Flexible Application of Computer Technology in Improving Students' Interest in English Learning

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Abstract. Chinese students are inevitably influenced by their mother tongue when they learn English. Most people can understand, but dare not open their mouth to say, and even some simply do not understand. After the application of computer information technology in English teaching, English learners can learn independently through the network, and can break the barrier between regions for more extensive communication and learning under the Internet. For example, the application of micro-class, teachers will show the key content in the textbook through video, audio, so that students can understand and learn more easily, and at the same time greatly increase students' interest in learning English. Nowadays, science and technology are changing with each passing day, and the application of information technology is particularly important in teaching. For example, now our country is in the onset of the new crown pneumonia infectious disease, the country takes into account the safety of students, postponed the start of school date, so that all primary and secondary students through the Internet teaching and teacher distance guidance of a new learning model. Many teachers in colleges and universities use various information means to carry out network teaching, which is really eight immortals across the sea. Using recording class, micro class, Tencent classroom live broadcast and other ways to carry out online teaching, students are refreshing, stimulate learning enthusiasm, improve the teaching effect. This kind of network teaching method can not only guarantee students' learning time, but also improve teachers' ability to use information technology. This paper describes how students use computer to learn English flexibly to enhance their interest in learning English.

Keywords: Computer Technology, English Learning, Interest in Learning, Application

1. The traditional teaching mode has some defects
For a long time, the foreign language teaching mode of our country is books, chalk, blackboard. Teachers often use spoon-feeding teaching, as soon as they enter the classroom, they begin to explain words, phrases, give examples, then explain the text, analyze the structure of the article, focus on explaining grammar and some long sentences, difficult sentences, and do not really take students as the main body. The result of this single and boring teaching model is that it pays attention to the
cultivation of students' language knowledge ability and neglects the cultivation of pragmatic ability, overemphasizes the acquisition of language forms and neglects the communicative function of language, and emphasizes the accuracy. Ignore the appropriateness of language use. And in our country, due to the limitation of conditions, English learners lack a real language environment. Students often painstakingly memorize English words through Chinese meaning without context. Most of the teachers' contents come from textbooks. Students can only contact English knowledge in textbooks and lack real language materials and context. Moreover, traditional teachers' examples and students' repeated practice teaching methods also lack real language environment. Students can not fully understand the local customs and cultural background of Britain and the United States, so it is easy to make pragmatic mistakes. In our country, the main way for students to learn English is classroom teaching. Therefore, it is necessary for us to give full play to the role of classroom promotion, to create a real language environment and to maximize their pragmatic competence [1]. As shown in Figure 1.

![Diagram](image.png)

**Figure 1.** The traditional teaching mode makes the pragmatic competence of college students low.

2. The advantages of multimedia teaching in computer technology

Nowadays, many colleges and universities have changed the traditional teaching methods and adopted some new information technology products or application systems, such as micro class, admiration class, multimedia technology and so on. As college teachers, making better use of advanced information technology and introducing better and updated knowledge into the classroom can not only meet the requirements of students' information learning, but also conform to the trend of the times, and can effectively improve the effect of classroom teaching and stimulate students' interest in learning. The information teaching method not only changes the traditional teaching mode of spoon-feeding, but also makes full use of the new teaching method to broaden the vision of learning English, so that students can learn the latest knowledge of the subject through the Internet in the network mode. Receive better learning results. Compared with traditional blackboard teaching, multimedia teaching has obvious advantages. Multimedia teaching makes the original boring classroom rich and colorful, dynamic pictures and bright colors can improve students' attention, enhance students' interest in learning English, for the difficulties in the English classroom, the effect of key explanation is very obvious. The use of computer multimedia technology teaching can enrich the classroom, quickly input a certain culture to the students, for some problems and difficulties, can also be relatively simple to
show, so that students can quickly master certain cultural knowledge [2]. As shown in Figure 2.

![Figure 2](image)

**Figure 2.** The application of computer multimedia technology in classroom.

3. **Flexible application of computer technology to enhance students' interest in English**

Multimedia is more and more widely used in teaching. It is a simple and intuitive modern teaching method, which adds endless fun to the original boring English classroom. The abstract English knowledge is visualized and concretized, the classroom teaching structure is optimized and the teaching effect is improved. The proper use of multimedia in English classroom teaching can promote students' positive thinking, make them use eyes, ears, mouth, hands and brains in their study, so as to achieve the organic combination of listening and speaking, arouse students' enthusiasm in learning English to the maximum extent, and make the teaching effect reach the ideal level. The multimedia network teaching model is based on constructivism, which is the product of the combination of computer multimedia technology, network communication technology and modern educational theory. It has unparalleled situational and interactive nature in traditional teaching, and provides intelligent materialized technology for cultivating students' English pragmatic competence in foreign language teaching [3]. Computer for students of different disciplines, their interest is also very different, as shown in Figure 3.

![Figure 3](image)

**Figure 3.** Different disciplines in the use of computer technology to improve children's interest in learning.

3.1. **Applying the advantages of computer technology to appropriate learning**

Computer technology can provide great help in the process of courseware making and save people more time. Just like copying can save people a lot of energy. Through the corresponding practice, teachers will list a sample courseware in advance, that is, the template of courseware. After confirming the content of the professor, we set the corresponding blank slides. After the completion of the courseware, we can selectively copy the sample courseware and make it according to the actual lesson
preparation. Just like the sequence of text in the slide show, there is no need to combine "custom animation" to expand the settings, then copy, and change the text content. In addition, the high quality courseware obtained through various channels can also be used for effective reference. Many teachers in the network make better courseware, which is the resource we need. In most cases, you can choose the general courseware for simple adjustment to apply directly, then in-depth research, and actively communicate with the team [4].

3.2. Teachers impart pragmatic knowledge and cultivate students’ pragmatic consciousness

Based on the research results of pragmatics and foreign language teaching, teachers should consciously introduce some pragmatic knowledge to students in classroom teaching. Let them understand that a sentence with complete grammatical correctness is not necessarily an appropriate discourse in a particular context. Many words are synonyms, but their pragmatic effects are different. At the same time, teachers should also let students realize that learning English can not only pay attention to the forms of expression in the language, but also understand what kind of communicative functions these forms can achieve, and systematically teach students some different cultural principles of different languages. When students understand some vague restrictive words and their pragmatic functions, their language expression skills can be improved, thus avoiding unnecessary mistakes in communication.

3.3. Provide sufficient input to create a real context

In addition to teaching some pragmatic knowledge in class, teachers should also provide students with sufficient and appropriate input. In the teaching mode based on computer application, teachers can make full use of literature works, life conversation books, magazines and various types of audio-visual materials related to the content of the text, provide students with language examples, make students realize the language characteristics used by different social roles in communicating different topics in different communication places, and provide language materials rich in a certain speech act, and make examples for the study of specific speech acts. In addition, the classroom teaching can also play a certain English original short play, such as Friends, and so on. Because these materials come from the real life of Britain and the United States and reflect the social and cultural context when English is used in real life, students can not only have a sense of experience, but also learn living and authentic English easily and happily. There is input, and there must be output. After fully explaining the different pragmatic functions of language forms and their use context, teachers should also create some simulated real context in the classroom as far as possible, so that students can use these language forms through real communicative activities such as discussion, dubbing, debate, role playing, conversation and so on, so as to achieve the purpose of learning to use them [5].

3.4. It has changed the traditional teaching mode and realized the diversified teaching

Informatization has changed the traditional English learning mode, students' learning place is no longer classroom, students' learning is no longer classroom-based. In the information age, all kinds of English learning video resources expand students' vision of learning English, and the Internet era brings students time, space and various learning resources. All kinds of network platforms provide students with a new learning environment, so that students can still learn what they want to learn anytime and anywhere. The learning of modern students is mobile learning. The combination of multimedia teaching and air classroom teaching, network classroom, air classroom and traditional classroom are complementary and organic. These can improve students' interest in learning English. Turn over the classroom, micro-class, Mu class and other information age products, become the three main teaching methods in teaching. Mu class is a new teaching mode, is an open course on the Internet, it is a large-scale open online course, focusing on all courses of high-quality resources to achieve sharing, students can learn through the network, not limited by time and space. Flipping classroom is also a new learning method based on information technology and network. Teachers use information technology to guide students to learn independently, to provide students with learning
resources, to discuss with teachers in class, and to solve the difficult problems encountered in learning. This teaching method is to combine students, teachers, class and class, tradition and network to cultivate students' enthusiasm for autonomous learning and develop good study habits [6].

4. Conclusion
In the Internet and information technology development today, a variety of English learning software, network platform emerge in endlessly. Students in the modern society of information technology development, English learning content is rich, knowledge is constantly updated, free choice is greater. Teachers can also use the network platform to arrange learning tasks through a software, supplement some learning resources, let students interact with teachers through the network platform, conduct teacher-student dialogue, submit homework and so on. These functions cannot be realized by traditional teaching. Teachers share their excellent teaching courseware, high-quality online teaching video, outstanding digital resources and so on, so as to maximize the efficiency of information resources and better serve the training of talents. In a word, the application of information technology has brought unprecedented great influence to English teaching in colleges and universities. It is not only a technological innovation, but also a change in people's ideas and ideas, which has a profound impact on the reform of college English teaching. The English teaching mode in the information age should make full use of the information tools to apply the new technology, new products and new ideas to the teaching, so as to provide a powerful impetus for English teaching.

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