Research on the Internet Interactive Teaching Mode of Advanced English in Multimedia Network Environment

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Abstract. This paper analyzes the application of multimedia technology in Advanced English course of senior English majors, focuses on the theoretical guidance, teaching characteristics and modes of operation of Advanced English teaching based on multimedia network interactive mode.

Introduction
The task of Advanced English is to train students’ comprehensive English skills including the ability to acquire knowledge independently and apply knowledge, to analyze the problem and put forward opinions on their own and innovative abilities. And the use of multimedia-assisted Advanced English can give full play to the students’ autonomy, it pays more attention to the major role played by the students’ cognition and the development of learning abilities, which embodies the thought of quality education and conforms to the demand of the information age.

Advanced English Teaching Thoughts against the Background of the Information Age
The reform of foreign language teaching in the information age is closely related to the latest development and application of multimedia and network technologies. At the same time, it also puts forward the most effective teaching mode combined with the concept and practice of contemporary foreign language teaching. Represented by cognitive approach and communicative approach, the contemporary foreign language teaching is based on the understanding of psycholinguistics and sociolinguistics on the language nature, conforms to the rule of students learning a foreign language and adds more emphasis on the cultivation of their creative thinking, scientific learning method and communicative language abilities. One of the important theories that the cognition method based on is the learning theory of constructivism, which emphasizes the students’ cognitive status. It holds that the acquisition of knowledge is the results of interaction between the learning individual and external environment, and that learning is a process of active construction of cognitive thinking activities of people, where people obtain and construct new knowledge through interactive activities based on their original knowledge and experiences and external environment. On the other hand, the particularity of foreign languages that differs from other disciplines in that learning language is not only to listen and read in order to understand, absorb information and knowledge, more importantly, is to be able to use the carrier of language for communication. The main goal of communicative approach is to improve students' communicative skills, to emphasize the representation of the real situation in teaching design, and learners' autonomous learning in participation in the communication process .These two teaching ideas start research from different angles, but there is no doubt that they are based on the essential problem that language is the carrier of thinking, they all try to establish effective solutions for students’ to shift from receptive skills to output skills in foreign language learning and to establish specific teaching system. In combination with the foreign language teaching ideas, the foreign language learning method that we advocate is the study under the guidance of the teacher and with the learner as the center, which is acquired through the construction of meaning.
Multimedia-assisted English Teaching Network Interaction Model

The application of multimedia network technologies in Advanced English teaching helps the transformation of teaching methods as well as realizes the students’ autonomous learning under the guidance of teachers, which can give full play to the students’ initiative and stimulate students’ interests in learning and innovation spirit.

The Establishment of Network Interaction Model

The multimedia network classroom is mainly composed of two parts: hardware system like computer, multimedia, network and teaching tool software system. The formation of multimedia network classroom is mainly to install software systems like network operation and multimedia teaching in the network hardware system, so the information resource of the internet server software and students’ machine can be used alternately, namely resource sharing.

It is possible to realize the sharing of resources in the common computer multimedia network environment, but if the computer multimedia-assisted teaching and management wanted to be realized effectively, one must install a multimedia interactive operating system that is able to realize assisted teaching and management. This multimedia network classroom operating system is the simulation of traditional classroom teaching behavior, which is, in some operating environment, to replace traditional blackboard with display screen of computer, replace chalk with keyboard operation and replace pointer with the mouse. Through this system, teachers can accomplish the previous whole teaching process of total control and management, so we call it computer multimedia interactive network teaching management system. Of course, the establishment of multimedia network classroom simply meets the basic requirements for the realization of the network interactive mode of teaching, to realize the interactive function of combination of multimedia and curriculum, a set of suitable teaching materials and courseware suitable for multimedia assisted teaching must be written.

Interactive Mode of Advanced English Multimedia Network Teaching

There are mainly three kinds of network interaction modes in multimedia network classroom:

The first is the interaction between the student and the computer. Making use of multimedia’s characteristic of strong man-machine interaction has positive significance to the quality education and skill training of students in the teaching reform, even to the cultivation of creative thinking ability. The characteristic of multimedia’s strong man-machine interaction is the "discovery teaching method. The discovery teaching method is a kind of modern heuristic teaching method, which can set questions according to the characteristics of the students’ cognitive structure, so learners can learn and explore with questions. And the scene and hypotheses are set, suggesting all kinds of possibilities, a variety of thinking to solve the problem are stored into the teaching program, guiding students to seek for ideas and methods to solve the problem. In the multimedia assisted Advanced English Teaching, because of the fact that students has truly become the masters of learning, the responsibilities of teaching control and the initiative of interaction are handed over to students themselves. So that students’ learning initiative and enthusiasm will be given a full play, students will find learning content, learning progress and learning methods that can fully meet their conditions and needs, so students will learn faster and better.

At the same time when the students interact with the computer, teachers can monitor each student's computer screen in real-time, and observe the students' learning, so teachers can watch the operation condition of each student in their own computer without having to leave their seat.

The second is the interaction between the students. In the multimedia network environment, the interaction between students contains multiple channels. Learners discuss and communicate around the current learning topics, and form their own judgment, express their understanding of the problem and different ways to solve the problem, share their ideas, answer each other’s questions, arguments and evaluation, and solve all kinds of problems through mutual cooperation. In this way, multimedia network combine many learning modes skillfully like “individualized learning”, "collective
teaching", "cooperative learning" and other modes of learning to promote the development of creative thinking by multiple means.

The third is the interaction between the teacher and the students. The teaching of Advanced English assisted by multimedia has put forward higher requirements for the teachers. The guidance of teachers to students can be carried out in the forms of screen play, screen monitoring and individual tutoring. In the multimedia network environment, teachers can play the computer screen and voice multimedia information in real time to the whole group or individual students. During the process, students are allowed to raise their hands to ask questions, to discuss what they learn the study. Teaching can force students to receive the screen in full screen or window, so makes it possible that students exercise while watching. In the process of broadcasting, the teacher can assign a student to demonstrate the remote operation and operate the teacher's machine without leaving his seat. The function of electronic blackboard and whiteboard is provided so the teacher can realize all the functions on the ordinary blackboard. When the teacher gives oral explanation and doesn’t need the students look at the screen, in order not to let the students influenced by watching the screen, the teacher can force the students to look at the screen when necessary, so that students can concentrate on the lecture.

The Specific Application of Network Interaction Model

Combined with the characteristics of Advanced English teaching, multimedia network interaction model can be used specifically in the following areas:

Language Culture Knowledge Learning

Advanced English curriculum is a comprehensive reflection of English language knowledge and skills, which includes the politics, economy, culture, law, science and technology and many other aspects, in which the social and cultural background knowledge also involves every country's geography, history, cultural traditions and cultural development status, etc. It plays a significant role in consolidating students’ basic language skills, expanding their scope of knowledge and improving the knowledge structure, has an important role. Teachers can use teaching software like PowerPoint and Dreamweaver to have lectures of the vocabulary, notes of language difficulties, summary of background knowledge, analysis on discourse structure and style, supplemental materials made to web pages in advance, so these can be available and flexible in the classroom at any time. This can greatly help the students get more information in limited time, and thoroughly decompose the complexity of knowledge and skills of information, reduce the processing process of information in the brain from the image to abstract, and then from the abstract to the image, and convey the intention of teaching fully.

In addition, if the multimedia network classroom connects the Internet, the Internet communication classroom will create a more direct, effective, fast and convenient way for teaching to contact with the outside world. It will have the latest information and materials transmitted to the classroom, which provides an excellent tool for the development of teaching reform to a higher and deeper level.

Comprehensive Training of Language Skills

Imparting language knowledge is not the final purpose of language teaching. Advanced English multimedia network teaching is highly operable in cultivating students' comprehensive ability to use language. It can simulate the language environment in a relatively real way, and fully mobilize all kinds of students’ skills to listen, say, read and write. The Virtual Reality technology, which is unique to multimedia, can create a scene similar to the set-ups and teaching content in the multimedia network classroom, so students can carry out virtual simulation training in this environment. The multimedia aided language teaching of Advanced English can actualize language teaching and socialize the class, make use of the efficient integrated environment of multimedia to enable students have access to extensive materials from multiple levels. And at the same time, in the comprehensive using process of language skills like listening, speaking, reading and writing, it deepens students’
understanding of society and life, cultivates students' the ability of logic thinking and creative thinking.

Detection of Teaching Effect

Being developed from the testing of single language project to the testing of language capabilities of man-machine interaction, the computer assisted foreign language testing has been quite mature today. It can use photos, pictures, charts and other characterization methods of image, also it can exploit audio and video materials in a specific discourse (such as the speech mentioned above), which can give full play to the functions of multimedia and encourage students to pay more attention to the cultivation of language practical application and communicative ability in the process of testing. Timely and moderate tests in the classroom can improve students' sense of urgency, improve learning efficiency, and facilitate the timely diagnosis of teachers in the weak links of teaching, so adjustments can be made. Many of the exercises and tests that are highly interactive and made with Authorware, Flash, are available on the Internet for use in the classroom and after class. The variables and functions in the Authorware Professional can be used to count and calculate varieties of data generated by interaction, do automatic scoring analysis, and offer explanation to the questions that students do wrong. It should be said that, if used properly, the language testing in the multimedia network environment is better than traditional foreign language test in terms of reliability and validity.

Summary

The development of multimedia computer assisted language teaching has brought a revolutionary change in the field of foreign language teaching, the author believes that there are many aspects regarding the development of the multimedia network teaching are worthy of study and discussion. Multimedia assisted Advanced English teaching is a beneficial attempt, of which network interactive mode can not only ensure the norm, system and organization of teaching, but equips considerable flexibility, diversity and autonomy, which can be extended to other foreign language teaching.

References


