A Study on the Multimedia Teaching of Specialty English Courses for English Majors

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Abstract. Modern educational technology and the specialty English courses for English majors are organically combined. The depth and breadth of knowledge are also organically combined by rich teaching methods like multi-media. In this way, the new problems of the contents, ways and ways of multi-media teaching are solved to improve the learning competence of students.

Introduction
Multi-media coursewares have been applied widely into teaching. While boasting vast information and good visibility, they have combined many kinds of information, including sounds, images and words. With the distinctive teaching characteristics, rich teaching contents and vivid teaching scenes, they have formed an all-round, multi-channel and interactive teaching system, making innovations in the formal means and methods of traditional classroom teaching[1-3]. However, the widely used coursewares for specialty English courses for English majors are just formed in consideration of the teaching and lacking of intersection and penetration among different subjects[4-6]. Thus, the specialty English courses make the students feel dull, abstract and difficult to understand, which has undermined the effectiveness of specialty English courses teaching to a certain degree. Thus, initial explorations are made in the new problems of multi-media teaching in content, ways and methods.

Upgrade Teaching Ideas to Solve the Continuity Problems of Traditional Teaching Methods

Due to the Fact that Multi-Media Coursewares are Just Formed in Consideration of Teaching

Guided by the previous educational ideas, some teachers think that sophisticated teaching methods entail advanced educational ideas. Therefore, in real teaching process, there are some incomprehensive views in which multimedia teaching is pursued blindly as only a kind of tool used by teachers in explaining the teaching contents. And modern teaching methods must be those having used multi-media in the teaching process. As a result, the traditional teaching mode continues under the coat of multimedia-assisted teaching, the modern educational technology. The teaching has been in a rigid pattern in which the students remain the passive receipts of the lectures given by teachers, the center of the class. And the principle role of students cannot be given to play fully and the desired results cannot be reached. So, we should correct the wrong perception that multi-media is used for itself.

The above teaching idea has restrained the innovative thinking of teachers. Though assisted with the modern teaching means, the teachers still cannot go out of the traditional teaching mode or keep up with the advancement of times. Therefore, we take the relationship between people with multi-media and that between teaching contents and multi-media as the breakthrough point. And teaching ways and methods corresponding to the teaching methods are adopted to learn from each other so as to use various kinds of teaching media comprehensively and reasonably, including traditional media. Specialty English course is a very complex subject. In teaching, it is connected with the related English subjects to focus on the explanation of the specialty English’s status, effects, influences and characteristics in the system of English major. Progressive and organic connection with the related contents of various subjects are emphasized. In this way, the disjunction among various subjects are prevented and there are highlights and innovations. Education of specialty
English courses cannot just offer the ready-made knowledge and the more important thing is leading students to explore the unknown areas. That means the students will not only accept the given answers to solve problems but also find out the original solutions by themselves. Innovative teaching idea is the precondition of innovative teaching methods. And only when teaching ideas are innovated can the advantages of teaching means be taken.

Multi-media teaching is a comparatively advanced lecturing means when compared with traditional ones. But the advanced means does not represent the advanced teaching ideas. Many college teachers pursue multi-media teaching one-sidedly. They believe that the use of multi-media only can be taken as the advanced teaching methods. But such understanding actually takes multi-media as only a kind of tool used by teachers in illustrating teaching contents. Though using the multi-media, the teachers remain the center of the class and give lectures with the students as the passive receipts. The purposes of interacting with students, broadening students’ horizons and increase the interest of students have not been obtained by using multi-media. Therefore, we should take the relationship between people with multi-media and that between teaching contents and multi-media as the breakthrough point. And teaching ways, methods and means corresponding to different kinds of teaching contents should be adopted. A case in point is Jilin Business and Technology College. When teaching the specialty English courses for English majors, the teachers have considered the role and the status of the subject in the whole English major and paid attention to the organic junction of the teaching contents with the knowledge of other related subjects. And especially, the characteristic of the school is combined, emphasizing the special role of English major in the whole teaching system. While imparting knowledge, the teachers has led the students to explore deeply into the fields related to specialty English. Such teaching ideas have not only highlighted the key points of knowledge but also made innovations in traditional teaching.

Upgrade the Lessons Preparation Ideas to Change the One-Side Perception that Multi-Media is the Whole Procedure of Lesson Preparation

Some college teachers have confused the concepts of making multi-media coursewares and lessons preparation. They think one-sidedly that the making multi-media coursewares is lessons preparation. Actually, the process of making multi-media coursewares is only a part of designing teaching methods and cannot completely replace lessons preparation. This is because that lessons preparation is the general planning and design of the whole teaching process. Here, we take School of English of Jilin Business and Technology College as an example. When combining fully with the characteristics of its industrial and commercial college, the teachers of the specialty English for English majors have adjusted the making of multi-media coursewares in lessons preparation every term as a way to follow the development direction of English major domestically and advance with the time, supplementing the cutting-edge scientific and technological information. Through the intersection and penetration of various kinds of knowledge, the students will know the importance of related English knowledge in professional English fields. The classroom teaching effects can be improved through fine management of classroom structures.

As the teaching course develops, the interdisciplinary sciences are expanded as well. The integration and reform of the English for specific purposes course has put forward new requirements for the making of coursewares. Coursewares of the specialty English are made in consideration of its training objects of Jilin Business and Technology College, the characteristics of industry and commerce as well as the development direction of English major. But when it comes to making coursewares, some teachers ignore an unnegligible link in teaching, that is, lessons preparation. They think on-sidedly that the making of coursewares is lessons preparation. Against the above situation, thinking should be uniformed. The general making of coursewares is only the procedure of designing the teaching methods, which cannot replace whole lessons preparation procedure. Lessons preparation is the general planning and design of the whole teaching procedure. The students should be guided to connect the learned knowledge and through widening, they should be led to intersect and penetrate the knowledge and know that specialty English knowledge is the important basis for engaging in work related to English. The teaching experience and law tell us
that the lessons preparation of teachers means the fine management of classroom structures to make the teaching dense and effective with every minute useful. In such classrooms, teachers no longer play the role of teaching the ready-made knowledge with the students as the passive receivers. In other words, they are no long the classrooms where the knowledge are crammed to the students whose ability cultivation are ignored.

Organic Combination of Multi-Media Teaching and Traditional Teaching Methods is the Solution for Unclear Learning Points and the Overall Thinking Ability Reduction of Students

Teaching of special English courses has always been an important component of the teaching system for English major. But it always face the problems of insufficient teachers, huge contents and limited teaching hours. As to making students flexibly and efficiently learn the specialty English knowledge and integrate it with other related professional courses to form a complete knowledge system, organic combination of multi-media teaching and traditional teaching methods is the best solution for teaching problems. But more utilization means no more benefits and it is not advisable to replace the traditional teaching by using multi-media.

There is also a common phenomenon in multi-media teaching. The click of mouse or the keyboard will present huge amount of information which will make the teachers accelerate the classroom teaching unconsciously and ignore the thinking pace of the students. And if the students’ thinking cannot keep up with the explanation of teachers or take complete notes due to the rapidly offered information in the speedy teaching, the reviewing and consolidating of knowledge of students will be influenced. If the time used to transform knowledge is shorter than the perception time of the students, the pace is too fast. As a result, the perception time of the students will be insufficient and their understanding is not deep or thorough. Their ability of constructing the overall framework of the main points of knowledge will be weakened shown by unclear learning points and the reduced overall thinking ability. Finally, they will lose the interest in learning. On the contrary, slowness will cause inattention and the aspiration for knowledge will not be met and they will also lose interest in learning. Thus, our teaching mode should not rely on multi-media coursewares completely. The teachers should additionally use traditional means like black-board writing and drawing to allow the students to have enough time to comprehend and memorize the learned knowledge. Based on the real needs of teaching contents, advantages of multi-media and traditional teaching should be taken to highlight the key points and difficulties.

The differences between multi-media teaching and traditional teaching methods also lie in its huge amount of information. The click of mouse or the keyboard of teachers will present huge amount of professional information, which will accelerate the classroom teaching. Too rapid teaching speed will make students unable to follow the teachers’ thinking and even cannot complete classroom notes. This is one of the disadvantages of multi-media teaching when compared with traditional teaching methods. In addition, a lot of English dialogues can be well understood only when they are performed or practiced by students themselves. This cannot be replaced by multiple-media demonstrative experiments. Thus, colleges’ multi-media teaching of specialty English courses cannot replace traditional teaching methods completely. The teachers should additionally use traditional means like black-board writing and drawing to allow the students to have enough time to comprehend and memorize the learned knowledge. On the basis of the real needs of teaching contents, advantages of multi-media and traditional teaching should be taken to highlight the key points and difficulties.

Conclusion

In summary, we should cleverly and appropriately use the multi-media coursewares in teaching and build the base point of course construction on the basis of modern educational technology. Strengthened development and construction of curriculum resources are not only beneficial to the development of English major but also the improvement of teaching quality and the cultivation of talents. When popularizing the multi-media teaching, we should pay attention to solve the new
problems in teaching contents, methods and means in a view to really realize the educational innovation and improve the teaching efficiency.

In summary, accurate and appropriate using of the multi-media coursewares in teaching can not only enrich the contents of teaching but also build the base point of course construction on the basis of cutting-edge educational technology. This is not only deductive for the cultivation of college talents but also the further development of the whole English major.

References


