

Research on Business English Teaching with Multimedia Network

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Abstract: This paper analyzes the feasibility and necessity of Business English teaching with the assistant of multimedia network, and expatiates on the advantages of applying the multimedia network to Business English teaching. This paper probes into the construction of the Business English teaching models from the view of multimedia network, and expecting to provide a new way to improve the practice of Business English teaching.

With the rapid development of information technology, multimedia technology has been widely used in business English teaching. Multimedia network business English teaching has many unique advantages such as multimedia integration, cross-platform resource sharing, individualized learning, interaction and distance teaching. It brings a new prospect for business English teaching and broadens the thinking for the reform of business English teaching mode under the new situation. Compared with traditional teaching methods, multimedia teaching method has irreplaceable advantages in many aspects. It is complementary and balanced with traditional teaching methods, and plays a role in business English teaching that many traditional teaching methods cannot have. Therefore, the construction of a new business English teaching model under multimedia and network environment is worth our discussion.

Current situation of business English teaching

With the continuous intensification of economic globalization and the sustained rapid growth of China's economy, China is playing an increasingly important role in international business and international communication. The demand of Chinese people for business English is soaring. Various colleges and universities have offered business English majors or business English courses for economic management and other majors. According to the statistical data of International Business English Research Committee of China International Trade Association in 2004, there are more than 400 colleges and universities offering business English courses in China. However, many problems have been exposed in business English teaching.

Textbooks are not updated in time. Business English as a kind of ESP in the field of international business and trade English, is closely integrated with the rapidly changing business, this feature determines the necessity of changing and developing of business English, especially since the 21st century, the rapid development of economic globalization continuously inject new content for business English. This rapid change and development leads to the failure of timely updating of business English teaching materials, which leads to the outdated teaching materials used in many business English courses in China and the inability to keep up with the development pace of the current business field. As a result, students are often unable to apply what they have learned well in the workplace.

Lack of learning environment. Language is born for communication, exists and develops for communication. The purpose of mastering a language is also to communicate, so learning English well must have a good communicative situation. As a special purpose English used for communication in daily business activities, business English learning especially needs the support of good business communication scenarios, so that students can be familiar with different business environments and master the purpose of communicating in English in various business environments. Traditional business English teaching methods are too monotonous, often only relying on teachers to use textbooks in the classroom to teach, completely unable to simulate the necessary business communication environment, making the teaching content boring and difficult to understand, leading to low learning efficiency of students, greatly damaging students' learning initiative.

The application of multimedia computer network technology in English teaching

Multimedia technology (multimedia) is based on digital technology, computer technology, communication technology and radio technology together, to the text, images, audio, video and other media information integrated processing and control, establish a logical connection between the different media, integration as an interactive system, in order to provide a rich vivid artistic expression to improve people use media experience of a comprehensive information technology. In English teaching in China, multimedia technology first appeared in the form of computer assisted foreign language learning and has been widely used. The network can be divided into LAN and Internet, which support the transmission and sharing of information while providing abundant teaching resources, and provide strong support for the application of multimedia technology in English teaching. The role of network and multimedia technology in assisted English teaching is inseparable and complementary. Use of multimedia and network technology, the teacher can be a large amount of data, text, images, audio, and video and other information through the display screen and headphones to show students, its image intuitive, vivid features lead to the all-round and multi-level teaching means, the end of the traditional "teacher - blackboard (tape recorder) - students" the single teaching mode.

Business English teaching in multimedia network environment.

In the network environment, we should combine the characteristics of network information teaching and business

English, give full play to the initiative and creativity of students, stimulate students' interest in learning business English actively, and cultivate students' information processing ability, innovation ability and communication ability.

A student-centered individualized teaching model. In the traditional teaching mode, the teacher is the center, and the learning activity takes place through the teaching activity. However, in this new model, students are put at the core of the position, students become the main body of the teaching process. Teacher is clear as teaching organizer and guide people, through certain teaching methods and teaching materials, students can not only give full play to the enthusiasm and initiative of learning, but also can not restricted by time, space, free to arrange study, the single teacher-centered learning mode in turned to reflect composite learning mode of students main body status. In the process of learning, teachers must analyze learners' knowledge base, cognitive ability and other intellectual factors as well as interest, motivation, emotion, will and personality and other non-intellectual factors, so as to design situational problems and learning resources suitable for students' personality.

Interactive mode of multimedia network teaching. *Interaction between teachers, computers and individual students.* As multimedia has the characteristics of strong human-computer interaction, it is conducive to the quality education, skills training and creative thinking ability of students in the teaching reform. This model is suitable for individual teaching, but it does not affect the traditional collective teaching, but promotes the communication and interaction between the individual and the collective. Students put forward relevant questions to the teachers, and the teachers give timely responses and explanation through the network. Students with the same confusion can also solve the problems in the first time through resource sharing, so as to improve the efficiency of teaching and learning at the same time. Students and teachers have realized full and efficient language communication, students can not only get timely guidance from teachers, but also strengthen emotional communication and ideological resonance with teachers. *Interaction between teachers, computers and numerous students.* Teachers in this model through the interactive community for each student or study groups were the same question or some different questions, can need according to the teaching in computer teaching network to join more inspire or motivate students, students and teachers interact, respectively, published their own opinions and to communicate with other students or study groups, finally obtain information, answer, the effect of emotional communication. In the whole process of interaction, the teacher as a mentor always participates in it. *Interaction between teachers, computers and a wider range of students.* In the multimedia network environment, the interaction between students and teachers is also multi-way and multi-channel. It can combine various learning modes skillfully, so that students' independent creative thinking can be fully and comprehensively developed. Students can conduct real-time online discussion through the electronic whiteboard, public discussion area and online classroom resources provided by teachers, and can also realize non-real-time interaction through home message or E-mail. This makes business English teaching rich in knowledge and interest, greatly stimulates students' learning enthusiasm and consciousness, and enables each student to find their learning orientation relatively accurately.

Conclusion

The combination of multimedia network technology and business English teaching is a new teaching method of business English teaching. The application of multimedia network technology in business English teaching to create modern business English teaching is not only conducive to providing students with broad, flexible and creative learning space, but also conducive to promoting the change of teaching content, teaching methods, teaching models and the improvement of teaching quality. In the actual teaching process, teachers should be innovative, learn the latest business English theory and multimedia and network technology knowledge, and give full play to the role of teacher organizer, coordinator and guide on the basis of adhering to the student-centered principle.

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