The Problems and Reflections of Computer-aided English Teaching in Contemporary China

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Abstract. With the continuous popularization of computer and other information technologies, computer-aided teaching has become one of the effective teaching methods for all ages, which has positive practical significance for English education in China. Compared with traditional teaching methods, computer-aided teaching has the advantages of stimulating students' interest in learning, creating a learning atmosphere and improving classroom efficiency. This paper first briefly introduces the basic concepts of computer-aided English teaching, then expounds the problems in computer-aided English teaching, and finally puts forward some techniques and strategies for computer-aided English teaching.

Keywords: English Teaching, Computer, Auxiliary Teaching

1. Introduction

Computer-aided language teaching focuses on guiding students to learn language with the help of computers. And it obtains the best learning effect through the organic combination of teaching content, teaching process and computer-aided teaching.

This approach realizes the organic combination of classroom teaching and network teaching, stimulates students' learning interest and motivation, helps cultivate their independent learning and sustainable development ability, and comprehensively improves students' quality. It helps to ease the contradictions of the rapidly increasing number of students and the lack of high-quality teaching resources. It provides a support from the technical sophistication to solve a wide range of college English teaching problems. The teachers try to apply the computer-aided multimedia teaching technology to all aspects of English teaching, such as listening teaching, writing teaching, language testing and so on.[1]

2. Advantages of computer assistance in English teaching

2.1. Stimulating students' interest in learning English

In the process of auxiliary English teaching, computer can make a class have many exciting points to stimulate students' interest and thinking. Multimedia teaching can satisfy their curiosity and thirst for knowledge to the greatest extent, so as to stimulate their interest in learning. In teaching, teachers not only use real objects to let students play different professions, but also use media to match some new sentence with corresponding pictures and sound effects and some simple animation effects. Through
this method, students have been deeply attracted by these vivid pictures. They obviously had a great curiosity and interest in this kind of teaching method, so naturally they had a great interest in this course. The classroom atmosphere is extremely active, and teachers and students cooperate well.\textsuperscript{[2]}

\begin{figure}[h]
\centering
\includegraphics[width=\textwidth]{figure1.png}
\caption{The utilization rate of computer technology in English teaching, in 2011-2018}
\end{figure}

2.2. Creating a learning atmosphere for English teaching
Lack of environment and necessary background knowledge is a practical problem in traditional English learning. To some extent, this limits the further improvement of students' English level. In order to solve this problem, English teachers have made exploration and practice. English corner, extracurricular interest group and other activities are often adopted by teachers.\textsuperscript{[3]}

However, due to the limitations of teaching content and teaching equipment, most of these activities are still confined to the extension and consolidation of classroom teaching, which has no substantive significance for enriching students' English knowledge background. Computer multimedia technology promises to change this phenomenon and create a learning environment for English teaching.

2.3. Significantly improving classroom teaching efficiency
The application of multimedia computer-aided English teaching has broken the traditional teaching mode, which depends on chalk and blackboard. By using multimedia courseware to assist classroom teaching, teachers can copy the teaching content on the blackboard in advance. In class, with the help of the mouse, keyboard and other equipment, the teacher can immediately display the teaching content on the screen, saving the time of blackboard writing. This greatly increased the classroom capacity and enriched the teaching content.\textsuperscript{[4]} At the same time, teachers can devote more time to guiding students, conducting consolidation training and carrying out intensive and rapid language practice activities. We use the computer aided English teaching system to store a large amount of information. We can create more situations and optimize the classroom design, to guide students to learn actively, play the main role of students. We can create a relaxed, pleasant, moderately tense classroom atmosphere, improving the quality and effect of teaching.
3. The problem of computer aided English teaching at present

3.1. The contradiction between students' needs and teachers' teaching contents
As for students, they are not satisfied with the current situation of English teaching content. They long for diverse forms of language input and for real, practical and contemporary learning. They expect to improve their application ability of listening to English and their practical ability of communicating in English. They hope that their English learning can meet their needs of improving their cultural accomplishment and professional level.

For teachers, in the context of multimedia teaching, due to many reasons, the teaching content of teachers is single. As a result, there is a situation that on the one hand, college students are increasingly absent from college English classes; on the other hand, more and more students are taking part in social foreign language training. This creates a pair of contradictions. On the one hand, students have the need to learn; On the other hand, no one listens to the teacher's teaching, which cannot meet the needs of students.

3.2. Teacher's role is out of place
On the basis of large-scale empirical research, Zhang found that there is a great distance between the classroom teaching form of college English and the expected classroom teaching form of students.

In order to catch up with the schedule and complete the teaching plan, most teachers can only sacrifice a variety of teaching forms that students like. The traditional single classroom teaching mode with teacher's explanation as the dominant role of students has not been fully reflected. In the choice of classroom teaching form, students are in a passive position from the beginning, forced to accept the classroom teaching form they like or do not like. In this case, the teacher's role began to lose its place and become the presenter of multimedia courseware. In the current form of computer-aided teaching, the traditional role of teachers cannot be replaced.

3.3. Lacking of humanistic education
Our current focus is on skills + knowledge, which to some extent is conducive to cultivating compound foreign language talents. From the demand that education serves national economy, this is beyond reproach. However, the cultivation of humanistic spirit will suffer a certain loss, resulting in the lack of students' knowledge structure and critical thinking ability.

At present, the information technology in teaching has not integrated students' humanistic education into the teaching process, which is easy to form the phenomenon that foreign language learning is separated from humanistic education. As a result, computer-aided instruction can provide students with a great deal of language input and practice, while liberal arts education cannot. The
consequence is that those who have acquired a great deal of knowledge of English lose what they need most to master as human beings. Therefore, it is necessary to integrate humanities education into English teaching.

4. Strategies of computer-aided English teaching

4.1. Enrich the teaching content appropriately
In the case of increasingly developed science and technology, the compilation of English teaching materials has been constantly improved, and the supporting multimedia courseware is quite exquisite. Because of that, some teachers have a serious dependence on the courseware, do not prepare the lesson carefully, but read the courseware all the time. The teacher's role began to slip and she became an announcer. In this way, the students suddenly feel that the class boring, thus producing the psychology of weariness of learning, truancy phenomenon is serious. The fundamental solution to this problem is that teachers should properly enrich the teaching content in class and supplement the things not on the courseware. At the same time, it is necessary to teach students some good learning methods. The teacher should be the master of the courseware, not the slave of the courseware.[7]

4.2. Correct the position of teacher's role
The change of the roles of teachers and students is a difficult problem to grasp in the practice of computer-aided teaching. CALL classroom teaching emphasizes student-centered, and strengthens students' sense of independent learning and independence. Teachers are transformed from classroom authorities to task designers, organizers and study helpers. Teachers should make full use of learning environment elements such as situation, cooperation and conversation to mobilize students' initiative and enthusiasm, and finally help students to effectively construct the meaning of the current knowledge. Our ideal teaching structure should be teacher-oriented and student-oriented. Teacher leadership means that teachers provide students with a resource-rich learning environment. In terms of the change of teacher's role, the teacher is no longer the master of the class, but the leader of students' learning, the designer of teaching tasks, the organizer and participant of teaching activities The main body of students is mainly reflected in the student-centered learning method, so that students become more active and active in learning activities.

4.3. Integrate humanistic education into English education
The newly revised requirements of college English course clearly explain its nature, that is, college English course is not only a basic language course, but also a quality-oriented education course to broaden knowledge and understand world culture. It is both instrumental and humanistic. This shows that in college English teaching, teachers should not only teach the basic knowledge of English, but also strengthen the emotional communication with students, so as to promote the formation of students' values and the overall development of their personality system. In a popular saying, both to teach knowledge, and to educate people, to improve the comprehensive cultural quality of students, both cannot be neglected. It is necessary to harmonize the instrumentality and humanism of foreign language education.[8]

5. Conclusion
Computer aided teaching of English has its disadvantages and advantages. Its application is an inevitable trend. Compared with the traditional teaching mode, it is more in line with the individualized, independent, diversified and three-dimensional teaching and learning concepts, which is advocated by the modern education concept. It’s flexible and diversified teaching forms and interesting teaching contents are more in line with the characteristics of foreign language learning. Although there are still some problems in the application of this new teaching model, this should not be a reason to prevent the wide application of educational information technology in foreign language teaching. As long as we are aware of the existing problems and properly deal with them, and fully
absorb the reasonable elements of traditional teaching, then the computer technology will make the traditional teaching play a better positive role.

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