Research on the Management Mode of College English Listening Teaching under Computer Multimedia Technology

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Abstract. In recent years, with the prevalence of educational reform, multimedia system, as a more popular new thing, has been introduced into the classroom by most universities. The rich and efficient teaching characteristics of multimedia teaching system make it popular with many teachers and students. Especially in college English listening class, the application of students' hearing becomes more and more important. Multimedia education system can also play its role properly. This study summarizes this field from three aspects: the application of computer multimedia technology in teaching, the preparation of multimedia courseware in listening class and the management skills of college English listening teaching in multimedia environment.

Keywords: English Listening Teaching, Multimedia, Computer Technology

1. Application of computer multimedia technology in teaching

Nowadays, with the rapid development of information technology, multimedia teaching has become an important teaching method. Multimedia teaching refers to a number of teaching auxiliary projects carried out with computers as the carrier. It is widely used, that is, it is widely and flexibly used. Teaching quality refers to the teaching effect of teachers.

1.1. The advantages of multimedia technology in teaching

Generally and flexibly use the computer as the carrier of teaching, the advantages outweigh the disadvantages.

First of all, the repetition rate of information in multimedia teaching is high. Multimedia teaching realizes the sharing of resources among information and greatly improves the utilization rate of information. Through multi-dimensional stimulation to students, multimedia teaching makes it more convenient for students to acquire knowledge and memorize knowledge for a longer time. Multimedia teaching has successfully broken the limitation of time and space in the sense of traditional teaching. Compared with traditional teaching, multimedia education reduces the level of information transmission. This helps to improve the accuracy of knowledge transfer.

At the same time, multimedia teaching also helps to improve the teaching efficiency of teachers. All subjects, including Chinese, mathematics and English, can benefit from multimedia teaching. The information transmission function of multimedia teaching is obvious to all. It has more conditions and resources that the traditional classroom does not have. First of all, multimedia teaching can simulate
the necessary conditions of teaching. Moreover, this new teaching method allows teachers to use some network resources in the classroom. For example, in physics class, teachers often use some simulation experiments to make students immersive. Although the experiment is not done by hand, the sensory stimulation brought by the simulated environment can also make students have a deeper memory of the experiment. This is helpful for students to have a thorough understanding of knowledge.

In addition, the same is true of mathematical modeling. Multimedia teaching allows resource sharing among multiple parties, including students and students, students and teachers, teachers and parents. This fundamentally reduces the workload of teachers in preparing lessons. Therefore, the teacher has more energy to devote to the classroom. The teaching mode realized by multimedia system is more abstract, but also more comprehensive. This can exercise students' thinking height to a certain extent, and can improve students' acceptance of knowledge. In a class of the same length, the class capacity can be effectively increased. Generally speaking, multimedia teaching system can help teachers improve their teaching speed. The teacher is no longer afraid of the knowledge in the textbook. For knowledge that cannot be introduced in detail in class, students can learn by themselves through multimedia files. This also improves the teaching efficiency of the school [1].

In addition, multimedia teaching system is a great reform and innovation in the history of education. In the traditional classroom, knowledge is usually presented in the form of words, which is more unified. In the multimedia teaching system, teachers' transmission of knowledge is more diversified, and the teaching content becomes more abundant. There is not only one form of explanation of a knowledge point. A variety of teaching methods can greatly improve students' interest in learning. The enthusiasm of students can also increase with it. The use of vision, hearing and other senses can effectively expand students' ideological dimension and develop their innovation and thinking ability.

Especially with the rapid development of science and technology, the popularization and promotion of multimedia undoubtedly conforms to the development trend of the times. Students who receive multimedia education from an early age can be exposed to computer technology earlier. This is very useful for its future development. The changes brought about by multimedia in the field of education can improve the quality of teaching and the training level of talents in the country in many ways, so as to cultivate more pillars for the society [2].

1.2. The disadvantage of multimedia technology in teaching

To a certain extent, multimedia teaching programs play an important role in improving teaching efficiency. But at the same time, staring at the multimedia screen all the time will cause students' visual fatigue and affect their eyesight. In most schools, the recess time is only ten minutes, so it is difficult for students to completely relax their vision. In today's society, the reason for the decline of students' eyesight is often not video games and other electronic devices, but endless multimedia teaching.

In addition, due to the strong inclusiveness of multimedia teaching courseware, students no longer need to focus on all their attention on teachers. For the part that did not hear clearly in class, the students no longer discussed it with the teacher, but went home to check the multimedia courseware for themselves. This greatly reduces the communication time between teachers and students. Although this can promote students to improve their self-study level, it may have disadvantages in the long run. There is no simple teaching relationship between students and teachers. Teachers often influence students in the way they speak and behave. Long-term self-viewing multimedia courseware is not conducive for students to observe and learn from the people around them. This also affects the character of the students [3].

From the teacher's point of view, the use of multimedia teaching system certainly has advantages that can not be ignored. However, the long-term use of multimedia courseware will make teachers have the psychology of over-dependence. Some teachers' ability to write on the blackboard has declined. As the multimedia software allows teachers to play videos and other diverse resources, after leaving multimedia, some teachers are difficult to explain their knowledge in concise language. This makes the teachers' teaching ability hit by the reduction of dimensionality. It takes a lot of time to
make courseware, and it is easy for teachers to relax their research on teaching materials and teaching methods. The cost is high and the investment is large. The configuration of computers and other teaching hardware facilities takes up a lot of teaching funds, which will also shrink the other directions of teaching [4].

Generally speaking, the application of multimedia technology in teaching is better than bad.

2. Preparation of multimedia courseware in listening class

Teachers should carefully study teaching materials, browse resources, select media and analyze students before class [5].

1). Before class, teachers should read the teaching materials carefully to understand the teaching objectives and find out the key points and difficulties. In this way, we can grasp the main points in class and avoid being in a hurry when we teach.

2). When preparing lessons, teachers should not only prepare knowledge points, but also analyze students. It is necessary to analyze the gap between students' existing knowledge level and teaching objectives in order to determine the depth of knowledge explanation in teaching and how to deal with the relationship between new knowledge points and original knowledge. Teachers should analyze the influence of the law of students' psychological development on teaching. Different growth environments can easily cause obstacles to students' learning and understanding. Teachers should analyze students' learning rules and interests. Teachers need to know what students want to know and explore in order to stimulate students' interest in learning.

3). Before class, teachers should choose media resources according to the characteristics of students. Such media resources can enable students to experience the practical significance of learning knowledge in the rich and colorful learning environment created by multimedia, combined with the life around them.

4). In teaching, attention should be paid to the close combination of multimedia teaching and traditional teaching. For every teacher, the traditional teaching has formed a model. Multimedia teaching is a new challenge for teachers. Traditional teaching is mainly teacher-centered. Multimedia teaching uses computer as a teaching tool, which is flexible and intuitive.

However, in the teaching and research activities organized by most schools, some teachers have entered a misunderstanding. They completely regard the computer as a teaching tool and completely ignore the effect of body language on students as teachers. They just sit in front of the computer and operate with the necessary questions. There is less interaction between teachers and students. The teacher only cares about operating the computer and cannot observe the words and deeds of the students. In this way, we do not make use of the bilateral activities between teachers and students that should be promoted in classroom teaching. Therefore, multimedia teaching and traditional teaching should be closely combined in teaching.
3. Management skills of college English listening teaching in multimedia environment

After using multimedia tools, teachers also need to have certain skills in listening classroom teaching [6].

3.1. Pre-listening

Many teachers often skip this step and go straight to the topic when guiding students in listening training. In fact, preheating before listening is very important, it can be used as a groundwork for listening activities, so that students can know the background knowledge, new words and phrases involved in listening materials in advance, and stimulate their interest. The main teaching tasks in the Pre-listening phase are as follows:

1) Setting context

This is the most important step in the warm-up process, to understand the background of the listening text, and then ask the students to predict what they may hear in the text.

2) Generate interest

For students with weak listening ability or relatively resistant to listening activities, it is particularly important to stimulate their interest in the warm-up stage. For example, listening exercises are to listen to a text about sports, which can first allow students to speak freely or discuss their favorite sports in groups, or show pictures and competition clips of some famous athletes. In addition, teachers can also set up some content related to the topic of the text and require students to answer in English, so as to take into account the training of oral communication.

3) Activating vocabulary/language

The most direct way is to explain the meaning and usage of new words in advance. If you want to make it more interesting, you can assign some preview tasks in advance. For example, the listening text is an introduction to Yellowstone Park, which allows students to act as travel agency staff and tourists, make up a dialogue about Yellowstone tourism consultation, perform in class, and digest new words in the course of activities.

3.2. While-listening

After the preheating is completed, you can enter the formal listening training. In the usual practice, most students will listen to the same text over and over again. When students listen to the first time, they are often nervous and get very little information. They have to listen to it several times before
they can get into the state. Therefore, teachers can set different goals and tasks in each listening exercise to help students train step by step.

1). Adapting to the speed and intonation of a text mainly focuses on capturing the theme and basic information of the text, such as who the speaker is and what scene it occurs in.

2). Find the answers to the previously arranged questions from the text.

3). Check the answers and supplement the missing information.

The number of listening depends on the difficulty of the text and the question. Some difficult problems need to increase the frequency of listening as appropriate.

3.3. Post-listening

At the end of the listening exercise, the teacher can guide the students to consolidate the content of the text and the language knowledge points involved:

1) Reaction to the text

In addition to analyzing the answers to listening exercises, teachers can also help students do outreach training based on the content of the text. For example, ask students to retell and summarize the outline of the text, discuss the views of the speakers in small groups, and then express their own opinions.

2) Analysis of language

Teachers can analyze and summarize the usage of new words and sentence patterns in the text. As students have listened to the text repeatedly before, it can help them understand the new language points more effectively.

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Figure 2. The steps of teachers using multimedia courseware in listening teaching.

4. Conclusion

There is no doubt that college English listening education is an important part of English teaching. Whether it is to pursue further studies at home, or to choose foreign universities to continue their studies in the future, listening accounts for a large proportion in the language test. Moreover, the basis of learning a language well is to be able to understand the speech of the local people. Only by understanding what the other person wants to express can the dialogue go on and form a virtuous
circle. The application of multimedia technology in teaching, especially in listening class, is an obvious development trend in the field of education in recent years. Rich and colorful multimedia courseware can bring vitality to listening teaching and improve classroom efficiency and knowledge conversion rate in many aspects. But a good classroom should have not only hardware but also software, that is, the cooperation of teachers and students.

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