on the design of learning environment and autonomous learning strategy. With the combination of multimedia classroom teaching and network autonomous learning, the implementation of this teaching mode not only respects the students' main position in learning, but also gives full play to the positive role of teachers as guides and supervisors. The mixture of teacher-led and student-subjectivity, English language knowledge and comprehensive English application skills, teacher classroom teaching and network environment can create a high-quality English learning environment for students.

5.2. Using Multimedia Teaching Model to Improve Interaction

Interactivity includes interaction between teachers and students, between students and between students and teaching content and teaching media. In English teaching, teachers should not only impart
basic knowledge of language, but also pay more attention to the ability of comprehensive use of language, and train students' language use skills while imparting knowledge. In order to realize the interaction between students, teachers can provide topics in class for students to discuss in groups, or assign extracurricular tasks to provide students with more practical opportunities.

6. Conclusions
The cultivation of English pragmatic competence is a very important part of English teaching, especially for non-English majors, it is a long-term task to improve their pragmatic competence. In the multimedia environment, we can cultivate students' pragmatic competence through different ways and means, so that they can communicate well. Independent learning is an effective way to solve the serious shortage of teaching resources in our country, and it is also an important means to cultivate individualized talents. However, due to the lack of autonomous learning in education in our country, there will be a situation of coexistence of various teaching modes in a long time, whether it is foreign language teaching theory or foreign language teaching practice in our country, it is not only normal but also very necessary. This paper puts forward and demonstrates the teaching mode of combining classroom teaching with students' autonomous learning in multimedia network environment, hoping to provide some reference for the current reform of college English teaching.

References
[1] Sun Liting. A study on the application of English listening learning strategies for junior high school students in computer aided language learning environment [D].
[2] Wang Chengwei. An Empirical Study on English Learning Strategies for Higher Vocational College Students - Based on Computer Aided Language Learning Environment [J]. Hunan Social Sciences, 2013(A 01):229-231.
[3] Sun Kaiyuan. Multimedia Computer Aided English Language Acquisition Strategy Research [J]. Computer Knowledge and Technology,2018, v.14(19):272-273.
[4] Li Hai. Foreign Language Learning Strategies in a Computer - Aided Language Learning Environment - An Experimental Study [D]. Southwest Jiaotong University, 2004.
[5] Yan Qiaozhen. On the Present Situation of English Language Ability among English majors [D].
[6] Liang Yuling. A glimpse into the concept of English language learning for college freshmen [J].] Journal of Guangzhou University (Social Sciences Edition), 2009, 8(6):73-75.