To Explore the Innovative Application of Computer Multimedia Technology in English Teaching Reform in Higher Vocational Colleges

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Abstract. It explains the various characteristics and advantages of advanced computer-related information technology in our current English teaching. In this paper, we introduce and explain many specific uses of this advanced technology in higher vocational English teaching. In addition, we take the English computer multimedia teaching system of Stanford University, a world-class famous school, as an example, and finally explain many opinions and suggestions on further deepening the English teaching reform in higher vocational colleges.

Keywords: Computer Multimedia, Information Technology, English Teaching

To change the previous English teaching mode through multimedia technology is not only to use multimedia as a tool to assist teachers in teaching, but also to improve the strategy and content. It is the trend of modern English teaching and expresses a new educational idea and idea. Under the modern education system, using multimedia as a tool to stimulate students' autonomous learning not only improves students' interest in learning, expands their knowledge in and out of class, broadens their horizons, but also effectively improves students' listening and speaking ability, communication ability and reading and writing ability. It also helps to develop students' subjectivity, creativity and cultivate their innovative spirit. Practical ability is of great significance.

1. Brief introduction of multimedia information technology

In this era, computer multimedia technology is a technology with the fastest development speed in our information technology field, which is also an important aspect of the development and progress of our new computer technology. Multimedia technology has many functions. Now, we have extremely fast information transmission speed and efficiency, and the advanced technology we have allows us to enjoy the resources of the whole world. This technology has changed our daily life in many ways. It would be impossible for us to put the feeling and experience brought by this brand-new technology in the past. (see figure 1)
Figure 1. Multimedia information technology

2. Specific application of computer multimedia technology

At present, the use of computer multimedia information technology in English teaching activities has become an inevitable requirement of English teaching reform, and has increasingly evolved into the main trend of gradually realizing the modernization of English education. Compared with traditional teaching methods, computer multimedia information technology has incomparable advantages.\cite{1}

First of all, computer multimedia technology can provide students with sufficient information through the Internet, which helps students to fully understand the knowledge background and broaden their knowledge. Secondly, multimedia English teaching integrates sound and animation, which is conducive to the vividness, visualization and subjectivity of teaching. Thirdly, multimedia English teaching provides sufficient language information, which can not only improve students' reading ability, but also help to create a good oral training atmosphere, thus facilitating teachers to prepare lessons.\cite{2}

2.1. Computer aided instruction

Computer-aided instruction is a variety of teaching activities carried out with the aid of computer, which discusses the teaching content, arranges the teaching process, and carries out the teaching and training methods and techniques with students by means of dialogue. Compared with traditional teaching methods, computer-assisted instruction has many advantages. The application of computer-assisted instruction is conducive to learning, giving full play to the initiative, enthusiasm and creativity of students' autonomous learning, and at the same time, it is also conducive for teachers to make full use of the advantages that the network can provide supervision and inspection means and play a guiding role. In the ideal computer-aided instruction, teachers' teaching and students'\cite{3} learning can be carried out in different places, and teachers and students can communicate fully; Students can arrange their own learning time and place according to their own needs, freely choose rich learning content within the scope stipulated in the syllabus, arrange their own learning plans, and ask questions in learning at any time and get answers in time; Computer software controls routine mechanical training, large-scale homework correction, examination, grading and teaching management.

2.2. Speech recognition technology

Through speech recognition technology, we can train learners' standard pronunciation and teach them pure American pronunciation. By comparing learners' pronunciation with their mother tongue pronunciation, this technology scores learners' pronunciation, provides error detection function based on phoneme association and recognition, and helps them improve their pronunciation. The functions of phonetic symbols, demonstration pronunciation of words and sentences, speech recognition and error correction can relieve the pressure of teachers brought by large class teaching, and help learners to correct their voices in time.\cite{4}
2.3. Graded test system
Grading test system can test learners' English knowledge and skills in a quantitative way, help teachers to give hierarchical teaching guidance easily, and make a scientific and overall pre-class assessment for students. At the same time, it is also convenient for teachers to fully explore teaching practice activities such as integrating teaching content, arranging order, determining teaching emphasis and difficulty, and ensuring learning quality.

2.4. Multimedia tell me more interactive course
This interactive course brings English teaching content and interactive multimedia courseware suitable for higher vocational colleges, which has the characteristics of real-time or non-real-time interaction across space. Teachers can choose teaching unit modules according to students' majors, English proficiency, learning ability, etc., students can also choose learning content according to their actual language ability, and cultivate their autonomous learning ability through the use of function keys such as "repetition", "recording" and "listening back".[5]

2.5. E+C teaching mode
English lacks a language learning environment in China. In our ordinary English teaching, the time for teachers to educate students in the classroom is very limited and short. Therefore, in such a big environment, most of our classroom language exercises are false and created according to our imagination, which is not a real dialogue scene. Under such circumstances, our teachers are often asked to teach in order to complete their teaching tasks. And our students will learn to complete their own learning tasks, which will make the whole teaching result very bad. In addition, after class, students will become completely unable to communicate and learn English. On the point of creating a language learning environment for English learners, multimedia network technology can give full play to its role and make real communication in a virtual space. Stanford English TELL ME MORE software course adopts the E+C blended teaching mode which fully integrates multimedia teaching and traditional classroom teaching, from implementing teaching, language training, consolidating knowledge to the final flexible output of language, which embodies the teaching mode of students' autonomous learning by man-machine and teachers' guidance and monitoring. E-learning is multimedia network teaching, which integrates sound, image, video and text, and provides students with a real communication environment inside and outside the classroom. Students can watch, listen and imitate while they have the opportunity to apply what they have learned, thus consolidating and improving their language knowledge and skills in use, E-class solves the problem of insufficient listening and speaking practice in traditional learning. It makes English learning no longer limited by time and place, just like having a teacher at any time, ensuring the continuity of learning. The language communication space created by the network makes E-learning teaching show great advantages, but it also has its shortcomings. For example, although the computer is intelligent, it can play a certain role in the training of students' language communication ability to a certain extent, but it cannot train the difficult points of language knowledge in a targeted way, give comprehensive explanation and guidance, and strengthen them. This is the problem to be solved in C-learning classroom teaching. C-learning refers to a teacher's oral activity class that matches the content of E-learning, and provides targeted comprehensive explanation and guidance. Teachers organize students to engage in dialogue, two-way communication, group discussion, role-playing and so on in C-learning class, and carry out communicative teaching to reflect the practicality of language, so as to consolidate the knowledge they have learned and use it flexibly. As a teacher, it is necessary to tap the advantages of the two kinds of classroom teaching, make up for the shortcomings of both sides and form an efficient teaching system.[6]

3. Defects and deficiencies in the application of computer multimedia technology

3.1. It weakens the leading role of college English teachers in English teaching
Influenced by modern teaching theory, the current college English teaching emphasizes the leading role of teachers and the exertion of students' dominant position. In the past, there were many defects and problems in our English education. For example, if teachers want to make students pay attention and urge them to study, they will write on the blackboard by themselves, and read and translate the key contents in English books by themselves, which is very beneficial for students to learn English. On the other hand, such teaching methods also help teachers to carry out positive teaching work and make the whole teaching get a benign interaction. The wide application of computer multimedia information technology in college English teaching omits the tedious teaching links such as writing on the blackboard and copying in class, but it also makes some teachers rely too much or even abuse computer multimedia information technology, which will greatly reduce teachers' teaching skills, teaching charm and teaching style. Over time, teachers become mechanical multimedia operators.[7]

3.2. Love and crazy pursuit of multimedia use
There is no problem here. In our new English teaching, many English teachers pay great attention to the use of new technologies. However, paying too much attention to the use of new technologies will often make us pay less attention to improving students' English knowledge and ability, which will be very detrimental to our students' healthy learning of English.

4. Conclusion
Although the application time of computer multimedia information technology in English teaching is not long, the effect is remarkable. Students have greatly improved their language skills in vocabulary, grammar and pronunciation, and their soft skills in confident expression, cultural differences and accurate use of words. In the future teaching process, we will further use the advantages of computer multimedia information technology to promote and deepen English teaching reform, and continuously enhance students' practical English application ability, so as to increase the competitiveness of employment and workplace.

5. Appendix: Specific experiment of multimedia information technology in experimental class
See Table 1:

| Elements                     | Experimental class | Ordinary class |
|------------------------------|--------------------|----------------|
| Highest score                | 640                | 570            |
| Average score                | 386.6              | 335.9          |
| Rate of obtaining certificate| 93%                | 86%            |

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