

The Influence of Multimedia Teaching on Students' English Learning Motivation

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Abstract: Learning motivation is an important factor affecting college students' English learning, and it is also an important factor determining the effect of English learning. In the context of multimedia, teachers need to understand some theories of English learning motivation, master some methods to stimulate students' correct learning motivation, so as to better mobilize students' enthusiasm in English learning.

1. Introduction

With the continuous progress of information technology, the traditional teaching methods have been unable to meet the needs of the society for new talents, therefore, the resource-sharing and interactive multimedia teaching mode has been rapidly developed. In the multimedia environment, teachers as the main body of “knowledge to reassure” advantage is no longer prominent, students can get richer, more diverse channels from the network of learning resources, these learning resources access is mainly done through the network, conform to the psychological characteristics of students, often can arouse the students' learning enthusiasm, establish the correct learning motivation. Multimedia technology can not only provide written information, but also provide vivid and intuitive real context. With the help of this real context, students can establish good learning motivation. Therefore, in the process of college English teaching, teachers should combine more multimedia technology, with the help of appropriate teaching means, stimulate students' learning motivation, so as to improve the learning effect.[1]

2. The Connotation of Multimedia Teaching

Multimedia Instruction, also known as Computer Assisted Instruction, refers to the process of using teaching resources prepared before class to implement teaching activities with the help of multimedia computers. In this process, traditional teaching methods are integrated with modern teaching media through instructional design. So as to achieve the best teaching effect.

3. Advantages and Disadvantages of Multimedia Teaching

3.1 The Advantages of Multimedia Teaching.

First of all, it is conducive to enhancing students' learning motivation. By means of multimedia, combination of language, audio and video and other material together, to realize the combination of

illustrated with human-computer interaction, to the learners to a variety of sensory stimulation, but also can feedback immediately, can effectively stimulate students' interest in learning, thus to improve their English learning motivation (Cai Jigang, 2003).

Secondly, it is beneficial to promote the teaching reform of teachers. By means of multimedia, teachers can constantly update their educational ideas, learn new educational teaching methods and master new educational teaching skills. Under the new situation, the traditional teaching means obviously can't meet the needs of the information age, so it is urgent to carry out a teaching reform censing on the network age.

3.2 Disadvantages of Multimedia Teaching

First of all, it may lead to students' distraction. The multimedia teaching mode of audio-visual integration, pictures and texts is easy to make students lose their concentration; If the teacher only demonstrates the pure text teaching plan, it will reduce the students' interest in learning.

Secondly, it may lead to the deviation of students' learning focus. With the combination of audio-visual and graphic teaching resources, and presented on the computer screen, students are likely to be attracted by its form of expression, thus ignoring the teaching content.

Third, it is possible to amplify the role of multimedia. Multimedia teaching is based on the theory of student-centered education, in which students are the main body of the class and teachers are the organizers of the class. Therefore, the use of multimedia teaching, it is possible to magnify its role in teaching.[2]

Second, the importance of multimedia teaching to stimulate students' English learning motivation

3.3 It is Conducive to Enhancing Teaching Efficiency and Improving Teaching Effect

In the traditional teaching mode, most English classes adopt the “cramming” teaching method, the form is single, the class is relatively dull. The multimedia teaching method is the reform and update of the traditional teaching mode, the course content is more substantial, the classroom atmosphere is more active. In class, students can have more opportunities to interact and communicate with teachers. At the same time, they can also watch and listen to some famous English audio and video materials through the Internet, which helps students better integrate into the English learning situation. Such a variety of classroom atmosphere can well mobilize the enthusiasm for learning, and gradually achieve emotional “co-frequency resonance” in the communication and interaction between teachers and students, which will greatly improve the teaching effect.[3]

3.4 It is Conducive to Promoting Students' Comprehensive Development and Exercising Their Comprehensive Ability

In the traditional teaching mode, most English classes require students to read the text first, and then explain the key vocabularies in detail, and also arrange appropriate English writing exercises. And in English listening and speaking exercises are often not synchronized, and sometimes students may arrange themselves after class. In fact, this teaching mode is to “separate” the practice of English listening, speaking, reading and writing, and simply carry out a specific training in a fixed period of time, which is not conducive to the comprehensive development of students' learning ability. In the multimedia teaching environment, students can combine listening, speaking, reading and writing exercises organically with the help of auxiliary work, and their learning efficiency will be greatly improved. At the same time, students' listening, speaking, reading and writing levels can

also achieve balanced development.[4]

3.5 It is Conducive to Arouse Students' Learning Enthusiasm and Adapt to the Requirements of the Information Age

In the traditional teaching mode, college English teaching is usually based on lecturing teaching, which emphasizes students' mastery of knowledge and pays attention to students' training in listening, speaking, reading and writing. However, in terms of teaching content, students' acceptance of English knowledge is often passive because of the lack of systematic comprehensiveness of knowledge and relative lack of interest. In such a “cramming” teaching mode, it is difficult to mobilize students' learning initiative and enthusiasm, especially unable to adapt to the requirements of the information age. In the multimedia environment, the application of information technology in college English class will greatly change the traditional teaching mode of college English class. This requires teachers to be good at making use of multimedia information technology to re-plan the content and knowledge of college English learning in order to further improve students' interest in learning.[5]

4. Multimedia Teaching Practice to Stimulate Students' Motivation in English Learning

4.1 Use Audio and Video to Present English Texts to Help Students “Audio-Visual and Speaking” Training

In traditional English classes in colleges and universities, teachers usually require students to read through the text to be learned, or do demonstration reading, and at the same time, mark the new words and phrases involved in the “suggestive” mark, and focus on the analysis of the long and difficult sentences and complex sentences. Under the multimedia environment, due to the increase of teaching means, English classroom teaching content has been more expanded. More vivid and interesting materials can be added, and audio-video courseware can enable students to mobilize more senses to participate in learning. According to relevant surveys, the memory efficiency of information obtained through various senses is: “reading” (speaking) accounts for 10%, “listening” accounts for 20%, “seeing” accounts for 30%, “audio-visual combination” accounts for 50%, and “speaking” after understanding accounts for more than 70%. The survey data showed that the more sensory involvement, the better the information transmission. Therefore, the combination of multimedia audio-visual technology can maximize the mobilization of students' different senses, reduce fatigue, in order to effectively and comprehensively deliver teaching information to students.

In the process of teaching, teachers can interact with students in English completely on the multimedia platform, and students can also be asked to express their views on the content of the text on the multimedia platform. On the one hand, through the description of the content of the text, students can further exercise their oral ability; On the other hand, you can also exercise the listening ability of other students simultaneously. In addition, the teacher can divide the students into several study groups and provide them with topics related to the text for discussion, so as to improve their language and social skills in the process of discussion.

4.2 Change the Traditional Role of Teachers and Highlight the Principal Position of Students

With the application of multimedia technology in English classroom, the traditional role of teachers has been changed, and a new teaching model centered on students has been established. Traditional classroom one speaker “cramming” teaching model will be a thing of the past, instead, the teachers have become the information age of the Internet English “filter”, on the

basis of relying on the existing teaching materials, in the vast Internet, looking for material match the students' knowledge system, will greatly improve students' English learning motivation.

At the same time, multimedia teaching shows that students are the subjects of cognition, and this teaching mode gets rid of the traditional teaching in which students passively listen to the lecture and unilaterally accept the information conveyed by the teacher. With the widespread application of multimedia technology, teachers can integrate a large amount of teaching information and teaching contents of different degrees of difficulty into courseware to meet the different needs of learners at all levels, and truly “teach students in accordance with their aptitude”. In this way, in the classroom learning process, each student can choose the favorite learning content according to their own interests and hobbies, so that students can play a positive initiative in learning.

In addition, according to the individual differences of students, teachers should effectively combine classroom teaching with multimedia teaching based on different interests, hobbies and English level, and construct a personalized multimedia teaching model of college English under the network environment. This kind of personalized multimedia teaching mode is helpful to stimulate students' interest in learning and meet students' different needs of learning to the greatest extent.

4.3 Promote Mixed “Online” and “Offline” Learning to Enhance Students' Motivation for Autonomous Learning

With the integration of multimedia technology and Internet technology, a large number of learning software and small programs have emerged, including not only the web version that runs on the computer, but also the “APP” that can run directly on the mobile phone. These are the important resources and information channels of college English teaching. Teachers can use these resources and channels to arrange homework in class, set exercises after class, and directly receive information feedback from students on the network teaching platform or in the class learning and communication group. In particular, English learning APPs, with their convenient use, powerful functions and rich contents, greatly improve students' learning initiative and thus improve their learning efficiency.

In order to mobilize the enthusiasm of English learning, satisfy students' desire for knowledge, promote students' interest in learning, and further stimulate their learning motivation, it is necessary to work hard both online and offline at the same time. Both “online” and “offline” should focus on creating learning situations that meet the requirements of teaching content. On the one hand, teachers are required to realize means innovation in college English classes, and on the other hand, teachers are required to cultivate students' own learning innovation spirit. Thus, students can continue the motivation of English learning from classroom to after-class, from “online” teaching to “offline” teaching, so as to achieve the purpose of using multimedia technology and the Internet environment to learn English.

In a word, with the development of multimedia teaching technology and the continuous popularization of the Internet, the attraction of traditional classroom English teaching mode for contemporary college students is gradually fading, and The Times are constantly posing new challenges to new teaching methods and technological means. More multimedia courseware, mobile phone APP, Super Star Learning Channel and a large number of English learning resources from the Internet are used to attract students' attention more easily. Therefore, the adoption of new multimedia technology can better carry out college English teaching, easier to mobilize students' interest in learning, so as to achieve the purpose of improving the learning and teaching effect. As college English teachers in the new era, we should make full use of the advantages brought by the Internet, adopt the teaching mode combining multimedia technology and traditional classroom teaching methods, create perfect teaching situation and highlight personalized teaching, so as to

achieve better teaching development.

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