

# Advantages of Integration of Multimedia Network and Interactive English Teaching

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**Abstract:** Multimedia technology has been widely used in current teaching with a certain progress in the application. But there are still some misunderstandings. Teaching effect has been undesirable for a long time due to improper application and heavy dependence on multimedia. With the advancement of science and technology, multimedia is bound to be more and more used in teaching. Multimedia can play a better role only with current problems overcome. In this work, advantages and disadvantages of multimedia network teaching were analyzed at the start. The advantages of integration of multimedia network and interactive English teaching were then thoroughly researched for the innovation of teaching mode.

## 1 INTRODUCTION

As a tool of modernization, multimedia has brought a lot of convenience for teaching. But misunderstanding existing for a long time has led to some deficiency in teaching with multimedia. Efficient classroom can be promoted with these problems overcome and current interactive teaching integrated (Zhao Tiantian, 2014).

## 2 ADVANTAGES AND DISADVANTAGES OF TEACHING WITH MULTIMEDIA NETWORK

### 2.1 Analysis based on classroom capacity

Large capacity is the most obvious characteristic of multimedia teaching. Large capacity teaching with multimedia is helpful for control of classroom rhythm and increase of knowledge quantity. However, there are also disadvantages of blind pursue for large capacity in current multimedia teaching. For example, “The Olympic Games” and “Computer” can be finished in just one class. But with ignorance of main body role and acceptance

ability, students cannot actually absorb all, although teacher passes on the knowledge in great quantities (Lei Hongyu, 2013).

### 2.2 Analysis from interesting in teaching

With a large number of videos, images and cases, multimedia teaching stimulates the students’ senses, greatly mobilizing students’ interest in learning. Students’ learning enthusiasm and efficiency can be improved to some extent. However, more attention is paid on the ornamental value of courseware currently. In order to attract students, some teachers make the courseware gaudy. What really attracts students is the courseware instead of imparted knowledge. The order is reversed. In another words, students often concentrate on the interesting pictures, rather than knowledge.

For example, some practical cases, videos or pictures of winning, fun in The Olympic Games are used in teaching “The Olympic Games”. Students’ enthusiasm of learning can be mobilized with advanced multimedia (Song Weichao, 2014). But too much multimedia materials can make the secondary supersede the primary. Students can ignore real learning of language in English teaching, only pondering The Olympics Games.

### 2.3 Analysis based on interaction and students' participation

The chief requirement of current curriculum reform is to exert the principal role of students, making students fully involved in the classroom. The classroom efficiency greatly can increase with the help of multimedia courseware. But interaction between teachers and students is partly limited for the difficulty of courseware production and modification. Teachers are hard to timely solve the emergencies with stiff multimedia courseware, bringing a rigid classroom.

Modern multimedia classroom or voice classroom can improve some interaction to a certain extent. But with disconnection to the Internet, students are difficult to obtain new knowledge by using multimedia technology. If connected, students trend to do something irrelevant to the class.

## 3 ADVANTAGES OF INTEGRATION OF MULTIMEDIA NETWORK AND INTERACTIVE ENGLISH TEACHING

Multimedia network is an advanced teaching method, while interactive teaching is a new teaching concept. Integration of the both takes their respective advantages, promoting efficiency of English classroom.

### 3.1 Better situation establishment

A situation is often needed in interactive English teaching for the requirements of the new curriculum reform. Students can better understand English in a situation in which teacher and students participating together. For the big difference between English and Chinese, there is a certain difficulty on establishment situation sometimes. But with the aid of multimedia network, English situation can be relatively easy to create. Student can better learn English knowledge through data collection and interaction.

For example, in the class "I have a dream", students are hard to understand Martin Luther King's speech for little comprehension of American racial issues. With multimedia network, racial discrimination is easy to reappear, making students immersed in that time. Thus, students can better

realize meaning of the speech through identification and communication.

### 3.2 Eliminating communication barriers between teacher and students

Being shy or afraid to communicate with teachers directly makes a big communicational obstacle between students and teacher. Especially in English learning, students are usually shy for unskilled grammar and oral expression defects, fearing to communicate with teacher. It is unfavorable to improve classroom efficiency for teacher knowing just a little about students' learning. More encourage from teacher contributes to cultivate students' sense of participation and courage. Multimedia network helps students eliminate obstacles of interaction.

When talking about "Friendship", teacher asks some questions, such as "You want to see a very interesting film with your friend, but your friend cannot go until he/she finishes cleaning his/her bicycle, what he do?" Uncomfortableness of students can be avoided with multimedia network platform when students talk directly facing teacher and other students. Thus they can communicate better.

### 3.3 Teacher and students playing their roles

It has come to a common view of the roles that teacher and students play in class under curriculum reform. Students are viewed as main body, while teacher is leading factor. Teacher and students should fully play the roles, respectively. With multimedia network applied in classroom teaching, teacher can easier to control classroom rhythm, playing roles of guide, inspirator and dominantor.

With intense intellectual curiosity, students have very strong interest in new things. Students' curiosity and desire for knowledge can be stimulated by using advanced multimedia network in interactive English teaching. So that students are more willing to be involved in classroom, better learning knowledge and skills.

### 3.4 Learning from more teachers

Interactive classroom is not just confined to interactions of teacher-to-students and students-to-students. Interaction with more people through network is also a connotation of interactive classroom. New Oriental School and Crazy English

are pacemakers in English education field in China. But not everyone has the chance to contact with them. Multimedia network sets up a platform for improvement of teachers and students.

Teacher can learn peers' experience on multimedia network platform, enriching his own teaching contents. Besides, with communication to peers, teacher can get resource sharing and effective solution for teaching. Students can expand their horizons and enrich knowledge with learning from English classes in other schools and regions on this platform.

### 3.5 Facilitating students to “go abroad”

The earth has become a global village with development of network. Students can obtain “face-to-face” contact with people in foreign countries on multimedia network platform. Thus, students can really understand English. “Face-to-face” communication is helpful to overcome phenomenon of Chinglish(Chinese English) in daily learning. Students can learn English more authentically.

English cannot be studied without understanding of western culture. For long time affected by Chinese culture, students know little about the western culture. It makes students' level of English hard to improve. Establishing friendship with western students, students in China can know more about western culture and local conditions and customs. Thus, English level of students can be ascended quickly. Meanwhile, interaction between young people is beneficial for learning knowledge, as well as deepening friendship between Chinese and western countries. Spreading Chinese culture and learning from western cultural do great favor to students themselves.

### 3.6 Promoting students' quality and ability

It is an era of quality-oriented education currently, except for English teaching. English knowledge should be passed on, such as grammar and syntax. Besides, all-round development of students should be promoted through teaching. Interactive English teaching with multimedia network can arouse students' interests—actively participating in class. As a result, students can better master knowledge of English. Furthermore, students are more willing to participate and to cooperate, increasing their thirst for knowledge.

Students' communication ability can be cultivated on interactive platform, laying a

foundation for their future development. Students' ability of expression can also be improved, so that they can better adapt to society in the future. IQ and EQ of students can be ascended at the same time.

Voice communications with western students can exercise Chinese students' speaking and listening, while written communications can improve their writing. Skills of equipment using can also be better trained. For example, the word “can't” is usually typed as “can' t” for misusing space key. With more practice of computer, the mistake can be avoided. Besides, through contact with network and multimedia, students can correctly understand and treat network.

## 4 INTEGRATION WITH MULTIMEDIA NETWORK AND INTERACTIVE ENGLISH TEACHING

Multimedia without network is like water without source, wood without root. Without necessary equipment, function of multimedia can be weakened, either. Multimedia network should be well combined with interactive teaching in accordance with the requirement of quality education.

### 4.1 Guaranteeing necessary equipment

No housewife can cook a meal without a food and vegetables. Even with strong ability of theory and practice, one can be restricted to development without necessary equipment. The abilities have to be shelved. For better function in teaching and combination with interactive teaching, multimedia network should be guaranteed with necessary equipments. Schools and related departments should actively construct modern classrooms, such as network multimedia classrooms and speech classroom, with allowed conditions. Multimedia network classroom is necessarily equipped with computer and broadband network. These computers should be connected in a local area network (LAN), with installed software of demonstration and control. Thus, teaching becomes lively and controllable, convenient for interaction and rein.

### 4.2 Mastering necessary skills

Tool is only a reflection, not an equation to productivity. Necessary skills are the support for

equipment for modernization and interaction. Otherwise, equipment can only be ornament.

Staff of multimedia classroom should undoubtedly master configuration and maintenance of hardware and installation of software. It is the precondition for interactions of teacher-to-students and students-to-students. Interactive communication cannot be cut off with advanced software and hardware technology and unobstructed network. Classroom rhythm can also be timely controlled.

Teacher should correctly use modern equipment in teaching, developing the role of advanced equipment to the maximum. Necessary communicational skills should be handled well to interact with students. Courseware production and oral English skills should be improved as well.

With multimedia network for interactive teaching, English teachers first of all should practice skills of courseware making, modification and using. Input of English words is another necessary skill. Teacher should also expertly master knowledge of network and use of software and hardware for smooth teaching. These skills will be precious abilities and wealth of teacher himself.

Students, as the main body of class, are required to grasp equipment operation skills, ensuring to timely communicate with teacher and students. Besides, use of some software, online learning and English expression should also be mastered so as to communicate with teacher and classmates and online friends (especially British and American friends).

#### 4.3 Setting up correct understanding and idea

Only with correct understanding can practice be guided correctly. As implementer in class, teacher with correct understanding can implement correct effective class. Teacher should change the old teaching idea— teacher is the dominator in classroom. Classroom should be enriched with equal and interactive communication of teacher and students, rather than teacher feeding students. Furthermore, traditional understanding of multimedia in English teaching should be changed for better combination of multimedia and interactive English teaching.

Students should set up correct understanding of actively participation. With more interactive communication with teacher and classmates, students should improve participation awareness and team cooperation consciousness. Despite of shyness or fear, students should actively participate in English classroom teaching. Moreover, students

should treat multimedia network as a tool for learning knowledge, instead of a means of amusement.

## 5 CONCLUSIONS

Integration of multimedia network and interactive English teaching is different from traditional teaching with multimedia. The front can overcome disadvantage of multimedia teaching. Meanwhile, the integration can also bring a lot of benefits for teaching and all-round development of students. Integration of multimedia network and interactive English teaching needs joint efforts of schools, teachers and students, with improvement in two aspects— software and hardware.

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