

Exploration of Innovative Integration of Media Technology and College Language Teaching

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Abstract: With the rapid development of information technology, media technology has become the main means for people to obtain information and communicate. College language teaching is also facing new challenges and opportunities. How to integrate media technology and university language teaching innovatively, improve teaching effect and cultivate students' comprehensive quality is a hot issue in the current education sector. The purpose of this paper is to analyze the path of integration of media technology and university language teaching, and discuss how to improve the quality of university language teaching with the help of media technology.

1. Introduction

College language teaching is an important course to cultivate students' humanistic literacy and improve their comprehensive quality. However, under the traditional teaching mode, university language teaching faces problems such as outdated teaching content, single teaching method, and low student interest. With the development of media technology, especially the popularization of Internet, mobile communication and other technologies, it provides new possibilities for university language teaching. This paper will explore the path of innovative integration of media technology and university language teaching from the following aspects.

2. The application of media technology in university language teaching

2.1 Enriching Teaching Resources

Modern teaching needs to make full use of various media technologies, especially resources such as the Internet, e-books and video materials, which provide unprecedented opportunities and challenges for university language teaching. In fact, network resources have become one of the main channels for students to acquire knowledge, while e-books and video materials have broadened students' knowledge horizons and depth to a great extent. Based on these rich resources, university language teachers can arrange the content and form of teaching more flexibly and improve the quality and efficiency of teaching. Specifically, university language teachers can utilize online resources to offer online courses or create micro-courses, which can provide students with more learning opportunities and make the learning process inside and outside the classroom smoother and more efficient. At the same time, teachers can also use e-books and video materials to provide more cases and examples for the courses, which can stimulate students' thinking ability and creativity. In addition, these resources help to improve students' digital literacy and information acquisition ability, laying a foundation for their future studies and careers. In addition, in actual teaching, through the application of media technology and the enrichment of teaching resources, university language teachers can help students better understand and master their knowledge, as well as increase their interest and engagement in learning. Students can also choose and utilize these media resources independently for in-depth learning and thinking, so as to strengthen their independent learning ability and lifelong learning literacy^[1].

2.2 Improve teaching methods

With the development of the times, the traditional university language teaching methods can no

longer meet the needs of modern students. Teachers need to constantly explore new teaching methods and improve teaching methods with the application of media technology so that students can learn and master knowledge better. First, online discussion is a teaching method that utilizes the Internet for online communication, which can provide students with more free expression and thinking time, and stimulate their creativity and active learning ability. In this teaching method, students can freely choose to participate in discussion courses and topics according to their own learning progress and needs, thus enjoying a more open and flexible learning environment. Second, microcourses, on the other hand, have received widespread attention for their simplicity, acceptability and relevance. Microcourses are characterized by the modularization of course content, allowing students to master complex knowledge points step by step, thus reducing their learning burden and making it easier for them to understand and digest what they have learned. Finally, flipped classroom is a new type of teaching mode that is often used in college language teaching. In the flipped classroom, students first master the basic knowledge points through their own reading and understanding, and then consolidate and expand what they have learned through communication, experiments and other forms. This teaching method can stimulate students' interest in learning, promote students' practical ability and thinking ability, and can effectively improve teaching efficiency.

2.3 Expanding Teaching Space

The application of media technology does bring broader space and more possibilities for university language teaching. The traditional teaching mode limits learning within the classroom, while media technology breaks the limitation of time and space, so that teaching is no longer limited to a specific time and place. By utilizing online platforms for online teaching, teachers can interact with students and transfer knowledge anytime and anywhere. Students can choose to study according to their own time and place, improving the flexibility and autonomy of learning. This teaching mode makes learning more convenient, and students are no longer constrained by a fixed learning environment and can learn according to their own preferences and needs. At the same time, the application of media technology can also expand teaching resources and enrich teaching content. Through the network platform, teachers can easily share a variety of teaching resources, such as lesson plans, courseware, learning materials and so on. Students can choose suitable resources for their learning according to their own learning progress and interest, and improve the learning effect. In addition, the application of media technology can also stimulate students' interest in learning and improve learning motivation. For example, through multimedia teaching, interactive games, virtual experiments and other ways, it can make learning more vivid and interesting, attract students' attention, and stimulate their learning enthusiasm and creativity^[2].

3. The Path of Innovative Integration of Media Technology and College Language Teaching

3.1 Improve teachers' media technology literacy

To integrate media technology and university language teaching innovatively, the first task is to improve teachers' media technology literacy. As the dominant and leader of teaching, teachers play a crucial role in the application of media technology. They need to have certain knowledge and ability of media technologies and be able to flexibly use these technologies to design, organize and implement teaching. First, teachers should understand and master common media technology tools and software. For example, they should master the use of multimedia teaching software and be able to produce exquisite teaching courseware to enrich the teaching content. Familiar with network platforms such as online education platforms, blogs, WeChat public number, etc., can use these platforms to share teaching resources and interactive communication. Mastering basic media technology operations such as recording and videotaping can expand teaching means and provide more teaching resources. Secondly, teachers also need to understand the principles and methods of the application of media technology in language teaching. For example, how to use multimedia teaching to enhance students' listening, speaking, reading and writing skills; how to screen and organize language materials with the help of online resources; how to design online interactive

activities to stimulate students' interest and participation, etc. Teachers should actively learn relevant educational technology theories and knowledge of educational psychology, and combine them with language teaching objectives in order to better guide students to effective learning. In addition, teachers need to focus on the selection and design of teaching content when applying media technology to language teaching. Media technology is not simply a substitute for traditional teaching methods, but should take into full consideration the characteristics of the subject and teaching needs, and reasonably select and use media resources. Teachers should design creative and inspiring teaching tasks to guide students to explore and think actively, taking into account students' learning situation and learning objectives. Finally, the improvement of teachers' media literacy also requires continuous practice and reflection. Teachers can share their experiences with their peers by participating in professional activities such as trainings and seminars to discuss the integration path between media technology and language teaching. At the same time, teachers should also pay attention to the latest development of education technology and keep abreast of and apply new media technology means and tools^[3].

3.2 Strengthening the construction of curriculum

In the process of realizing the innovative integration of media technology and university language teaching, curriculum construction is a crucial basic link. In order to strengthen the curriculum construction, we can focus on the following aspects. First of all, the course content needs to be updated. With the continuous development and progress of society, the way of using language and writing is also changing. Therefore, the course content should keep up with the times and reflect the current language environment and cultural phenomena in a timely manner. For example, text materials from the new media era, such as microblogs and short videos, can be introduced to expose students to more diverse forms of language expression. At the same time, inspiring and interactive teaching contents can be designed in combination with hot social topics and cultural traditions to enhance students' interest and participation in learning. Secondly, teaching methods need to be improved. Traditional language teaching emphasizes the transmission and memorization of knowledge, while the application of media technology can enrich the teaching means and methods and stimulate students' interest and initiative in learning. Teachers can use multimedia teaching tools and Internet resources to design diversified teaching activities, such as picture reading, video editing, online discussion, etc., so that students can learn in interaction and enhance their language use ability and innovative thinking. Thirdly, there is a need to integrate curriculum resources. The application of media technology cannot be separated from the support of rich teaching resources. Teachers can make full use of online platforms and digital resources to collect and organize relevant teaching materials, cases and tools for use in the classroom. At the same time, they can also cooperate with teachers of other disciplines to share teaching resources and realize interdisciplinary integrated teaching. This can provide students with a wider range of learning opportunities and enrich their knowledge base and cross-disciplinary abilities. Finally, there is a need to constantly assess and reflect on the effectiveness of curriculum building. Building an innovative and integrated language curriculum is a complex process that requires constant adjustment and improvement. Teachers can collect feedback through classroom observation and evaluation of students' work to understand students' responses to the curriculum and learning outcomes. It is also necessary to take the initiative to participate in teacher training and seminars to share experiences with peers and discuss theoretical and practical issues of curriculum construction.

3.3 Improve the evaluation system

Evaluation system is an important factor affecting the teaching effect, which plays an important role in students' learning motivation, ability cultivation and comprehensive quality improvement. In order to improve the evaluation system, we can combine process evaluation with summative evaluation and focus on students' ability cultivation. First, process evaluation emphasizes the learning process and development. It not only pays attention to students' performance, but also focuses on students' learning process, thinking style and learning method. Teachers can collect information about students through daily observation, classroom discussion, homework performance, etc., so as to

understand students' learning situation and problems in time and give targeted guidance and feedback. This can promote students' independent learning and critical thinking, cultivate their learning interests and learning strategies, and thus improve their learning effectiveness and ability level. Secondly, summative assessment is to summarize and judge students' learning outcomes. It is usually carried out by means of examinations, project works and comprehensive evaluations in order to objectively assess students' knowledge mastery and ability utilization. However, relying solely on summative assessment is likely to lead to the drawbacks of exam-oriented education, while neglecting the cultivation of students' innovative ability, practical application ability and comprehensive quality. Therefore, in the summative evaluation, we should focus on diversified and comprehensive assessment methods, such as open-ended topics, practical projects, oral reports, etc., in order to assess students' learning outcomes more comprehensively. In addition, the evaluation system should also focus on the cultivation of students' abilities. Traditional evaluation often favors the mastery and memorization of knowledge points, while neglecting the cultivation of students' thinking ability, innovation ability and practical ability. Therefore, we can add the evaluation of students' comprehensive quality in the evaluation system, such as information literacy, innovation ability, teamwork ability and other aspects of the assessment. Through such evaluation, we can stimulate students' initiative and creativity, and cultivate their comprehensive ability so that they can adapt to the development needs of the society.

4. Conclusion

This paper discusses two aspects of the application of media technology in university language teaching and the path of innovative integration of media technology and university language teaching. To realize the innovative integration of media technology and university language teaching, it is necessary to improve teachers' media technology literacy, strengthen the construction of the curriculum and improve the evaluation system. Only in this way can we really improve the quality of university language teaching and cultivate the comprehensive quality of students.

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