Research on Mobile Teaching Strategies of College English Based on New Media

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Abstract: With the rapid development of multimedia network technology and the deepening and promotion of College English teaching reform, colleges and universities generally cultivate high-quality talents through modern English teaching mode. Network media interactive platform is favored. Mobile media makes educational resources available at any time. It provides technical support for the sharing of College English teaching resources. With the deepening of teaching reform, College English teaching has achieved preliminary results. However, due to the limited teaching conditions, the current teaching mode in Colleges and universities is stimulating students. There are still some problems in interest, improving students'practice and innovation ability. In the new technological environment, new information dissemination modes and communication methods are constantly emerging, and the characteristics of information are constantly undergoing qualitative changes. College English teaching in the new media era is to make full use of the advantages of new media technology, such as fast information dissemination, unlimited time and space, to effectively stimulate students' interest in learning, and to create an environment for students to learn English anytime and anywhere.

1. Introduction

Different from traditional media, new media is a new form of media, which has gradually developed after newspapers, periodicals, radio, television and other traditional media [1]. Due to the popularity of wireless networks, new media represented by mobile intelligent terminals are very popular among college students today, which provides conditions for the development of mobile learning. There is no time and space limit for new media, and all kinds of communication channels, such as network and telecommunication, can be used to transmit or disseminate information, and communication is unimpeded [2]. With the development of information technology and the popularization of Internet, mobile learning is a new learning method. Mobile computing devices used in mobile learning must be able to effectively present learning content and provide two-way communication between teachers and learners [3]. In the new technological environment, new information dissemination modes and communication methods are constantly emerging, and the characteristics of information are constantly undergoing qualitative changes [4]. New media technology is a new media era based on the foundation of Internet technology. It is the core help for the development of social economy information. English courses are different from other subjects. English listening, speaking, reading and writing skills need to be based on good interactive learning activities, and a good language communication environment is needed [5]. College English teaching in the new media era is to make full use of the advantages of new media technology information dissemination, time and space unlimited, effectively stimulate students' interest in learning, and create an environment for students to learn English anytime and anywhere.

New online media emerges in an endless stream. In the new media environment, information dissemination channels are diversified, and information dissemination content and forms are diversified. With the promotion of smart phones, communication media such as WeChat, QQ, and Weibo have been popularized among all college students. Students can communicate and communicate with the outside world through these new media formats. Teachers can use these methods to explore the positive effects of new media on English teaching, expand and extend

English teaching, thereby improving the quality of college English teaching and improving students' comprehensive ability to use English [6]. The popularity of mobile intelligent terminals in college students has provided new opportunities and challenges for the reform of college English listening and speaking teaching mode [7]. The transformation of colleges and universities from high-rise buildings to digital campuses has made online new media regarded as an important educational resource allocation that has begun to be applied in China's education field [8]. These new features and new changes are worthy of our good research. By comparing and analyzing our current English teaching models and methods, we find the defects and shortcomings of the existing model means and make up for us to make better under the new technical conditions. Improve the teaching of college English.

2. Problems in College English Teaching in New Media Era

The important factors affecting college students'English learning are their learning ability, IQ, personality characteristics, learning motivation and self-restraint. Some College English teachers still adopt the traditional teaching mode, adhere to the teaching-based teaching concept, and pay less attention to the students'main position, which leads to a very single teaching mode. In the current college English teaching, classroom teaching is one of the main teaching modes, and will remain the main teaching mode for a long time to come. Although colleges and universities have actively explored various forms in carrying out traditional college English second classroom activities, students have not fully participated in them. English learners can make use of the new media to come into contact with a large number of vivid and real language learning resources with rich pictures and pictures and complete audio and video. To provide more and more convenient ways for the sharing of college English education resources and make up for the shortage of teaching resources. English teachers should change their teaching thinking, adhere to the principle of learning-oriented, make full use of new media technology, and deeply tap the advantages of online teaching platform, so as to gradually develop the teaching mode towards diversification.

After the implementation of the first phase of English listening and speaking learning supported by new media, a phase test should be conducted. Since oral tests take a long time, only written tests are taken. The main content of the test is the three modules learned in this stage. The test results are used as the basis for evaluating the learning effect of students in this stage, as well as the basis for strategy adjustment in the second stage. The test results are shown in Figure 1.
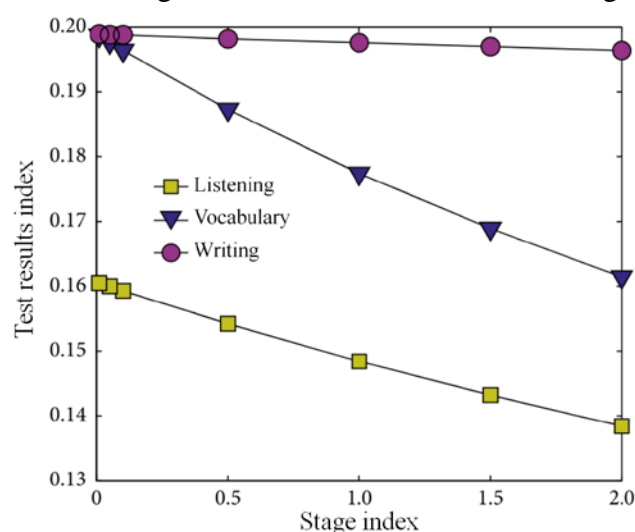

Fig.1. Comparison of written test scores of listening, vocabulary and writing

Because students need to have a certain level of English to participate in the activities of the second class of traditional English, students with low English proficiency will feel nervous in the classroom and dare not speak boldly in public. In the practice teaching process, most English teachers focus on the teaching of grammar and vocabulary and other theoretical knowledge, and the

teaching activities are generally limited to the classroom. Therefore, the practice of students' oral English is very rare [9]. The highly integrated new media featuring interactivity, immediacy, openness and portability features the diversity of communication subjects, the diversity of content and forms of communication, the initiative of communication, and the efficiency of communication. Traditional classroom teaching, due to the limitation of teaching time and the number of students in the classroom, also limits the communication and information exchange between teachers and students. Under the condition of new network media, the use of mobile learning tools to form English classes is divided into three aspects: preparation, construction and management. Through the dubbing training in the mobile learning stage, students can further stimulate their thinking, enhance their interest in learning, and enhance their self-confidence in interactive learning that shares their dubbing results with their peers.

3. Solutions

3.1. Enriching the teaching model

To enter a university, there is no pressure to enter a higher school in the college entrance examination. Many students have a muddle-along attitude towards learning. Teachers should play a guiding role, organize students to have group discussions, and create a good learning atmosphere so as to promote teaching efficiency. Using new media to share teaching resources and fully applying new media resources to college English teaching can overcome the disadvantages of monotonous and boring traditional classroom teaching [10]. Many students do not have a strong sense of autonomous learning, and learning English is basically for the final examination or examination. The combination of student cooperation and teacher teaching to stimulate English learners is conducive to the realization of social interaction mode in college English teaching. A large amount of human, material and financial support is necessary to carry out various activities at present. Students' sense of learning effectiveness is enhanced, and they can truly feel their progress, and they will study harder and harder, expecting to make greater progress, thus forming a virtuous circle of learning.

In the traditional teaching mode, the only way for students to maximize the use of teachers' teaching content is to be consistent with the teacher's teaching progress. Students' strong desire for and concern for society is in stark contrast to their vague understanding of social modelling. In the subjective expression of students, the compulsory binary division of campus and society makes the two form a semantic opposition in the use of words. The learning environment refers to the students' perception of learning the physical environment, social environment and psychological atmosphere. Between the teacher's behavior and the learning effect, it becomes an important potential factor that determines the learning effect and affects the cognitive and emotional development of students. The individual explanatory power data of the three dimensions of effective learning environment show that learning behavior and context support have significant explanatory power for learning effects. However, the data shows that the interpersonal support factor is not significant. As shown in Table 1.

Table 1 Estimated results of learning effectiveness by constructing new media in an effective learning environment

Constant	Standard error	Standard coefficient
Learning behavior	1.18	0.468
Interpersonal support	0.72	0.069
Scenario support	0.17	0.102
Learning result	0.22	0.071

3.2. Creating language practice environment

Technology is people-oriented, education returns to human nature and meets users'comprehensive, especially personalized needs, which is the advantage of new media. The open network new media technology platform and its easy-to-operate features also create infinite

possibilities for the application of network new media in mobile learning of College English. Different students have different abilities to comprehend the same knowledge content, but the content taught in class stays for a relatively short time after class. Students'individual differences have not been fully valued and effectively solved in traditional classroom teaching, which also limits students' subjective initiative and creativity in learning. As a foreign language, English learning is inherently difficult. If there is no enough practice to support it, it is expected that students' English application ability will be weak. Under the new media environment, college English teaching needs the change of teaching concept and mode, the reform of teaching methods and means, but it also needs the construction of high-quality English teaching resources. Through the network new media platform, college English teachers can grasp the direction in the classroom activities, answer questions and solve puzzles, correct problems in the communication process of students in time and solve them.

4. Conclusions

College English is an important means to improve students' English practical application level. Its teaching quality has a very important impact on students' English learning efficiency. At present, there are still some problems in college English classes, such as single teaching mode, boring teaching contents, and low interest of students in learning, which seriously restrict the application effect of new media technology. In the network new media environment, students can freely use mobile learning to carry out informal microminiaturization learning. Under the new media environment, the guarantee for college English teaching to use various new media resources to play its role is the construction of high-quality educational resources with various forms and rich contents. In the process of applying mobile learning to college English classroom, teachers play a guiding role in the second classroom learning through the network of new media. Mobile learning based on new media has become a hotspot in language teaching research in the information age. However, the detailed problems and solving strategies in this way of learning need to be further and meticulous empirical research. We should use the advantages of new media English teaching to make up for the shortcomings of traditional teaching, combine the two, learn from each other's strengths and make up for the weaknesses, so as to achieve the best teaching effect.

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