

A Study of Multimedia Computer-assisted English Language Acquisition Strategies

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Abstract: The meaning of CALL is to use computer-aided means in language teaching. CALL has been widely used in language learning, ranging from pronunciation, listening, speaking, reading (intensive reading, extensive reading) to writing and translation, and penetrating into all aspects of language teaching. This paper briefly reviews the theory of second language acquisition and holds that Krashen's theory of second language acquisition can be used for reference in the field of computer-assisted language teaching on the basis of non-mechanical distinction between learning and acquisition. On this basis, exploratory factor analysis is carried out on the relationship between learners' learning strategies, language skills and classroom foreign language learning environment. This paper discusses the methods and rules of "study" teaching, improves the quality of English input in teaching content, and fully considers the learner's emotional factors and other English learning strategies under the second language acquisition theory, thus improving the effect of college English teaching.

1. Introduction

The 21st century is the century of the Internet. In the process of informationization, due to the application and popularization of the network, foreign language education is undergoing a fundamental reform in terms of teaching content, means, methods and concepts. Computer-assisted foreign language teaching has emerged since the 1960s and has gradually changed the foreign language teaching and learning paradigm [1]. With the development of computer and network and multimedia technology, CALL has become more and more widely used in language learning, from speech, listening, speaking, reading (intensive reading, extensive reading) to writing and translating, and infiltrating into all aspects of language teaching. Obviously, as a brand-new teaching mode, English multimedia teaching conforms to the development trend of the information revolution in the world, and its advantages are obvious [2]. However, in order to integrate language input into the learner's language system and transform it into a part of the language system, learners' understanding of language materials (input) is one of the important prerequisites. Therefore, acquisition theories such as input hypothesis and affective filtering hypothesis can be used for reference in the field of computer-aided language teaching.

With the transition of CALL from behaviorism and communicative approach to integration approach, CALL is now qualified to enter various foreign language education links, such as acquisition and development of learning resources, construction of learning infrastructure and environment, design of teaching activities, teacher education, test evaluation, learner research, corpus research, etc. With the development of computer technology, great progress has been made in computer-aided language teaching [3]. However, the application of computer-aided language learning, like other teaching aids, can only be a means of teaching assistance, but only a supporting role in teaching [4]. College English classroom teaching mode, making full use of modern educational technology, applying network teaching management platform and three-dimensional teaching materials, constructs individualized College English teaching mode. This paper attempts to use statistical software application technology in CALL to support learning strategy research, test evaluation, learning environment construction and teaching design, which will bring new enlightenment to the reform of educational philosophy, educational system and personnel training mode of English major.

2. Language Acquisition Overview

Language learning and language acquisition construct a language rule system for language learners. Language learning is a conscious process of learning language rules, acquisition is unconscious, subconscious natural absorption, similar to children learning their mother tongue. Before the advent of multimedia, it was very difficult to present pictures, sounds and videos in computers. At that time, language teaching was limited to the presentation of words [5]. Krashen pointed out that the language acquisition process is a subconscious process. Learning is clearly different from acquisition, learning to consciously learn explicit knowledge, while acquisition is subconsciously learning tacit knowledge [6]. Attention is not on the structure of the linguistic form, the learner can subconsciously and truly acquisition the formal structure of the language. It can be seen that language communicative still plays an important role in foreign language teaching today.

Using the Internet-supported CALL, not only can the latest resources of global language learning be obtained, but also different applications and researchers can exchange CALL application status, development trends, application methods, practical cases, research methods, etc. Krashen's monitoring hypothesis believes that fluent second language is the result of the language system using acquisition, and language learning plays the role of "monitoring" using linguistic rules. Monitoring can be used before or after language output to check the correctness of the language [7]. This is a subconsciously acquisition of tacit knowledge, which is the natural use of language. The importance of acquisition for second language use is significantly higher than that of learning. In addition, the Internet also has the function of transmitting CALL resource information. For example, distance education and network education can make use of the advantages of the Internet to transmit specific teaching information to different learners. Language acquisition enables people to acquire language ability better and achieve fluency. In the classroom, teachers can design and organize language communication activities emphasizing meaning and function by means of multimedia. To create a friendly and natural atmosphere, these two kinds of input can act simultaneously, help learners understand the input materials, and form two consistent language models and visual models in their minds. But it should not exceed the learner's current level excessively. Therefore, English teachers should input as much comprehensible language as possible.

3. Methodology

The acquisition input mode and information gap will mobilize learners' self-monitoring mechanism. Based on the language knowledge they already have, learners carry out planned and unplanned discourse activities to promote the transformation between analytical knowledge and non-analytical knowledge. Modern multimedia teaching can make teaching content integrate text, graphics, images, animation and so on. Static and dynamic information symbols can be combined to transmit information both visually and audibly. With the deepening of reform and opening up and the expansion of cooperation and exchanges with foreign countries, teaching should make predictions on the demand for talents in the future employment market. Therefore, in the design of CALL environment, teachers should become the main designers, composed of teachers design team. Discourse analysis makes the training of sentence patterns, the analysis of individual sentences, and the analysis of inter-sentence relations, the role and change of sentences in continuous expression, and the structure of sentences more valuable, thus making language research out of the boundaries of sentences. Allows teachers to communicate the information captured through various channels to students in the best possible form in the shortest possible time. So that students can combine the knowledge in books with the changing times. Multimedia-assisted college English teaching has changed the traditional teaching mode. Students no longer passively listen to and take notes mechanically. Instead, they turn passive into initiative and become the main body of classroom teaching. Therefore, a sufficient amount of linguistic information should be input to the learner in order to encourage the learner to communicate naturally. In other words, it is necessary to provide learners with more and more realistic language environments.

The performance of students in CALL needs to be evaluated, and teachers are the organizers of

such evaluations. There are many evaluation methods in CALL, and there are mainly three types in the following: formative evaluation, summative evaluation and diagnostic evaluation. Analyze and study language in a broader context and at a higher level, analyze the structure of discourse and explain the coherence of discourse. This solves the problem that the middle school English teaching technology is limited by time, space and conditions, and shows the content that traditional teaching technology can't express. Teachers should require students to use language to communicate or communicate, and to strengthen dialogue and communication between students, but not from the actual understanding of students. It can also make courseware according to the actual situation of students, combined with their own teaching style and different needs of students, so that students can participate in the design of the classroom. In practical teaching, learners are often interested in foreign language materials related to their professional fields. Formative assessment is mainly used for students' self-evaluation in the learning process, with the aim of changing students' problems in the learning process in a timely manner. Summary evaluation is the final evaluation of students after learning content or curriculum. Computer-assisted language learning enables students to participate in learning English with multiple sensory organs. Multimedia information stimulates students' cerebral cortical virtual area, which is much stronger than the response caused by single media information stimulation.

In English teaching, the real environment is helpful to students' language learning. An ideal English classroom should provide students with a foreign language learning environment so that they can freely learn and communicate meaningfully in the target language context. At the same time, for students, they can complete the pre-class preparation in the participation of courseware design and production, and have a general understanding of the knowledge they will learn. For teachers, new problems and new ideas can be found in the design and production of courseware. However, considering the timeliness and specialty, when choosing textbooks, articles about Humanities and customs account for a considerable proportion, and seldom involve the field of science and technology. Diagnostic evaluation is to find out what problems students have in the learning process, where there are areas for improvement, and to provide students with further learning effects. The multimedia computer integrates the functions of various audio-visual equipments, and does not need to frequently switch among multiple devices during teaching, which reduces the complexity of operation and the probability of equipment failure, and improves classroom efficiency. Through various forms of cultural activities, students can create a relaxed learning environment, and effectively improve students' English application level and expression ability in order to improve the quantity and quality of students' English output.

4. Result Analysis and Discussion

The multimedia-assisted second-language acquisition synthesis model, if providing speech and visual input to the learner at the same time, will improve the learner's understanding of the input, and the language acquisition is more likely to occur. The use of multimedia technology in college English teaching can not only mobilize the enthusiasm of students, but also guide students through the network, collect and select the information they need, so as to give play to students' initiative and creativity. Learning a language requires both learning the language itself and learning and understanding the information carried by the language. Therefore, the test should have a relatively balanced focus on each skill, and raise the talent training goal from skill type to application type to compound type. However, formative assessment is always provided with the progress and content of students' learning, while diagnostic assessment is provided by teachers according to students' learning needs. A pointer from one node to another is called a "chain", which consists of nodes and chains in a non-linear network structure. Each node has several pointers to other nodes or from other nodes to it, and learners can enter the learning process from any node. To enable students to break through emotional barriers in learning, establish clear learning objectives, and constantly improve learning effectiveness.

At present, College English teaching is mainly taught in large classes, and students' English proficiency is uneven. It is unrealistic to meet everyone's needs only in class. As an information

collector, when teaching students of different majors, teachers can download popular books reflecting the latest developments in different disciplines from the Internet, and use tool software to carry out vocabulary statistics, syntactic structure analysis, and formulate relevant test questions. Students should have a more sober and rational understanding of classroom immersion foreign language learning, especially studying abroad. There is no absolute causal relationship between classroom immersion foreign language learning and improving language ability. Therefore, the teacher needs to organize the evaluation process, design the evaluation rules, and finally obtain the weighted value of the evaluation results given by different evaluators, and use the weighted value as the individual student's academic achievement. The use of multimedia in English teaching can create an interactive teaching environment with sound, light, color and graphics, which makes students feel fresh, generate interest and desire for knowledge. Also recognize that the network is not omnipotent, multimedia can not replace the teacher. As a college English teacher, we must make efforts to understand the basic laws of foreign language learning. The computer summarizes the information and the reading time, the number of difficult words, and uploads the teacher's record as a parameter to measure the learner's reading ability. It can be seen that metacognitive strategies can significantly improve students' language ability, but there is no absolute linear relationship between cognitive and social emotional strategies and the language skills associated with current language tests.

In CALL, the computer can be used as a tutor for language learning, that is, a large amount of learning content is provided by the computer, and the learner uses the language learning program provided by the computer to learn. The results show that different presentation modes have an impact on the learner's overall listening comprehension, but the experimental results do not fully prove all the inferences of the model, which may have reasons for research limitations. So far, no one has dared to say that a certain teaching method is absolutely correct or absolute. We can't rely entirely on multimedia or multimedia. This requires teachers and students to have a correct understanding of the college English teaching model at a macro level. According to the responsiveness of candidates to items with certain degree of difficulty and discrimination, the ability and difficulty values of candidates are unified by logarithmic units, and the potential characteristics and tendencies of candidates are determined by studying the functional relationship between candidates' scores and their abilities. Secondly, classroom exposure to foreign language environment is helpful to improve students' ability of social affective strategies in interaction with others and self-affective regulation to a certain extent, but has no significant effect on improving metacognitive and cognitive abilities. CALL environment provides opportunities for teachers and learners to innovate. They can propose a variety of solutions to specific language learning problems and explore the most conducive innovative solutions. Loose and independent learning atmosphere can promote the development of learning initiative and personality.

5. Conclusion

With the development of information technology, multimedia has gradually entered the classroom, showing its unique effect and charm. In English teaching, the use of multimedia is more flexible and practical. CALL is an important research topic in language learning and plays a very important role in foreign language teaching. Overemphasizing pure foreign language teaching in foreign language learning can not guarantee the realization of teaching objectives by contextualizing learning. How to use foreign language teaching appropriately is a key issue in future research. Computer-assisted instruction conforms to the monitoring hypothesis and input hypothesis in language acquisition theory. It has broad application prospects, and also puts forward higher requirements for teachers. Therefore, college English teaching in the multimedia environment is the inevitable development of the times. As a college English teacher, there should be a full understanding and understanding of this. Teachers should consciously cultivate students' second-language acquisition consciousness in college English teaching, so that students can understand the connotation of second-language acquisition theory and improve students' language learning ability. It enables students to truly become the main body of the classroom in active

participation in exploration and thinking, and provides a broader space for teachers to fully explore the thinking potential of students. Therefore, research on CALL must be taken seriously, and research topics and directions should be determined as soon as possible. At the same time, teachers should actively participate in the production of teaching software, which has higher requirements for teachers' test theory level and textbook writing ability.

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