Integrating New Media in the Undergraduate Students' Education

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Abstract: As a novel teaching method, new media teaching has become one of the teaching methods in universities and colleges. By analyzing the advantages and feasibility of the new media teaching methods, this paper demonstrates that new media teaching method is a more suitable method for English teaching. Further, material selection, and how to avoid problems in the process of using this method in the teaching was also analyzed.

Keywords: New media; English education; Teaching method

1. Introduction

As the education and teaching reform continue to develop, China's education industry has undergone great changes, with more students focusing on higher education, further, the number of educated people increasing significantly, and the overall quality of education and teaching, and research and innovation ability of the country has been improved at a high speed [1]. With the development and popularity of intelligent devices and network technology in the context of the new media era, therefore, the innovation of English teaching in colleges and universities should follow the current trend, by actively changing the solidified thinking, integrating the new media technology into every aspect of English teaching, and effectively improve the teaching level and quality [2].

The blended teaching mode is a fusion of traditional learning and online learning, which can fully demonstrate the advantages of teaching and learning, subsequently allow the integration of two different teaching modes [3]. In the traditional teaching mode, the teacher often acts as the main object of teaching work, while students are in a passive position, where only the teacher can control the teaching process, plan and steps, contributing to the low student participation, further leads to poor teaching effect.

The networked teaching mode makes use of the network platform to fully optimize and adjust various types of teaching resources, ultimately highlighting the teaching advantages as well as teaching features. Additionally, such teaching mode can enhance students' independent learning and innovation ability. Meanwhile, the hybrid teaching mode is consisting of the integration of multiple teaching methods, thereby, combining the respective teaching strengths to form a new teaching mode. This teaching mode is an innovation of the traditional teaching style, which may help in the smoothness of the future teaching work subsequently, help the students in developing a good learning style [4].

2. The advantages of new media for teaching English in colleges and universities

2.1. Improving learning efficiency

The reasonable use of new media technology in English teaching in colleges and universities not only allows the students to learn in a limited time, but also enlivens the teaching atmosphere, and improves the quality of teaching, in a way can kill two birds with one stone [5]. For example, students can be motivated to learn English by showing English videos, improve their listening skills by playing English listening materials, and further, use these materials to conduct a variety of English teaching activities such as dubbing and speech, thereby improving the students' English quicker. In addition, new media technology allows English knowledge to be saved electronically, and can be repeatedly reviewed by students, thereby allowing the student to review the English knowledge after class, further providing targeted training on important and difficult knowledge [6].

2.2. Creating a good teaching atmosphere

The new teaching mode can improve the actual effect of teaching, subsequently create a better teaching atmosphere. In the traditional teaching mode, classroom teaching is often influenced by many environmental and other factors, which makes the teachers to always adopt a consistent teaching mode, resulting in the difference between the teaching knowledge and objectives. This type of teaching mode could not provide a good learning atmosphere to the students [7]. Additionally, the University English teaching should actively use the hybrid teaching mode, by integrating the Internet and English teaching to enhance the teaching work to become more relevant, further, provide a good learning atmosphere for the students [8].

2.3. Expanding the scope of teaching

In the process of teaching, traditional forms of teaching are often confined to the classroom, and the teaching mode is often limited by time and space, which makes it impossible to achieve flexible teaching. In contrast, the blended teaching mode can effectively utilize the advantages of the Internet platform, thereby teachers can make use of various resources on the Internet and share them with students to help them prepare for learning, thus achieving the practical needs of teaching [9].

In the specific teaching work, multimedia teaching resources can be fully utilized for the targeted teaching, forming a three-dimensional teaching mode. Classroom teaching requires the use of online platforms to further access more lecture information, thereby helping the students to deepen their English knowledge. Blended teaching can provide more convenient supervision; therefore, the classroom and online teaching can be effectively connected to help students in the learning process [10].

3. The problems of traditional English teaching in colleges and universities

3.1. Focusing too much on the writing

During the process of learning, the teachers often focus on the textbooks as a teaching material, and on the written content, in contrast neglecting the teaching of practical language application, producing mostly a test-taking students who are good at exams and written expressions, but relatively lacking in the oral skills or daily communication [11]. Additionally, some teachers ask their students to pass the exams at the level of 4 and 6, and focus mainly on their writing ability, but often neglect to cultivate students' oral expression ability. For example, the teacher successfully teaches the students to express their emotions and opinions in writing, however, the students unable to speak in the real communication, and often afraid of speaking in English, and also afraid of making mistakes.

It can be seen that English teaching in China's colleges and universities can hardly meet the needs of students' all-round development. The emergence of such a situation makes the innovation of English

teaching in colleges and universities in the new media era is inevitable, and the improvement of college students' oral communication skills will surely make efficient progression [12].

3.2. Too much emphasis on grades

In the current English teaching in China's universities, especially in some schools, the teachers focus too much on the students' English learning performance, by looking at students' written scores, in contrast pay less attention to the assessment of students' abilities. For example, the university hired a foreign teacher to conduct a written test in order to test the inadequacy of the English testing system, however, the scores given by the foreign teacher were relatively lower than the average scores, especially for some questions regarding grammar, sentence patterns, and others. The foreign teacher was considered to have a lower English level [12], however, in reality the English level of the foreign teacher was much higher. The reason for the lower scores in the student is due to the teachers focus on the examination and testing of students' written knowledge in their daily teaching, but do not focus on the students' actual expression and communication in English, thus the objective of English teaching deviates from the goal of the practical English education.

3.3. Single teaching method

At present, although many colleges and universities in China have started to reform their English teaching mode, most of them are still taught based on the traditional teaching mode [13]. Many teachers still have a fill-in-the-duck or full-room approach in teaching, completely ignoring the subjectivity of students' learning. Although, the logic thinking of the college students tends to be mature, however, the passive way of teaching will not only affect students' interest and enthusiasm in participating in the English classroom learning, even make them to resist English, leading to reduce in the quality and effect of English teaching [14].

Therefore, this relatively single teaching method can no longer adapt the requirements of the modern education system. For example, when teachers teach English words and grammar, most of the teacher will read from the textbook, further, explain the relevant words and grammar according to the content of the textbook, or play listening material to the students through the courseware or audio that comes with the textbook and lead them to follow along with the audio. Lastly, the teacher leads the students to interpret the English according to the textbook. However, university English texts are usually longer and often taken two or more class periods, thereby wasting the students' time in English learning and limits the breadth of English knowledge that they can receive.

4. The specific ways to innovate English teaching in new media universities
4.1. Enriching English teaching content

Rich English teaching content is the basis and core for the smooth and efficient English teaching in the new media environment, therefore, English teachers should actively use new media technology to provide students with more advance English teaching resources, to enrich the English teaching content and lay a good foundation for students' high-quality English learning. Due to the hyperlinks and network functions, new media can present students with a digital and intelligent English classroom, which can improve the shortcomings of traditional English classroom, further, ensure a significant improvement in the college English teaching [15].

Firstly, English teachers can make the appropriate processing of the content of the textbook according to the basic knowledge of the textbook and the actual level of students in the limited classroom time, and expand the English teaching content accordingly, to open students' English vision and add more contents to the English classroom. Secondly, English teachers can make use of the convenient search

function of the Internet to show the students the questions related to the course in the classroom subsequently guide them to think and answer the questions.

4.2. Building a comprehensive evaluation system

In the teaching process, an orderly teaching environment is often needed, and for blended teaching objectives, a good evaluation system is required. For example, a comprehensive assessment system can provide a good objective evaluation of students and provide a reference for teachers' course content development [16]. It is a fundamental part of English teaching reform, to develop different teaching programs to meet students' needs, therefore, the students can learn what they need to know and improve their overall English ability.

4.3. Carrying out active practical training teaching

In traditional English teaching, teachers teach students English grammar, reading methods, and other aspects of the classroom, and pay too much attention to the training of students' reading and writing skills, but lack of attention to the actual English of students, resulting in the whole English classroom teaching seems boring and monotonous, thereby, affecting the students' interest and initiative in learning English. Therefore, in the new media environment, based on the innovation of college English teaching teachers should fully respect the main position of students' learning, be able to flexibly use new media technology, effectively combine with English knowledge, carefully design English teaching activities for students, create a good English language environment, conduct an active practical training teaching, and further ensure that the students' English level and comprehensive language skills are significantly improved [18].

In the classes, English teachers can design some speaking topics or create a situational dialogue according to the theme of the text, and use new media technology to present students with corresponding winter films, videos, or play related music or songs according to the content of English knowledge, to render the atmosphere of the classroom, prompt students to be in a more realistic language environment, cultivate students' good English practical ability, and finally create an opportunity for students' to participate in English dialogue communication. The teacher can only reposition the classroom by playing music or songs which are relevant to the classroom. In this way, only teachers can reposition their teaching roles, give full play to their guiding and organizing roles, continuously help students to build their knowledge framework, guide them to learn English actively, and truly return the English classroom to students, so that students can speak English loudly in the English classroom and achieve high quality English learning.

4.4. Establishing a reasonable teacher-student relationship

The teaching of new media can improve the teaching efficiency through the relationship between teachers and students. In a specific teaching work, one should change the teacher's main position in the classroom and respect the students' initiative and enthusiasm, so that we can help the students to improve their participation. Teachers should do a good job of classroom guidance, so that students have more space for free activities, subsequently provide more learning opportunities for the students. English learning can be divided into different learning groups, so that students can easily analyze and discuss the problems that arise in their learning [19]. Teachers should take advantage of various types of Internet resources, such as, using Internet technology to create courseware in the preparation stage, and actively collect some resources about the course content to improve the overall teaching effect. During the teaching process, to ensure students have a high degree of participation, an organic integration of online and offline teaching can be conducted to help the students to learn independently.

5. Conclusion

In summary, making full use of the new media environment to continuously innovate English teaching can completely change the constraints and limitations of traditional teaching, highlight the main position of students' learning, help students build a high-quality English learning environment, enhance the efficiency and learning effect of students' English, and realize the overall improvement of students' English literacy and comprehensive quality. Through the effective integration of new media technology and English teaching content, English teachers can expand relevant English materials for students, present English knowledge in a diversified way, and provide a platform for English exercises to strengthen students' comprehensive English application ability, thereby the students can really learn English knowledge that is beneficial to themselves, further, use them for the development of society, therefore, promoting the reform and innovative development of college English teaching.

Disclosure statement

The authors declare no conflict of interest.

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