On Influence of Computer Multimedia Technology in Language Learning

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Abstract. In the 21st century, with the development of information technology, the popularization of multimedia technology and application of network technology, teaching methods and education technology have undergone great changes. How to fully understand the characteristics of multimedia technology, how to correctly use it to assist language teaching, thus effectively improve the efficiency of foreign language learning, is worth exploring. On the basis of defining the meaning of multimedia teaching, this paper analyzes in detail the advantages of applying multimedia technology in language teaching, thus creating good conditions for improving the efficiency of language classroom learning.

Keywords: Information technology, educational technology, multimedia, multimedia assisted language teaching.

1. Introduction

With the deepening of quality-oriented education, classroom teaching as the most important part of teaching reform has been paid more and more attention. From the perspective of teaching means, the application of multimedia technology in school education has played a great role in classroom teaching, especially in the reform of foreign language classroom teaching. It is conducive to creating a good language communication environment, expanding students' thinking space, greatly improving classroom teaching efficiency, and constructing students' cognitive schema.

Modern educational means, generally speaking, refer to Computer Assisted Instruction (CAI-Computer Assisted Instruction), which integrates audio-visual, satellite radio and television, computer multimedia, artificial intelligence and other technologies, and plays a very important role in the fast track of education development. And computer multimedia teaching and network teaching are the core contents of modern educational technology applied in teaching. The rapid development of multimedia technology and network technology has not only greatly changed the way of people's life and work, but also triggered the major reform of teaching methods in the field of education and teaching.

Multimedia auxiliary teaching, is an important content for the computer technology application in the field of teaching. It is favored by the majority of the students because of its flexible teaching, rich content and novel form. It can make up for the defect of traditional foreign language teaching, can...
greatly improve teaching efficiency and teaching quality, and the students in listening, speaking, reading, writing and translating ability has a positive effect. Research and practice have proved that it is a new and effective way to improve teaching efficiency, to create a relaxed, interesting, vivid and real language environment and cultivate students' learning interest by using modern teaching means, namely multimedia teaching.

2. Multimedia network technology and teaching mode

As defined by IBM, multimedia is the fusion of video images, sound, graphics, and text at multiple levels, made by computers to interact with each other. Multimedia technology is a technology capable of capturing, processing, editing, storing and displaying more than two different types of information media. To be specific, it is a new generation of computer integrated environment that uses computers and related technical equipment to digitally acquire, manage, communicate and process various media information such as pictures, texts, sounds and images, and can provide users with required information through interactive dialogue with users. It can transmit text graphics, still image, dynamic image, animation, sound and other multimedia information to the user terminal, displaying the transmission content in multi-dimensional, multi-angle and multi-mode. The key to multimedia is that the combination of images, sound, and animation forms a learning tool for people to use.

Multimedia technology integrates multiple information media objects synchronously, and then presents them comprehensively after processing. Multimedia mainly integrates audio, video, still image and information processing in teaching. Multimedia technology is characterized by information diversification, technology integration and process interaction. Multimedia teaching is an optimized teaching method combined with modern technology, which can reduce the size of the macro world, magnify the microcosm, make the abstract concrete, turn the virtual into reality, and put the past, the future and the present at the same time to fully mobilize the positive thinking of students' various senses. The plane teaching is changed into two-way three-dimensional teaching, so that students can receive information efficiently in a relaxed environment, and teachers have more time to contact students, improve teaching, renew themselves, and improve teaching quality as a whole.

Multimedia teaching means in the teaching process, according to the characteristics of the teaching purpose and teaching object, through the teaching design, rational selection and use of modern teaching media, and organic combination with traditional teaching means, participating in the whole teaching process in a variety of media information to students, to form a reasonable teaching process structure, thus optimizing the teaching effect. Multimedia computer assisted instruction uses multimedia computer to integrate processing and control symbols, language, text, sound, graphics, images, and other media information. The element is required by the teaching of multimedia units through the display screen or a projector. At the same time, according to the need to add sound to cooperate and the human-computer interaction between the user and the computer operation to complete the teaching or training process.

3. Advantages of multimedia and network English teaching

3.1. Optimize the language teaching mode

It is the core of modern language teaching activities to cultivate students' communicative competence in foreign languages, which permeates into other teaching links and runs through the whole classroom teaching. The main characteristic of modern mode is that teaching procedures are interlaced, complex and practical. Teaching activity is a dynamic three-dimensional network structure, which makes the three elements of classroom teaching (teachers, students and textbooks) intercross in time and space. Teaching content into the form of audio-visual teaching, can be shown to the students real and solid background and using the target language environment, overcome the scene set by teachers in the teaching of authenticity, create a "get rid of the native language, give full play to the eye, ear, brain, mouth of language information comprehensive reaction of language acquisition environment" for
students, and make the students have the feeling of immersive, so as to arouse their interest in learning and active participation.

![Network English Teaching Mood Process Chart]

**Figure 1:** Network English Teaching Mood Process Chart

### 3.2. Activate students' learning motivation

Multimedia technology and multimedia features have changed the transmission of information from one-dimensional text or isolated static graphics in the past, presenting and describing the same teaching content to students in a multi-dimensional, multi-form, multi-angle, efficient and accurate way, so as to optimize classroom teaching, increase classroom capacity and improve teaching effect. The distinguishing feature of computers is human-computer interaction. Multimedia computer can combine all TV, VCR, tape recorders and other audio-visual functions with computer interaction function, producing illustrated the human-computer interaction forms, vivid image, with a strong attraction and appeal of the students more senses, dedicatedly, effectively activating the students' interest in learning, but also cultivating the students' ability of observation. In addition, the advanced means of multimedia computer-aided teaching, such as terminal software Internet, has changed the traditional passive learning situation. Students become the master of machines and equipment. They can completely control learning according to their own will, so as to establish self-confidence, eliminate anxiety and tension, fully reflect the main role of students.

### 3.3. Conducive to construction of students' cognitive schema

Schema theory emphasizes schemata as a cognitive framework in understanding and communication, which makes information stored in long-term memory in an orderly way and provides basis for prediction. Communication is a two-way psychological process that requires a certain schema as the premise. In a sense, schema is background knowledge, among which cultural factor is an important aspect of background knowledge. "To learn a foreign language without understanding its culture is to memorize a series of meaningless symbols, which are difficult to use effectively and often incorrectly", "and language classroom is a place where language and culture are connected. This is especially true in China, where the classroom is the main place to learn a foreign language." However, "the integration of cultural content can only go from simple to complex, from shallow to deep, so students' cultural awareness should be cultivated in the initial stage". Multimedia technology is an organic combination of video images, audio, graphics and text with the help of computer hardware and software. Coupled with the full use of online resources, it can visualize and materialize the social, cultural background and other cultural factors, so it is conducive to the construction of students' cognitive schema.

### 3.4. Provide real situations of language communication

A foreign language is different from a mother tongue. People learn language for the purpose of using language as a communicative tool to communicate with each other. Most students learn language in class. Due to the lack of natural communicative situations, the learning of grammar rules and the
mastering of language use rules often appear disjointed situations. Thus it can be seen that more realistic situations are very important to cultivate and improve students' language use ability. And to achieve the teaching purpose, our language classroom teaching must provide such a language learning environment for students. This kind of environment can not only make students have more direct use of the language of space and opportunities, let the students be immersed in the language environment for meaningful communication, complete the task and motivate students to participate in problem solving and communication activities. The integrated feature of multimedia computer can provide a real and natural teaching environment for language classroom teaching activities. Multimedia technology can make students quickly into a virtual language environment, which can according to the teaching purpose, content and language function project from browsing online database, select and download the appropriate images, video, text introduction, such as free combination information would create an ideal situation. The appropriate courseware, software can also use the Internet. The visual language environment integrating sound, picture and sound gives students an immersive feeling and stimulates their brains in many aspects. All kinds of real situations created by multimedia simulation technology are enough to stimulate students' desire of language communication, and they can use appropriate and decent language to communicate in different communicative situations.

3.5. Effectively expand students' thinking space
The key to the application of multimedia means in language teaching is to fully reflect and motivate students' learning enthusiasm, so as to further improve their comprehensive ability of listening, speaking, reading, writing and translating. In the use of multimedia technology to create a good language communication environment, its instrumentality and interaction is conducive to linear and non-linear combination of teaching materials, through language, image and sound at the same time on the students' multiple senses, letting them use both the left and right brain, producing a sense of "immersive". Under the guidance of teachers, students can carry out large-capacity simulation communication. In the continuous progress of students, their ability to think directly in a foreign language is often exercised, so that they can more effectively improve their ability to communicate in a foreign language.

3.6. Encourage teachers to reflect on teaching
The application of multi-media technology requires the improvement of language teachers' own quality, so it is also a challenge to language teachers. Teachers should take the initiative to adapt to the development of modern society. The students have a wide range of knowledge and use the language better than previous students. In teachers' professional development, multi-media technology should be a "required course". Teaching facilities are to be used by people, and trained teachers should use them boldly. After basically learning the use of multimedia, teachers still have many topics to study, such as "individualization of learning environment", "exploration of learning curriculum", "student-centered classroom teaching" and other propositions. Teachers should choose the right starting point, aim at the target, constantly explore, constantly reflect, and gradually mature.

4. Conclusions
The application of computer multimedia teaching mode in language teaching provides a good language carrier and easy learning environment for language learners, greatly arouses their interest and initiative in language learning. Learners can freely choose their learning time, acquire the language knowledge they need repeatedly, and can freely choose the learning materials and language information they need. The organic combination of pictures, texts, sounds and images makes it easy for learners to enter the learning state. Multimedia teaching mode is in line with the development trend of language teaching. It has great potential in updating teaching means and reforming teaching mode. It will play a great role in improving the quality of language teaching and cultivating students' ability to apply language in practice.
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