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## Application and Optimization of Multimedia in Preparatory Chinese Teaching

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**Abstract:** The multimedia and network techniques in application have provided much room for the progress of language teaching, especially the content and devices of preparatory Chinese teaching program. The thesis sheds light on the advantages and application of multimedia in preparatory Chinese teaching program to promote the combination of both and optimize the teaching effect constantly.

**Key words:** Multimedia, preparatory, chinese teaching

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### INTRODUCTION

It is known to all that education is essential for the national revival, social progress and development. Greater demand has been made for education in modern information society when education is supposed to be geared to the information trends. So, is the case with the development of national education system, in which new concept is to be established and modernized teaching methods adopted, with an aim of training talents. All of those efforts can contribute to training talents with a good command of both Chinese and their mother tongue (ethnic-minority language).

Multimedia teaching facilities are indispensable to teaching activities in the 21<sup>st</sup> Century. So it has been an important method to carry out teaching reform by introducing relevant techniques for the improvement of Chinese teaching programs in Xinjiang Uygur Autonomous Region.

During the reform in preparatory Chinese teaching program these years, what is given priority is the reform on teaching objectives, teaching content and teaching methods. At present, the most urgent matter is how to make the most of multimedia teaching facilities for the progress of preparatory Chinese teaching program in colleges and universities. Flexible in form, rich and vivid in content, such interesting and efficient facilities can achieve the best effect of information spread and language skills improvement by turning hard learning into interesting learning with real combination of teaching and learning. In practice, such a teaching method helps to give full play to the advantages of multimedia and receive greater effect. It is imperative that further efforts should be made to probe into the combination of multimedia techniques and preparatory Chinese teaching program.

### ADVANTAGES OF MULTIMEDIA IN PREPARATORY CHINESE TEACHING

In fast-developing information age, it would be impossible to get along with the development of the times if teaching methods remains in the stage of “one chalk, one book and one mouth for the whole class”. First of all, teachers are supposed to be aware that multimedia has incomparable advantages, only the full play to which can guarantee the dominant place of students, so that the initiative of study are given to students in real sense and they can be active to “experience”.

#### **Multimedia teaching helps preppies to get a better command of Chinese and broaden their horizons:**

Multimedia teaching refers to a computer-aided teaching type, in which multimedia teaching software (courseware) is adopted to conduct class teaching in use of computer, the Internet, projectors and other hardware equipment (Li and Uliya, 2011). The program is targeted for ethnic-minority students. Our university (Xinjiang University) enrolls students to this program mostly from ethnic minorities in Xinjiang, of which Uyghur students take up a large proportion, whose mother tongue belongs to Turkic language branch in great contrast with Chinese language. Therefore, Chinese learning poses a difficult problem to them. In respect of Chinese teaching for them, diversified teaching methods should be adopted to make active class atmosphere. In this sense, multimedia makes up deficiency of traditional teaching methods by motivating students' interests for learning, optimizing class teaching and improving teaching efficiency.

#### **Multimedia-aided teaching helps to break time limits and present vivid situations:**

Current textbooks tend to involve many particular situations, which can not be presented with traditional teaching modes. However, the

intended purpose of language learning, especially the increase of language application capability, can not be accomplished if the learning process is void of concrete situations. Meanwhile, multimedia presentations can show students these situations in a vivid way beyond limits of time, space and other objective factors. It creates a good channel for the delivery of teaching message by turning indirect description into direct presentation, boredom into interest and unfamiliar things into familiar ones. In this way, students can get relevant information to the greatest extent within limited time and their learning efficiency will increase by folds.

**Combination of multimedia and traditional methods leads to a better teaching effect:** Despite those advantages of multimedia, traditional methods are not to be abandoned completely as their essence are to be abstracted. There are still many merits of traditional methods beyond the reach of multimedia, such as teachers' inspiring instructions as well as blackboard writing and textbooks in longer-lasting form. In teaching practice, both styles are to be combined for better teaching effect. What's more, teaching through network reshapes traditional methods and patterns for teaching. The teaching network makes it possible to allow information to flow two-way, in which students can get feedbacks from the computer whenever he wants to. Thus computer serves as an assistant for both teachers and students.

**Multimedia teaching helps to exploit students' subjectivity:** Multimedia teaching facilities arouse students' initiative and subjectivity mainly by motivating their interest in learning and helping forming the habit of thinking and participating; offering better psychological setting for them, in which they will have less psychological burden and be more active, independent and creative. Multimedia teaching facilities will offer particular language settings and communicative situations, in which students can apply properly what they have learned about this language and have such a successful communicative experience.

#### **APPLICATION OF THE APPLICATION OF MULTIMEDIA TEACHING FACILITIES**

According to some psychologists, the more sensory organs we exercise and the fuller their roles are played, the easier knowledge is understood and grasped (Zhu, 2003). Multimedia techniques help to turn static contents into dynamic ones and vice-versa. They combine sound, image and texts together and exercise various organs to

provide learners with a versatile learning surroundings. That reduces difficulties of imagining for students through variety of sensory stimulation, motivates their interest for learning to the greatest extent and ultimately helps them to gain language knowledge and skills. Preparatory Chinese teaching program lays stress on the comprehensive development of "listening, speaking, reading and writing", deficiency of any skill will affect the improvement of Chinese proficiency. Therefore, proper application of multimedia teaching facilities in different Chinese courses will improve the teaching effect by a big margin.

**Chinese intensive reading teaching:** Multimedia facilities are applied to create a setting for intensive reading, in which both language information in the text and visual image of language are presented to help students gain deeper impression and have an overall idea of the text. It will be easier for students to analyze sentence structures and make out the framework as a whole. In addition, such a vivid picture creates a full learning air where students are brought into the setting for the text through a process of "overall recognition and knowledge acquisition. It can also inspire the students' interest in learning and pave the way for "consolidation and practical application" in language skills acquisition with higher teaching efficiency.

Multimedia techniques are applied for designs of courseware with multi-dimensional perspectives in the teaching of pronunciation, vocabulary, grammar and Chinese characters in order to explain and impart knowledge in a more flexible way. It will improve teaching efficiency of language acquisition greatly and promote the combination of linguistic elements teaching and language skills acquisition.

**Audio-lingual method for chinese:** In reality, a larger part of preppies have little chance of practicing their Chinese listening and speaking for the lack of the language surroundings. As a result, what they have learned about Chinese in class cannot be applied to real life. Audio-lingual methods in combination with multimedia techniques help to handle and present information in many forms and conform to the process and characters of man's recognition and thinking. It sets up ideal conditions for scientific Audio-lingual teaching with higher efficiency and motivates the updating and improvement of teaching thought, teaching concept, teaching method and teaching mode (Gu, 2004).

With modern information technology, we realize the integration of audio-visual-oral teaching, such a class integrates materials that can motivate vision, hearing and

speaking, thus providing students with “visual” materials or learning content in more colorful forms (Chen, 2012). In such a class where actors in the video give performance vividly, students can get easier access to the communicative language, inclusive of communicative skills and have a better understanding and command of some words and grammar rules. But it is necessary that viewing, listening and speaking should be combined in accordance with students’ language proficiency when we design particular drills to intensify these skills by creating lifelike language environment in class so that learners can get a better command of various skills of message delivery.

**Chinese-writing teaching:** Chinese-writing teaching has lagged behind that of listening, speaking and reading and become the weakest skill among the chain of Chinese teaching. Compared with traditional teaching methods, multimedia if introduced into Chinese writing class will help motivate students’ interest in it and diversify writing materials and visualize them, thus improving the teaching efficiency.

In the perspective of the psychological principle of information processing, multimedia plays a positive role in writing skills acquisition as Gagne has put forward a widely acknowledged information processing model of learning and memory. All the teaching facilities are intended to serve and support learners with composition writing learning. Multimedia network with interactive characteristic in information system helps us to complete the nine teaching stages in a rapider and more efficient way (Wu, 2009).

In terms of what is required for writing, apart from language competence, writing process as a complicated system also involves the exercise of logical thinking, expressiveness and cultural background information (Zhang, 2013). With multimedia, teachers are free to include more extensive reading materials to cater for the need of teaching, so that students are exposed to larger amount of reading within a short time. What’s more, it enables teachers to mark in different colors something special that needs extra attention, such as excellent descriptions and difficult words, thus helping students to grasp the whole structure of the passage, to follow the writing requirement, to accumulate writing materials and to get a better understanding of Chinese culture. Moreover, multimedia can be applied to the evaluation of writings by presenting on the screen what students have written, so that students can see clearly instead of just listening to what their classmates have composed to draw on each other’s strength.

## **OPTIMIZED DESIGNS FOR MULTIMEDIA TEACHING METHODS**

**For multimedia courseware:** Multimedia courseware serves as a blueprint for multimedia teaching and an essential precondition for this new teaching type. A high-quality design involves many technical and professional operations, which paves the way for successful multimedia teaching. It requires that teachers split teaching materials properly and restructure them into an acceptable form in accordance with multimedia rules together with computer professionals. Courseware development is a time and energy-consuming work, in which styles of design shall be unified and formal, the content be concise and stress be put on important and difficult points as well as artistic aesthetic effect.

**For teaching steps:** With multimedia teaching facilities, students are free to select any specific step among all the steps designed by the teacher (The teacher is supposed to divide the learning period into several parts in advance and offer guidance for the students to follow the original steps or select what they like freely). For instance, the teacher may design 6 parts for a conversation as follows: (1) What the conversation is about; (2) The record of it; (3) Questions; (4) Language points analysis; (5) Situational practice(orally); (6) Complete the conversation (written). Therefore, students can get to know how to learn in an initiative and innovative way with proper guidance of teachers.

**For reflection questions:** This step is intended to provide students with a particular situation with reflection questions for them to solve after practicing. Problem-solving is not only a consolidating application of what they have learned but also an internal exercise of intellectual skills, in which teachers can apply teaching approaches to thinking activities. Practicing situations for students should be designed in accordance with the characteristics of discipline contents and skills requirements in forms of written description, questions, sound, image and animation. The computer is supposed to give analysis and judgment about learners’ performance in each step they take, as well as feedbacks on whether they are qualified or not, if not, they shall keep practicing until they are.

**For evaluation and analysis:** Evaluation and analysis refer to standards for raised problems in a training setting, which are intended to give feedbacks and evaluation about students’ performance, to help students know how to do it better and intensify what has been formed in

results of thinking. It manages to realize the interaction between man and computer and give a right judgment about the training results. Meanwhile, expert system, a complicated one, is set up to judge whether students' answers and solutions to the questions are right or not and serve as a stage for the interaction between man and computer, thus motivating students' learning interest.

### **CONCLUSION**

All in all, in Chinese class, teachers are to be aware that they should teach students not only knowledge and skills but also the way to developing their ability of independent learning so that students will know how to apply what they have learned about Chinese in real life. Greater room for the multimedia application remains to be developed in preparatory Chinese teaching. Teachers are supposed to make sure that they choose multimedia appliances according to their respective applicable purposes, that they follow laws of teaching, that multimedia is combined with traditional teaching methods, that flexible choices of teaching methods are made in accordance with students' Chinese proficiency and that superiority of multimedia teaching facilities are given full

play in order to enhance the teaching quality of preparatory Chinese and improve students' Chinese proficiency steadily.

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