

# The Use of Multimedia in Higher Special Education\*

Zhao Chun-hui

Changchun University, Changchun, China

Liu Fu

Jilin Jianzhu University, Changchun, China

Multimedia can increase the sensory stimuli of students by the integration of sound, image, text, and animation, and make the teaching and learning process become figurative, three-dimensional, and vivid, thus, it improves students' interest, attention, and learning efficiency. Complementary advantages between teaching materials and media improve the teaching environment and optimize the teaching structure. Teachers can use the network multimedia courseware assisted teaching. Classroom teaching based on multimedia courseware means that students learn in the multimedia environment. Teachers use multimedia courseware to guide students to learn to live. The development of multimedia network technology has provided a broad field for English teaching and created an open, pluralistic, and authentic language learning environment for learners. Therefore, the application of multimedia in higher education is of great significance.

*Keywords:* higher special education, multimedia network teaching, usage

## Introduction

The disabled people is a special group in human society. Higher special education is the key to increase the quality of the disabled, to improve their living condition, and to help them integrate into the society. Under the Chinese government and the Communist Party's concern and support, the education course for the disabled people in China has got considerable development. Receiving compulsory education for disabled persons has brought into national nine-year compulsory education's whole work, initially formed mutual connection of elementary education, career education, adult education, and higher education. The education course of the disabled people in China not only combines with general education, but also has a relatively independent special education system, so it has become an important part of China's education course (Li, 1999, p. 31). The education course of the disabled people in China began in the 1980s, since the establishment of Medical Department of Shandong Binzhou Medical College, which is the first college for the disabled youth. Till the 21th century, there were about 10 universities that accept the disabled students to study in higher schools. With 30 years of development, China's higher special education has gone out of the dilemma, groped the road of development with Chinese characteristics (Zhu, 2001, p. 12). Especially after 1990, China has promulgated a series of laws and regulations, which had some significant influence on the layout of the present development of higher education for the disabled in China, and also makes the higher education for the disabled in China have a leap-forward development.

---

\* This paper is part of the result of the authors' research program "Research on Multimedia Application in English Teaching of Higher Special Education" (2014, No. 276), Jilin Education Department Fund Project; and "Research on College English Teaching Strategy of Higher Special Education" (2014, XZYB14-24), Changchun University.

Zhao Chun-hui, M.A., associate professor, Public Foreign Language Teaching and Research Department, Changchun University.

Liu Fu, M.A., lecturer, The Hongqi Campus, Jilin Jianzhu University.

Because the born-deaf students do not have the language learning environment of the ordinary people, they have a lot of trouble in learning professional theory. The words and phrases of sign languages are very limited, and there are different sign languages to express the same word, so it has significant meaning to use multimedia in English teaching of higher special education. From the special narrow angle of English teaching, multimedia refers to the integrated learning systems (ILSs).

### **Necessity of Multimedia English Teaching**

The development of education and the usage of educational media are not separated. In accordance with the laws of education itself, the results of cognitive psychology research, creative labor, and the integration of modern science and technology of artists and system creative personnel, interactive multimedia English teaching develops rapidly. System has brought a strong impact on China's traditional education, a great transformation of education has already been bred (Deng, 2004, pp. 1-6).

We should take advantage of the multimedia technology to reform college English teaching. Multimedia teaching is a good way to make up for the shortcomings of the traditional English teaching, and also can greatly improve teaching efficiency and teaching quality. Multimedia teaching is a new teaching method. Firstly, it is propitious to stimulate students' interest in learning and cultivate their awareness of exploration. Secondly, multimedia network teaching can provide many kinds of training methods.

### **The Advantages of Multimedia Application in English Teaching**

#### **Image Teaching, Improving Quality**

Multimedia English teaching can effectively reproduce the objective nature of things by all kinds of media information, such as words, signs, graphics, images, and activity images, which make the students feel like they are right on the scene. The application of multimedia in English teaching can create interactive teaching environment, in which lights, colors, and figures are good. Then, it can make students feel fresh, thus, generate interest and desire for knowledge. A relaxed, autonomous learning atmosphere can promote the study of subjective initiative and the development of personality. Multimedia English teaching can make students participate in studying with multiple sensory organs in the process of English learning. A variety of media information stimulates students' cerebral cortex function area, its reaction is stronger than that of the stimulation of a single media information, and it is more conducive to the understanding and memory of the knowledge, so it can produce better learning effect (Shao, 2000, p. 8).

#### **Gear to the Needs of All, According to Their Aptitude**

"Teaching students in accordance of their aptitude" is in the first position of the educational principles in higher special education. We must pay attention to the fact that the objects of the higher special education exist physical defects and the gap in cultural layer, which directly affects the basic teaching structure forms of teaching, general teaching methods, and the usage of teaching (Feng, 2000, pp. 34-36). In teaching, education for the disabled generally attaches great importance to the use and study of the unique culture means (the hand language and Braille), active promotion of the use of multimedia teaching means, and application of auxiliary teaching utensils and appliances, which are developed and produced by information technology. A variety of characteristics of higher education for disabled persons gradually appear (Lan, 1995, pp. 45-48).

In multimedia classrooms, teachers operate courseware in the workstation to teach classes, and all the students observe the operation of the courseware in their workstation, and at the same time, they can watch the

teacher's explanation and the language taught of the courseware. Each student can obtain the same effect of listening to lectures, avoid the disadvantages of the traditional classroom poor lectures effect that deaf students could not see the teacher's sign and lip languages.

In normal multimedia classrooms, teachers in their workstation can send courseware to students' workstation for students to practice English. After students entering the answers, computers can judge immediately. If the answer is incorrect, the computer may alarm directly and ask the student to enter the answer again, or it may give the correct answer or give tooltip to ask the student to do it again. Teachers can monitor students' workstation screen in their own workstation to understand the situation of the students and to make individual auxiliary guide. If a student can complete quantitative practice within the given time, the teacher may send a batch of raising exercises to him/her to do it. This kind of classroom practice faces to every student, embodies all-round individualized teaching, improves the efficiency of classroom practice, and truly accomplishes "according to their aptitude" (Wang, 2009, p. 127).

The multimedia software of English class teaching can offer the reappearance of the text scene (including entourage of vivid images); the translation of the text; the analysis and explanation of the text difficult points; the explanation of the grammar knowledge; exercises bank; all kinds of knowledge contest or interesting play set associated with learning; all kinds of intensive training—listening, speaking, reading, and writing; many kinds of ways to learn; and so on. When learning, according to the requirement of the teachers or the different levels of learning, multimedia software provides students with the different progress and ways of learning.

#### **Promote Thinking and Cultivate Ability**

In English multimedia teaching, teachers use vivid real-time animation in multimedia software and rigorous accurate instruction, making learning content illustrated in the true sense vivid and making students turn from passive learners to active participants in study interest, so edutainment can be implemented. The success of learning has become naturally (Cai, 2005, p. 70).

The application of multimedia in the current English teaching practice proves a fact that multimedia English teaching can indeed improve students' English ability. From a class teaching program by using multimedia English teaching means, we can also see that due to the use of multimedia, class teaching content correspondingly increases; intervention of media is more than normal traditional classroom English teaching; and multi-channel information input is conducive to students from different sides to understand and grasp the teaching contents. Practice has proved that multimedia English teaching can make classroom teaching vivid and imaginative.

#### **Conclusion**

In a word, the usage of modern teaching means is one of the significant symbols in modern English teaching. For a long time, English teaching in China has been in a "chalk + talk" manner. Students' engagement is not strong, and the teaching effect is not very ideal. Multimedia classroom can deal with and show various forms of information, it can most effectively match process and characteristics of human cognitive thinking (Guo, 2009, pp. 229-235). As more and more people are concerned about the multimedia English teaching, we should plunge ourselves into multimedia English teaching practice, spare no efforts to make full use of multimedia classroom, and play the potential function of teaching, then, totally improve the English teaching level of higher special education.

### References

- Cai, X. F. (2005). Interactive principle and college English multimedia network teaching model. *Journal of Foreign Languages of Xi'an College*, 1, 70-73.
- Deng, M. (2004). The thinking of the adjustment of the whole school curriculum. *China Special Education*, 3, 1-6.
- Feng, D. W. (2000). The trend of the development of special education in the world. *Special Education Research*, 3, 34-36.
- Guo, H. Y. (2009). Problems and countermeasures in the teaching of multimedia courseware. *China Science and Technology Information*, 19, 229-235.
- Lan, J. J. (1995). On development strategy of higher education for disabled persons. *China Special Education*, 3, 45-48.
- Li, D. M. (1999). The development and current situation of the higher special education. *China Disabled Persons*, 3, 31.
- Shao, S. P. (2000). The harmony of multimedia technology in English teaching. *Foreign Language Audio Visual Teaching*, 1, 8.
- Wang, H. C. (2009). The use of multimedia in English teaching. *Heilongjiang Science and Technology Information*, 12, 127.
- Zhu, N. B. (2001). On the form of higher education for the disabled. *China Special Education*, 3, 12.