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Abstract
Multimedia courseware is welcomed by the college English class with the advantages of intuitive and visual teaching. In this paper, the author analyzes the design and optimization of English situational teaching assisted by multimedia network platform. In the aspect of English language knowledge, multimedia situational teaching is used to standardize students' English pronunciation, systematize their grammar knowledge and effectively enlarge their vocabulary. In terms of emotion cultivation, the students' enthusiasm for learning is stimulated by multimedia scenarios, so that students are actively involved in classroom English learning. At the same time, college English teachers must combine the actual situation of our school, design multimedia teaching materials in line with professional characteristics.

Keywords: Multimedia Assisted, Video projection, information technology, Language atmosphere

1. Introduction

Multimedia aided teaching of College English that is, in the university classroom, using computers, projectors, speakers as hardware, a large number of audio, video, text, images and other multimedia resources for English teaching. Multimedia teaching in the classroom is the specific form of multimedia courseware. Multimedia College English teaching courseware refers to the use of multimedia technology, to make different types and different content of the courseware, and in accordance with the requirements of teaching organic combination, and then through the screen to complete the College English teaching. Multimedia courseware is welcomed by the College English class with the advantages of intuitive and visual teaching, standard and standard media advantages and rich and varied students' learning advantages. However, how to combine the multimedia teaching methods with the traditional classroom teaching has always been a problem for College English teachers. The application of multimedia teaching method in situational teaching of College English solves this problem ingeniously. The focus of situational teaching is the setting of "Scene". The teacher projected the dynamic English video on the screen and accompanied by sound, so that students can feel the atmosphere of language on the scene, emphasizing authenticity and practicability. The multimedia teaching means the abstract to the concrete, to meet the needs of situational teaching becomes static to dynamic; it has changed the traditional one-way teaching mode of "teacher blackboard students", make teaching contexts really possible. Using multimedia means can simulate a large number of realistic scenes, create more authentic English learning environment, make English learning and real life scene quickly and effectively combined. There are some theoretical bases for the application of multimedia teaching methods to situational teaching in College English. The theoretical basis is divided into constructivist teaching theory and blended learning theory. With the development and popularization of multimedia, multimedia-aided teaching has increasingly become the main means of higher education, and gradually shows its advantages compared with the traditional teaching mode (Fannes, 2013; Carrell, 2015). English literature course is one of China's College English course for English majors, it is an essential course. It can make professional English learners feel authentic English, so their English expressions are more accurate and vivid, more profound understanding of the Anglo English culture (Dai, 2012). It can not only enrich the students' knowledge of literature, but also effectively improve the students' appreciation level and English level. For non-English major students, it can help students to get rid of the influence of Chinese English, and effectively improve the level of knowledge of the use of English (Hu, 2012; Guo, 2014). However, the current literature classroom teaching mode is single, according to statistics. There are about more than half of the teachers who are still using the traditional mode, ignoring classroom interaction (Huang, 2014). The limited use of resources of teachers and students are eager to learn more knowledge in contrast, so it is not difficult to find, a lot of students at school will subscribe to some English newspapers or magazines, and download some English related readings. If we can add the video and network information, students' learning interest of English literature will be greatly improved (Krstev, 2014; Jian, 2015). It's an important way to improve students' language application and cultural accomplishment, through the stimulation of students' study autonomy.

Literature includes history, tradition, culture and social value etc.. A major breakthrough in the teaching reform is the introduction of the multimedia teaching. Students’ learning interests will be greatly stimulated by
presenting them classical movie clips, unique artistic charm, vivid film art and impressive outstanding literary works. From the realization of English language knowledge study, English literature works, audio-visual training and the classical movie clips available integrate in English teaching (Zhang, 2012). Multimedia teaching has characteristics as practical, cultural, intellectual content and fun, which fully mobilize and give full play to teachers' teaching and students' learning enthusiasm. The multimedia teaching method with visual and auditory synchronous use, can improve the efficiency and frequency of listening and speaking training, promote the exchange of information between teachers and students, teaching resources sharing and cooperation.

2. Multimedia teaching

2.1. Multimedia technology

IBM Company will be defined as multimedia video, images, audio, graphics and text at the fusion of multiple levels, through the production of computers to make mutual induction. The key of multimedia is the combination of images, sound and animation to form a learning tool for people to use. It takes the computer as the core, the interactive processing all kinds of multimedia information, and carries on the effective control through the computer, causes the information to establish the effective logical connection, thus manifests the more abundant information. Four main features: multimedia integrated, controllable, interactive and digital. They are far beyond the ordinary books and video content, so they are widely used in the field of education. Based on these characteristics, people are no longer passive acceptance to literature, sound, image and video. Multimedia technology includes: audio technology, video technology, data compression and decompression technology, large capacity optical storage technology, hypertext and hypermedia link technology, media synchronization technology, multimedia network technology. The multimedia computer system is composed of six parts respectively is: CAI multimedia application, multimedia systems, multimedia core input / output control interface, multimedia real-time compression and decompression, multimedia computer hardware.

![Figure 1. Multimedia technology](image)

The multimedia content is rich, it includes video, text, audio that other traditional textbooks cannot cover, compared to the past which were only described by oral or written content. Especially for the Anglo English literature teaching, teachers can use multimedia to some acoustic data, introduce the background of literary works, etc., to show the students through the video or audio, make the students vividly understand teaching content in the limited time. The traditional teaching activities can be used by teachers, the main tool is the blackboard, textbooks and exercise books. By contrast, multimedia teaching has effectively solved the problem of insufficient information. With the development of multimedia technology, its application field is more and more widely and the advantages in education field are becoming more prominent.
2.2. Multimedia teaching

Multimedia can create a beautiful and efficient learning environment, give full play to the students’ autonomous learning function, the classroom teaching is more flexible and effective. Because of its convenience, high multimedia interactivity can effectively avoid cramming teaching, help students follow the teacher's ideas, take notes in class. The use of multimedia can promote the exchange of emotion between teachers and students, stimulate students' interest, virtually narrow the distance between teachers and students, create a good classroom atmosphere. Multimedia teaching can also show color, sound, animation and video; previous study shows that color can eliminate the students' learning pressure, ease their tension. Also the words can be highlighted in the multimedia teaching by changing the colors and bold, pictures and videos can provide more intuitive teaching, classroom teaching can be injected more vitality.

According to the investigation and Analysis on the current status of university teaching of British and English literature, and combined with the characteristics of the course itself on English literature and multimedia technology, multimedia courseware, and its application in the teaching of English literature will become an inevitable trend. At the same time, courseware is also very easy to classify the data and information storage, if it is combined with the CD-ROM or LAN, you can maximize the sharing of resources. Multimedia courseware can effectively improve the students' enthusiasm, attract the attention of students, courseware can be an image or video. Today's courseware production mainly uses PPT software, this software can largely meet the requirements of Multimedia Assisted English literature course.

- **Teaching outline:** It is the main course of brief introduction and learning objectives, course content for different units, students before class can have a general understanding of the teaching content through the courseware; the courseware can be updated regularly and after finishing, adjusted to different students.
- **Background data:** Select authoritative information as the background knowledge, you can download a lot of picture information on the Internet, and use the network video as a support.
- **Writers and works:** The author's age, gender, nationality, as well as works of age, style, characteristics, classification can be made into a module with the film, video clips or pictures to show.
- **The representative:** Representative works can be demonstrated in the classroom, at the same time, the teacher can display video or pictures in class and let students to discuss. This way is beneficial for students to understand sentences, let the students to express their opinions.
- **Test:** By constantly collecting and sorting, the contents of the curriculum will be organized as a general database or test library, and regularly updated to examine the students’ learning situation.
- **Literature review:** In view of different literary works, mutual discussion benefits each other so as to improve students' literary attainments.
- **Related websites:** Introduce students to some practical websites regularly, ensure the high quality of the site, so that students can get useful information, and give full play to their subjective initiative.

![Figure 4. English Situational Teaching](image)

In order to ensure the efficiency of classroom learning, teachers can introduce the general situation of English literature video and play part of the video, in order to deepen the impression of the student, let the students master the knowledge more effectively. Through the multimedia assisted instruction, teachers and students can benefit from it, and the effect is very obvious. First of all, teachers can list the syllabus and give a brief description of the content framework, so that students can clearly understand it, in every lesson, teachers can be modified and added to the original content of the courseware, and timely update the original data. Also, the teacher could modify the courseware according to the student's interest, which improves the students’ learning efficiency and increase their learning interest. Second, pictures and video aids can enhance the interest of students learning. Textbooks are boring, students are more interested in pictures and videos and make the text information more vivid.

3. The theory and practice of multimedia teaching in English literature

3.1. Constructivism theory

The constructivist learning theory, which was popular in the West in twentieth Century, provides a solid foundation for the use of multimedia in the teaching of English literature. Learning is a process of active construction of internal mental representation, and it is a process of active construction of new knowledge on the basis of previous knowledge and experience. It is not only the construction activity of learners, but also the process of cooperative construction of learning community. Students are the main body of information processing, and it is the active construction of meaning. The teacher’s task is to create learning environment for learners, cultivate study autonomy, stimulate learners’ interest and motivation. The basic hypothesis of modern constructivism is that understanding is not subject to the objective and passive existence of a simple, but an active process of construction, all meanings are constructed through active internal representation. Knowledge in the meaning construction process has played a particularly important role to the existing knowledge and experience. Visible, constructivist learning theory requires students to construct their own knowledge. It emphasizes the importance of learning environment and the importance of learner centered. These ideas are embodied in the teaching practice of English literature based on network multimedia.

3.2. Multimedia teaching practice

The first is preparation before class. The teacher is going to arrange the right amount of work, and supervise the students to complete it. Preparation of the whole process is not under the supervision of the teacher, but the students with personal interest and ability to do. At the same time, they can also download photos of Fielding's portrait and related works, because the picture will give students a deep impression. Encourage students to find the information to sort out, to make slides with appropriate music in the classroom play. The use of music can cultivate their sentiment, to avoid the boring classroom. In addition, you can also allow students to collect some video information. Video materials, including animation and movies, are the expression of a strong form of media.

Classroom presentation requires the use of multimedia devices, including text, pictures, static images, animation, video images, sound and music, and other forms. They can make simple slides; exquisite slides require students to have a hyperlink, such as insert background music, pictures, video and other. Of course, in the course of explanation, the focus should be highlighted. Then, the teacher will make evaluation of the
students’ performance, point out the advantages and disadvantages, and do the corresponding supplement. Third is the exchange of discussion. Because readers may have different views on literary interpretation, the comment should not rigidly adhere to a pattern or a conclusion. The teacher divided the students into several groups to discuss the topic, the characters, the writing style, the narrative techniques, the prototype criticism, the image analysis and so on. Through the discussion of different forms, students can develop ideas, learn from each other. Practice proves the effectiveness of learning literature. Now a large number of classical literary works were adapted to animation, movies, classical text, traditional reattention and appreciation. Film has rich historical, cultural and social value; it can show the story more vividly, therefore it’s more popular with the students.

Figure 5. Classical literary works

4. The innovation of the teaching mode of English literature

4.1. English literary works under the multimedia environment

Under multimedia environment, computer is the core of modern educational technology and network support. In the multimedia classroom, teachers can carry out video teaching and courseware teaching by using computer and other multimedia devices. In the process of film teaching, the courseware content should be consistent with the content of the film. The author introduces the outline of the story: appreciate artwork; comment on works (including the theme, characters, cultural phenomena and social cultural background); enjoy the wonderful works of film clips; learn English film dialogues, difficult words and useful expressions.

At present, more and more teachers begin to teach English literature at college English teaching by using multimedia technology, which will become the most effective direct teaching mode, communication mode and teaching platform. This platform can enhance students’ learning autonomy, optimize the teaching environment, demonstrate the diversity of teaching forms. Based on these advantages, the multimedia environment of Anglo English literature and film appreciation teaching has the following characteristics:

1) The universality of teaching content: Multimedia and network is a huge information database in addition to text information, literary works of English can also collect more information through the network, introduce students to access information, edit summary of information, access to information content related with the teaching content. At the same time, teachers can also introduce relevant information to the students through multimedia. Film literature is more intuitive, vivid and moving, which makes the ideological and artistic essence as a more concentrated concise display.

2) Interactive teaching process: Reading is an interactive process of author and reader in literary works. It is also the common process of interaction between the teachers and the students because they rely on each other and communicate with each other. In the process of interaction, the emotions of the movie characters are fully displayed, and make resonate with the audience. So, the characters in the movie with the same fate can communicate with each other. At the same time in multimedia or network environment, teachers can make full use of open learning space to show information teaching and information communication.

3) The superiority of teaching condition: Multimedia and network to construct a good teaching environment and teaching conditions for College English literature teaching, it can make the students easier to understand the information in the classroom. As previous study shows that the main way to get information is visual, and 83% of the information is obtained from the image and video. Picture and sound can attract the attention of students.

In traditional classroom teaching, teachers often use blackboard and other teaching aids, this kind of teaching mode is simple but not so effective. The modern multimedia teaching method can effectively make up the deficiency of the traditional teaching by using video, computer, projector, VCD, tape recorder, multifunction display instrument. The elaboration in the teaching process of audiovisual materials, animation can provide a wide range of three-dimensional information for students, fully mobilize students' visual, auditory,
tactile sensory organs, give full play to the role of increasing memory effect, let the students get rich sense of intuition from vivid sexual knowledge, the final form of law, and other psychological set.

Figure 6. English Interactive teaching

4.2. Advantages of multimedia teaching

The construction of multimedia teaching mode is not only a change of technical means, but also means the reform of the teaching mode. It began to establish a proactive personalized student-centered teaching mode. The Anglo English literature and movie appreciation put forward to higher requirements for teachers, they should not only have good professional quality, but also grasp the operation and use of multimedia teaching facilities, know how to use the computer knowledge to make courseware and other teaching aids. To complete the task of teaching under the multimedia environment, we must first have the hardware of multimedia teaching and software. The application of multimedia and Internet aided teaching of English literature can fully mobilize students’ learning, enhance the teaching effect and improve the teaching quality. The surveys results show that by using this teaching method, 72.4% of the students believe that the degree of love for English literature is greatly improved compared with the previous. The advantages of multimedia technology and Internet assisted English literature teaching can be summarized as the following four aspects:

- Teaching methods tend to be diversified: it can solve the traditional teaching mode’s problem as single and inflexible. The primary task of English literature course is to cultivate students’ interest in English literature, and to improve their cultural accomplishment and humanistic quality. Multimedia Assisted Teaching of English literature provides a good language carrier, relax the students’ learning environment, enhance the intuitive, vivid teaching and memorize infection, make learners enjoy the aesthetic pleasure, make happy to learn the knowledge of literature, at the same time, greatly mobilize the enthusiasm and autonomy in their learning.
- Multimedia courseware: Multimedia courseware makes students more clearly see a border, beyond the era, rooted in the literary world, to inspire them to take the initiative to understand the countless historical celebrities and sages. Teachers exercise type electronic lesson to the students, saving the students to take notes of the time, increase the amount of information in class, and improve teaching efficiency. Thus teachers and students will have sufficient time to explain the combination of discussion, to cultivate students’ ability of independent thinking and innovation ability, make teaching maximize effect.
- Provides a platform of autonomous learning: Based on the constructing of auxiliary teaching website will provide students with a platform and improve the students’ interest in literature study, cultivate their cooperation ability, research ability and autonomous learning ability. At the same time, it also promotes the mutual communication between teachers and students, plays an important role to teaching and learning.
- Solve the problem of shortage of teachers: At present, the enrollment of the school is constantly improving, on the other hand, the literature teacher is serious insufficient. In this case, the computer assisted instruction can solve the problem of shortage of teachers. Internet aided teaching of English literature can make up for the traditional teaching defects, greatly improved the efficiency of classroom teaching.

5. Conclusion

With the development of computer technology, multimedia technology shows a huge advantage in the field of assisted instruction. In this paper, the author analyzes the multimedia applications in English literature teaching. Multimedia teaching can improve the students’ interest, to stimulate students' sensory. It breaks through the one-way transmission of information literature class teaching methods, through multiple channels of information input for students. The multimedia teaching method can help student’s better access to knowledge. It could show the content to the students through the three-dimensional form by using sound and image, which is more vivid and effective than the traditional teaching mode. Multimedia assisted teaching can let students
vividly understand western culture, lay a solid cultural foundation, present the exotic culture more intuitively and vividly in front of students and also release learners’ learning pressures, these are advantages.  
Every thing has two aspects. By using of multimedia technology, higher requirements for teacher’s technical level are put forward, therefore, in teaching English literature courses or other language courses, we should not blindly use multimedia courseware to understand instead of the blackboard, and should be based on the specific contents of the course to the appropriate use of multimedia means, and improve their own understanding and practice of multimedia assisted teaching.

References


