

Research on College English Teaching Strategies in the New Media Environment

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Abstract: The rapid development of information technology has led us into a new era of new media. Using the new media theories and methods that are being developed, it is of great significance to promote the construction and application of foreign language teaching resources in colleges and universities. The rational use of new media in English teaching can help to improve college students' interest in English learning, enrich English teaching mode, and improve the efficiency of English teaching. Therefore, this paper first analyzes the problems existing in the traditional English teaching mode, and on this basis points out the opportunities brought by the new media for college English teaching, and from the rational use of flipping classrooms, strengthening the sharing of teaching resources, using new media to develop personality. In the aspect of English teaching, this paper explores the strategies of college English teaching reform under the new media environment.

1. Introduction

With the development of new media in the world today, traditional education has also undergone subtle changes. The concepts, models, tools and tools of the traditional education system also need to keep pace with the times to adapt to new social needs. New media is a new form of communication carrier that has advantages over traditional media. The many advantages of the new media have created conditions for the reform of college English education at this stage to adapt to the modern English teaching in colleges and universities [1].

The main purpose of this paper is to explore how to make full use of new media technology to innovate college English teaching, so as to make up for the insufficiency of traditional English teaching [2]. At the same time, it discusses the reform strategy of college English teaching and improves the quality of English teaching.

2. Overview of New Media

2.1 The concept and characteristics of new media

With the widespread use of mobile Internet, the popularity of smartphones and Tablets, and the emergence of new information technology products such as various applications (applications), the term "New Media" has received attention, reflecting the current era. Characteristics, its connotation refers to the use of computer technology, Internet technology, mobile terminal technology and other digital information dissemination technology to achieve timely, comprehensive, interactive and global information dissemination.

The new media uses digital technology, network technology, and mobile technology to provide users with information and entertainment services through the Internet, wireless communication networks, satellite channels, and terminals such as computers, mobile phones, and digital televisions. Compared with traditional media such as newspapers, magazines, radio, television, etc., the new media developed in the past decade is called the "fifth media". Professor Xiong Chengyu of Tsinghua University believes: "New media is a constantly changing concept. On the basis of today's network, there are problems of extending wireless mobility, and there are other new media forms related to computers. This can be said to be new media. "

New media is the product of an information society, often presented in a composite form of

sound, text, graphics, and images which can be seen from Figure 1. New media can spread information across media and across time and space, with features such as interactivity, all-weather and full coverage that traditional media can't match. Strictly speaking, new media should be called digital media: digital magazines, digital newspapers, digital broadcasting, mobile messaging, web, desktop windows, digital TV, digital cinema, touch media, etc. all belong to the new media category [3]. The audience receives new media information, most of which is not restricted by time, place and place. The audience can receive the information of any corner of the earth in the place where the electronic information is covered by the new media at any time, and ingest the required data and educational resources.

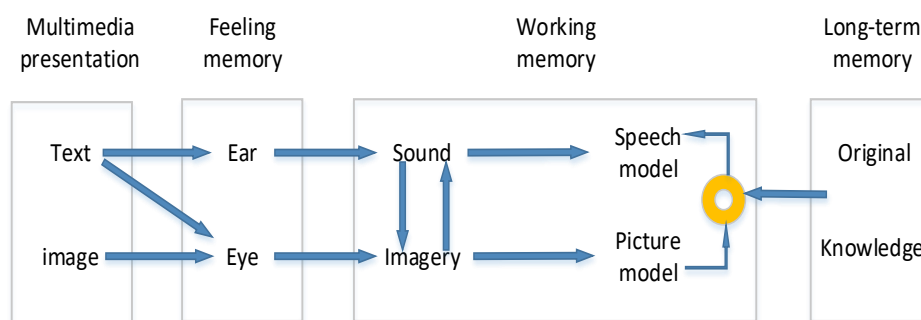


Figure 1 Multimedia teaching environment design

2.2 Transformation of education in the new media era

With the advent of the new media era, the education field has undergone earth-shaking changes. Educational concepts, educational models, teaching methods, and teaching aids must all keep pace with the times to cater to the innovation of the new media era [4].

First, nowadays, most of the students have strong digital learning ability. They spend a lot of time on the Internet to carry out learning and information exchange with classmates and friends, and thus get more opportunities to participate in collaborative learning. The educational paradigm is transforming into a model that includes online learning, blended learning, and collaborative learning.

Second, educators, students, and even the general public often use social media such as WeChat, Weibo and QQ Group to share the latest events, opinions, and information and materials of interest. At the same time, they also become exchanges and information between different teachers and students. An indispensable tool for communicating emotions. It is an indisputable fact that social media has become an effective information resource platform for attracting attention and its universal application throughout the education community. Social media is increasingly changing the way teachers and students communicate, express opinions and information, and interact with each other.

Third, in the new media era, the openness of media platforms, resources, content, information, etc., the audience can not only free access to educational resources, but also freely copy, reorganize and access, share and apply educational resources. The transparency and accessibility of educational data, information and resources poses significant challenges to traditional teaching methods [5].

Fourth, students have access to vast amounts of information resources and extensive opportunities for interpersonal communication through the Internet. Students have their own mobile devices and are brought into the classroom, and educators have to rethink their roles. Teachers' functions are not limited to evangelism, they must have a more positive understanding of the teaching functions of smartphones and other devices, and try to use information technology to improve teaching. Teachers guide students to obtain valuable information and develop the ability of students to select meaningful information. It is one of the main tasks of educators to guide and train students' social survival and work ability in the context of informationization.

2.3 Three-dimensional classroom teaching mode based on new media

Although the new media technology has promoted the transformation of the college English

listening and speaking teaching mode, in terms of objective reality, the traditional teaching mode has not been completely replaced by any other single mode. Teaching is often a mixed teaching mode. The new media teaching mode should use the new media as an important teaching method to build a three-dimensional model of blackboard chalk, new media technology, and teacher-student interaction [6]. In the interaction between college English listening and speaking, teachers use various new media (We Chat, Weibo, micro video, etc.) to integrate the language information required for teaching into language input suitable for students' individualized development. Students are in communication with teachers. Assimilate external language input into its own cognitive structure, and feed back its own language output to teachers and other students through new media (We Chat voice, video dialogue, etc.), and these feedbacks are again integrated into students as new input. In the cognitive structure, students further enhance their knowledge of English language structure and improve their accuracy in language input and language output.

In the specific teaching implementation process, it is necessary to construct a multi-integrated teaching mode of "Mu class + micro-class + flip classroom" and build a multi-dimensional interactive learning environment and platform of "We Chat + mobile network". In college English listening and speaking, we must give full play to the advantages of traditional teaching methods and new media to achieve mashup teaching. Due to the openness of the "Mu Class", teachers and students can register and participate in the "Mu Class" study for free, and select subjects and chapters to learn as needed. In addition, the "Mu class" consists of a number of micro-videos recorded by the teacher according to the objectives, contents, teaching methods, etc. of the course. Generally, only the teacher's blackboard or teacher personal appears in the lens, giving an immersive feeling. In the classroom learning of flipping classrooms, teachers can organize students in the form of reports, Q&A, and discussions, so that each student can participate, highlighting the interaction between students and teachers, between students and students, and between students and the learning community [7]. In the classroom, students can listen to the teacher to teach knowledge, but also can discuss and learn independently, and can also simulate cross-cultural communication, so that opening mouth to speak English becomes a normal state. For example, when teaching reading materials related to hot issues of current affairs, teachers can use the internationally renowned media portals (BBC, CNN, US United News Agency, etc.) to prepare relevant teaching materials, either in text form. The news reports can also be video interviews, photo shows, etc., which not only can make up for the lack of real-time nature of traditional teaching, but also make reading materials closer to reality, broaden students' ideas and perspectives, and activate the classroom atmosphere. Throughout the preparation process, the teacher should give corresponding guidance to the needs of different students, and examine the degree of understanding of the students through questioning.

3. The Challenge of New Media Environment to the Construction and Application of College English Teaching Resources

3.1 Problems in the traditional college English teaching model

The traditional English teaching mode of colleges and universities adopts the model of cramming and full house irrigation, which neglects the main position of college students in English learning, which leads to the low enthusiasm of college students, and they are always in a passive position in the teaching process [8]. Under this teaching mode, teachers only explain and inculcate knowledge in the English class. The flow of information is unidirectional. Teachers explain related knowledge points, words and grammar according to the content of the textbook, introduce the writing background of the article, and analyze the article's Structure the layout and then lay out the classroom assignments. Students are listening, taking notes, and completing homework [9]. There is a lack of necessary interaction between teachers and students. Teachers can't understand the actual effect of students in English classroom learning in a timely manner, and they can't adjust the teaching plan according to the classroom feedback of college students. This leads to the lack of English teaching. Sexuality cannot fully exploit the potential of students' English learning. In

addition, traditional college English teaching has many limitations in terms of time and space. This teaching mode fails to pay sufficient attention to the ability, interest, and basic differences of college students in English learning. Teachers develop unified teaching progress and content, and students can only follow the progress of teachers to learn English. Lack of autonomy in learning style, learning progress and learning content. Obviously, this form of English classroom greatly limits the freedom of choice of students in the time and manner of study. However, because college students have certain differences in knowledge comprehension and English learning habits, they have different needs for English learning time and space. Students with better degree can learn and absorb the knowledge of teachers in class, but Students with poor foundations need more time to try and review. The traditional English teaching model does not consider the student's learning differences at all, which leads to the students with better foundations unable to be further improved [10]. The students with poor foundation can't keep up with the progress of the class. They feel more and more difficult in English learning and eventually lose their English. Learning interest.

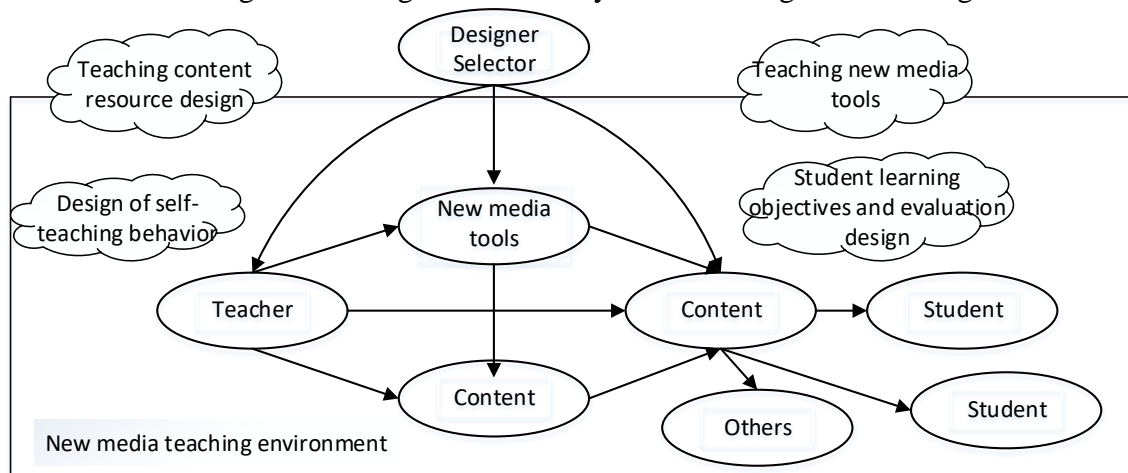


Figure 2 New media teaching design process

3.2 New media provides opportunities for college English teaching

First of all, the emergence of new media helps to enhance the openness of college English teaching. With the continuous development of economic globalization, economic and trade exchanges between countries around the world have become increasingly close, and various English teaching concepts and methods have sprung up. Through the new media platform, teachers can strengthen their connections with English educators around the world and actively learn new knowledge and skills. In addition, college English teachers can also introduce a variety of English teaching resources through the Internet, break the previous resource constraints, provide more diverse English learning resources for college students, and enhance their choice of autonomy in English learning. For example, teachers can collect and organize various customs, geography, and historical evolution of English-speaking countries through new media. This aspect can enhance the interest of college English teaching and enhance students' interest in English learning. College students expand their cultural horizons and enhance their awareness of intercultural communication as we can see from Figure 2.

Second, teachers can also use new media tools to create a favorable English teaching situation. Traditional English teaching relies on the teacher's oral teaching. This single rigid teaching method leads to boring English learning, and the unique vividness and image of the new media can effectively enrich the English teaching form. Teachers can use new media tools to combine text, pictures, sounds, videos, etc. to create a corresponding language environment for college students. For example, when learning content related to an interview, the teacher can use multimedia to play various interview scenarios, and then ask the students to introduce themselves in English according to the requirements of the scene, and answer relevant questions raised in the video. This not only helps to enhance the enthusiasm of college students' oral expression, but also enriches the classroom form and enhances the enthusiasm of college students.

Thirdly, the emergence of new media has also promoted the cultural atmosphere of English teaching. Language is an important part of culture. Any language learning is inseparable from the cultural atmosphere. The same is true for college English teaching. In the new media environment, teachers can collect many cultures about English-speaking countries and present them in the classroom. For example, when learning about the content of food, teachers can use the new media to collect food from all over the world, and then make PPT or flash animations, and through multimedia display, form a gourmet culture atmosphere, and then encourage college students to actively explore the text in depth.

4. Practice Strategy of College English Teaching Reform under the New Media Environment

4.1 Using personalized media to develop personalized English teaching

In recent years, smartphones have gradually appeared in every corner of people's lives. They are bundled with cameras, computers, digital cameras, players, etc., and their functions are becoming more and more complete. College English teaching can use this new media tool to break the time and space boundaries of English teaching and enhance the flexibility of English teaching. As a new media tool, smartphones are also characterized by sharing, richness and openness, which can fully meet the needs of college students' individualized English learning. Teachers can use smartphones to interact with students through QQ, email, Weibo, WeChat, etc., or open new media consultations, chat rooms or videos, and enhance the interaction between teachers and students through voice, text, video and images. The new media is characterized by convenience, openness and flexibility. Teachers can use new media tools to enhance teacher-student interaction, timely understand the actual situation of college students in English learning, and use this as a basis to timely adjust English teaching plans and improve English teaching. Targeted, or through the new media platform to answer questions about English learning for college students in a timely manner, and effectively meet the English learning needs of college students with different foundations, abilities and interests [11].

4.2 Rational use of flip classroom

There is a clear difference between flipping classrooms and traditional classrooms. Students should watch instructional videos through the new media platform before completing classes and complete related learning tasks. In the English class, it is the interaction between teachers and students, interaction between students and students, solving difficult problems together, promoting knowledge internalization, consolidating acquired knowledge, and helping college students master various English knowledge and skills. The active constructor who flips the classroom to advocate learning to generate knowledge, learns relevant knowledge independently before class, and the teacher is mainly responsible for answering doubts for students and being the guide and helper of student knowledge construction. Flipping the classroom fully respects the student's dominant position and subverts the role of teachers and students in the traditional classroom mode. It is the product of the combination of energy saving in education and education and new media. It advocates taking into account network teaching in addition to physical classroom teaching. This helps to increase the flexibility of English teaching. First of all, teachers should produce English teaching videos. Colleges and universities can organize excellent English teachers, form teaching teams, and carry out division of labor and cooperation. Each person is responsible for video teaching of relevant units, integrating high-quality teaching resources, and improving the practicality of teaching videos. Second, teachers should also rationally design classroom interactions. Flipping the classroom is more helpful to help college students absorb and internalize English knowledge. This is more effective than the average online classroom. Therefore, when designing classroom activities, college English teachers should fully consider the students' language application and knowledge internalization needs, and design listening, speaking, reading, writing and translating activities on the basis of this to enhance the problem solving ability and autonomy of college students. Learning ability. Thirdly, students should also be encouraged to translate sentences

containing new words to help them master the pronunciation and usage of new words [12]. In short, flipping the classroom not only pays attention to the performance of teachers and students in the English class, but also pays attention to the efficiency of pre-course video learning. Combining the two, breaking the time and space restrictions, it is more convenient for college students to reasonably select the learning speed, progress and location according to their own situation.

4.3 Strengthen the sharing of teaching resources

College English teachers can classify, comment, filter and index network resources through the new media platform, actively integrate massive information resources in the Internet, build an English teaching index platform, see a unified interface, and achieve cross-database search, which is convenient in English. Search, recommend, display and consult in the teaching. Through the new media platform, teachers can share English resources with universities in many countries around the world. You can browse English news websites and current affairs, read related academic magazines, and watch free open English teaching videos abroad through the Internet, and use the new media platform to conduct in-depth research with English educators and learners from all over the world. The new media also has the socialization, interactivity, personalization, immediacy and diversity, which can provide a large amount of information for English teaching, and then stimulate the learning motivation of college students. Expand their cultural vision and consciously construct an effective English learning situation. The English teaching resources of each university are limited. Therefore, if we want to realize English teaching reform, enhance resource sharing and complement each other, we must use the rich resources in the new media environment to build authoritative, readable, ideological and knowledge. The English learning database of sexuality, the establishment of an innovative alliance on English teaching reform, combined with the relevant English publications website and media receipts, continue to expand the position of English reform and promotion. Realize resource sharing in English teaching reform. Actively learn and absorb the latest English teaching concepts and methods, and try, test and practice in the actual teaching process.

5. Conclusion

The new media era has arrived, and various new media tools and platforms have gradually penetrated into all levels of people's lives, which have a profound impact on the life and learning of college students. The development of new media technology has led to the reform and innovation of the teaching model of colleges and universities. In the process of exploring the college English learning mode in the new media era, we should analyze the characteristics of students' learning ability in the perspective of new media. College English teachers should make full use of the convenience of new media, break the framework of traditional English teaching mode, and innovate and explore. Use the openness of new media to strengthen communication with English teachers and learners around the world, and explore new methods of English teaching in the process of learning and learning. Starting from the experience of English teaching reform in the past, we will explore the learning patterns of students in the new media era, and thus reform the mode, methods and strategies of college English teaching from the perspective of innovative new media. At the same time, through the new media platform to search and integrate various English teaching quality resources, promote resource sharing, enrich the content and methods of English teaching, enhance the interest of college English teaching, and then stimulate college students' interest in English learning.

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