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Contents

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Multimedia Application in English Teachingof Secondary School

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Abstract: With the development and popularization of multimedia technology, a new teaching model - multimedia teaching is gradually accepted with its vivid, intuitive and visual characteristics. Multimedia access to the English teaching and education has the function of supplement and optimization to conventional teaching models, achieving the goal of complementary advantages. This article mainly focuses on the application of multimedia in the middle school English teaching, combining the modern English teaching experience with the students' characteristics, aiming at building up a scientific and efficient multimedia application of teaching methods. Taking the form of teacher-student interaction, multimedia technology focuses on the significance of multimedia teaching in improving the students' language use ability at the request of the new curriculum syllabus.

Keywords: Multimedia; New curriculum; English teaching; Application

1. Introduction

With the development and popularization of multimedia technology, a new teaching model - multimedia teaching is gradually accepted with its vivid, intuitive and visual characteristics. Multimedia access to the English teaching and education has the function of supplement and optimization to conventional teaching models, achieving the goal of complementary advantages. This article mainly focuses on the application of multimedia in the middle school English teaching, combining the modern English teaching experience with the students' characteristics, aiming at building up a scientific and efficient multimedia application of teaching methods. Taking the form of teacher-student interaction, the multimedia technology aims at further highlighting the significance of multimedia teaching in improving the students' language use ability at the request of the new curriculum syllabus.

With the deepening of the reform in education and teaching, the application of modern multimedia technology has gradually been on the track. However, due to the conditions, environment, teachers' quality and other factors, there are still many English teachers who have some conservative concepts in the way of multimedia's application. Although the method of using the multimedia technology is very simple, there are still few people knowing about this technology. Most of the compulsory education emphasizes knowledge learning and neglects the cultivation of students' English language proficiency and communicative competences. As a result, they force students to become the learning machines, ignoring the students' inner interests and motivations. As time goes,

more and more students lose the interests of learning English. So what is the purpose of our English education? The 21st century is an information era, i.e. the era of the knowledge economy. Compulsory education should take the initiative to adapt to the challenges of the knowledge-based economy of the 21st century. First, we should change the educational concepts. We are supposed to establish the concept of "lifelong learning".

In addition, we should introduce the multimedia teaching, so that teachers have a fresh understanding of multimedia-assisted teaching. According to the characteristics of students' physical and mental development, we can scientifically and efficiently utilize multimedia technology under the guidance of teachers. Finally, taking the form of teacher-student interaction,, the multimedia technology aims at further highlighting the significance of multimedia teaching.

2. Development and Functions of Multimedia in English Teaching

2.1. Development and functions of multimedia

In the late 1980s, multimedia computer technology has become one of the focuses of attention. Multimedia technology is a product of the rapid development of electronic information technology, which has a profound impact on the traditional computer systems, audio and video equipment. Multimedia technologies will be widely used in millions of households and various kinds of trades so as to change the people's study, work and life. Since the 1990s, the world has significantly accelerated its pace in developing into the information society, and multimedia technology has played an extremely important role in the

HK.NCCP

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development process. Multimedia has made the exchange of information become more and more convenient, and shortened the distance of transportation.

Multimedia technology in the field of information technology is one of the fastest growing areas. And its development will bring a technological innovation and competition. It will make our life more colorful under the guidance of advanced science and technology. Multimedia technology has caused the widespread concern, because it will have a long-term impact on human beings. The emergence and development of multimedia technology is an inevitable trend in the future. In the information society, people are eager to make full use of the advanced technology in our daily life. With the development of multimedia, it is widely influencing service, education, communication, medicine and many other industries.

2.1.1. Definition

What is multimedia? The term "multimedia" is translated from English Multimedia, and the word is compounded by "multiple" and "media". Media (multiple) in the computer field have two meanings: one refers to the entity to store information, such as disk, CD-ROM, magnetic tape, semiconductor memory and so on; the other is often called carrier of transferring information, such as numbers, texts, sounds, graphics and images; but it always is regarded as translated media in multimedia technology. Human use all kinds of carriers in the exchange of information, and multimedia refers to the form of a variety of information carrier. But as to understanding the concept "media", many people feel that this concept is still relatively narrow. In fact, the scope of the concept is quite broad.

What exactly is the meaning of "Multimedia"? People generally believe that multimedia refers to the ability to simultaneously obtain, process, edit, store and display two or more different types of information media technology. These information media include texts, sounds, graphics, images, animations, and videos and so on. What we often call "multimedia" is eventually attributed to "technical assistance". In fact, it is due to the substantial progress in the computer technology and digital information processing technology, that we have the ability to handle multimedia information. This makes the "Multimedia" become a reality. So, multimedia in modern society often does not refer to multimedia itself. But it mainly refers to a set of technical equipment in the processing of application. Therefore multimedia is often treated as synonymous with multimedia technology. It should also be noted that multimedia technology that people are talking about is often linked with computers. This is due to a computer digital and interactive processing capability, which greatly promotes the development of multimedia technology. Multimedia can usually be seen as a new technology or a new product being composed of advanced computer technology and video, audio and communication technology. This is the special definition of multimedia.

2.1.2. Functions

In recent years, with the rapid development of information technology, multimedia teaching has become a hot topic in the field of education. With the approaching of the knowledge economy, the governments are seeking to promote IT educational innovation and enhance the quality of education across the country.

From a historical perspective, the multimedia teaching evolved along two different clues: one is based on model, chart, projector, slides, sound recordings, videos and other audio-visual combinations characterized as audio-visual teaching. It seems to emphasize the "audio-visual" function, but fundamentally this kind of teaching is consistent with the traditional classroom teaching; the other one is computer aided teaching evolving from the basis of the teaching, and the original intention is the implementation of individualized teaching. So the confluence of the two clues will encounter an inevitable conflict and confrontation.

In the late 20th century, the multimedia technology and the network technology are developing rapidly. Deepened by the national reform, the modern technical means to improve the level of education has attracted the increasing attention of all types of schools. Gradually, multimedia technology for teaching has become the mainstream in the development of the modernization of education.

2.1.3. Development

To meet the challenges of international competition and practice of educational reform in the 21st century, and to keep up with the advanced science and technology, we have to improve our educational level. We not only transform the educational concept, but also change the practice-driven process. With digital technology peering into the new area, people can more quickly and more conveniently use the technology to modify the images, files and network communications image files all around the world. In the future, people need certain content that can be transferred from the network. All kinds of useful information can be easily read and loaded from the computers. Multimedia unwittingly approaches our lives in various ways.

In the past two decades, the development of middle school English teaching in China has made great progress in the following aspects: the country has developed a series of foreign language education policies in favor of the English teaching, such as the increasing proportion of foreign languages in general education and higher education, i.e. all kinds of foreign language education and training progress require better English in order to satisfy

the modern teaching needs. We have formulated a unified national syllabus on the basis of the national unified teaching materials. In recent years, we have launched some new materials by virtue of the Sino-UK cooperation in secondary school English teaching, and published a large number of English teaching books, supplemental reading materials and audio-visual materials, etc. All kinds of normal colleges have trained a large number of teachers with high quality. And most of them love their work and make great contributions to improving our secondary school foreign language teaching level. And people in the whole society have a more clear understanding of the importance of learning English and intend to create a good atmosphere for learning English. Under the help of multimedia, English language teaching has achieved a rapid development.

3. Comparative Analysis of Traditional Teaching With Contemporary Multimedia English Teaching.

3.1. Characteristics of the traditional teaching

The main features of the traditional classroom teaching are as follows:

The first one is to complete the task of making students acquire certain knowledge. For example, students have to master thirty key words and several important sentences. And they are asked to recite one article again and again and to write a diary so as to strengthen the learned knowledge.

The second one is to regard studying teaching materials and designing the teaching process as the central task of the teaching preparation.

The third one is to carry out the lesson plans. Teachers' teaching and students' learning in the classroom are just to complete the lesson plans.

The fourth one is to guide the students to answer some questions according to the teachers' expectations and the lesson plans. In the classroom students actually play a role in coordinating with the teachers to complete lesson plans. The most active ones are deemed as good students. So the teaching plans become an "invisible hand" and guide the whole class. At the same time, the class turns into a "stage" for the teaching plans to play. And the teachers are the only protagonists. Sometimes, a few good students are the supporting roles of the protagonist while most of students are just "listeners" or "audiences". "Goal — lead teaching theory comes from abroad, and it is mainly focusing on "the goal" in the teaching process. Its basic program is going to develop a clear teaching objective and put its emphasis on teaching evaluation and feedback."[1] This theory is intended to improve the quality of teaching to meet the needs of our yearly compulsory education. But many education experts believe that it is not scientific to determine teaching goals

through behavior results because many implicit psychological changes are overlooked. Concerning standards in favor of the teaching control, the teaching of non-target (such as psycho-educational factors and educational opportunity) was neglected; it does not comply with the requirements of a comprehensive education.

The traditional teaching has played a positive role in the development of education. Advanced theory, however, must also accept the test of practice in order to become the truth. With the progress of society and the rapid development of science and technology, these traditional teaching methods can not meet the requirements of the contemporary education.

3.2. Characteristics of contemporary multimedia teaching

(1) The basic requirements of the teachers: teachers should master basic computer knowledge and skills and can easily use the multimedia to design teaching courseware in order to satisfy the modern teaching standards.

(2) Interaction: interaction will improve the students' interests in participation.

(3) Image: teaching with multimedia, such as images, texts, sounds, videos, animations, etc., making the teaching content has dynamic display and intuitive expression. And it plays an important role in the multimedia teaching.

(4) Creativeness and flexibility: multimedia teaching can provide an easy-to-use platform to teachers and provide a wealth of material library. Therefore teachers can use the electronic preparation system to develop courseware and to choose their own sounds, videos, production models, simulation tests and so on. As a result, the teaching content and teaching methods are more flexible.

The multimedia teaching usually refers to the fact that the computer multimedia teaching is realized by the combination of computer multimedia.

3.3. Advantages and disadvantages

With the popularity of the global network, computer as the core multimedia technology has made a revolutionary change in middle school English teaching. Comparing with traditional teaching, multimedia teaching has the incomparable advantages. It is mainly reflected in the following:

One is to contribute to achievement of the full English atmosphere in the classroom teaching. It is difficult for teachers who like speaking Chinese in traditional teaching classroom. But the best way to learn English is to expose oneself to the pure English environment.

Secondly, multimedia can provide the extremely favorable material conditions for foreign language teaching. Teachers are able to download much useful information from the network and make an interesting courseware using the "Authorware or PowerPoint" according to their own ideas. The vivid and colorful pictures can help stu-

dents efficiently expand their vocabulary; the beautiful flash animation fragments contribute to training their audio-visual capacity; students can appreciate their favorite movies and enhance the audio-visual capabilities at the same time.

Thirdly, multimedia can enhance students' interests in learning. Interest is the best teacher. The large number of foreign materials in the textbook, which includes celebrity stories (such as Marx, Einstein, Martin Luther • King, Marie Curie) and classics (such as "A Tale of Two Cities", "millions of pounds") have a lot of audio-visual materials. We can take advantage of multimedia technology in the courseware to stimulate students' interests in learning. In this way, the students will have the motivation to take the initiative to understand the text by themselves.

In the end, multimedia teaching can reduce the workload of teachers and increase training opportunities for students. In the classroom, the teachers can save a lot of time writing on the blackboard and expand the amount of knowledge to help students do more self exercises.

Multimedia English language teaching can make some abstract, boring learning content become more intuitive, vivid and interesting. At the meantime, multimedia teaching can improve students' interests in learning. Intuitive and visual teaching methods are widely used in the modern teaching classroom. For this reason, the multimedia technology quickly appears in a variety of institutions, and it is also taken as an efficient teaching equipment in schools. However, there are many negative effects in the actual operation. Sometimes multimedia can not really reflect teaching value. First, some actual drawbacks are listed as follows: due to the fact that some teachers can not really master proper computer operating skills, once there is something wrong with the multimedia during the class, the teacher will feel confused and anxious. What's worse, most of the class time will be spent in repairing the machine. Students passively wait for the teacher and the machine, and the teacher also loses the interest of teaching or they fail to successfully impart knowledge without the help of the multimedia equipment.

Multimedia teaching mode always focuses on fastness and convenience. However, many teachers gradually become passive designers in the multimedia teaching. Class teaching becomes a mechanical operation, rather than the exchange of knowledge and emotions between students and teachers. These directly result in a boring classroom. In the teaching process, teaching knowledge is the most important goal. And the multimedia application is just to better achieve this purpose and efficiently finish teaching task. Absolutely, multimedia teaching can easily attract the attention of students and improve the classroom atmosphere. As we know "every coin has two sides", so we should appropriately take advantage of the

multimedia. Because if you spend too much time pursuing modernization, you will completely ignore the content of textbooks. Teachers, therefore, become the slaves of the machine because of the excessive use of multimedia. Some teachers express their interests and hobbies in the multimedia screen, such as football games, basketball games or movies. This results in a great number of students losing the motivation of learning. So we should rightly apply the multimedia in the English teaching.

4. Application of Multimedia in English Teaching of Secondary School.

4.1. Multimedia courseware design

Courseware is a kind of medium for delivering information and knowledge in the multimedia teaching process. Teachers use the multimedia courseware to demonstrate teaching information and to carry out assisted teaching process. And students can acquire abundant knowledge of the books as well as the experience of life through the multimedia courseware. Therefore, the effective design of courseware must be a prerequisite of successful multimedia classroom teaching.

"Pedagogy theory, psychological theory, students learning theory, instructional design theory and aesthetic theory of these factors will have an important impact on the multimedia courseware design." [2] And it has reached a consensus. From a deeper level, the ultimate purpose of these theoretical studies is to promote students to achieve effective learning process. Therefore, we should consider the design of multimedia courseware on the basis of the mental process of learning of students in order to realize the ideal of teaching effectiveness.

As a vivid way of expressing the teaching content, multimedia courseware forms are characterized by different teaching content. Because of the diversity of the multimedia format to produce courseware in the combination of illustrations, movements, sounds and pictures, it can present the teaching content from a greater range and deeper perspective and promote students' understanding. For example, the multimedia courseware looks like a building. Then the multimedia material is the structures of building bricks, and bricks need to combine in different forms. Therefore, the basic design of the materials is the prerequisite for effective design of multimedia courseware.

Multimedia courseware material is mainly composed of the following forms: texts, graphics, images, animations, videos and sounds. In the design process, they are usually jointly used. Firstly, the text is one of the most important means used to pass the information of teaching, accounting for a large proportion of the entire teaching information. In the design and production of multimedia courseware, teachers often find that the text is used in the courseware in a relatively high frequency. The text plays

an important role in the process of spreading teaching information. It can accurately express the teaching content and provide the teaching clues. At the same time, it will exert a huge influence to the thinking process of the students. Secondly, the pictorial material is also an important material in the process of multimedia courseware design. The function of pictures in the multimedia courseware is mainly manifested in the following: (1) teaching information directly and achieving vivid characterization (2) obtaining a clear characterization of the logical relationship between the knowledge (3) Making up for the lack of life experience in the students' life (4) Improving the expressive force in the teaching content. Third, animations and videos can make abstract things become concrete and vivid. They are able to present the essential characteristics and the dynamic development process of a phenomenon. What's more, some visual scenes may be presented in the multimedia screen. So the material design of the multimedia courseware is a very important step in the multimedia teaching.

"Psychological development refers to mental development that an individual experiences from birth, maturity, aging to the moment before death."[3] The study shows the four basic characteristics of students' psychological development: (1) the continuity stage; (2) directional sequential natural stage; (3) the unbalanced natural stage (4) differences of stage. Different periods of the students' psychological development will have different development directions. The adolescent students have a strong self-awareness and a good personality formation. So teachers should take into account the individual character and psychological development of the students in the process of applying the multimedia English teaching. Meanwhile, the design of multimedia courseware should think more about the psychological and mental state of students.

"Sensory-perception includes sense and perception of the two psychological factors."[4] The feeling is "one of the most simple mental phenomena, and it is a reflection of individual attributes acting directly on sensory organs of objective things."[4] One can get a complete impression of things through the perception. The psychological character of the perception is mainly displayed in three aspects :(1) integrity of the perception; (2) selectivity of the perception; (3) understanding of the perception; (4) constancy of the perception. These factors should be taken into account in designing multimedia courseware. In addition, curiosity acts as a good teacher for further learning. What is the internal driving force of learning? Students are interested in exploring and creating new things with intense curiosity. Therefore, teachers should take care of and protect young people's curiosity in order to better cultivate them. In short, we should rationally design the multimedia courseware from our actual situation.

4.2. Application of multimedia teaching

Linguist Klum said, "successful foreign language classroom teaching should be able to create more scenarios, so that students could have the opportunity to use their own learned language materials."[5] There is no doubt that the application of multimedia technology in English teaching has illustrated the meaning of this sentence to the fullest.

"There were two famous psychological experiments: the first experiment confirmed that 83% of human information obtained from the visual media, 11% from the hearing; the second experiment demonstrated that people generally could remember 50% content of what they saw, and 70% content of what they said in the exchange process."[6] The first experiment showed that human mainly rely on visual and auditory channels to obtain information while the second experiment displayed that the combination of seeing and hearing in the process of discussion, will facilitate the retention of knowledge. Multimedia technology can not only be visible, but also be audible, so you can receive a variety of sensory stimulations to obtain information rather than listen to the teacher alone. It provides natural access to more information and helps grasp much more knowledge by use of multimedia. These two experiments illustrate that the multimedia technology in the teaching process is not only conducive to the acquisition of knowledge, but also conducive to the retention of knowledge.

The writer thinks that multimedia used in English teaching can optimize the teaching tools to increase the efficiency of classroom teaching, and stimulate students' interests in learning. Finally, it can improve the efficiency of classroom instruction during the teaching practice.

Multimedia teaching can not only optimize the teaching content but highlight the key and difficult teaching points. For example, in teaching the prepositions, such as in, on, under, front, behind, near etc, we can make a map, a cat and a desk with the multimedia technology. Then, the teacher can ask: "Where is the cat?" The students answer: "It's on the desk." And then the teacher moves to asking the position of the kitten, and the students will answer based on the actual position between the kitten and the table: "It is in /on/under/in the front of/ behind/near the table." It can help students to establish a direct connection between things by virtue of proper prepositions. Meanwhile, students will obtain a deep and clear perception of these prepositions. This kind of visible multimedia teaching will gain popularity in the country.

4.3. Evaluation and suggestion of multimedia teaching

4.3.1. Evaluation

English discipline has two main characteristics: (1) more knowledge and wider content coverage; (2) more basic knowledge to remember and to understand. The texts of

HK.NCCP

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the story have a strong appeal for the students. The application of multimedia in English teaching can promote the students to remember and understand some key knowledge points in the classroom. And students will receive and digest the learned knowledge after class. The students' desire of seeking knowledge will be encouraged under such kind of circumstances.

"The application of multimedia teaching makes the traditional "teachers-students" model transfer into the "teachers-multimedia-students" model."[7] Obviously, the roles of teachers and students have changed dramatically. And this teaching model has some good advantages in expressing the key and difficult teaching points. First, the teaching content can be vividly displayed. Second, the great interaction of the multimedia can improve the depth and breadth of teaching and increase the students' learning initiative. These can help cultivate students' creative thinking ability. Good situated teaching can encourage students to learn new knowledge and inspire students' potential innovation. Innovation is usually deemed as the soul of the progress of a country.

Multimedia teaching will facilitate students' coordinate development. English teaching usually has the requirements of "listening, speaking, reading and writing", so the teaching content should contain text, voice and video media. But in the traditional printed materials, voice and movies can not be added as teaching materials. It only has three separate forms-"the textbooks, audio tapes and video tapes". However, we now take advantage of the multimedia system which is often the hybrid of texts, graphics, animations, images, sounds, videos, and other media. So the listening, speaking, reading and writing processes are no longer fragmented. And students can develop their comprehensive abilities. For example, in the teaching of the word "monkey", the teacher can use the multimedia to present a cartoon monkey holding a book and saying, "Monkey, monkey, I'm a monkey." Then the teacher lets the students repeat after the correct pronunciation. Students should practice dialogues following the multimedia's presentation. The multimedia can automatically retrieve relevant information to amuse teaching task. At the same time, we can train students to develop good habits of learning English and train their abilities of listening, speaking, reading and writing. Multimedia teaching is conductive to cultivating students' capabilities of self-learning and independent thinking.

A significant feature of multimedia is the interactive teaching process. Students can choose suitable learning content according to their own abilities, interests and arrangements of the learning process. And it can help them to solve problems independently. For instance, memorizing a word can guide students to understand texts. Performances and dialogues can be fully used through the computer multimedia network. Multimedia teaching can reproduce the plot to infiltrate the ideologi-

cal education and to promote the all-round progress of students.

The purpose of schooling is to cultivate the moral, intellectual, physical, and labor-round development of socialist successors. To this end, English teaching in the middle school is not only to make students master the knowledge and skills of English, but also to educate students ideologically.

4.3.2. Suggestions

Faced with the situation of secondary school English teaching in China, I believe that middle school English teaching in China need to be further improved in the following aspects.

Firstly, we should learn the new curriculum so as to update the new curriculum concepts. The new curriculum requires teachers to improve the quality of their minds and to change their roles. English teaching curriculum standards and textbooks have changed, but the teaching methods of teachers still remain as it was in the past. Students feel a little painful facing the results. To completely change the current situation, we should first start from teachers. Teachers should gradually update their concepts and also should study hard the modern educational theories and establish the educational philosophy of humanism in order to change their roles and establish a good, harmonious, democratic, and equal relationship between teachers and students. At the same time, teachers should motivate the enthusiasm and creativity of students to focus on their overall development.

Secondly, students play the main role. If teachers really want to help their students make great progress, they should create a variety of opportunities for the students to use English. And students should also keep active state in the process of learning English and more contact English. Finally, teaching process itself requires students to use their listening, speaking, reading and writing abilities to finish various special and interesting tasks.

Thirdly, the effective teaching methods can be flexibly used. The teaching method is an important guarantee for the formation of the best classroom atmosphere and can optimize the efficiency of the classroom. The appropriate choice of teaching methods is the main aim of the creative teaching and educational artistic performance.

Fourthly, individual development should be noticed. Classroom teaching is a free state for the self-development. Everyone has their own means in learning English. So we should cultivate students' self-learning abilities.

5. Conclusion

This article has been written starting from the definition, development and application of multimedia, in order to help readers obtain a relatively clear understanding. Then it briefly introduces the status of secondary school Eng-

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lish teaching, and analyses the development of the secondary school English teaching. According to the new curriculum requirements, many of the traditional schools' English teaching has a lot of drawbacks. This leads to a comparative analysis between the traditional English teaching and the contemporary multimedia English teaching, and then the writer combines the advantages of both to find a more suitable English teaching program. In traditional English teaching, the teaching methods are always teacher-centered. With the development of multimedia technology, multimedia technology is gradually applied in the English teaching. The English teaching gradually transformed into the student-centered modern teaching pattern. "But everything can only have the best effect in its suitable rage. Therefore, we should reasonably use the multimedia."

In short, the multimedia English teaching is an inevitable development trend. And we must fully understand the significance and purpose of the application of the multimedia. Also, we should learn to utilize its advantages and avoid its disadvantages in the application of multimedia.

It can be said that Multimedia Assisted Instruction is a double-edged sword. It has its positive side and negative side. However, how to effectively use the multimedia teaching methods to achieve the purpose of improving teaching effectiveness and teaching quality? This is worthy of our long-term exploration and researching.

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