

A Study of the Effect of Multimedia Courseware on Oral College English Teaching

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Abstract—With the fast development of economy, the exchanges between China and foreign countries are on the increase. English especially oral English, as a tool of communication, plays a significant role in all the fields of China. Having a good command of oral English can help you get more chances of employment, can make you better communicate with people all over the world and can greatly broaden your horizon. Consequently, oral English is of great significance in college oral English teaching. In this research, two class students who were majored in Clinics Medicine from Bin Zhou Medical College were chosen to conduct an experiment. At the beginning of the semester, we conduct an oral English pretest and find on obvious significance in oral English results. During the whole semester (17 weeks), the experimental class was instructed with the assistance of multimedia courseware and the control class was taught with the traditional approach. At the end of this semester, we will conduct an oral English posttest and find out the oral English achievements difference between control class and the experimental class. Through the experimental study and questionnaires and interviews with some students in the two class, we attempt to find out the effects of multimedia courseware on college oral English teaching.

Index Terms—Multimedia Courseware, Oral English Teaching, Teaching Mode

I. INTRODUCTION

A. Background of the Research

With the fast development of economy, the exchanges between China and foreign countries are on the increase. English especially oral English, as a tool of communication, plays a significant role in all the fields of China. Having a good command of oral English can help you get more chances of employment, can make you better communicate with people all over the world and can greatly broaden your horizon. And according to the new College English Curriculum Requirements (CECR, for trial implementation, 2004), the purpose of College English is to develop students' ability to use English in an all-round way, especially in listening and speaking. Consequently, oral English is of great significance in college oral English teaching.

In the previous study, we have found that a large amount of work has been done about the multimedia courseware effects on listening, reading and writing and few results and discussion about the effects on oral English teaching and learning. Consequently, this paper focuses on the investigation whether multimedia courseware can greatly enhance college oral English teaching and in what aspects multimedia courseware can render great help and in what aspects multimedia courseware is of no help.

B. Purpose of the Research

In the previous study, a lot of researches have been conducted to find out the effects of CALL on English teaching and learning. This paper attempts to discuss the effects of multimedia on oral English teaching for non-English majors. Consequently, the thesis concentrated on addressing the following questions.

1. We all know that multimedia courseware can facilitate English teaching and learning but it is still to be known whether multimedia courseware can exert great positive effects on college oral English teaching, compared with the traditional teaching approach.
2. If multimedia courseware can facilitate college oral English teaching, in what aspects would multimedia courseware be influential or in what aspects would multimedia courseware be of little help.
3. A better understanding of the multimedia courseware effects on college oral English teaching may shed light on the practice of oral English teaching and learning.

II. LITERATURE REVIEW

A. Multimedia Courseware

1. Multimedia Courseware study abroad

Multimedia courseware can be traced back in the 1950s, but because the limitation of computer technology at that time, it was only at the experimental stage in the research institutions. It firstly came into the classroom from the research institutions in the 1980s and could only be used in some British and European universities and elementary schools (Levy, 1997). With the passage of time, it emerged in corresponding organizations such as Computer Assisted

Language Instruction Consortium-CALIC in 1982 and Euro CALL in 1986. The overseas development of multimedia courseware can be divided into the following three stages.

2. Domestic Multimedia Courseware Study

In China, multimedia courseware research is much later than western countries. It started from the reform and opening up early in 1978 and two of the normal universities (Beijing Normal University, East China Normal University) firstly set up modern education technology institution and begin a project named computer-based education. In 1985 and 1987 respectively, two national multimedia courseware conferences were held, which made the research of MULTIMEDIA COURSEWARE in China start with a good beginning. (Wan Jialiang, 1990).

3. Characteristics of Multimedia Courseware

With the popularity of multimedia use in language teaching and learning, there appears a great amount of definitions about the characteristics about multimedia courseware. Among them, Jacob Nielsen, who was regarded as the world's leading expert on web usability, defines the characteristics as follows:

1. Visibility of system status: The system should always keep users informed about what is going on, through appropriate feedback within reasonable time.

2. Match between system and the real world: The system should speak the users' language, with words, phrases and concepts familiar to the user, rather than system-oriented terms. Follow real-world conventions, making information appear in a natural and logical order.

3. User control and freedom: Users often choose system functions by mistake and will need a clearly marked "emergency exit" to leave the unwanted state without having to go through an extended dialogue. Support undo and redo.

4. Consistency and standards: Users should not have to wonder whether different words, situations, or actions mean the same thing. Follow platform conventions.

5. Error prevention: Even better than good error messages is a careful design which prevents a problem from occurring in the first place. Either eliminate error-prone conditions or check for them and present users with a confirmation option before they commit to the action.

6. Recognition rather than recall: Minimize the user's memory load by making objects, actions, and options visible. The user should not have to remember information from one part of the dialogue to another. Instructions for use of the system should be visible or easily retrievable whenever appropriate.

7. Flexibility and efficiency of use: Accelerators--unseen by the novice user--may often speed up the interaction for the expert user such that the system can cater to both inexperienced and experienced users. Allow users to tailor frequent actions.

8. Aesthetic and minimalist design: Dialogues should not contain information which is irrelevant or rarely needed. Every extra unit of information in a dialogue competes with the relevant units of information and diminishes their relative visibility.

4. Evaluation of multimedia courseware

1. Making key linguistic characteristics salient: The multimedia courseware should make the linguistic characteristics obvious and make them highlighted in different color, in bold-face on the screen to catch the attention of students.

2. Offering modifications of linguistic input: When students come across difficulties in oral English expression moving toward a task goal, they need to stop to concentrate on the language and get help from the multimedia courseware. The multimedia courseware should provide varied input modifications to help students comprehend the semantic and syntactic aspects of the linguistic input. Modifications of input can come in the form of repetition, simplification through restatement, non-verbal cues and reference materials.

3. Providing opportunities for learners to notice their errors: Swain and Lapkin (1995) had described the hypothesis as follows: In producing the second language, a language learner will occasionally note linguistic problems brought to his or her attention either by external feedback or internal feedback. The multimedia courseware should notice conditions are provided and have a time for self-monitoring and correction. The fact that the learner has the opportunity to recheck his or her production before submitting it

4. Provide opportunity to notice errors: The multimedia courseware should provide opportunities for learners to correct their linguistic output. Error correction affords the opportunity to "focus on form" (Long, 1988), especially on the linguistic items for which learner's knowledge is fragile. Students might be left to their own devices to make the corrections, but they might also be provided with detailed error-specific help or access to more general reference materials (Carol A. Chapelle, 1998).

B. Constructivism

1. Definition of constructivism

Constructivism is a theory of learning based on the idea that knowledge is constructed by the knower based on mental activity. Learners are considered to be active organisms seeking meaning. Constructions of meaning may initially bear little relationship to reality (as in the naive theories of children), but will become increasing more complex, differentiated and realistic as time goes on.

It is impossible to discuss constructivism without contrasting it with its opposite, objectivism. Bednar, Cunningham, Duffy and Perry (1991) state the philosophy of objectivism as follows:

2. Characteristics of Constructivist Teaching and Learning

Constructivism is the theory that people construct their own understanding and knowledge of the world, through experiencing things and reflecting on those experiences. When learners encounter something new, they reconcile it with previous knowledge and experience. They may change what they believe, or they may discard the new information as irrelevant. To be active creators of their knowledge however, they must be able to ask questions, explore and assess what they know. In the classroom, the constructivist view of learning means encouraging students to use active techniques such as multimedia courseware, experiments and real-world problem solving using authentic data if possible, and to create knowledge and reflect on their understanding.

III. RESEARCH METHODOLOGY

The purpose of this paper is to find out the effects of multimedia courseware on college spoken English teaching and learning. And therefore, we employ two kinds of method to study this problem; survey study and experimental study. The whole section can be divided into two components. In the first part, we mainly described the experimental study and in the second part we focused on the detailed presentation of the survey study.

A. Methodology of the Experimental Study

1. Research Subjects

In this experimental study, we chose 60 students in Bin Zhou Medical College majored in Clinics Medline. All of them were sophomores and were divided into two classes according to the oral English level and their social and cultural backgrounds. Experimental class was made up of 30 students, 13 of who are females and 17 of who are males; control class was also made up of 30 students, 14 of who are females and 16 of who are males. All the students in this research had the oral English course as a compulsory course and had the 2 class periods for each week and all have 17 weeks for the whole semester. In this research, we chose multimedia courseware assisted oral English teaching class as experimental class; we thought of a traditional teaching method class as control class.

TABLE 3.1
DETAILED INFORMATION ABOUT THE SUBJECTS

	number	female	male	major	Learning English period
Experimental class	30	13	17	clinics	8 years
Control class	30	14	16	clinics	8 years

2. Treatment

For the whole semester (17 weeks), we conduct different teaching approaches in experimental class and control class. In the experimental class, we apply multimedia courseware to oral English teaching and learning while in the control class, we still apply traditional teaching approach to spoken English teaching and learning.

In the experimental class:

We apply multimedia courseware to oral English teaching and learning. For the purpose of study, we chose New College English Courseware, which integrates the computer assisted language learning into English teaching and employs multimedia capabilities to combine sound, animation, video, text and graphics, as our teaching assistance. New College English Courseware, a well developed textbook, is one of the most received courseware in China and it is technically supported by the College Foreign Language Teaching Institute and published by Shang Hai Foreign Language Education Press. This courseware which was guided by a constructivist framework, was an improved version based on the feedback of large number of students and teachers, which has been widely accepted and adopted by universities. It aims to widen students' horizon and expose them to authentic language and rich culture of the target language by means of interactive and student-centered approach.

Each unit of the courseware can be divided into four parts: pre-speaking task, speaking task, Additional speaking and home speaking.

In the pre-speaking part, several new words concerning the topic are provided and followed by some vivid pictures, after that there are a lot of sentence structure listed in the courseware that might be helpful in discussing the topic.

In the speaking part, firstly there is a short listening material about the topic and several questions followed by it. Secondly, several questions are provided for students to do pair work with their teammates. Finally, students are asked to debate about the topic given by the courseware.

In the additional speaking part, there is a short movie about the topic which provides authentic surroundings for the students.

In the home speaking part, a speaking and a listening task are left for the students for further discussion and new words, pictures and sentence structures are also provided for students.

In the control class:

We still employ traditional approach to control class. Blackboard, textbook and chalks are used in the control class. Firstly teachers read the new words to the students and ask the students to read after the teacher, secondly, teachers write down several sentences in the blackboard for the students and ask the students to give a presentation about the topic and finally teachers give a model presentation and ask students to note them down.

3. Data Collection and Data Analysis

In this experimental study, the whole process can be divided into two stages.

Stage one: oral English pretest

At the beginning of the first semester for grade 2009 students, 60 sophomores majored in Clinics Medicine in Bin Zhou Medical College were required to attend an oral English test. For the purpose of ensuring the tests objective, we chose CET-4 Spoken English Test (2007.12) as our testing materials. After the oral English test, three experienced teachers from Yan Tai University were invited to grade students' recorded tapes according to the rating criteria of CET-4 Spoken English Test. In order to make the grading impartial, the experimental class students and control class students are mixed up. The three teachers give their scores respectively and finally we will average the three scores for each student. During the process, we recorded all the information about their oral English achievements in oral English pretest in order to provide reference and foundation for further comparative study.

Stage two: two different teaching approaches

In the whole semester (17 weeks), we ran different teaching method in two parallel classes. For the sake of convenience, we chose one teacher to teach these two classes with the same teaching content and different method. In the control class, which is a teacher-dominated classroom, the teacher usually manages controls and dispenses the information and attempt to cultivate passive learners, whose creativity, autonomy, competence, confidence and self-esteem are stifled. In the experimental class, the teacher, with the help of multimedia courseware, provides a supportive classroom environment to encourage students to construct their own knowledge and to nurture the active learners whose independence, self-taught ability, confidence, and exploring capacity are greatly improved.

Stage three: oral English posttest

At the end of this semester, an oral English posttest was conducted. In the oral English posttest, we selected CET-4 Spoken English Test (2009.12) as our examining materials and the procedures is the same with the procedures of the pretest with the same three graders. After the posttest, we conducted a statistical analysis with the Statistical Package of Social Science (SPSS 14.0).

B. Methodology of the Survey Study

1. Research Subjects

In this survey study, we also chose sixty students to conduct a questionnaire and four students to give an interview. The sixty students are the same students in the above experimental study who are majored in Clinics Medicine from Bin Zhou Medical College and they are also in two classes according to the above study: an experimental class and a control class. Two students were selected from the experimental class and another two students are chosen from control class randomly to give an interview about some questions. Two teachers from Public English Teaching and Researching Office in Bin Zhou Medical College were also invited to be interviewed about the question of the effects of multimedia courseware on College Oral English teaching and learning.

2. Instrument

Questionnaire

A questionnaire is a series of questions or statement asked to individuals to obtain statistically useful information about a given topic. Often they are the only feasible way to reach a number of reviewers large enough to allow statistically analysis of the results. When properly constructed, responsibly administered and used effectively, questionnaires become a vital instrument by which statements can be made about specific groups or people or entire populations.

Interview

In this interview, several open-ended questions were designed for 2 teachers and four students. The objective of this interview is to find out the teacher's feelings of multimedia courseware assisted college oral English teaching and students' attitude toward their oral English learning experience.

IV. RESULTS AND DISCUSSION

The whole section can be divided into three part concerning the results and discussion of the above study. In the first part, we concentrated on the results and discussion of the experimental study; in the second part, we paid more attention to the results and discussion of the questionnaire and in the third part, we mainly presented the results and discussion about the interview.

A. Results and Discussion of the Experimental Study

1. Students' Performance in the Pre- and Post- test

At the beginning of this semester, an oral English pretest was conducted and at the end of this term, we also ran an oral English posttest in control class and experimental class. The students' achievements in pretest and posttest are listed as follows:

TABLE 4.1
THE RESULTS OF ORAL ENGLISH PRETEST

class	number	Mean	Standard Deviation	T-value	P-value
Control class	30	8.74	1.0032	.402	.674
Experimental class	30	8.65	.9847		

From the table, we could find out that the P-value is .674 ($P\text{-value} > .05$) and T-value is .402. We can reach the conclusion that there is no great difference for students' oral English ability between the control class and experimental class in the pretest.

TABLE 4.2
THE RESULTS OF ORAL ENGLISH POSTTEST

class	number	Mean	Standard Deviation	T-value	P-value
Control class	30	10.12	.9854	-1.931	.042
Experimental class	30	12.22	.9321		

From this chart, we could get the information that P-value is .042 ($P < .05$) and the T-value is -1.931 and there is a great difference in students' oral English achievement between control class and experimental class.

TABLE 4.3
PAIRED SAMPLES OF THE RESULTS OF THE TWO TESTS

class	Mean(pretest)	Mean(posttest)	T-value	P-value
Control class	8.74	10.12	-1.919	.069
Experimental class	8.65	12.22	-17.002	.005

This table reveals that in control class the T-value is -1.919 and P-value is .069, which means that there does exist a difference for students' oral English achievement in control class between pretest and post test but the significance is not very obvious. In the experimental class, the T-value is -17.002 and the P-value is .005 which means that there is a great shift for students' oral English achievement in experimental class between pretest and post test.

All in all, from the results of table 4.1, table 4.2 and table 4.3, we could find out that the scores of experimental class students is similar with the scores of control class students in the pretest while the scores of experimental class students are much higher than the scores of control class in the post test. So we can reach the conclusion that multimedia courseware assisted college oral English teaching can greatly enhance college students' oral English capacity and facilitate oral English teacher's teaching and is superior to the traditional approach.

2. Students' performance in six aspects of rating criteria

For the purpose of better finding out the effects of multimedia courseware on college oral English teaching and learning, in the posttest we examine the students' oral English performance from six aspects of rating criteria, that is accuracy, language range, discourse length, consistency, flexibility and appropriateness.

Accuracy: Accuracy refers to the accurate degree of students' pronunciation, intonation, stress and the use of vocabulary and grammar. In the following table, we mainly analyzed the scores of accuracy in the posttest conducted by the control class and the experimental class according to the above rating criteria.

TABLE 4.4
THE SCORES OF ACCURACY IN POSTTEST

class	number	Mean	T-value	P-value
Control class	30	3.03	-2.840	.074
Experimental class	30	3.45		

From the information in the table 4.4, we could find out that the T-value is -2.840 and the P-value, which means that there exists a great difference in accuracy degree between the control class and experimental class, more specifically, the students in experimental class have less problems in pronunciation, intonation, stress, grammar and vocabulary than the students from control class. From that we can know that multimedia courseware has positive effects on the oral English accuracy improvement.

Language range: Language range refers to the complexity degree of students' use of sentence structure and the scope of vocabulary. In the following table, we mainly concentrated on the scores of language range in the posttest conducted by the control class and the experimental class according to the above rating criteria..

TABLE 4.5
THE SCORES OF LANGUAGE RANGE IN POSTTEST

class	number	Mean	T-value	P-value
Control class	30	3.11	-2.504	.042
Experimental class	30	3.53		

As is shown in table 4.5, we noted that the T-value is -2.504 and the P-value is .042, which means that great differences exist in language range between the control class and the experimental class, that is to say, the students from experimental class could complex sentence structure to express their ideas and opinions and could employ richer

vocabulary to discuss with their teammates than students from control class. We can undoubtedly reach the conclusion that multimedia courseware approach can improve students' language range while the effects of traditional method can not.

Discourse length: Discourse length refers to the students' contribution to the whole discussion and how much the students say in the examination. In the following table, we mainly presented the scores of discourse length in the posttest conducted by the control class and the experimental class according to the above rating criteria..

TABLE 4.6
THE SCORES OF DISCOURSE LENGTH IN POSTTEST

class	number	Mean	T-value	P-value
Control class	30	3.00	-5.004	.039
Experimental class	30	3.62		

As is shown in table 4.6, we noted that the T-value is -5.004 and the P-value is .039, which means there is a great difference in discourse length between the control class and the experimental class, that is to say, students from experimental class make more contribution to the group discussion and can say more for the given topic than the students from control class. From that we know that multimedia courseware in experimental class of great help for students to have group discussion and more to say.

Consistency: Consistency refers to the students' speaking capacity for a long time and language continuity of speech. In the following chart, we mainly presented the scores of consistency in the posttest conducted by the control class and the experimental class according to the above rating criteria..

TABLE 4.7
THE SCORES OF CONSISTENCY IN POSTTEST

class	number	Mean	T-value	P-value
Control class	30	3.22	-.404	.739
Experimental class	30	3.24		

As is shown in table 4.7, we could find out that the T-value is -.404 and the P-value is .739, which means there is no great difference in consistency between students in control class and students in experimental class, that is to say, students from experimental class and the students from the control class have similar consistency. The students from the two classes use short utterance in their speech and frequently stop for a while to organize their thoughts and search for proper words and expressions. From that we know that multimedia courseware in experimental class is of little use to improve students' consistency.

Flexibility: Flexibility refers to the students' ability to deal with different scenes and topics. In the following table, we mainly presented the scores of flexibility in the posttest conducted by the control class and the experimental class according to the above rating criteria.

TABLE 4.8
THE SCORES OF FLEXIBILITY IN POSTTEST

class	number	Mean	T-value	P-value
Control class	30	3.31	-2.765	.044
Experimental class	30	3.72		

As is shown in table 4.8, we found out that the T-value is -2.765 and the P-value is .044 (P-value < .05), which means there is a great difference in flexibility between the control class and the experimental class, that is to say, students from experimental class can deal with different topics and situations more easily than the students from the control class. From that we can get the conclusion that multimedia courseware in experimental class can improve students' ability to deal with different topics and situations which the effects of traditional method are not obvious.

Appropriateness: Appropriateness: refers to student's ability to use different linguistic resources appropriately according to different situations. In the following table, we mainly presented the scores of students' appropriateness in the posttest conducted by the control class and the experimental class according to the above rating criteria.

TABLE 4.9
THE SCORES OF APPROPRIATENESS IN POSTTEST

class	number	Mean	T-value	P-value
Control class	30	3.46	-.443	.686
Experimental class	30	3.51		

As is shown in table 4.9, we found out that the T-value is -.443 and the P-value is .686 (P-value > .05), which means there is no obvious difference in appropriateness between the control class and the experimental class, that is to say, students from experimental class can and the students from control class have similar ability to use different linguistic resources according to different situations. From that we can get the conclusion that multimedia courseware in experimental class and the traditional method in control class have similar effects on appropriateness improvements of college oral English.

To sum up, we noted in the above tables and discussions that multimedia courseware has more positive effects on the improvement of accuracy, language range, discourse length and the flexibility while traditional approach can not. At the same time multimedia courseware and traditional method are of little help to the improve appropriateness and consistency.

B. Results and Discussion of the Questionnaire

1. Students' Learning Interest in Oral English

In the whole questionnaire, the first 10 questions are designed to find out students' learning interest in oral English. In the 10 questions, five choices concerning the degree of satisfaction were given to each question and each choice was assigned a number, that is "strongly disagree=1", "disagree=2", "undecided=3", "agree=4", "strongly agree=5". The results are presented as follows Table 4.10 results of students' oral English learning interest

TABLE 4.10
RESULTS OF STUDENTS' ORAL ENGLISH LEARNING INTEREST

	Class	Number	Mean	Standard Deviation	T-value	P-value
Question from 1 to 10	Experimental class	30	3.8874	.4457	2.366	.037
	Control class	30	3.5002	.5064		

To sum up, multimedia courseware, which combines sound, picture, animation, video, text and graphics into oral English teaching and learning, have great positive effects on the improvement of students' learning oral English interests. However the traditional teaching approach which only adopts textbooks, blackboard and chalks can not inspire students' learning interests.

2. Students' Learning Atmosphere in Oral English Course

In the questionnaire, questions from 11 to 15 are designed to find out students' learning atmosphere and learning environment in oral English course. In the five questions, five choices concerning the degree of satisfaction were given to each question and each choice was assigned a number, that is "strongly disagree=1", "disagree=2", "undecided=3", "agree=4", "strongly agree=5". The results are presented as follows

TABLE 4.11
RESULTS OF STUDENTS' ORAL ENGLISH LEARNING ATMOSPHERE AND ENVIRONMENT

	Class	Number	Mean	Standard Deviation	T-value	P-value
Question from 11 to 15	Experimental class	30	3.7740	.4047	2.419	.026
	Control class	30	3.4982	.5142		

To sum up, multimedia courseware in experimental class can provide better leaning atmosphere and create a leisure learning environment while the traditional method in the control class often make students feel tired and boring.

3. Students' Attitudes towards Teacher's Performance

In the questionnaire, questions from 16 to 20 are designed to find out students' attitudes towards teacher's performance in oral English course. In the five questions, five choices concerning the frequency were given to each question and each choice was assigned a number, that is "never=1", "seldom=2", "sometimes=3", "often=4", "always=5". The results are presented as follows:

TABLE 4.12
RESULTS OF STUDENTS' ATTITUDES TOWARDS TEACHER'S PERFORMANCE

	Class	Number	Mean	Standard Deviation	T-value	P-value
Question from 16 to 20	Experimental class	30	3.8443	.4194	2.383	.026
	Control class	30	3.5426	.6382		

To sum up, we noted in the above discussion that in the experimental class, teachers with the help of multimedia courseware act as a facilitator, guide and helper while in the control class, teachers with the help of textbook and blackboard act as a knowledge dispenser and lecturer and students from the experimental class are more satisfied with their teacher's performance.

C. Results and Discussion about the Interview

In this interview, we also found out great difference between the students in the experimental class and the students in the control class. Generally speaking, the students from the experimental class have more willingness to use English to express themselves and more desires to expose themselves to English environment while the students from the control class complain about the difficulty of learning oral English and always feel nervous whenever their English is spoken.

We randomly chose four students (student one and three are from the experimental class while student two and four and from the control class) to give an interview and they are allowed to answer all the questions in Chinese and the author translates the Chinese into English.

1. Access and Exposure to the Authentic Language

To sum up, the students in the experimental class could get access to more authentic target language and have a feeling of wanting to communicate in English They are exposed to the English environment and could understand the meaning or new words and useful expressions easily with the help of multimedia courseware. However, students from

the control class who are busy with writing down notes and expressions, have no time to get access to the English environment. For the lack of imaginary thinking, the sometimes talk in Chinese to get the meaning of new words and useful expression. In brief, the students who make use of multimedia courseware are more easily exposed to English environment and get more access to the authentic target language.

2. Students' Interest in Oral English Learning

From the above answers of the four students, we could find out that students in the experimental class have higher interest in oral English learning with the help of multimedia courseware and the hold the opinion that oral English learning and speaking is a wonderful thing while students form the control class have lower interest in oral English learning and they consider that oral English learning and speaking is an embarrassing experience. We can safely get the conclusion that multimedia courseware can improve students' learning oral English interest and make oral English learning a wonderful thing.

3. Teachers' Teaching Mode

From the above responses, we find that students in the experimental class are encouraged to solve questions by themselves and are required to conduct long time group discussion and role play and they can get answers respectively from the teacher with the help of multimedia courseware. However students in the control class usually find no time to discuss with classmates and take long time to receive the teacher's lecture and they can not solve all the problems by themselves. We may reach the conclusion that multimedia courseware can provide students with a chance to learn on their own and makes the teaching students in different level possible. The teaching mode in the experimental class has shifted from teacher-centered teaching into the student-centered self learning.

V. CONCLUSION

In this section, we concluded the effects of multimedia courseware on oral English teaching and introduced the significance of the study, the limitation of the research and suggestions for further study.

A. Major Findings

According to the questionnaire, we find out that multimedia courseware has great positive effects on the improvement of students' learning oral English interests, while traditional textbooks, blackboard and chalks can not inspire students' learning interests. At the same time, multimedia courseware can provide better leaning atmosphere and create a leisure learning environment while the traditional method often make students feel tired and boring. And teachers with multimedia courseware act as a facilitator, guide and helper and are accepted by students while teachers in the control class act as a knowledge dispenser and lecturer.

According to the interview, we find out that students from the experimental class have more chances to get access to the authentic language and have higher interest in oral English learning than the students from the control class. And the teachers' role in multimedia courseware class focuses on student-centered self learning while in traditional class concentrates on teacher-centered teaching.

B. Limitations of the Study

Although I tried my best to control variables to ensure the validity and reliability of this research, several limitations unavoidably exist in the thesis due to some subjective and objective constraints during the process of the study.

1. Because of the lack of enough knowledge and capacity of the author, the discussion of the effects of multimedia courseware on the college oral English teaching might be far from complete and thorough.
2. The subject participants in the experimental study are only a small group of students from Bin Zhou Medical College which can not represent the whole Chinese college students and the results obtained from the study might not be guaranteed to be very representative and persuasive.

C. Suggestions for Further Study

In the whole year study, we find the desirable results of multimedia courseware effects on college oral English teaching. It is hoped that this thesis would lay foundation for further study and make contribution to other researches. There are several areas in which further study might be done.

1. To replicate this study with more samples in different colleges to achieve a much more scientific and objective conclusion and see whether the results and findings in the above study are valid.
2. To adopt a more careful designed survey and a more scientific analysis of the results to increase the reliability of the results.
3. The effects of multimedia courseware in oral English teaching can be enriched and improved on its combination with different lesson types, such as listening, writing and reading.

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