

# Research on the Reform and Innovation of College English Teaching under the Background of New Media

Yunxi Shao\*

XianDa College of Economics and Humanities, Shanghai International Studies University, Shanghai 430019, China

*\*Author to whom correspondence should be addressed.*

**Copyright:** © 2025 Author(s). This is an open-access article distributed under the terms of the Creative Commons Attribution License (CC BY 4.0), permitting distribution and reproduction in any medium, provided the original work is cited.

**Abstract:** The widely used new media has produced a profound impact on college education and teaching, and also provides new technical support and methods for the reform and innovation of college English teaching in the new era. The deep integration of new media technology and college English teaching not only fundamentally promotes the optimization and reform of the traditional teaching model centered on textbooks, but also provides a large number of high-quality resources for the reform and innovation of English teaching. Based on this, this paper expounds the practical significance of college English teaching reform and innovation under the background of new media, and combines with the current practical problems in college English teaching reform and innovation, focusing on how to make use of new media technology to reform and innovation, so as to give full play to the educational and teaching advantages of new media technology and improve the educational level of college English teaching.

**Keywords:** New media; College English; Reform and innovation

**Online publication:** April 28, 2025

## 1. Introduction

New media refers to a new mode of information dissemination relying on Internet technology and using mobile phones, computers and other platforms as carriers. Compared with the traditional means of information transmission, new media has stronger timeliness and can transmit more resources and content<sup>[1]</sup>. Therefore, promoting the reform and innovation of college English teaching based on new media technology can help students achieve better self-improvement and self-development on the basis of enriching their own knowledge reserves.

## 2. The significance of college English teaching reform and innovation under the background of new media

### 2.1. Extending college English teaching

The deep integration of new media technology and college English teaching has fundamentally broken through

the constraints of time and space under the traditional teaching horizon, and then extended the former English teaching mainly in the classroom to the online space, as well as to students' spare time and extracurricular life. It can be seen that new media technology strengthens students' independent learning and enables them to continuously optimize their own learning time and learning methods with the help of new media resources in combination with their actual conditions <sup>[2]</sup>. At the same time, new media technology strengthens the communication and interaction between teachers and students, and promotes the flow of resources and information exchange between them. This is of great significance and value for promoting the effective extension of college English teaching.

## **2.2. Improving the working level of college English education**

The application of new media technology in college English teaching can help teachers reform their teaching concepts and construct new teaching concepts, to make full use of the advantages of new media in educational reform and innovation <sup>[3]</sup>. At the same time, in the process of learning, operating, and using new media, English teachers can change their self-cognition and ideas imperceptibly, and effectively transmit this new teaching concept to students, thus improving the actual efficiency and quality of education and teaching virtually.

## **2.3. The necessary measures to realize education informatization**

The application of new media is of landmark significance in promoting the informatization reform of college English wisdom education. It is the only way to promote the connotative construction and high-quality development of colleges and universities, and also an important engine to improve the quality of English talent cultivation. With the gradual advancement of education informatization, the disadvantages of college English teaching and communication mode are gradually exposed <sup>[4]</sup>. Therefore, the use of new media technology to solve specific problems in college English teaching can comprehensively promote the process of college English information teaching in the process of integrating Internet resources, reshaping educational concepts and innovating teaching modes, and build a new teaching mode that promotes students' knowledge expansion and independent learning under the empowerment of network new media technology to fundamentally solve the problem of the overall imbalance of classroom ecology.

# **3. Practical problems in college English teaching reform and innovation**

## **3.1. Practical output needs to be improved**

Under the influence of traditional teaching thinking, college English teachers often find it difficult to get rid of the inherent thinking of humanistic subject teaching, that is, they attach importance to written input and ignore practical output <sup>[5]</sup>. In classroom teaching, teachers usually spend a lot of time guiding students to learn the knowledge content presented in the textbooks, and adopt the written teaching mode to help them master English vocabulary, grammar, and other content. This kind of teaching method and mode seriously affect the improvement of students' communicative ability and the learning effect of practical language skills, thus deviating from the essence of English language learning and making it difficult to further improve students' English practical ability <sup>[6]</sup>.

## **3.2. It is difficult to highlight the dominant position of students**

In essence, college English teaching is a two-way interaction between teachers' teaching and students' learning.

Therefore, it is necessary not only to give full play to teachers' guiding role in classroom teaching, but also to highlight students' dominant position, to build a benign teaching ecology based on two-way interaction between teachers and students<sup>[7]</sup>. However, due to the comprehensive interference of various practical factors, English teachers do not effectively highlight the dominant position of students in teaching, and often use the teaching method of indoctrination and stuffing to explain the knowledge in textbooks directly to them. This leads to students being in a passive state of learning for a long time, which limits the improvement of the English teaching level and education quality<sup>[8]</sup>.

### **3.3. The content of textbooks lacks the characteristics of the era**

With the advent of the new media era, college English textbooks have exposed a major drawback, that is, a lack of contemporary needs. As a result, students can only master outdated knowledge, and it is difficult to meet the new requirements of talent training put forward by the development of the era. As a result, English teaching loses its practical value and significance<sup>[9]</sup>. New media accelerates the flow of various information resources. If it is difficult for English teachers to integrate and reconstruct various information resources with the theme of teaching materials by using new media technology, they will lag behind the development of the era.

## **4. The path of college English teaching reform and innovation under the background of new media**

### **4.1. Introduction of situational teaching**

From the perspective of new media, if English teachers still construct their teaching according to traditional concepts, it is difficult to meet the actual needs of deepening the reform of higher education in the new era<sup>[10]</sup>. Therefore, it is very important to strengthen the reform and innovation of English teaching by relying on new media technology. For example, English teachers can use multimedia technology to play videos related to this lesson and guide students to learn English by combining video materials. In this way, a vivid and interesting English situation can be created, which can give students both visual and auditory stimulation, and further improve students' sensitivity to learning the English language. After the video is played, English teachers can use the whiteboard to show the key content of this lesson and encourage students to create situational dialogues in small groups, combined with the teaching theme of this unit. This kind of open situational teaching method enables students to constantly expand their self-thinking and enhance their consciousness of innovation in practical experience and independent thinking. In a word, promoting students' classroom practice and deep thinking through situational dialogue can help them achieve comprehensive development and comprehensive improvement in English communication<sup>[11]</sup>.

### **4.2. Guide self-directed learning**

The improvement of college students' English learning level cannot be limited to classroom teaching. English teachers can make use of the advantages of new media technology to help them form good English learning habits in independent learning. For example, make use of micro-lessons flexibly. Micro lessons usually focus on a specific knowledge point or key content, which can help students concentrate their attention quickly in a short time. Therefore, using short, lively, and interesting micro lessons in college English teaching can not only help improve students' autonomous learning ability but also effectively improve the flexibility of English teaching. In the pre-class stage, English teachers can release preview tasks to students through micro-lessons to help them

get familiar with the teaching content in advance. Students who enter the university stage often have a certain ability to self-control. Micro-lessons can help students grasp the important and difficult knowledge in the pre-class preview, and then encourage them to interact with teachers in class in a targeted way. In class, English teachers can show other famous teachers' video explanations to students with the help of micro-lessons, to provide new ideas for students' self-study and self-development in the future. After class, students can use micro-lessons to review knowledge, or they can combine the new ideas in class to find other materials on a certain knowledge point, so that they can understand some knowledge points thoroughly in a second understanding and review <sup>[12]</sup>. Moreover, English teachers can also create online classes with the help of new media technology. The class hours of college English teaching are scattered, which makes it difficult for students to have frequent offline communication with teachers. In this regard, by relying on new media technology to create online classes, English teachers can better help students solve the difficult problems encountered in independent learning. On the one hand, according to the development of The Times, English teachers can push diversified English videos and English learning materials to students through online classes, to guide students to enrich their knowledge reserves and broaden their learning horizons through independent learning. On the other hand, students can post their doubts in the online class to exchange knowledge and discuss problems with teachers and other students. This measure is of great help and value for improving students' autonomous learning ability and improving their English literacy <sup>[13]</sup>.

### **4.3. Enhance classroom interaction**

Under the traditional teaching perspective, the paper-based assessment method is difficult to comprehensively evaluate the learning effect of students, and often needs to occupy a lot of space resources <sup>[14]</sup>. In this regard, college English teachers can develop interactive platforms of new media technology to mobilize students' enthusiasm to participate in classroom interaction and give them timely evaluation and feedback. First of all, the interactive teaching platform based on new media technology should have the advantages of rich functions and be easy to use, and then trigger students' deep learning by presenting diversified video resources. For example, English teachers can encourage students to have in-depth discussions on topics published in online discussion boards, collect and organize students' opinions and ideas with the help of a timely feedback system, and then give them personalized comments on this basis. This can monitor the development and improvement of students' English literacy and language communication ability in real time, and effectively enhance the vividness and interest of classroom interaction <sup>[15]</sup>. Secondly, new media technology can be used to integrate discipline competition and game elements into college English teaching, to enhance students' learning motivation and improve their enthusiasm and initiative to participate in classroom interaction. To be specific, English teachers can set up game elements such as challenges and leaderboards, and create challenging game tasks around the teaching content, to enhance students' sense of achievement in English learning through competition and cooperation. Finally, online activities should be organized regularly, such as a speech contest, a debate contest, a study project, etc. These diversified learning projects can fully activate students' learning enthusiasm and creativity, and encourage them to constantly improve their comprehensive quality in the process of learning from each other.

### **4.4. Improving teachers' new media literacy**

Improving the new media literacy of English teachers is the key driving force to promote the reform and innovation of college English teaching in the background of new media, and is of great help to improve the



education level of English teaching. This measure can enable English teachers to fully understand the educational advantages of new media technology and effectively integrate it into education and teaching. In this regard, college English teachers can continuously improve their technical knowledge and teaching ability under the guidance of the TPACK framework. First of all, learn the necessary new media technology skills. Independent learning is an important channel for college English teachers to improve their own new media literacy. They can keep abreast of the current development prospects and application status of new media technologies by observing the information-based teaching of other excellent teachers and consulting relevant literature resources, to constantly master advanced education and teaching methods on this basis. At the same time, the interconnectedness of new media technologies enables English teachers to build a learning community with like-minded friends across the limitations of time and space, and jointly explore innovative ways to use new media technologies. Secondly, colleges and universities can regularly carry out diversified training and seminars based on the personal situation and actual needs of English teachers, to popularize the latest developments of new media technologies and the best practices in education integration, and to give them more teaching inspiration. At the same time, colleges and universities can arrange practical and operational content in a targeted way, and encourage English teachers to internalize the training content into their knowledge and skills by designing teaching cases and classroom records. Finally, a variety of new media competitions should be held to guide college English teachers to actively cooperate and communicate with their peers. Promoting learning and teaching through competition can better stimulate the innovative spirit of English teachers and encourage them to actively explore the innovative integration of new media and education and teaching in practice and innovation.

## 5. Conclusion

To sum up, it is of great practical significance and value to rely on new media technology to promote the reform and innovation of college English teaching, which can create a good English learning environment for students and lead them to grow into high-quality English talents who meet the needs of the new era. In this regard, college English teachers should fully grasp the development trend of the new media era, and give full play to the educational and teaching advantages of new media technologies by innovating teaching models, enhancing students' independent learning, improving classroom interaction and deepening their own new media literacy to promote the all-round development of students.

## Disclosure statement

The author declares no conflict of interest.

## References

- [1] Wu X, 2024, Teaching Innovation and Exploration of College English Majors Based on “Comprehensive English” Curriculum Reform: A Review of Curriculum System Construction and Teaching Reform for College English Majors. *Science and Technology Management Research*, 44(1): 244.
- [2] Lin Y, 2023, Reform and Innovation of English Translation Teaching in Colleges and Universities: A Review of The Reform of English Teaching in Colleges and Universities Based on the Cultivation of Translation Ability. *China Education Tribune*, 2023(9): 113.

- [3] Zhou D, 2023, A Practical Exploration on the Reform and Innovation of Blended Teaching of Core Curriculum for English Majors in Applied Undergraduate Colleges: A Case Study of Comprehensive English. *Overseas English*, 2023(12): 129–131.
- [4] Zhang H, 2023, Research on Innovative Strategies of College English Teaching Reform from the Perspective of “Internet Plus.” *Overseas English*, 2023(8): 135–137.
- [5] Li R, 2023, Reform, Innovation and Practice of College English Teaching in the New Media Era: A Review of English Teaching from the Perspective of Computer Network. *China Education Tribune*, 2023(2): 128.
- [6] Zou C, 2022, Thinking on the Reform and Innovation of College English Teaching from the Perspective of Multi-Culture. *Science and Technology Information*, 20(17): 165–167.
- [7] Deng H, 2022, Research on Reform and Innovation of College English Teaching under New Media Environment. *Industry and Science Forum*, 21(3): 170–171.
- [8] Li W, 2020, Analysis of English Teaching Reform and Innovation in Higher Vocational Colleges under the Background of New Media. *College English*, 2020(29): 64–65.
- [9] Guo Q, 2024, Reform and Practice Analysis of Practical Training for English Majors in the New Era. *Intelligence*, 2024(33): 154–157.
- [10] Lu F, 2024, Strategies for College English Teaching Reform from the Perspective of Multiculturalism. *English for Middle School Students*, 2024(36): 59–60.
- [11] Yang R, 2024, A Study on the Reform Strategies of College English Teaching in Application-Oriented Universities. *Journal of Contemporary Teaching and Research*, 10(10): 36–39.
- [12] Hu Z, 2024, The Improvement of College English Teaching Quality from the Perspective of “Three-Whole Education”. *Henan Daily · Rural Edition*, 2024-06-20(003).
- [13] Li K, 2024, Research on the Reform of English Teaching Mode in Colleges and Universities from a Diversified Perspective. *Journal of Hubei Open Vocational College*, 37(15): 185–187.
- [14] Li Z, 2024, Research on Ideological and Political Teaching Reform of College English Curriculum in the New Era. *Reference for Middle School Political Teaching*, 2024(20): 97–98.
- [15] Zhang Y, Wang Y, 2024, Research on Teaching Reform of English Majors in Applied Universities. *Educational Theory and Practice*, 44(12): 58–61.

**Publisher's note**

Bio-Byword Scientific Publishing remains neutral with regard to jurisdictional claims in published maps and institutional affiliations.