The Application of Multi-media to the English Words Teaching

Yang Zhao

Foreign Languages College, Beihua University, Jilin 132013, China.

Abstract. Generally speaking, vocabulary acquisition is a leading label of the language learners' level, which plays a decisive role in learning a foreign language. But in our country, the situation of teaching and learning vocabulary is far more inefficient than that of other countries. Most of the teachers and students in China regard the acquisition of vocabulary as the most boring and tiring process. As the society develops, the multi-media has provided us with a brand new teaching mode. It can change the vocabulary learning from indirect to direct, abstract concept to concrete one. In addition, there is limitless source on the internet, which can help us with the English vocabulary teaching. So the application of the multi-media technique will greatly improve the efficiency of English words acquisition.

1. Introduction

Vocabulary is the most basic, active and abundant component in language. On one hand, it composes the symbolic system of a language together with pronunciation and grammar; on the other hand, it is also used in the activities of listening, speaking, reading and writing, so vocabulary is the foundation of communication. When one learns a foreign language, he has to work most hard on vocabulary. According to Aithison's research: the educated adult in the English-speaking country has the amount of vocabulary 50,000 at least, while in China college students of non-English major has the vocabulary of less than 5,000 and less than 10,000 for English majors. In the process of practical teaching and learning English, both teachers and students think that vocabulary acquisition is the most difficult part in learning foreign language. However, vocabulary acquisition is a leading label of the language learner's level, which plays a decisive role in learning a foreign language.

2. Methods of improving words memorizing in psychics and pedagogic

Many students devote large amounts of time and energy to the learning of vocabulary, but their vocabulary is still not enough .Generally speaking, there are two problems, one problem is that many students learn vocabulary in ineffective way such as rote learning .The other problem is that there is not enough teachers' invaluable guidance and help .If teachers present new vocabulary items effectively, it will save a lot of time and energy for students' consolidation. Therefore, both teachers and students should pay effort towards developing vocabulary building strategies. There're some methods of improving words building.

To make the first presentation of the new words as impressive as possible. The exterior environment, which stimulates the brain, leaves trail and becomes the memory .Accordingly, the more impressive the stimulating is, the deeper of the memory will be. So teachers should exert themselves to make the students have an incisive impression towards the target vocabulary, which is the base for long time memory. In a word, in teaching process, teachers should manage to present the new words in a fresh even abnormal way; it would be much easier for students to concentrate their minds on vocabulary learning.

To comprehend the words' meaning. There is evidence showing that comprehension can improve the quality of memory as well as developing the process of keeping and recalling. Consequently, making memory in this way is far more efficient than the rote memory .When students study

vocabulary individually, in most cases; it is rote learning whose effectiveness is hardly guaranteed. So learning will be more effective when students understand the meaning of the new words. Comprehending is a profound process including analysis, generalization, induction and connection with one's past knowledge and experience .Thereby it makes the comprehensive words ' mark deep in men's brain, then goes into the firm and durable memory system. But the rote memory is not the same story. Its track in brain is isolated and shallow and easily erased.

To organize vocabulary effectively. There is evidence that if information is organized and stored in special ways, eg. related information is stored together or new information is related too previously stored information, it is more likely to be retained and easier to retrieve. Considering the massive English vocabulary, it is necessary for the teachers to design the guidance in vocabulary teaching. Students ought to organize the words they encounter with a conscious attempt to organize them systematically in their brain. And it is likely that a student's words store will increase greatly.

In a word, we have to adopt a variety of strategies to enlarge our foreign language vocabulary so as to improve the level of it. However, traditional teaching mode has already been out of date to match that requirement efficiently. As the Multi-media technology develops, computer assisted language learning (CALL) comes into people's vision.

Enriching and improving the environment of vocabulary acquisition. Our Chinese students learn English in a non-English-speaking environment. Their input of English is not from communicating or real life, but from the imitation and practice. But with the multi-media technology, we can create a more interesting and vivid environment. Students always think that reciting English words is the most boring and tiring process, but if we use the multi-media technique to make the static vocabulary sing, dance, speak or even talk and present the vocabulary in a dynamic picture with sound, music, multi-media technique , we will change the indirect vocabulary learning into direct, abstract concept into concrete one. For example, when teachers teach the words "dance", "climb", "swim", "play basketball", they can display the words' meaning and pronunciation in a vivid picture on the computer screen. When the teachers want the students to master the words and phrases about "try on", they can create a shopping situation by the multi-media technique.

Improving the efficiency of the English class. It is clear that if we want to improve our English standard, we have to improve the amount of our vocabulary. That is to say, we should enlarge the amount of vocabulary input efficiently for every English class, which is impossible for the traditional English teaching mode with only blackboard, chalk and textbook. Psychology tells us that improving memory need timely revision. Class with multi-media can include both the large amount of revision and new information with the pleasure, interesting and enjoyable pictures. For example: when we teach the word "animal". We can use computer to present lots of vivid animals with different moving flashes; when we teach the text "why do you like Koala bears?" from the middle school English textbook "Go for it", first, we can review the animal we have learned, we can use the multi-media technique to make Koalas link to a segment of film containing the English explanation. The students can reply the film by themselves and hear the explication phrases on the web page.

3. The analysis of cases

There is a text "Mozart" in middle school English textbook. It mainly tells Mozart's music and his whole life. When I taught in a foreign language training school, I found other teachers who taught the text in a traditional way only with blackboard, chalk, textbook and recorder, made a bad performance, because the words in this text are all so abstract that the students can't understand them, and they always encounter the problems of easily forgetting the new words. So I made use of PowerPoint and FrontPage to present the text to the students. I made it link to the real music and played it for my students. I also add the narration by means of flash and PowerPoint to introduce Mozart's life and background. All the students are attracted by the text from this moment. I also introduced the background of each music. Then the abstract words were no longer abstract for them. They mastered the words quickly.

I also found a case on the internet .106 high school students were divided into two groups

equally 53 each, group A and group B. These 106 students are at the same level of learning and memorizing. They were given 100 words to recite within 30 minutes. Group B was given the multi-media, which presented the words' meaning in pictures, cartoons and context offering the system to check .While group A was only asked to read and write and taught by teachers with blackboard and chalk for reciting. Then right after the reciting and two days later, the two group students were given a test about the words they've memorized.

The rate of group B for words keeping	
89.73%	85.5%
The rate of group A for words keeping	
73.29%	69.56%

This comparison clearly shows that applying the multi-media to vocabulary teaching is much better than the traditional English class. It can realize the exchanging information between learners and machines as well as giving us the much more vivid means of reciting the words.

4. Problems and requirements for teaching with the multi-media to teach English

Use the multi-media when it is necessary. Multi-media and teachers can help each other to improve the students to learn words. But when we make a lesson by multi-media, it will take us lots of time. Make sure that the applying of multi-media is necessary. For example: there is a text in middle school English textbook called "where is my backpack?" The words ' reference in this lesson can be found in the classroom, so we can adopt the direct teaching methods and the students will quickly understand. But if we use the multi-media, we will spend much more time to teach and the students may be attracted by the pictures but not the contents. Therefore, apply the multi-media to the abstract or difficult words, or you will have a worse teaching performance.

Don't make teachers become the one only shows on screen. If we want the multi-media to serve for vocabulary acquisition, teachers' guidance is required. Teachers' rich knowledge and charming characters can never be replaced by machines. Students will learn from their ways of solving problems. But if teachers depend too much on the multi-media, let the students read with machine, write with the machine and learn with the machine all the time, teachers will lose the charm for students. Then the results of class will be in failure.

5. Conclusion

Vocabulary teaching is a very important part in English teaching. Vocabulary acquisition will directly influence the students' ability to exert the language. So it is very necessary and much worthy of researching for us to master the rules of memorizing, the rules of psychology and pedagogy, and the medium of multi-media techniques. Then teachers' capability of expressing and presenting of difficult words will be greatly extended. Then teachers will change the status of low words acquisition in English learning and complete the teaching process better and better. But we also have to pay attention to how to exert the multi-media well. The multi-media is only a carrier of knowledge ,which can only be fulfilled by person ,so teachers' replacement decides that teachers' improvement and quality will be the keys to improve the English words teaching. It is about the teachers' duty-bound mission to think, try and study more and more so as to improve our Chinese English better and better.

References

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