Application of Multimedia Technology in Business English Interactive Teaching

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Abstract: The application of multimedia technology is a comprehensive and creative application of traditional teaching forms. In particular, multimedia courseware has the advantages of integration of display, selection of hypertext links, operation of human-computer interaction, richness of large-capacity storage, and convenience of high-speed transmission and so on. It can realize the unified combination of classroom teaching integrity, science, art and technology. Higher education has always emphasized the student-centered, teacher-led teaching model, and flexible use of multimedia in business English teaching has achieved remarkable teaching results. This paper expounds the current situation and problems of the application of multimedia technology in business English teaching, and puts forward some innovative application methods of multimedia in business English teaching.

1. Introduction

The application of multimedia technology is not only the main form of CAI, but also the comprehensive and creative application of traditional teaching acceptance points and forms. Multimedia has the characteristics of strong interactivity, good visibility, wide content and strong interest. It has brought new changes to the educational circles and opened a new era of teaching methods. Lots of multimedia production software suitable for teaching provide guarantee for teachers to make exquisite courseware, and at the same time improve students’ interest in learning and teaching effect. In particular, multimedia courseware has the advantages of integration of display, selection of hypertext links, operation of human-computer interaction, richness of large-capacity storage, convenience of high-speed transmission and sharing of super-space-time communication. It can realize the unified combination of classroom teaching integrity, science, art and technology. The application of multimedia technology is the main manifestation of computer-aided teaching, and it is also a comprehensive and creative application of traditional teaching acceptance points and forms. The characteristics of multimedia have brought new changes to the educational circles and created a new era of teaching methods. Lots of multimedia production software suitable for teaching provide guarantee for teachers to make exquisite courseware, and can greatly improve students’ interest in learning and teaching effect. Especially the operability of multimedia courseware human-computer interaction can realize the unified combination of classroom teaching integrity, science, art and technology, which is of great significance for courses requiring a lot of interaction and practice. Therefore, the application of multimedia technology is of great significance to business English teaching.
2. Application of multimedia technology in Business English teaching

2.1. Characteristics of Business English course

Business English is a functional variant of English, a kind of English for special purposes, and a language for communicating in a specific occasion, that is, business occasion. Therefore, it is a form of communicative competence, which is not only professional in business activities, but also closely related to the common Basic English used by people. The close combination of English language skills and business expertise has become the biggest feature of business English courses in colleges.

2.2. The relationship between Business English learning and multimedia

Business English integrates English teaching and business expertise, and integrates English teaching and business content into a whole. Students should not only learn English, but also know business occasions, business meetings and all activities involved in business activities. They should be proficient in business English vocabulary and focus on training students’ listening and speaking abilities in business. The content of business English learning is various and miscellaneous. Multimedia can meet the needs of business English teaching by using the characteristics of fast conversion and large amount of information.

2.3. The significance of multimedia technology in Business English interactive teaching

According to the development of multimedia technology and the characteristics and meanings of interactive teaching of business English, the application of multimedia technology in interactive teaching of business English is of great significance, which is embodied in the following four points, as shown in Figure 1.

Figure 1. The role of multimedia technology in business English interactive teaching

In today's era of continuous economic development, business English teaching should not only focus on immediate knowledge, but also clarify the teaching purpose, constantly update the teaching mode and actively use multimedia technology to bring more different teaching experience to students. The combination of business English teaching and multimedia technology in higher vocational colleges is an innovation of teaching mode. The emergence of multimedia teaching has fundamentally broken the limitations of traditional classroom and improved students’ interest in learning English. Multimedia teaching can make students preview the learning content in advance and make the contents of the class into various multimedia files. It not only increases the interest of students in learning English, but also enables students to study independently after class and enrich their English reserves. The application of multimedia technology in business English teaching in higher vocational colleges has improved students’ classroom participation and greatly helped teachers to complete their teaching tasks.
3. Problems of multimedia technology in Business English teaching

3.1. Focusing too much on teaching form but neglecting the content
In the course of making courseware, lots of teachers simply moved the text to the screen, did not process and apply it scientifically and reasonably, and lacked effective use of teaching means. Others only played the textbook teaching software when using multimedia, which could not really combine the teaching content with the actual situation of students, and did not play the role of multimedia. Multimedia teaching can not only stay in the change of teaching form, otherwise it does not understand the essence of multimedia teaching.

3.2. Disconnection between teaching and learning
Teachers in the production of courseware and textbook content too little cohesion, or no content of the embodiment, lack of practicality. In the classroom, courseware has become a form, students have become audiences, and students only passively understand knowledge, without effective interaction with teachers, which cannot expand students' thinking. In addition, some teachers over-exaggerate the role of most media, using multimedia in every class, without paying attention to whether the classroom content is suitable for multimedia teaching. The result of doing so will not only fail to achieve good teaching effect, but also play the opposite role.

4. Innovative use of multimedia in Business English teaching
Business English teaching needs to adopt interactive teaching mode. In order to display the teaching contents to learners in three-dimensional and multi-dimensional way according to the teaching requirements, the process of creating multimedia courseware should be taken as one of its core contents.

4.1. Diversify teaching contents based on quality education
Business workers should have abundant professional knowledge. Therefore, the courseware making of business courses should pay attention to the comprehensive cultivation of students' listening, speaking, reading, writing and translation skills. The courseware can be designed according to the principle of "cognitive understanding and memory of the same important knowledge of background materials and five skills". Multimedia teaching can also combine various training methods, learn from each other's strengths, make good use of each other, and promote each other, so as to help students improve their business English language application ability. At the same time, the quality education of students should not be neglected. Multimedia can be used to display all kinds of foreign films, songs and articles with positive and positive contents, healthy thoughts and a sense of justice, to enhance students' communicative competence, to set up the correct direction of life, to apply the contents of ideological education into students' thoughts.

4.2. Developing students' comprehensive ability of Business English
By using various teaching methods provided by multimedia, we can make image and specific teaching software, and concentrate on integrating four basic forms: sound, picture, text and image. In practical teaching, attention should be paid to the formation of teaching forms such as picture construction, student response, voice application, teachers' questions and students' exercises, in order to create a lively classroom that can enable students to fully participate in activities. Make full use of the advantages of multimedia, make students immerse themselves in the situation, actively participate in classroom learning, so that students love multimedia teaching, familiar with the application of computers.

4.3. Developing students' comprehensive ability of Business English
In order to arouse students' interest in learning, teachers should pay attention to the following points when making courseware: firstly, according to the teaching content, the teaching focus should be on
the specific vocabulary, academic terms and sentence patterns in business English; secondly, from the student's point of view, students should be encouraged to use their hands and brains, and students should be involved in the courseware system by means of giving advice, searching materials and comprehensive information. In addition, students can input teaching content, make pictures and images, and demonstrate the effect of courseware by themselves, so as to let them have more interests in business English. Finally, professors should use the network function, carry out classroom simulation, and use the network interaction, teacher inspiration and other teaching modes to stimulate students' enthusiasm for serious learning and actively participate in problem solving.

4.4. Improving comprehensive language ability and creating good teaching environment
Practical English teaching can no longer meet the needs of students by books alone, but application of multimedia technology can effectively improve students' comprehensive language use ability. Therefore, teachers should make full use of multimedia technology, strengthen the training of students' comprehensive English ability, and improve their comprehensive language use ability. Good teaching system and teachers are not only the basis of business English learning, but also a good language environment to stimulate students' interest and initiative in English learning. The application of multimedia technology is helpful to fully mobilize students' enthusiasm in learning English, which also conducive to students' autonomous learning of rich English knowledge in multimedia.

4.5. Enriching classroom content and exercising communicative expressions
Multimedia technology application in interactive teaching of business English requires teachers to increase the diversity of courseware content in class in order to maintain students' enthusiasm. Teachers can exercise students' listening through multimedia audio files, and through online voice calls to practice oral communication and expression ability with others, so that students can understand the knowledge of the industry in advance. After students have mastered the basic competence, teachers can design some business scenarios for students according to the specific teaching content and life reality, so that students can stay in them, expand their knowledge and enhance their communicative expression ability in English.

5. Conclusions
Using multimedia courseware to assist interactive teaching of business English, the intuitive and dynamic nature of media courseware helps stimulate students' interest in business English learning; the interactive nature of multimedia courseware improves students' ability to realize self-knowledge construction, and well realizes the interaction between teachers and students in the classroom; The repeatability and reproducibility of multimedia courseware help students to review business vocabulary and sentences and improve students' memory effect. The large amount of information in multimedia courseware increases students' input of knowledge. On the basis of good memory effect, increasing the input of knowledge plays an important role in improving students' comprehensive ability to learn business English. At the same time, courseware derived from students' practice provides students with a more intuitive understanding of business practice, and fully taps students' innovative ability.

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