

The Innovation path of College English Language Education Model based on New Media

Xiaopeng Wu

Haiyuan College, Kunming Medical University, Kunming, China

Abstract. The rapid development of information technology has not only changed people's way of life, but also pointed out the direction and provided support for educational reform. The integration of information technology and teaching has become an inevitable trend of educational development. English is a language subject, which requires students to not only to absorb, consolidate and apply knowledge in class, but also to independently find and solve problems in study, practice and life. In the teaching process, the connection between college English major and new media has become more and more strong, and the application of new media has promoted the pace of modern curriculum reform. Based on the background of new media, this paper briefly introduces the definition and characteristics of new media, analyzes the application value of new media in the field of education, and puts forward the corresponding suggestions for innovating the university English language education model for reference.

Keywords: New Media; College English; Language Education; Innovation Path.

1. Introduction

Under the background of educational informatization, a variety of new teaching modes and learning methods adapted to the information age have emerged, such as independent learning, cooperative learning, and task-based collaborative learning. Compared with the traditional teaching mode, the above new teaching mode highlights students' subjectivity in learning, pays more attention to the application and expansion of knowledge, emphasizes more on the communication between teachers and students, and pays more attention to the cultivation of students' ability and quality. The application of new media in teaching, as an effective means to promote the development of educational informatization, is conducive to the transformation of a traditional teaching mode to a new teaching mode. Based on this, colleges and universities should make full use of the great advantages of new media to innovate college English language education, and cultivate their literacy and ability in ways that are easier to accept and preferred by college students.

2. Overview of new media and its application value in the field of education

2.1 Definition and characteristics of new media

New media is a new media that uses modern digital advanced technology and provides Internet users with instant information and various ways of entertainment through interactive terminals, such as smartphone, laptops and mobile electronic devices. Compared with traditional media, new media has two very obvious advantages, one is that the dissemination of information is more timely, and the other is that the dissemination of information is more comprehensive. At the same time, the new media has also greatly changed the production and dissemination mode of information. From the previous reception of information to the current production and sharing of information, the interaction has been improved a lot, and many difficult problems in communication have been solved. In addition, new media can effectively combine numbers, pictures, sound and other contents, and use their teaching to activate the classroom atmosphere, but also to effectively present abstract knowledge, so as to improve the overall teaching efficiency.

2.2 The Application value of new media in the education field

The application of new media in teaching has a huge impact on the field of education, mainly reflected in the following aspects: First, in line with the learning psychology of the majority of students. Students have strong acceptance ability and learning ability. They prefer to read the digital information resources online, and they also prefer real-time communication and sharing online. Especially, contemporary college students have a high interest in new media, and have certain advantages in mastering new media. Therefore, carrying out teaching activities based on new media is a popular learning method for students, which is in line with their learning psychology. Second, it is conducive to the sharing of educational resources. In the environment of new media, most of the educational resources have been open to a large extent, and they can also better meet the different needs of teachers and students. Teachers and students can fully effectively obtain their own resources according to their own needs.[1]Third, strengthen the communication and interaction between teachers and students. With the popularization of network use, both students and teachers have a certain understanding of new media platforms, Weibo, post bar and other new media platforms, and can conduct timely and effective communication and interaction on the platform, which is conducive to the improvement of teaching quality and learning quality and efficiency.

3. Innovation path of college English language education mode based on new media

3.1 Use micro-class forms to enrich teaching resources

Micro-course is an emerging teaching method developed by the combination of information technology and education field, which is mainly presented in the form of video. Compared with other teaching methods, micro-class has the advantages of short time, essential content, interesting creation, and its use is also relatively wide, whether before class, during class or after class, all play a large role.[2]For college students, this fast-paced and efficient learning method is also in line with their preference for learning in fragmented time. Based on this, college English language education can use of micro-courses to enrich teaching resources and improve the quality and efficiency of teaching. In this process, we need to pay attention to the following points: first, short and concise is one of the main characteristics of the micro class, so the content of the micro class is best detailed for a certain or several knowledge points, not too trivial, at the same time, we should often control in 5~15 minutes, to ensure that students can use a short time to learn efficiently. Second, "student-oriented" is the concept that must be followed in applying micro-course teaching. Teachers should design the micro-course content based on the teaching practice and the students' learning situation, and also ensure that the content is difficult properly, and has certain flexibility and inquiry. Third, improve the ability to make micro-courses. Generally speaking, the micro-classes are mainly made by explaining the screen recording of the courseware, so the teachers should have a certain understanding of the use of the screen recording software and the editing software. At the same time, teachers should actively use new media technology, and integrate pictures, text, audio and video together as far as possible, so that students can learn knowledge more intuitively, and master the key and difficult points. Fourth, enhance the interest of the micro-class design. Teachers can add interesting pictures and set up interactive content in the micro-classes, so that students can learn efficiently in a good learning experience.

3.2 Optimize the classroom teaching and activate the classroom atmosphere

The combination of information technology and the field of education teaching, let teachers to obtain, the process of making teaching resources more convenient and fast, teachers through the use of information technology can also create a colorful classroom situation for students, make the teaching process becomes more intuitive, more infectious, so as to create a good active classroom range.

Based on this, under the perspective of new media, college English teachers should fully grasp the changes in students' learning methods and forms, and thus further optimize the teaching scheme and innovate the teaching countermeasures. Specifically, teachers should actively apply new media technology in the classroom teaching, through the teaching content in the form of pictures, videos, music to students, for students to build audio-visual classroom, make them get strong sensory experience, rich emotional experience, good learning experience, which is conducive to its more easily grasp the learning content, also conducive to its learning motivation. In addition, teachers can also innovate ways to ask questions, by inputting the names of the whole class into the small program, and randomly selecting the lucky people to answer the questions in the class, so that the students can also concentrate. In this process, students can also be the questioner, and they can start a small program for random selection. Through this method, the effective interaction between teachers and students and students is strengthened, teachers and students jointly create a harmonious and happy classroom atmosphere, and students also get the corresponding exercise, it can be said to kill many birds with one stone. But it is important to note that the classroom atmosphere foil can not completely rely on the new media technology, otherwise teaching will become students' interaction with the machine, so teachers should play their role of organization and guidance, with the help of artistic language, vivid body movements, further arouse the enthusiasm of students' interaction, so as to better activate the classroom atmosphere, optimize the classroom teaching.

4. Create the oral language situation, strengthen the teaching effect

Improving the ability of cross-cultural communication is the main teaching purpose of college English major, and to achieve this purpose, we must go through a lot of practice of "speaking" and "understanding". However, from a practical point of view, the problem of "dumb teaching" in China is still common. Although students can read, write and solve problems, it is difficult to communicate with others fluently in English, and they do not even have the information to speak English.^[3]In view of this problem, college English teachers can use new media technology to create oral situations for students. By integrating audio, image and other audio-visual technologies together, English listening and speaking training becomes more intuitive and vivid, so that students can conduct English listening and speaking training in realistic communication situations. In order to eliminate the tension of college students' speaking English, teachers can use dubbing to increase the interest of the class, or organize students to design English stage plays in groups. Through this method, students will not only pay attention to the accuracy and coherence of pronunciation in the process of exercising their oral English, but also pay attention to the imitation of pronunciation and intonation, so as to achieve the goal of effectively exercising their oral communication ability. In this process, teachers should give students appropriate evaluation, and give corresponding suggestions for their oral English problems. In addition, teachers can guide students to watch the "aerial English teachers" after class, so that they can listen to the language, speak English, use English in the real language environment and in the specific language situation, feel the charm of pure pronunciation, and deal with listening and speaking errors. In the long run, students' problem of "golden mouth difficult" will be significantly improved, and their confidence to speak English will also be enhanced to some extent, so as to lay a good foundation for their future cross-cultural exchanges.

5. Rebuild the teacher-student relationship, and attach importance to the teacher-student interaction

In the past college English language education, most teachers usually used the teaching method to carry out teaching activities in order to make students gain more in the limited classroom time, which leads to fewer deep-level language communication opportunities between teachers and students, and insufficient time for students to discuss. In such a teaching mode, teachers occupy an absolute dominant position in the classroom and ignore the main position of students, which not only affects

the students' learning experience, but also is not conducive to the improvement of the quality and efficiency of students' learning. From the perspective of new media, teachers are not only the disseminators of knowledge, but also the students only blindly accept, but to evolve into a new cooperative friends. This democratic teacher-student relationship with equal status should not only be reflected in daily teaching, but also be fully implemented in the teacher-student interaction after class.[4]Take interaction in class as an example. College English teachers can assign oral English to students training homework and ask them to freely choose their favorite film and television clips on the "English interesting dubbing" software. In class, the teacher plays the students' homework randomly, gives them the corresponding evaluation, guides them to evaluate, and even can record the works in advance for the students to evaluate themselves. In this way, the interaction between teachers and students and students students has been effectively strengthened, and the main body position of students in learning has also been highlighted. Taking after-class interaction as an example, teachers can use new media platforms such as wechat and Weibo to strengthen communication with students, and actively encourage students to find out and raise problems and express their true ideas in the process of communication. Or through the school's digital teaching platform, students can answer questions and share resources in the discussion areas under different sections, such as teaching videos, teaching courseware and stage testing, and students can also communicate and interact on the platform by themselves to realize teaching and learning anytime and anywhere. Not only that, teachers can also guide students to cooperate, so that they can form a deeper tacit understanding, and get the independent learning ability, cooperative exploration ability and other aspects of the improvement. In a word, such a teaching mode is conducive to allowing students to show the most real and accurate state of learning, so that teachers can know more about their specific learning situation and development situation, and then to innovate and improve the quality of classroom teaching.

6. Epilogue

To sum up, under the background of new media, college English teachers should realize the importance of the application of new media technology for modern curriculum reform, timely grasp the changes of contemporary college students learning way, and according to the current teaching shortage of new media to correct, including using new media technology to strengthen the interaction, active classroom atmosphere, rich teaching resources, so as to further improve the teaching quality and teaching efficiency. At the same time, teachers should also consciously guide students to carry out learning activities with the help of new media platforms, so that they can make full use of after-class time and fragmented time to constantly improve themselves. It is worth mentioning that although the new media platform contains a large number of information resources, the quality of information is uneven and the content is different. In addition, college students are in an important stage of forming the concept of the three views. How to guide them to correctly apply new media is a problem that teachers need to think deeply and study in the present and future.

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