

# **The Application of Multimedia Assisted Instruction in Applied Language Teaching**

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**Abstract:** with the Advancement of Computer Technology and Information Technology, the Impact of Informationization and Multimedia Has Spread to All Aspects of People's Life and Work. At the Same Time, It Has Also Affected the Field of Education. in Addition, the Current Market and Enterprises' Demand for Talents is Constantly Increasing. the Past Talent Training Model is No Longer Suitable for the Needs of Corporate Development. Therefore, It is Necessary to Reform the Model of Applied Language Teaching, Introduce Multimedia into the Classroom of Applied Language Teaching, the Advantages of Computer and Teaching Are Fully Integrated. Therefore, the Application of Multimedia-Assisted Teaching Methods in Applied Language Teaching Activities Has Become One of the Main Ways and Trends of Its Development. Multimedia-Assisted Teaching Has Shown a Very Important Role in the Field of Education. for Teachers Applying This Technology, They Need to Upgrade and Use Their Multimedia Technology Proficiently to Effectively Improve the Quality and Effect of Applied Language Teaching.

## **1. Introduction**

People Communicate through Language in Their Daily Lives, Communicating with Others, and Transmitting Culture and Values. Applied Linguistics Means That the Theoretical Knowledge of Linguistics Can Be Used to Solve Problems in Different Scientific Fields, and It Also Means That Linguistic Knowledge Can Be Applied in the Field of Language Teaching. the Teaching of Applied Language Courses Can Help to Cultivate More Talents with Innovative Consciousness, Innovative Thinking, and Application-Type; in Addition, the Study and Research of Applied Language Teaching Can Promote the Improvement of Related Theories of Applied Linguistics and Develop New Theoretical Laws. and Methods, to Make Applied Linguistics More Scientific and Reasonable. the Rise of Multimedia Aids Can Help Applied Linguistics to Develop Another Teaching Method and Approach, and to a Certain Extent, Enhance the Efficiency and Effectiveness of Teaching to Another Level. This Paper Studies the Application of Multimedia-Assisted Instruction Acquisition in Applied Language Teaching, Further Discovers the Specific Methods and Approaches of Its Teaching, Reforms the Traditional Teaching Model, and Finally Provides New Momentum for the Sustainable Development of Applied Linguistics in the Future. .

## **2. The Role of Multimedia Assisted Teaching Methods in the Application of Applied Language Teaching**

### **2.1 Stimulate Students' Enthusiasm for Studying Applied Linguistics**

The multimedia-assisted teaching method can make up for the shortcomings of boring, dull and poor visibility in the traditional teaching mode, promote the textualization and vividness of the text on the teaching materials, and encourage students to use multiple senses for learning and knowledge more fun and vivid. Students need to have a certain interest and motivation in the learning process to overcome inertia. And through multimedia-assisted teaching methods, students can effectively make students happy in learning, further participate in learning, and stimulate their initiative and enthusiasm for learning in the classroom. The existence of multimedia teaching aids can help show ordinary students the things that come into contact further enhance the students' concentration. In

particular, the use of multimedia teaching aids can show a kind of “hypertext” content and teaching resources in applied language teaching, which can change the rigidity and defects of past teaching. Students' enthusiasm for studying applied linguistics can also be like this. The learning atmosphere has been improved [1].

## **2.2 Exercise Students' Intercultural Communication Skills**

Combining multimedia-assisted teaching methods with applied linguistics can improve students' cross-cultural communication skills. First, multimedia-assisted teaching methods can be used to play videos or other video content that are highly relevant to applied linguistics in front of students, and these video contents combine social culture and integrate some common knowledge, customs, and applied languages. Integrate together to express the lives, emotions and values of people of different occupations and classes. Through moving performances and narratives, allowing students to participate in such situations and environments is a supplement to the text in the book. In addition, multimedia technology and information technology have promoted great changes in the mode, geographical scope and type of communication, and have encouraged people to expand their culture and communicate. And multimedia teaching methods can turn such communication into reality, and with the use of multimedia technology and methods, the obstacles to intercultural language communication are getting smaller and smaller [2].

## **2.3 Exercise Students' Ability to Handle Teaching Resources**

The application of multimedia teaching aids has introduced more ways to obtain information into the classroom, and has allowed teachers and students to receive more teaching resources and information related to applied linguistics. Through multimedia-assisted teaching methods, with the help of teachers, it can guide and exercise students' ability to deal with teaching resources, and promote students to have basic discrimination ability for different materials [3].

# **3. Problems in the Application of Multimedia Assisted Instruction in Applied Language Teaching**

## **3.1 Inefficient Use of Information Technology**

Some students can find that their enthusiasm and enthusiasm are low when they study courses related to applied linguistics. The purpose of studying for applied linguistics is simply because they can help their employment. Students spend a lot of time online on the Internet every day, but the number of people who really learn about applied linguistics through network information technology is not large. When a small number of people search for information about applied linguistics using information technology, their The degree of validity of discrimination is low, and it is impossible to organize the relevant materials that it searches for, and it is even lacking the ability to use network information resources to learn and apply linguistics [4].

## **3.2 Insufficient Information Technology Level of Teachers**

The multimedia aids need to be applied by the teacher in the teaching process, but it can be found that in the process of applied language teaching, the multimedia aids have a poor application effect and the teacher's utilization efficiency is low. Some teachers have difficulty in using multimedia aids Some teachers still use traditional teaching methods and teaching models, while some teachers still have unclear teaching concepts that combine multimedia-assisted instruction with applied linguistics, making courseware and mastering multimedia-assisted instruction technology. There are still gaps. In this way, teachers cannot use multimedia-assisted teaching methods to highlight the dominant position, resulting in continuous decline in students' autonomy and initiative in the learning process. And when using multimedia assisted teaching, we can find that basically the way to use it is to copy the language fragments from those textbooks to the PPT, so that the PPT cannot achieve the teaching purpose and actual teaching effect.

### **3.3 Outdated Teaching Methods and Models**

The teaching mode applied by the teacher in the classroom has an important effect on the actual effect of teaching and the completion of teaching tasks. China attaches great importance to the teaching of linguistics, and has repeatedly requested that linguistics teaching be reformed. The reform direction for applied linguistics is to start from the teaching mode, and build a multimedia and information technology as a teaching medium, so that students can serve as the operating centre of the classroom teaching mode, and promote students to improve their self-learning ability and language use ability. However, in the process of using multimedia, teachers are basically focusing their attention on multimedia teaching aids, but what students learn from those multimedia teaching aids is only part of the text, which is superficially in applied language teaching. It is applied to multimedia-assisted teaching methods, but its traditional teaching mode remains essentially unchanged. Language courses focus on the interaction between teachers and students, but after the use of multimedia-assisted teaching, the scope of the knowledge points taught by the teacher is too large and the content is too rich. Students can only keep taking notes while studying with the teacher. Interact with teachers. In addition, some teachers believe that multimedia-assisted instruction is to show students movies or more television dramas related to language teaching, which does not meet the teaching goals and content of teaching [5].

### **3.4 Inadequate Attention in Schools and Lack of Teaching Resources**

School leaders in some schools do not have a high level of awareness of multimedia-assisted teaching methods, and consider that such multimedia-assisted teaching mode is optional. Despite the introduction of teaching resources in schools, it can actually be found that there are not many of them and the utilization efficiency is not high. School leaders have not paid enough attention to multimedia-assisted applied linguistics. They have been slow and eager to promote the reform of their teaching models, and their teaching resources have not been introduced and applied vigorously. There is greater resistance in the use of multimedia aids [6].

## **4. Strategies of Multimedia Assisted Instruction in Applied Language Teaching**

### **4.1 Guide Students through Multimedia-Assisted Teaching Methods**

In developing teaching activities, teachers can use multimedia to guide students to learn. One is that teachers can use multimedia to publish learning tasks online, so that students can inquire about relevant materials after class or after class, and summarize, or let students display their learning results in groups. Second, teachers It is necessary to give students time to study, and display corresponding materials to students through multimedia technology, so that students can conduct in-depth exploration based on the materials that have been obtained, and allow students to fully participate in the classroom, with the teacher standing by The role of guidance and correction, in this process, students can increase their interest in applied linguistics, and strengthen their self-learning ability and the degree of consolidation of knowledge [7].

### **4.2 Improving Teachers' Use of Multimedia**

Teachers can use the network teaching resources to carry out relevant methods and concepts related to multimedia teaching. In addition, schools should regularly train teachers to improve their multimedia use level. They can also organize corresponding multimedia teaching competitions to use competitions to improve the level of multimedia teaching. In addition, more high-quality, high-level professionals in applied linguistics with multimedia application technology can be introduced, so that such composite talents can be introduced into the school, and the overall multimedia teaching level of teachers can be improved. Finally, we can send outstanding applied linguistics teachers from our school to communicate and learn in other schools, and bring the final exchange results back to the school to pass on to other teachers. This can effectively improve the teaching ability of applied language teachers and level [8].

### 4.3 Changing Traditional Teaching Models

In the past, the teaching mode was limited to teachers' indoctrination and duck-fucking teaching, while students took notes with obscurity and memorized them. After multimedia teaching is introduced into applied teaching, teachers can use the teaching to make changes. Teachers can combine classroom learning with online teaching platforms by using flipped classrooms, cloud classrooms, and a combination of online and online modes. A multimedia teaching method is used to build a teaching platform and corpus for applied linguistics, so that both students and teachers can use the platform for teaching or learning. Teachers can use corpora to publish related teaching tasks, and students can complete the teacher after logging in to the platform. The set of teaching tasks can enable students with sufficient learning ability to choose difficult tasks in platforms and corpora according to their abilities and levels, and use the online platform to teach teachers about the doubts and difficulties that arise after doing the tasks. Ask questions, and teachers interact in real time online, prompting students to resolve their questions in the first place [9].

### 4.4 Scenario Teaching with Multimedia Assistance

Through the use of multimedia, it is possible to construct a more realistic scenario of sound, light, and colour environment, and to place students under this scenario, so that students can improve their ability to apply language. Through the use of suitable courseware, voice labs, and other multimedia teaching props, teachers need to guide them through a task-oriented way to allow students to choose the application language tasks of interest. This way, it can help students have a larger Interested in completing teaching tasks, and students can also use recordings, audio, and courseware in mobile phones to complete teaching tasks, further expand the knowledge and content in the classroom, and broaden the knowledge through multimedia on the way to complete teaching tasks.`

The rapid development of current network technology and media technology has promoted changes in teaching concepts and teaching methods in the teaching field. The introduction of multimedia teaching has reversed the traditional teaching model and promoted the change in the nature of applied language teaching. Essentially, applied linguistics involves multiple disciplines. Students studying applied linguistics must have knowledge of other disciplines in addition to the knowledge of linguistics. Therefore, the application of multimedia technology can effectively improve the application teaching efficiency of linguistics has fostered more high-quality and knowledgeable talents in applied linguistics.

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