Inheritance and Innovation：Pedagogical Reform of College English Teaching in the New Media Environment

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Abstract ：With the rapid development of the Internet in recent years, people have begun to use new media extensively in their lives. In the process of college English teaching, the use of modern new media teaching methods has changed the original teaching method, enabling students to actively participate in learning, and the overall teaching quality has been significantly improved. This article analyzes the impact of college English teaching in the new media environment and explores the path of college English reform and innovation in the new media environment, hoping to provide certain help to the effectiveness of college English teaching.

Keywords ：New Media Environment; College English; Teaching Reform; Innovative Research

The recent prevalence of new media environment has brought forth vast opportunities and serious challenges to college English teaching. As a highly applied subject, the purpose of college English is to help foster students' language competence, i.e. their ability to use English properly and efficiently in academic and professional settings, and at the same time cultivate students' international conscience and sharpen their overall competitiveness in the international arena.

1．New media environment and its effect on college English teaching

Affected by the new media environment, more than 90% of colleges and universities across the country have begun to carry out teaching reforms. Generally, the new media environment brought about two diverging forces for college English teaching——Methodological challenges faced with the influx of technological innovation, and opportunities to initiate teaching reform and content development.

Undoubtedly, the new media environment calls for the urgency to carry out a methodological innovation in English teaching. Traditionally, English teaching, whether in primary and secondary schools or in tertiary institutions, is committed to improve students' performance in exams. And for that purpose, teachers usually adopt cramming method while sacrificing students' learning spontaneity. Widespread application has caused some changes in the teaching form, but in essence, the teaching mode still remains to be traditional, and students trained under this teaching mode are relatively lacking in terms of critique and self-motivation. Although this method may prove to be efficient in improving students' English reading and listening, but definitely hinders students' language output expressiveness, which is completely inconsistent with the requirements of English professionals. The emergence of the new media environment has allowed college students to learn English in more flexible manner, and they can acquire more abundant learning resources in the new media to achieve overall competence.

2. The reform and innovation of college English teaching in the new media environment

2.1 Using new media to optimize college English teaching mode

Teachers bound by traditional teaching model had to make teaching plans largely depending on his personal wits and maybe his single perspective. In the new media environment, teachers can optimize the design of English teaching, with multiple perspectives. The new media environment provides diversified channels for teachers to access and redesign information. They no longer rely on textbooks and a small number of teachers' books for reference. The internet provides varieties of learning apps, websites, podcast, which are richer in content and presentation and more tailored to teachers' curriculum design needs and students' learning needs.

New media environment guarantees the realization of a more flexible flipped class model. For example, in the teaching of "a busy week day morning", teachers can make micro-classes based on the vocabulary of CET-4 and CET-6 exams, and pass the micro-classes to students through the WeChat group, so that students can start their previews based on the micro-classes, so that the students' previews are directional.

2.2 Using new media to enrich language input content

Internet provides English teachers with resourceful authentic materials, which helps to expose students into real communicative tasks. The enriched language input not only solicits students' interest in learning but also engages more heated classroom discussion and interaction. For example, the teaching of "language in mission". Teachers can fill in the teaching content of the class through the learning experience of celebrities collected from the Internet, so that students can actively communicate with the content of the class revisiting communication in real settings.

2.3 Using new media to initiate students' study autonomy

English teachers should make reasonable use of the sufficient teaching resources and improve students' autonomous learning ability by guiding then to collect learning resources independently and improve their learning efficiency. For example, the teaching of "body language". Teachers can allow students to collect the content of different body languages for expressing emotions on the Internet. In classroom teaching, students can perform according to the content collected by themselves, so as to enhance teaching with real-life materials.

2.4 Teaching students in accordance with their aptitude

In view of the differences of students, English teachers should change the traditional teaching mode, absorbing advanced teaching concepts, and designing teaching plans in accordance with their aptitude in order to help promoting students with different learning abilities. At the same time, teachers should observe the learning progress of students and adjust difficulties to match with students' varied aptitudes.

3. Conclusion

The new media environment provides flexibility and more choices for both teachers and students. Influx of burgeoning information, the urgent to cultivate all-round talents definitely bring greater pressure to college teachers. Faced with this challenge, colleges and universities should actively carry out teaching reform and innovation systematically. For English courses, we should have the courage to explore more efficient teaching models and utilize more technology to optimize teaching effects in this new media environment. College English teachers should pay attention to the impact of the new media environment on English teaching, and constantly reflect and evaluate relative key issues in the new media environment.

References

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