

Study on Computer-assisted English Teaching

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Abstract: In recent ten years, computer multimedia and network technology have been developing most rapidly. Correspondingly, computer-assisted English teaching has also developed greatly. It has received more and more attention from foreign language circles, and the amount, content, and methods of its research have significantly changed. This paper intends to conduct a literature study on the status of computer-assisted English teaching in China from 1999 to 2008, analyzes the current status and development trend of computer-assisted English teaching research in China, and hopes to promote the further development of computer-assisted English teaching in China.

1. Introduction

As long as teachers who have used multimedia to teach English have a deep understanding, the content of a lesson is several times more than what was previously taught by the blackboard. The time before a word was explained can now explain two to three. word. Students also have self-study CD-ROMs in their textbooks. Students can make in-depth previews of the CDs under the CDs so that teachers have more time to explain more extra-curricular knowledge. Computers can make empty English teaching into graphic and literary teaching, which is enough to attract students' attention. Even students who do not like English very much have come to attend class every time for multimedia reasons. And now the computer software for English language teaching is getting more and more humanized. In the middle of the lecture, one or two small flashes or small humorous stories will be added. Even simulations of real life will create many examples to allow students to deepen their understanding of what they have learned. At present, almost every teaching material is equipped with a light disk to learn, so that the old teacher can directly use the light disk to teach. Even if some textbooks do not have CD-ROM learning software, several teachers in the same class may study and develop a teaching courseware that integrates the wisdom of all students to facilitate everyone's use and to adopt the teaching methods of each teacher so that students will not only learn only Learn a teacher's knowledge.

2. Selection of Teaching Content

There are many textbooks for computer professional English and their levels are different. Choosing a suitable textbook is the basis for good teaching results. There are several principles when choosing a textbook: (1) Comprehensiveness. Computer professional English is to introduce the words and knowledge involved in computer professional courses, so the content of teaching materials should be as comprehensive as possible, at least include the contents of most computer professional courses, such as computer theory, digital logic, data structure, database, operating system, computer network, software engineering, programming languages, and so on. The purpose is to grasp the relevant vocabulary, so theoretically it is not required to be too deep, and is usually of an introductory nature. In fact, many course contents in computer English textbooks are introduced from the content of English textbooks of a certain course, or are extracted. . (2) Timeliness. Due to the rapid development of computer technology and the shortened period of new technology marketization, students must be able to master new computer technologies and new practical tool software, and must consider the timeliness of the content of the teaching materials to keep up with the times. (3) Applicability. Due to the large number of computer professional English textbooks and their different levels, including two years of higher vocational education, three years of higher

vocational education, undergraduate students, and undergraduate courses, the corresponding content is different and the focus is different. At the same time, there are more and more computer-related majors, such as computer science and technology, software engineering, network engineering, information security, and software testing. Different or different directions focus on the content of the curriculum, so it is necessary to use different teaching objects. Select the appropriate teaching materials. Of course, you can also choose the content of the teaching materials.

Due to the time lag in the compilation of teaching materials, some practical new technologies will not be included in textbooks. Computers are a highly practical discipline. Students are eager to learn about new computer technology development and applications, especially practical technologies. And new software features, etc., so according to the current technological development, appropriate to add some of the new computer technology content. For example, in recent years, the author has added articles such as ASP.Net, IP V6, Hyper-Threading, Dual-Core Processor, and DDR Memory to new technologies that are popular among students. Based on experience, students are very happy to learn about new technologies, especially those that have already been applied. In addition, most of the textbooks are highly theoretical, and few basic practical operations are introduced. For example, basic practical English such as CMOS settings, key names on the keyboard, and basic software operating terms are rarely introduced. Even some students do not know what English words and actual meanings of “Ctrl” and “Alt” keys are when they graduate from undergraduate courses. “There is no professional knowledge”. Therefore, when teaching, these basic contents should be supplemented. In teaching, students should also be able to properly teach the basic knowledge and skills of reading, translating, and writing in English for science and technology so that students can skillfully translate relevant technical articles, and they can basically write general English scientific papers. In particular, they must master English abstracts of scientific papers. The writing method. In short, in terms of teaching content, it is necessary to achieve reasonable coordination of comprehensiveness, timeliness, and practicality.

3. Teaching Schedule and Coordination with Professional Courses

The content of computer professional English textbooks is usually organized by computer professional courses such as computer hardware, data structures, database principles, and so on. Undergraduate computer professional English is usually set up in the third grade. The specialty is usually set up in the last academic year. At this time, some of the students' professional courses have not yet been learned. This will increase the difficulty of understanding computer English texts. Therefore, in the arrangement of teaching schedules, we must take into account the progress of teaching in other professional courses. For students who have not studied professional courses, because they do not have the concept in the learning of the corresponding professional English, the teacher cannot explain the theory. To be thorough, students may feel confused. For the professional courses that have been studied, learning the corresponding professional English will have much better results. In addition, we must consider the use of bilingual teaching professional courses, reasonable and flexible arrangement of course content and progress, do not necessarily have to follow the sequence of chapters in the textbook.

4. Diversification of Teaching and Assisted Instruction Forms

Multimedia and other modern technologies have been widely used in teaching. Using these technologies can diversify the forms of teaching and obtain good teaching results that are difficult to obtain with traditional teaching methods. In addition to traditional board writing, you can use the following methods. (1) Courseware such as PPT. The use of projectors to play PPT courseware to explain the text is much better than allowing students to look down at their textbooks. (2) Audio. At present, some computer English textbooks provide audio materials for corresponding texts, and there are also many computer-specific English listening materials on the Internet. The use of PC teachers can also record the recording of English texts. Using audio can effectively train students in professional English listening and speaking. (3) video and animation. Many computer-related

websites have video material on computer technology and knowledge, especially on the websites of some well-known IT companies such as IBM and Microsoft. They often provide timely English versions of videos and animations introducing their new technologies and products. Its pronunciation is pure, beautifully produced, visually intuitive, and time is usually a few minutes, introducing the main features of a product or technology. Watching such video clips or animations has increased students' interest in learning. Students have not only improved their listening skills but also learned new techniques, so they have achieved very good results. The influence of auxiliary teaching on teaching effectiveness is very important. In order to enable students to master computer English well, in addition to face-to-face teaching and communication in class, they must also make full use of other auxiliary teaching methods. The popularity of network technology has provided us with a variety of supplementary teaching methods. (1) Online courses. Teachers can set up their own computer English online courses on the campus network and put their own teaching course materials on them. Teachers can arrange assignments, upload learning materials, and answer questions through online courses. Students can access learning, submit assignments, ask questions, etc. at any time. The online course has become an important auxiliary teaching platform for teachers and an important learning platform for students. (2) Blog. Although blogs have only begun to rise in recent years, many educators have tried to apply them to education, and some have achieved very good results. At present, many websites provide free blog space, and there are specialized "teacher blogs" and "student blogs" websites for online education. The characteristic of the blog is that the creation of the web page is very simple and easy to use. Space is free and no personal maintenance is required. It can be used as an assistant teaching platform for teachers and a self-learning platform for students. For example, the personal computer professional English blog created by the author can easily upload computer English learning materials, homework, etc., and conduct professional English learning seminars from time to time. It requires students to ask questions and make comments must use English. Students are also very happy to visit. Communication has naturally improved students' computer English reading and expression skills and has become an important supplementary teaching method. (3) E-Mail. As a daily communication tool, E-Mail asks students to send E-Mail to the author all in English. Of course, the student's reply is also in English. In this way, students' English reading ability can also be effectively exercised. With the ability to write, students are also happy to communicate with teachers in this way, which is a good match for computer professional English teaching. In addition, there are many English computer humorous essays and cartoons on the Internet. Appropriately allowing students to watch a related computer humor (in English) or a computer comic on the Internet can stimulate classroom atmosphere, deepen impressions, and entertain. Many students like to listen to classic and popular English songs. Although they are not English songs about computers, because the lyrics are usually very refined and the grammar is concise, students also like to listen. They play English that the students like to enjoy during breaks. Songs, subtle, help improve their English.

The usual assignments and assessments are also important parts of the course. Because many computer English textbooks provide reference translations and practice answers for the texts after the book, a considerable number of students are accustomed to copying the answers to their textbook assignments. Any effect, on the other hand, interferes with the teacher's accurate understanding of student learning. This can be done using flexible classroom work and assessment methods. If you provide students with extra-curricular computer audio files in English, arrange to practice listening in class, and use the next few minutes to test their effects. Another example is the ability to quickly translate and write quizzes in the last few minutes of the class to develop students' fast reading and writing skills. The author's practice has proved that these methods work well and students are very welcome.

5. Conclusion

With the development of educational informatization, micro-teaching will continue to be an effective method for cultivating the teaching skills of normal and in-service teachers. The micro-teaching system will present a digital development trend. The digital microteaching system

can disseminate the latest educational concepts and educational information, and create a campus environment that emphasizes the modernization of educational technology. It is a school-based professional development model for teachers and an important path for the professional development of teachers through intranet and inter-school cooperation. Technical support; provides teachers with high accuracy, authenticity, and large amount of information for analysis and reflection of teaching philosophy and teaching process, and can provide feedback and feedback, which facilitates self-analysis and evaluation and group discussion evaluation; and digital microteaching system Break through the limitations of time and space, overcome the traditional means of professional development of teachers, effectively take teachers' teaching ideas and teaching process as real research objects, promote the professional development of teachers, and accelerate the informationization of education

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