A Study of Computer-Aided Language Teaching in English Teaching of Civil Aviation Security

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ABSTRACT. *In recent years, CALL has been widely used in English teaching of civil aviation security, which has played a positive role in promoting the quality of teaching. CALL, a new way of learning, has entered the English teaching classroom of civil aviation security, which not only provides great help to civil aviation security Englishs from all aspects, but also puts forward higher requirements for them. From the perspective of civil aviation security Englishs, this paper attempts to analyze the impact and problems of CALL on their English teaching, and put forward some solutions.*

KEYWORDS: *Civil aviation security english, Computer assisted language learning*

1. Introduction

CALL first appeared in the United States in the 1990s. As the definition of CALL reveals, it takes language learning as its focus, rather than computer-assisted instruction (CAI) which takess' teaching as its focus, so it embodies the new education concept of student-centered. As far as foreign language teaching is concerned, CALL is becoming the trend of language learning. In practical application, CALL can be used not only in classroom teaching, but also in Extracurricular Autonomous Learning; it can be used in reading and writing teaching, as well as audio-visual teaching. The latest edition (2007) of College English course teaching requirements emphasizes that the teaching goal of College English is to cultivate students' Comprehensive English application ability, especially listening and speaking ability, enhance their independent learning ability and improve their comprehensive cultural quality. To meet this requirement, we need to make full use of computer-aided language learning in English teaching of civil aviation security.

2. The Auxiliary Role of Call in English Teaching of Civil Aviation Security

2.1 The Use of Call Makes Teaching More Open, Can Greatly Reduce the Pressure ofs, Arrange Their Own Time More Reasonably, and Coordinate the Relationship between Teaching and Scientific Research

For civil aviation security Englishs, CALL is a new way of learning into civil aviation security English teaching classroom, which is not only an opportunity, but also a challenge. The opportunity lies in that CALL providess with various help in the process of civil aviation security English teaching; the challenge lies in that CALL, a new teaching method, puts forward higher quality requirements for civil aviation security Englishs. Let's first look at the "opportunities" that CALL offers for civil aviation security Englishs. At present, colleges and universities generally expand their enrollment, but face the dilemma of serious shortage ofs, computer-assisted language learning once again played a full role. Due to the change of single classroom teaching method, students' dependence ons will be greatly reduced. Under the control of multimedia technology, the virtual teaching of unified learning program can be carried out in different places at the same time, and the style of excellents can be appreciated by different students, so as to reduce the labor intensity ofs, improve teaching efficiency and effectively change the uneven level of foreign languages At the same time,s can put more time and energy into scientific research and teaching reform, and then apply scientific research results to teaching practice, forming a virtuous circle[1].

2.2 Using Call Will Greatly Enrich English Learning of Civil Aviation Security in and out of the Classroom, Improve Students' Enthusiasm for Learning English, and Greatly Improve the Teaching Effect

Through CALL, civil aviation security Englishs can design various activities inside and outside the

classroom to promote English learning of civil aviation security. For example, use e-mail to teach writing (that is, use e-mail to communicate with foreign pen pals, and then report your experience in the form of English composition every other time, such as discussing the similarities and differences of Culture), use the Internet to teach listening and reading (directly click on a good English website, such as listening to or reading the latest, most popular, most real and most vivid content) , to carry out a variety of classroom activities (for example, let students make use of some kind of special information collected on the Internet to make a special journal), etc. These colorful activities will greatly improve the enthusiasm of students to participate in. At the same time, with the help of computers, students' sense of achievement and fun in completing tasks will also increase their interest in learning English, thus forming another virtuous circle[2].

2.3 To Help Civil Aviation Security Englishs Take Care of All Students

In a large class, s can't take care of all the students. There are always some students who are naturally shy, introverted or do not like performance and are "left out" in class. Computer mediated online discussion makes the classroom atmosphere more active, equal and productive. Those students who are shy and unwilling to speak in the ordinary classroom discussion can actively join in the discussion, express their opinions easily and openly, and dare to pick up the topic. The students who are already active can not only actively participate in the discussion, but also make time to "listen" to others' views, so the whole teaching is more effective[3].

2.4 Great Changes Have Taken Place in the Role of Civil Aviation Security Englishs

In traditional classroom,s ares and spokesmen of knowledge; in CALL classroom, s are organizers of teaching activities, providers of resources, planners of students' learning process, and participants in classroom activities. It has reversed the situation thats are the center in the past. However, despite the great autonomy of learners, the promotion role ofs in CALL is still irreplaceable. Without the interaction betweens and students, CALL is difficult to play its role effectively. In a word, the application of CALL has a great influence on the teaching of civil aviation security Englishs, brings great convenience, and injects more fresh contents and methods [4].

3. Existing Problems

However, while CALL brings great convenience to civil aviation security Englishs, it also puts some serious problems in front of civil aviation security Englishs. First of all, somes think that because of the "intervention and intervention" of computers, their "knowledge authority" is threatened, so they are not willing to accept the new teaching method psychologiCALLy, nor to implement such a teaching method in action. Secondly, most foreign languages lack the training of using the new multimedia technology, can't use the new teaching tools conveniently, and can't adapt to the new teaching mode. Because the computer skills and network technology of Englishs can't meet the needs of current teaching, instead of improving the teaching efficiency, they have exhausted thes and achieved little. Thirdly, it is quite difficult for civil aviation security Englishs to obtain good language learning software. For the application of computer-aided language learning, the most difficult is to obtain high-quality learning software. This is because there are not many people who know how to improve their language ability from all aspects and are good at software design. In addition, software development is expensive and time-consuming [5].

4. Solutions

4.1 Civil Aviation Security Englishs Should Change Their Mind

This is mainly for thoses who are not willing to accept CALL as a new teaching method. Although the role ofs has changed, as mentioned above, the promotion role ofs in CALL is still irreplaceable. Without the interaction betweens and students, CALL is difficult to play its role effectively. Therefore, civil aviation security Englishs should position themselves well, that is, in CALL teaching, the role ofs is still irreplaceable [6].

4.2 Civil Aviation Security Englishs Should Improve the Technology of Multimedia Application

This is crucial. The development and practice of CALL put forward new requirements and challenges tos. As

a who uses CALL, he must understand multimedia technology and network technology, be familiar with corresponding multimedia equipment, and be familiar with foreign language teaching resources on the Internet. The vast information on the Internet often makes learners at a loss, and many of the information does not meet the actual needs of teaching; as a using CALL, he should have the ability to correctly judge CALL materials, and how to make learners effectively find the required information is one of the responsibilities ofs as instructors. In a word, in the operation of computer-aided language teaching mode,s have the full initiative in teaching. Their main work is to design teaching situations according to the law of language teaching, and introduce students directly into language activities by creating scenes that meet the requirements of teaching content. The reminds the students of the clues between the old and the new knowledge and helps them to construct the current knowledge. In addition, according to the students' performance inside and outside the classroom and the computer records, we should sort out the feedback information and adjust the specific teaching activities [7].

4.3 The Government Should Provide Technical and Financial Support for the Implementation of Call

Because of the difficulty of developing language learning software, which is expensive and time-consuming, it can't be done by a or a school alone. And the government can use collective forces, such as capital and technology, to "concentrate on major issues" [8].

5. Conclusion

With the rapid development of multimedia technology and network technology, computer-aided language learning shows its advantages, but it also has its own limitations. Therefore, it should complement and coexist with the traditional classroom. Although the traditional classroom teaching mode has many disadvantages, it also has its own advantages, such as stronger interaction betweens and students, students and students, more emotional exchanges, more in line with the economic principles of education. Therefore, we should not put the computer-aided English teaching against the traditional classroom teaching.s should make use of computers to assist English Teaching of civil aviation security in a purposeful and planned way according to the school's hardware facilities, the students' specific conditions, the specific contents of teaching materials and the specific requirements of training skills.

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