The Application of Computer Multimedia Technology in English Listening Test

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Abstract: The existing multimedia aided teaching is more embodied in the change of the hardware environment, the teaching ability of the teachers has not been greatly improved with the modernization of the equipment. Especially in College English listening teaching, many teachers only the multimedia computer as tools to demonstrate, substitute teacher teaching machine, and the lack of effective integration of information technology and curriculum, lack of systematic teaching design of English listening teaching contents, methods, resources and environment, the subjectivity of the students didn't get effective mobilization, resulting in multimedia method is difficult to play its due role. These not only cause the waste of equipment, but also seriously restrict the further improvement of the teaching effect of English listening. Therefore, the problems in College English Listening Teaching of multimedia environment, not only to improve the students' English listening level have direct help, and to improve the performance of multimedia equipment, and comprehensively improve the overall effect of the English teaching also has an important significance. In view of the status of College English Listening Teaching under the multimedia environment, the author chooses three universities in Jiangnan University, Shenyang Normal University and Sichuan University part of English teachers and University second grade students for the survey of related research. It reveals the problems of College English Listening Teaching in multimedia environment, analyzes the root causes of the problems and the related factors.

1. Introduction

Social progress, the development of human civilization, international communication is essential. And the most direct and effective way of communication between people and people is the exchange of language. As an international language, English has become one of the most commonly used languages for communication between countries. To learn English well has become an important means for people to improve their own quality, broaden the road of development. But in our country, people often only stay in English learning and writing stage, used to "say" language into the words can not be said, the effect of English learning will be greatly reduced. To learn English[1], comprehensive English "listening, speaking, reading, writing and translating the actual application ability training, the most important is to create a conducive to English listening and speaking the language learning environment, especially creation of" listening "environment to promote the development of other skills. However, find this environment easier said than done in Chinese speaking Chinese land! Therefore, people have been looking for an effective way to create such a language learning environment, in order to achieve the purpose of improving the level of English learning. Based on computer network and multimedia technology in its various manifestations, intuitive human-computer interaction, massive information and convenient storage and sharing, can effectively stimulate students interest in learning, enrich the teachers and the students in the teaching and learning methods, is helpful to improve the teaching efficiency, improve the learning effect. Listening teaching is the most basic and the most important link in the whole English teaching system. It is an active and complex mental activity process. Using multimedia technology to provide rich linguistic materials, strengthening the English learning situation sense and real sense to stimulate auditory, visual, and a variety of sensory organs, can make the listening learning psychological activity process more clear, significantly improve the listening teaching in "listening, speaking,

reading, writing," the effect of skill training. As a result, it is natural that people relate multimedia to English listening teaching. And as individual English learning process in higher education continue, College English listening teaching not only with ordinary English listening teaching have in common, and its own characteristics, use of Multimedia Assisted College English listening teaching will bring better effect. As early as in 2001, Ministry of education is in the "on strengthening undergraduate education to improve teaching quality of a number of opinions" clear requirements, "talent training in Colleges and universities, teaching means and methods must meet the requirements of the development of information technology, colleges and universities to strengthen campus network, electronic library, multimedia classrooms and other digital teaching environment construction, for the majority of teachers and students to use information technology to create the conditions. Compulsory courses offered by the state key construction colleges and universities, the proportion of class hours used in multimedia teaching should reach 30%, and other colleges and universities should reach more than 15%." In Colleges and universities, more and more teachers use the multimedia technology, to accept the multimedia technology, the application of multimedia technology in teaching has been very popular. Multimedia technology has become an indispensable teaching aid in Colleges and universities. Colleges and universities have attached great importance to the promotion and application of Multimedia English teaching, have invested heavily in the construction of multimedia classrooms, language lab and English listening network course and, the English listening teaching and learning environment has been greatly improved[2].

2. The Theoretical Basis of This Study

From the College English Listening Teaching in the multimedia environment point of view, first of all, the multimedia technology provides abundant listening materials for students, create a real language environment, helps students to obtain information on the specific dialogue in English listening teaching; secondly, with special emphasis on the students "listening" to use the language or words. The way for the exchange of learning, consolidate the content of the hearing, expand the comprehensive skills, and the constructivism emphasizes "collaboration" and "conversation" is the same; thirdly, the students' thinking ability and listening training in multi media environment, stimulate a variety of sensory organs, receive more abundant materials, will have diversified understanding of knowledge, form their own knowledge, these are constructivism emphasis on "meaning construction". Thus it can be seen that constructivism learning theory, especially for college students, is the core of this study. It is the core of this study, especially for college students to construct knowledge system and get creative knowledge in multimedia listening[3].
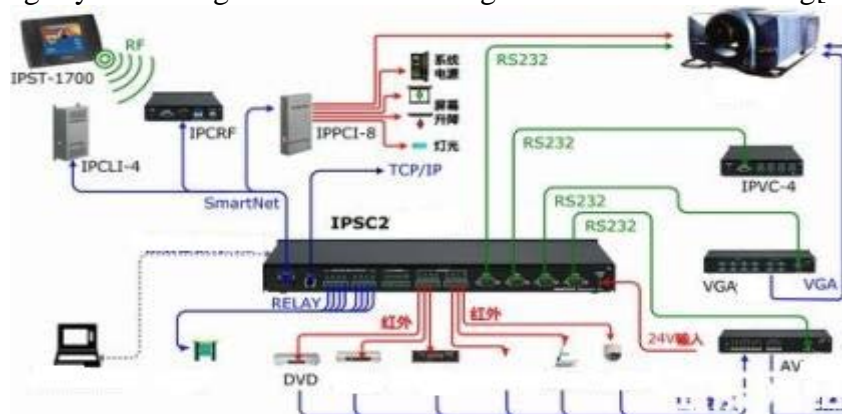

Fig.1 Sketch Map of Multimedia Listening System

2.1 The Theory of Multimedia Assisted Language Teaching

Multimedia assisted language teaching, also known as computer assisted language teaching. It is established in the computer as the core system of multimedia assisted foreign language teaching activities, mainly is refers through the comprehensive utilization of a variety of media and technology,

the information on foreign language teaching and learning for storage, processing, transmission and exchange, so as to achieve the optimization of foreign language teaching and learning. Multimedia English listening teaching is a new teaching mode to improve college students' English listening ability. It can effectively mobilize the students' learning enthusiasm, initiative, to maximize the students' learning potential. For students to provide diversified resource platform, creating a good language learning environment while reducing teacher workload, the teacher can set aside more time with the students to carry out interactive, teachers and students to achieve their targets in a relaxed and pleasant atmosphere. For specific forms, focus on presenting in front of students transfer the in addition, teachers using multimedia can will originally is difficult to use language to express the content or students to understand the abstract concept, easy to students to deeper levels of understanding. In short, the application of multimedia network technology in English listening teaching makes the teaching more open and can be studied. It can effectively improve the students' English listening ability and comprehensive quality, and conform to the requirements of the development of the times.
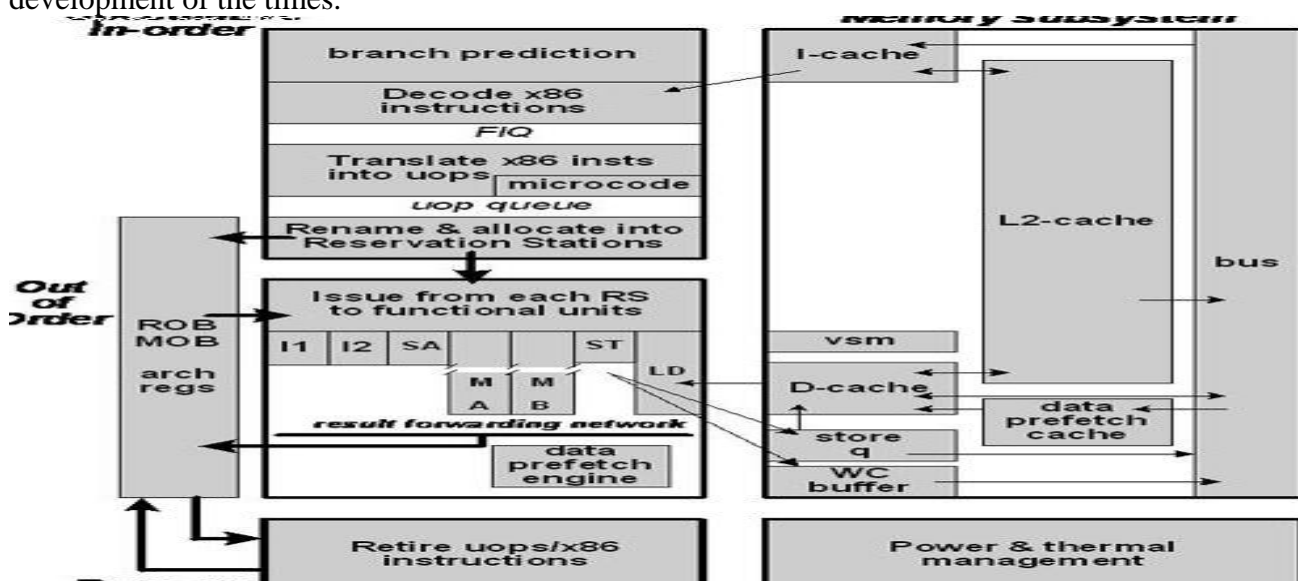

Fig.2 Schematic Diagram of High Performance Multimedia System

2.2 Investigation and Analysis on the Present Situation of English Listening Teaching

Issues involved in this study in order to make a more precise analysis, also in order to students of this age layer learning groups for specific analysis, and then come to countermeasures aiming at the conclusion of practical value and are. Author according to the problem of research has shown that for the content of the questionnaire, select three college, Jiangnan University, Shenyang Normal University and Sichuan University English teachers and students as the research object, the status of College English Listening Teaching under the multimedia environment of investigation and study. Through an empirical investigation, it reveals the main problems existing in Multimedia English Listening Teaching in Colleges and universities. Of developing English Listening Course for non English Majors in large students and English teachers in three universities in the Survey Department of Jiangnan University, Shenyang Normal University and Sichuan University. The three schools in different regions, the size of the school, the nature of the differences, so the results of the survey also compared with authenticity. Choose two students as subjects, mainly because they have experienced a year of College English listening learning, has formed a more stable learning methods, can more accurately understand their learning status. Is student survey from 21 provinces in China and across the region of larger, their age were from 18 to 21 years old, pre University were studied 6 to 9 years of English, and all have some foundation in English, listening learning also a certain number of years, compared with universal significance[4].

3. System Design and Performance Optimization

Through the above specific analysis of the survey data, application of multimedia technology in College English listening teaching can indeed cultivate the ability of teachers and students, in order to improve the listening teaching and bring a great help,. English learning emphasizes the practical application of language knowledge and communication. And the use of multimedia technology assisted English listening teaching can promote the teachers and students, better communication between students, to provide students with knowledge of the practical application of language, it has been recognized by the teachers and students, they hope to continue to promote this form of teaching. However, in the survey, the author also found a lot of problems, they have seriously restricted the further development of multimedia tools, making the multimedia teaching effect has been unable to achieve a qualitative leap. Teachers are the main organizers of the classroom teaching, in the multimedia listening class is no exception, especially in the multimedia environment of English listening teaching, teachers need to be in control of the classroom. Therefore, the main factors that exist in the present stage of multimedia listening teaching are teachers. But at the same time, the subject of teaching is the students, the effect of multimedia teaching is reflected from the students' learning effect. Therefore, the impact of the students' own problems on the teaching effect is an important factor that can not be ignored.

For teachers, if we can not clearly understand the role of multimedia in teaching, it is likely to be in the actual teaching use of deviation, seriously affect the teaching effect. This is a problem of teachers the most fundamental and important, teachers in the deviation of the multimedia teaching means to recognize mainly the following two extremes: first, that the multimedia teaching means of complete replacement of traditional teaching methods, we should abandon all traditional teaching method. There is no denying that the multimedia teaching method has the incomparable advantage of the traditional teaching method, and the teaching effect can be improved obviously by using the multimedia teaching method. So, many teachers think, since the advantages of multimedia teaching means is unmatched in the traditional means, then the future teaching will no longer need to those traditional methods, fully use of multimedia teaching. This understanding too much emphasis on the features and advantages of multimedia teaching, to the neglect of the classroom teaching of middle school students subject status and teachers' leading role and teacher-student classroom emotional communication, weakened the teacher's teaching art and the spot to play capability. Second, multimedia teaching means is just equivalent to one of the common tools of other traditional teaching means, do not need to be paid special attention to. Contrary to a view, some teachers due to the accustomed to the traditional teaching methods and for the use of multimedia tools for listening teaching knowledge and inadequate preparation, their application of the multimedia computer still remain in the only as a classroom demonstration or media broadcast tool stage, and not pays close attention to very much practical application of Multimedia in the teaching process[5].

4. Conclusion

This study is through literature search analysis method, questionnaire survey method and empirical analysis combining of multimedia environment of College English listening teaching reality of in-depth research, obtained the first-hand materials. The theory of constructivism, multiple intelligences, two language acquisition and the tower of experience are introduced as the theoretical basis of the research. Mainly from two aspects of teaching and learning problems and environmental restriction analysis the problems existing in multimedia teaching of listening, and puts forward the corresponding solutions and provide an empirical basis and theoretical support for the multimedia environment of College English listening teaching practice. Because of the research condition, the choice of the object of investigation is limited to three schools, although it is typical but the survey sample is small, it has some limitations. In addition, this paper studies the English Listening Teaching in the multimedia environment, the rapid development of multimedia technology, it is in the dynamic

conditions of the static research, the times is very difficult to achieve. Finally, because there are many deficiencies in my research ability, it also has an impact on the feasibility of the research results.

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