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## **Application of college English in the development of computer science**

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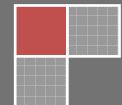
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### **ABSTRACT**

To improve the connections between college English and other disciplines is the targets form the perspective of the essence of college English education. The development of computer technology need a broader platform as support, as for college English teaching and learning activities undertaken precisely built an effective platform; meanwhile, the application of computer technology has largely enhanced the effect of college English teaching. Starting from this dimension, targeted the perspective of computer technology in college English teaching continues to improve, to further enhance the application of computer technology for teaching development, to expand the field of application and also fulfill the educational development circumstances. This is the specific content of this research, focus on English teaching can continue to promote computer hook gradually moving towards innovation and development in the field of English teaching and learning roads, in order to achieve the ultimate goal of education and to promote the comprehensive development of computerscience and technology to provide a solid development platform, making college English teaching to further achieve the ultimate goal of scientific and technological innovation. These ideas above are the main line of this conducting research, and this article will illustrate the detailed discussion of the analytical process, which makes this article more precisely, foregrounding this research and the discussion in this paper can provide a solid theoretical and practical foundation for the further development of computer Applied Technology.

### **KEYWORDS**

College English; Application of computer; Platform, Exploration and research.



## INTRODUCTION

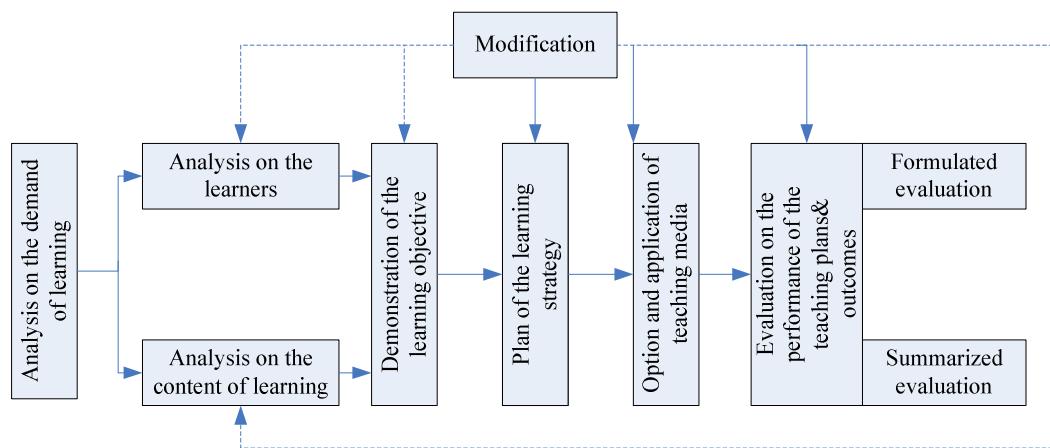
With the rapid development of computer technology nowadays, college English teaching is also deeply affected, conversely, the college English teaching also promoted the rapid rise of computer technology. From the research literature in computer-aided teaching, it is discovered that the contemporary idea of the general trend of the gradual development studies is leading to empirical research, from this point of view, we can summarize that this is an increasing demand for computer technology innovation in the college foreign language teaching and learning practice. In this paper, the idea of computer-assisted college English teaching, computer-aided study discusses the advantages of computer-assisted college English teaching English, how to strengthen the four aspects of the application of computers in college English corresponding research and analysis process. Moreover, through teaching practical use analyze the application of computer technology on the college English teaching, which maintain the structure of this article within a high degree of clarity and rationality.

## THE IDEA OF COMPUTER-ASSISTED COLLEGE ENGLISH TEACHING

Contemporarily, computer-aided teaching of college English in universities is vitally meaningful, computer-aided teaching is to use computer as an adjunct of college English teaching, in which the corresponding concept, theorem can be effectively expressed through words and corresponding images, and the use of computer technology can be made into related software in order to provide a supporting role for the effective implementation of college English teaching activities. Conversely, it is this supporting role highlighted that the college English teaching mutually promote the development of computer technology. So that there is a substantive development of the computer and multimedia technology, simultaneously enhance the effectively of the college English teaching process, making the development process of both computer technology and college English teaching with a strong duality. For example, in the classes of college English, to design the curriculum instructional software effectively link to the process of software editing, to input picture editing and sound effect in the teaching plan editing, etc<sup>[1]</sup>. These important external means in college English teaching is essential to teaching, it can also improve enthusiasm of the students in classes. With the rapid development of the Internet era, how to integrate computer technology in teaching and learning activities among universities is particularly important.

## LITERATURE ON COMPUTER-ASSISTED COLLEGE ENGLISH TEACHING

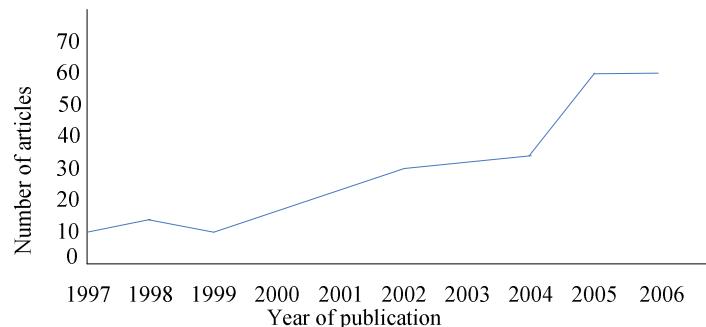
Looking back on the mentality of the last decade of development, the rapid development of college English teaching has become the representative of the overall development of higher education, as the field of the innovative computer technology has provided strong support. The value of the supportive role of computer software technology in college English teaching is continuously important shown as Figure 1; meanwhile it also proved that college English teaching expanded the usage and scope of computer technology. It is clear that the research on the application of computer technology in the college English teaching process presents a rising trend.



**Figure 1 : The value of the supportive role of computer software technology in college English teaching**

There are 64 research articles on computer-assisted instruction in English universities were published five years ago, however, five years later today, for a total of 192 articles in this area have been effectively published, it can be seen from this data that the college English teaching had supported the development of computer technology<sup>[2]</sup>. With the continuous development of the times, university researchers continues to develop computer software technology for foreign language, in which the value of the usage of computer technology can be fully excavated, the field of computer technology continues to

broaden as its operating system was getting more and more adapted to college English teaching, there's a substantial growth for computer technology. It is also fully proved that college English and the application of computer technology are mutual promotion relationship in the long-term momentum. As for the development of college English teaching activities in terms of the fundamental purpose also reached mutually reinforcing, the data in Figure 2 reflected a more intuitive illustration, in which improving academic development as well as for two-way computer technology has significance.



**Figure 2 : The number of articles from 1997 to 2006**

From the use of computer software technology in university foreign language teaching techniques point of view, the distribution of the first category has specific rules and the corresponding changes adapted to its category. However, the literature of the second category of computer universities, the articles of college English teaching is in larger quantities with a total number of 114 articles, accounted for 41.31% of the total research, however, the proportion of first category is relatively small compare to the second category with the proportion of 28.99%. Other files are arranged respectively fifth and third category of research literature. The fourth type of research literature is mainly computer-aided language test, which has the lowest proportion, only 1.81%, we can see that the first and second categories accounted for two thirds of the research literature in the total number of its other relevant share of the number of literature, while less of the other categories. On one hand, it reflects the imbalance of the literature research process, while also reflects the college English teaching has large potential for the development of computer technology which is worth mining (specific data see TABLE 1).

**TABLE 1 : The large potential for the development of computer technology**

Name of the journals	1997	1998	1999	2000	2001	2002
Foreign language teaching and research						
Foreign language world		3		1	3	2
Foreign languages and foreign language teaching			2	1	1	1
Journal of foreign languages	1		1			
Foreign language teaching		1			1	1
Foreign language research						3
Computer-assisted Foreign Language Education	5	7	3	13	18	25
Total	8	10	6	16	24	31
Proportions	2.89	3.62	2.17	5.79	8.69	11.23
Name of the journals	2003	2004	2005	2006	Total number	
Foreign language teaching and research	1		5	2	7	
Foreign language world	4	6	6	9	34	
Foreign languages and foreign language teaching	2	2	5	2	16	
Journal of foreign languages					2	
Foreign language teaching	1			2	6	
Foreign language research			1	2	1	7
Computer-assisted Foreign Language Education	25	23	42	41	202	
Total	33	33	58	57	276	
Proportions	11.96	11.96	21.01	20.65	100	

**TABLE 2 : The study on the process of comparison**

<b>Methods</b>		<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Empirical research	Qualitative research	Number of articles		1	1		2
		Percent/year		16.7	6.3		6.5
	Quantitative research	Number of articles				3	2
		Percent/year				12.5	6.5
Non--material research		Number of articles	8	10	5	15	21
		Percent/year	100	100	83.3	93.7	87.5
<b>Methods</b>		<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>Total number</b>	
Empirical research	Qualitative research	Number of articles	1	1	1	4	11
		Percent/year	3.0	3.0	1.7	7.0	4.0
	Quantitative research	Number of articles	8	6	14	26	59
		Percent/year	24.2	18.2	24.1	45.6	21.4
Non--material research		Number of articles	24	26	43	27	206
		Percent/year	72.7	78.8	74.1	47.4	74.6

As the data in TABLE 2 shows that study on computer-assisted college English teaching is mainly non-material line, while rarely has empirical study, which the individual percentage is 74.6% and 25.4%. The empirical research can be divided into two important components, including quantitative research as the main means of empirical research literature accounted for 21.4% of total research, but for qualitative research accordingly is 4%. In recent decade, computer-assisted college English teaching has undergone a qualitative leap, and specific development process as well as the major trends can be summarized as in 1997 and 1998 none uses qualitative and quantitative methods in corresponding research process, and in 1999 there is an gradual emergence of qualitative research, and quantitative research has been formed in 2001 and afterwards, and the growth of number of the studies by leaps and bounds. From this point, it has reflected that the form of computer-assisted college English teaching process occurred gradually substantive changes. However, these two research processes have a certain stage in the course of five years of development, in 2001 and 2002, only 12.7% of the research literature is qualitative and quantitative research, and the 2003 to 2005 increased rapidly indeed to 24.7%. From 2006, there's a substantive research, which the percentage reached 52.6%, which is the first time to be able to break through the 50% mark, which also proved empirical research exceeds the number of non-material studies<sup>[3]</sup>. Generally, the development of research on computer-assisted college English teaching is declining, since 1999, it gradually witnessed a downward trend, and since 2006 until today, empirical research is becoming an important research approach to computer-assisted college English teaching development. In this respect, it is possible to fully reflect the college English teaching has a fundamental influence on the rapid development of computer technology and application infrastructures.

### **THE ADVANTAGES OF COMPUTER-ASSISTED COLLEGE ENGLISH TEACHING**

In the process of college English teaching, there is an increasing demand for the development and application of computer technology. From learning environment to learning methods, the development of computer technology has a positive effect on guiding thought<sup>[4]</sup>. To develop the software technology according to the physical and mental characteristics of the students in colleges and universities, to improve the video conversion function and information, so that it will enhance students' interest while the students can capture the information, this is an effective method for learning, thus contributing to students to form good study methods. In addition to the requirements for effective teaching model, for the to its own characteristics of inquiry teaching and cooperative teaching mode, through the transition of network information, it allows students to explore the process accordingly for effective network information, it also improved the ability of the students to explore consciousness and the ability to solve problems independently and continuously<sup>[5]</sup>. The exchanges of information between the students can also promote the communication skills. It is evitable that college English teaching has appositive effect on the full development of computer technology, meanwhile, as the development characteristics of today's college English teaching can form a coordinated development of the situation.

### **HOW TO ENHANCE THE APPLICATION OF COMPUTER-ASSISTED COLLEGE ENGLISH TEACHING**

#### **To assist to develop teaching contents**

Network information obtained effective implementation in college foreign language teaching activities, but from the essence of teaching, the ultimate goal of college English teaching is to continually tap the student's ability to applications, so that the students can make the knowledge for effective use in reality. The computer software technology organized teaching resources, which has a positive impact to integrating the teaching resources, and ultimately provides effective help to expand

students' knowledge range. Instead it is the ultimate goal of college English teaching creates new requirement for rapid development of computer technology, and it also working as a driving force developed, thus making English teaching gradually get rid of the shackles of traditional teaching philosophy and teaching ideas while leading a broader platform for computer innovation.

### **Transit the roles in teaching through computer-assisted teaching**

Starting from college English teaching process, the main process of teaching is that the teachers carry out the purpose of educational activities to the students, which is the traditional definition of education. In today's era of rapid development of information technology, it allows students to receive information about the gradual process of knowledge to active request, and teachers who have educational role gradually be converted to the guide through the effective integration of network information resources. Students are the active pursuers of knowledge and information, which become the subject of college English teaching. Thus transit from the traditional idea of education to the concept of computer-assisted instruction, as for the students, the formation of self-learning ability and exploration of consciousness and culture become more specific to meet the fundamental needs of today's era of educational development<sup>[6]</sup>. This reflect the specific role of college English teaching to the development of computer technology, while the requirements for R & D and innovative technology has also been proposed comprehensive driving force for development in the field of computer technology at this time has also been enhanced, making the computer technology an important part of college English teaching.

### **To build platform**

From the process of building a network platform for college English teaching, we can fully see its perfection continued to strengthen, making the computer network function has been further developed in order to systematize and humane features of network functionality has been fully demonstrated, while providing a solid scientific and technical support for intelligent English Curriculum development colleges and universities. This argument can be drawn from such a conclusion, the constituent elements of today's college English teaching mainly include two aspects, the first is the computer, and the second is people, and the range of people included more extensive, including R & D personnel, teachers and students. By effective teaching process, the teachers search the knowledge effectively, and technology R & D personnel effectively develop computer software in accordance with teachers' and students' need to makes it possible to form a close link between the four. The four mutual supported internal relationships making the college English teaching platform are capable of forming a new situation of rapid development. Here, the initiator for network technology innovation is college students, and the R&D personnel is the conductor to make the network to meet the demand of computer technology development, which will eventually be able to be embodied in a computer, so from this logical relationship, it can be seen that the college English Curriculum development plays an important role of computer technology development, while building a network platform is just one aspect performance. The design process for network platform will be illustrated in TABLE 3.

**TABLE 3 : The design process for network platform**

Classification	Main characteristics	Number	Percentage
1	Exploration on network computer multimedia application in English teaching (Computer multimedia teaching mode, methods, functions on foreign language teaching, combined with teaching theories)	80	28.99%
2	Practice of computer multimedia class (Traditional teaching compares to multimedia teaching, Computer-assisted language learning and, speaking, reading, writing, translating, etc.)	114	41.31%
3	Analysis on the teachers and students under the environment of networks (Teaching training, positioning of the role of teachers,positioning of the role of students)	19	6.88%
4	Computer-assisted language test	5	1.81%
5	Computer multimedia network technology and software(development, product, usage and evaluation)	58	21.01%

### **Harmonization of computer technology and English classes**

According to the Ministry of Education on "Basic requirements on vocational education of English teaching" and the Computer Culture Foundation syllabus, through extensive research, started from 2003, there is an adaption of literacy progress and teaching hours on basic courses, such as English and computer sciences, specific information see TABLE 4. By adjusting, it further strengthen the relevance and application of these two courses, and in particular to strengthen the practice of teaching hours to ensure that the training skills of the students. Class 2003 increased 12 hours of intensive training on computer science, class 2004 again focused on intensive training to 20 hours. Progress of intensive training, changing the past students "learned, but forgot immediately" situation, followed the practice of teaching law education: speaking training combined with practice, and practice is the main method.

**TABLE 4 : Harmonization of computer technology and English classes**

<b>Subject</b>	<b>Class 2002</b>			<b>Class 2003</b>		<b>Class 2004</b>	
	<b>Planned hours</b>	<b>Time distribution</b>	<b>Planned hours</b>	<b>Time distribution</b>	<b>Planned hours</b>	<b>Time distribution</b>	
English	240	1 <sup>st</sup> semester 60		1st semester 50		1st semester 50	
		2 <sup>nd</sup> semester 60	220	2nd semester 60		2nd semester 60	
		3 <sup>rd</sup> semester 60		3rd semester 70		3rd semester 70	
		4 <sup>th</sup> semester 60		3rd semester 70		3rd semester 70	
<b>Including training section 80 hours</b>						<b>Including training section 80 hours</b>	
Computer science	60	Theories 30		Theories 34		Theories 30	
		Practices 30	80	Practices 34		Practices 30	
				Intensive training 12		Intensive training 20	

**CONCLUSION**

This article discussed exploration and research process of developing applications in computer in college English teaching, the main point is that, through effective teaching and practice process, the computer technology provides a broad development platform for college English teaching. This makes the structure more closely studied; targeted research and science can be fully guaranteed for the future which can carry out further research and also laid a solid theoretical and practical foundation for future research.

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