

Optimize the Strategic Cooperation of Multimedia College English Teaching Methods

Qiaoxia Wang

Xi'an Fanyi University, Xi'an, Shaanxi Province, 710000, China

wangqiaoxia@126.com

Keywords: Optimize; Strategic cooperation; English teaching; Multimedia

Abstract: With the rapid development of education informatization, multimedia assisted teaching has become an important auxiliary teaching method in the teaching practice of colleges and universities. Multimedia teaching resources, integrating text, image, sound, animation and video, provide teachers and students with all-round and three-dimensional sensory stimulation, change the traditional teaching mode and learning mode, and make online teaching and independent learning more efficient and faster.

1. Research background

1.1 Development of information technology

The rapid development of information technology and network has led to the popularization and application of multimedia auxiliary teaching resources. In English listening, speaking, reading, writing and translation of the five aspects of teaching, multimedia aided teaching methods play an important role, and teachers' English teaching by multimedia auxiliary teaching resources, teaching content is based on images, sound, animation, text, etc. with the combination of three-dimensional way, changed the traditional way of teaching is also great to improve the teaching efficiency. "College English curriculum requirements" regulation, supported by information technology to change teaching mode, in particular, should make full use of the advantage of network technology to change the traditional way of English teaching and learning, get rid of time and space restrictions on English learning and teaching, to expand the teaching and learning of English to infinite space, outside the classroom to realize individualized teaching and autonomous learning. Since 2002, in order to realize the national education policy of rejuvenating the country and enhance the soft power of the country, the ministry of education has issued the "college English teaching reform project" and launched the national high-quality curriculum construction plan, aiming at integrating high-quality teaching resources and realizing the network sharing of course resources. Since the ministry of education promulgated the college English course teaching requirements (trial) in 2004, college English teaching has entered a new teaching era, which USES computer network in teaching to extend teaching and learning from a limited classroom to an infinite network. In 2007, a \$2.5 billion "quality engineering" project was launched to solve problems in college English teaching through the construction of digital teaching platforms in universities and colleges. [1] Multimedia assisted English teaching can be said to be the current trend of English teaching.

In informationization, technological environment, in order to ensure that national reforms project smoothly, it is necessary for us to modern education technology to make full use of college English teaching and autonomous learning, to make English teaching more systematic, more personalized English learning mode, under the auxiliary function of multimedia network gradually enhance the level of English teaching and learning. [2]

1.2 Requirements of education informatization

Education informatization is the core feature of education modernization, which refers to making full use of multimedia network to develop education business in the informatization environment. The core task is to build an information-based education resource. Under the guidance of scientific

teaching mode, the core task is to use the information-based teaching means to train the outstanding informatization talents needed by the society and develop the education informatization industry. Finally, information talents make full use of education information resources to construct and improve information laws and policies and ensure the normal operation of social order. In a benign education cycle, education career develops continuously and education informatization level gradually improves.

1.3 Popularity of mobile terminals

According to statistics from the ministry of industry and information technology, as of March 2014, the number of mobile Internet users has reached 817 million, among which mobile terminals account for 96.4% of the total number. Mobile terminals are rapidly spreading. In terms of college students, the smartphone ownership is as high as 100%, laptop ownership has reached 57.6%, tablet computer users also reached 24%, implements the manpower of a mobile phone at the same time, some students also have a laptop or tablet, for the further realization of multimedia assisted English learning. Network education and remote education are gradually accepted by Chinese people, and the Internet and education industry have a fierce collision: on the one hand, with the gradual improvement of mobile terminals, education-type apps appear new business and service models. On the other hand, the audience that accepts network education service also increases quickly. Education industry of Baidu website develops particularly rapidly. In its financial statement of the last quarter, education class became the second largest advertiser, only next to medicine class.

2. Investigation and analysis of the application of multimedia assisted teaching resources in college English

2.1 Respondents

In order to ensure that the survey results of the questionnaire are representative and scientific, the respondents of this questionnaire include English major students and non-English major students, and students of all grades have. Among them, English major students account for 46% of the total number, male students account for 53% of the total number, and questionnaires issued by each grade account for a quarter of the total number. [3]A total of 100 questionnaires were distributed randomly in this survey, and 93 valid ones were recovered.

2.2 Questionnaire structure and design

On the basis of literature research, the author has compiled a questionnaire survey on the application of multimedia auxiliary teaching resources in college English and the needs of students. The main content of this questionnaire can be divided into five parts, a total of 30 questions. To understand the current situation and demand analysis of the application of college English auxiliary teaching resources in the information environment from both positive and negative aspects, and to provide some theoretical basis for the following research. Considering that the subjects will be influenced by their thinking patterns when answering similar questions, the questions in this questionnaire are arranged in A disorderly order to obtain more real information.

The first part is about the basic information of the respondents. [4] This survey is conducted in the form of anonymity. It only summarizes the basic information of the respondents, including gender, grade, major, English level, and time spent learning English after class, etc. It does not involve the privacy of the respondents. Students can fill in the questionnaire with confidence to obtain the real information they need.

The second part is a survey of the current situation of English teachers' use of multimedia assisted teaching resources. This includes whether English teachers use too much media assisted teaching resources for teaching, what kind of auxiliary teaching resources to use, and whether they combine the effects of rich images, sounds and animations to understand the current situation of teachers' use of multimedia assisted teaching resources through the side of students' answers.

In the third part, students use multimedia auxiliary resources to investigate the current situation

of learning. Investigate which auxiliary resources students like to use for English listening, speaking, reading, writing, translation and other aspects of learning, as well as the weekly use of auxiliary learning resources to help English learning time, understand the use of students.

In the fourth part, students' preference for multimedia assisted English learning resources is analyzed. Whether involved problems are mainly students like English teachers use multimedia assisted teaching resources for teaching, students learned information will be impressive and the multimedia auxiliary teaching methods for students' English learning which influence and so on a series of problems, understand the students' preferences, for the multimedia auxiliary teaching of college English resources provide theoretical basis for design. [5]

In the fifth part, students' Suggestions on the design of college English multimedia auxiliary teaching resources are collected in the form of objective questions and subjective questions. To understand which aspects of English listening, speaking, reading, writing and translation students pay more attention to, and which forms (video, animation, picture, audio and text) multimedia assisted teaching resource design prefer, and put forward valuable opinions on the design of multimedia assisted teaching resource.

2.3 Statistics and analysis of survey data

2.3.1 Basic information of the respondents

(1) Gender of the tested students

Among the student samples, 93 valid questionnaires were collected, and the gender ratio was: 53% were male, 49 were male. Girls accounted for 47%, with 44 students and 93 boys and girls in total. As shown in table 1, the gender of the tested students is shown.

Table1.The gender of the students in the questionnaire

Gender	male	female	total
students qty	49	44	93
percent	53	47	100

(2) Subjects' majors

Among the student samples, 93 valid questionnaires were collected, and the proportion of majors studied was: English major accounted for 46%, with 43 students; Non-English major 54%, 50 people. As shown in table 2, the majors studied by the students are shown.

Table2.Questionnaire survey of students' major

Major	English	Others	total
students qty	43	50	93
percent	46	54	100

2.3.2 Current situation of English teachers' use of auxiliary teaching resources

(1) College English teachers' use of multimedia assisted teaching resources

Among the 93 valid questionnaires collected, all English teachers used too much media or other auxiliary teaching resources for English teaching in class. Nearly half of English teachers often used multimedia auxiliary teaching resources, while only 11% seldom used them.

Table 3. The use of auxiliary teaching resources by English teachers

Frequency	rare	sometimes	often	seldom	never
teacher qty	30	23	30	10	0
percent	32	25	32	11	0

(2) Teachers use English auxiliary teaching resources

When asked whether the English auxiliary teaching resources used by teachers are combined with rich images, sounds, animations and other effects, the majority of students answer yes, but some students answer "rarely" or even "never". This fully shows that the form of English auxiliary teaching resources used by teachers is too simple at present, and the consequence is imaginable.

Students' learning interest decreases and the teaching effect is not good, which is also an urgent problem to be solved in the auxiliary teaching method. [6]

In addition, a series of questions such as the influence of teachers' use of multimedia assisted teaching resources on classroom atmosphere, students' impression and interaction with students are all answered in the affirmative, and the majority of them are answered in the affirmative. I will not list them here, indicating that multimedia assisted teaching resources play a positive role in improving the teaching effect.

2.3.3 Current situation of students using auxiliary resources for learning

(1) Students' use of listening AIDS

There are many ways for students to use auxiliary resources for listening practice. This questionnaire lists four ways. The results show that the way of watching English movies is more popular among students, followed by watching English cartoons and listening to English songs, and finally doing English listening exercises. See table 4 for the specific situation of listening practice conducted by students with auxiliary resources.

Table 4. Students use auxiliary resources for listening practice

Auxiliary resources	Listening materials	English movies	English cartoon	English songs	other
qty	9	48	25	10	1
percent	10	51	27	11	1

(2) Students' use of oral auxiliary resources

Questionnaire showed that nearly half of the students choose to the recording material to practice oral English, read English, the most effective way to chat with foreign friends is a form of not all students are used, the reason might be students lack of effective channel to make friends with foreign friends, also may be some students in conversation with foreign friends more shy, and so on, this is where the English teachers play its unique advantages, to establish a reasonable exchange way, so that the students can not only avoid the embarrassing situation when face to face, and make the Chinese and foreign student exchanges, such as English chat room and so on. See table 5 for specific situations of students' use of auxiliary oral resources for oral practice.

Table5. Students use auxiliary resources to make oral contact

Auxiliary resources	English corner	Follow the tape	Talk to friends	English chat room	other
qty	11	48	26	7	1
percent	12	51	28	8	1

(3) Students' use of reading AIDS

The number of students practicing English reading exercises accounts for 40% of the total number, indicating that doing exercises is the preferred learning method of most students. 26% of students choose to read English magazines. Only a few students use reading software. The auxiliary resources of reading training commonly used by students are English reading exercises, English newspapers and magazines, and famous books, etc., and their learning methods are too simple. In the information environment, to make full use of multimedia and network to bring us convenience, so students should also use some online reading software to help reading training. See table 6 for specific students' use of reading auxiliary resources for reading exercises. [7]

Table 6. Students use auxiliary resources for reading training

Auxiliary resources	Reading newspapers	Read magazines	English training	Reading classics	Reading software
qty	18	26	37	10	2
percent	19	28	40	11	2

3. Design of multimedia teaching resources for college English

Based on the teaching principle of constructivism, the teaching process is no longer a one-sided knowledge infusion, but the classroom is jointly constructed by teachers and students. College English learning should create a real English learning environment for learners to conduct college English learning with the support of multimedia network technology. In the real English learning environment, learners reorganize and transform their own knowledge and experience and actively construct meaning to acquire new knowledge.

Based on humanistic education theory, the design of teaching resources should be personalized. The design of college English teaching resources assisted by multimedia should conform to students' cognitive development level and psychological development law, and design and select college English teaching resources assisted by multimedia on the basis of fully understanding students' cognitive level and interests and hobbies.

Based on the theory of developmental evaluation, multimedia assisted college English teaching resources must pay attention to the interest of the teaching process in the design process, so that students can realize the beauty of the teaching process, stimulate their interest in learning, and cultivate their learning motivation. [8] The teaching content is designed with entertainment elements, "teaching through lively activities" and "learning through doing", so as to guide students to truly participate in teaching activities and become the main body of learning activities.

3.1 Design of multimedia assisted teaching resources for college English listening

Traditional English listening classes are generally carried out in the language room. Teachers control the playback of listening materials, and do not provide a certain language environment featuring sound, image, picture and text. Students' grasp of materials is not ideal, resulting in unsatisfactory listening effects. In order to improve students' English listening ability, it is necessary to create a real English listening learning environment for students. "With the development of information theory and cognitive learning theory, listening comprehension process is regarded as an active information processing process. Constructivism teaching theory holds that the acquisition of language skills must go through the process of meaning construction, and learning a language in a real language environment is the most effective way. Teachers use multimedia technology to create a real learning environment for students. In this real language learning environment, students use visual and auditory stimuli to construct the meaning of knowledge and practice listening. Using multimedia technology, teachers can also monitor and ask questions about students' learning progress through computers, communicate effectively with students and give timely feedback on their learning results.

Some auxiliary teaching resources such as video, audio and animation also play an important role in college English teaching and independent learning. Such as radio songs, movies, television, Internet video and English cartoons, etc., while watching film and television works, experience the correct pronunciation, grammar and intonation of English, understand the history and culture of western countries, English listening practice. [9]

3.2 Design of multimedia auxiliary teaching resources for college oral English

Oral expression ability is the most important thing in English learning and an important indicator to measure a person's comprehensive English ability. Of course, oral English training is inseparable from listening, reading, writing and translation training, these five aspects of training is complementary to each other and improve together. Improve oral English by listening, reading, writing and translating. On the contrary, the improvement of oral English promotes the training of listening, reading, writing and translation.

Modern education technology plays a crucial role in oral training: on the one hand, teachers can make full use of multimedia network to collect materials needed by students for oral training, and present them to students through PPT and other presentation software; On the other hand, students learn relevant western cultural background knowledge through Internet and other resources after class, so as to prepare for the teaching activities organized by teachers in class. The teacher

organizes the students to carry out the performance activity in the class, lets the student train own spoken language expression ability in the activity, teaches in the amusement simultaneously also teaches in the sentiment. In this way, it not only livens up the classroom atmosphere, so that students can actively participate in English teaching activities, but also create a real English practice environment for students, get rid of the traditional education dumb English test, cultivate students' oral English practical application ability.

3.3 Design of multimedia assisted teaching resources for college English reading

Informatization under the environment of multimedia assisted English reading teaching should pay attention to the advantages and feasibility of the design: first, the auxiliary teaching resource design should pay attention to arouse students' interest in learning, as the saying goes, interest is the best teacher, again good teaching skills, ignore students interest also will become overshadowed, therefore, in the process of reading teaching resource design, should make full use of video, images and other multimedia material to arouse students' interest in learning; Secondly, the presentation of the content is rich and colorful, teachers use the advantage of network resources, extend students' vision and space, make the teaching is not constrained by class and extend to the network, the teacher according to the teaching content, set up some questions, guides the student to use network resources to collect data, organizing students to analyze, then come to the conclusion; Third, the design of English reading teaching auxiliary resources should pay attention to the expansion of background knowledge, so that students have a deep understanding of foreign historical and cultural knowledge. Finally, the auxiliary teaching of college English resources design is feasible, most of the network teaching system are perfect, both in software and hardware equipment has reached the standard of education informatization, and each college also has related courses, the vast majority of students have mastered the basic skills of using multimedia network for learning.

3.4 Design of multimedia assisted teaching resources for college English writing

Computer-aided Writing capabilities are also increasingly mature, such as Writing Roadmap TM2 developed by the McGraw-hill California testing center. 0 in linear integrity evaluation tools as well as the development of zhejiang university English writing composition review system, etc., these software not only has general function syntax checking and spell check, can also be in the user cannot express exactly in accordance with the requirements of the learners to write complete sentences, correct intelligent help learners to choose the right words and sentence patterns, expand the thinking of writing, finally to help learners writing achievements inspection and evaluation, improve the efficiency and quality of writing. [10]

E-mail, online writing center, Blog is also an effective way to practice English writing, here, students cannot be limited by time, space, and friends, classmates, teachers, communication and communication, in the real language environment to improve their writing level.

4. Conclusion

College English education informatization environment design of auxiliary teaching resources should be based on "taking students as the center, based on process orientation, for the purpose of communication and it is with the person this" teaching principle, play the advantages of information technology and multimedia resources, from the university of English listening, speaking, reading, writing and translating the five aspects, respectively, for the design of auxiliary teaching resources, Use media resources (foreign periodicals, foreign songs, the original movies, cartoons, DVDS, English broadcasting, network video, etc.), with training software, network chat, the teachers and students interact online, online translation software, and online English writing test, and other auxiliary means to cultivate the students' learning skills and language skills, fully mobilize the students' interest in learning, improve the efficiency of college English teaching. Teachers using multimedia assisted teaching resources for the students to create a real English learning environment, focus on strengthening the training of the college spoken English, make students to feel the real standard English pronunciation, intonation and grammar knowledge, radiation four

sorts of listening, reading, writing and translation teaching, the construction of network resources to provide the reference for English teaching.

References

- [1] Gao huili. Exploration on normalization of computer multimedia teaching [J]. China electrochemical education, 2013 (2):111-112.
- [2] Yi youjia. Strengthening quality education to cultivate interdisciplinary English talents [J]. Private higher education research, 2006 (6):7
- [3] Tang shuliang, Liu anping. Discussion on multimedia assisted teaching of college English [J]. Finance teaching and research, 2004 (2):56-58.
- [4] Chen jie. Construction of information-based translation teaching model [J]. Journal of Henan university, 2005 (9):162-163.
- [5] Huang Juan. Research status and trend of multimedia assisted teaching [D]. Master's degree thesis of Henan university, 2013 (5).
- [6] Liu meifeng. Research on subject positioning of education technology [M]. Beijing: education science press, 2006.
- [7] Li mintao, wu min, shao minyong. Using multimedia technology to promote college English listening and speaking teaching -- "college English · listening and speaking course. [J]. English world, 2002 (10):12-16.
- [8] Kang shumun. English teaching design from the perspective of education ecology [J]. English world, 2012 (10):113-116.
- [9] Hu jiasheng, Chen jianlin. Outline of English education technology [J]. English audio-visual teaching, 2013 (3):126-129.
- [10] Zhao suanke. Multimedia assisted English teaching: problems and solutions [J]. Journal of northwest polytechnic university (social science edition), 2000 (12):87-88.