

# Research on the Path of the Integration of Media Literacy Education and College English Teaching from the Perspective of All Media

Sun Weimin

School of Foreign Languages, Ningxia Normal University, Guyuan City, Ningxia Province, 756000, China

**Keywords:** All media, Media literacy education, English teaching, Method approach

**Abstract:** The all-media era has made the media and channels of English learning more diversified and integrating media literacy education in English teaching has become particularly important. Media literacy education in English teaching is not only conducive to cultivating students' ability to reasonably recognize the use of English media tools, but also to better achieve English teaching goals and cultivate students' awareness of multicultural identity, but it will also be affected by teachers and students themselves. The influence of multiple factors such as behavior, teaching equipment and environment. Explore effective ways to integrate media literacy education with English teaching, in order to meet the opportunities and challenges of the all-media era in English teaching, and to provide reference for the training of foreign language talents with high media literacy.

## 1. Introduction

With the rapid development of Internet and media technology, the effective integration of media literacy education and English teaching will be a new form and trend of the development of the all-media era, which will effectively promote both strong media literacy and proficiency in language Training of Skilled English Talents.

### 1.1 Facilitates Students to Rationally Identify the Use of English Media Tools

The demands of media literacy on traditional listening, speaking, reading, and writing cognitive abilities, as well as the ability to critically interpret various forms of media information, are highly coupled with the skills training goals that English education focuses on. On the other hand, in the face of the diversification and complexity of media communication tools in the all-media era, targeted media literacy runs through English classrooms, helping students to establish correct and rational media discrimination capabilities and critically accept intricate and complex media. English media and media information resources know how to use the media reasonably to improve themselves, and eventually form high-quality foreign language talents with correct media concepts, good media skills, and sound media psychology.

### 1.2 Conducive to Better Achieve English Teaching Goals

In the all-media era, in the English classroom teaching, teachers use the rich curriculum resources provided by the media platform to penetrate media literacy education, use the advantages of media literacy education and effective integration of English teaching, and constantly improve the English teaching model and innovative English teaching methods, so as to better Land helps to achieve the teaching goals of English classroom activities. In addition, media literacy education is in line with the current reform trend of English teaching. In order to fully implement the Party's education policy and follow the development law of language education and teaching in the new era, the English Teaching Guide clearly proposes the rational use of network media resources in classroom teaching practice, and the full use of new media technology in English teaching, so as to promote modern information technology. Effective integration with English course teaching.

### 1.3 Conducive to Fostering Students' Awareness of Multicultural Identity

English teaching is language teaching. Because of its inseparability from culture, English

multiculturalism has always penetrated in English teaching. The whole media broke through the constraints of time and space and provided English learners with a broader learning platform for exposure to Western culture. Media literacy education enables English learners to have an objective and equal attitude when facing multiculturalism, and guides learners to recognize the similarities and differences between Chinese and foreign cultures in multi-media comparative analysis, understand multicultural values and ideology, and eliminate Stereotypes of other cultures gradually establish a sense of multicultural identity, and provide an effective way for English learners to learn about Western cultures in language learning, thereby improving the quality of English language teaching.

## **2. Factors Affecting the Integration of Media Literacy Education and English Teaching**

The effective fusion of media literacy education and English teaching in the all-media era has played an active role in cultivating students' ability to rationally identify the use of English media tools, better achieve English teaching goals, and cultivate students' awareness of multicultural identity. However, in the process, it is also affected by multiple factors. The main points are the following three aspects:

### **2.1 Teachers' Influence on the Integration of Media Literacy Education and English Teaching**

English teachers are the leaders of English classroom teaching activities. The media literacy level and ability of English teachers directly affect the learning outcomes of students' media literacy, as well as the classroom teaching effect and teaching quality. The professionalism, teaching behavior and teaching evaluation of English teachers have an important influence on the effective integration of media literacy education and English teaching. In a multi-media teaching environment, English teachers need to be able to effectively recognize a large amount of English media information, and to capture, identify, process and apply high-quality English media information in a timely and accurate manner, making full use of the cutting-edge nature of media resources, The richness and other advantages, and accurately assess the students' degree of media literacy education, these teaching professional qualities of teachers and media literacy education ability affect the realization of the expected integration goals.

### **2.2 The Impact of Students' Own Behavior on the Integration of Media Literacy Education and English Teaching**

China's "Outline of Educational Planning" clearly proposes that education should focus on students. The integration of media literacy education and English teaching mainly requires students to achieve through self-education. Therefore, students' own behavior plays a decisive role in the integration of the two. English teaching in the media environment is based on media tools as a learning platform. Students have a strong interest in using popular media tools such as computers, mobile phones, MP4, etc., except that teachers need guidance on students' correct use of media tools. In addition, can students' self-study in the practice of learning the content of the media and the ability to constructively use the media in an independent and critical perspective, effectively use media information to achieve self-development, which is important for media literacy education and English The effective promotion of teaching integration has an important impact.

### **2.3 Impact of Teaching Equipment and Environment on the Integration of Media Literacy Education and English Teaching**

Teaching equipment and environment are important guarantees for the integration of media literacy and English teaching. There is a large gap in the provision of modern teaching equipment between schools in China's more developed coastal areas and schools in inland areas with less developed economic levels. The existence of this status makes the application and importance of media literacy education in English classes appear. Unbalanced development status. In addition, the openness and interaction of information in the all-media era has blurred the boundaries between traditional media information publishers and recipients, and it lacks gatekeepers for mass

information review. Some media have created utilitarian media to expand market share environment has a certain negative impact on student growth. As the main position of student education, the school provides a good media learning environment and guides students to correctly understand and reasonably analyze media information. This has a positive impact on creating a good learning platform and atmosphere in the integration of media literacy education and English teaching.

### **3. Innovative Path for the Integration of Media Literacy Education and English Teaching**

#### **3.1 Transform Education Concepts and Organically Integrate Media Literacy Education**

**Goals and English Teaching Goals** The first step in developing teaching activities is to set reasonable and feasible course goals, which is also a prerequisite for the integration of media literacy education and English teaching. This process is based on the premise of clarifying the respective educational goals of the two, and based on this, finds and analyzes the practical combination of the two, and designs a new path for the integration of media and education. How to effectively integrate the training objectives of media literacy into the curriculum teaching is the premise of using media technology to effectively carry out teaching activities in the all-media era, and at the same time it challenges the traditional classroom teaching design. The systematic integration of media literacy teaching content into the teaching objectives of the existing curriculum is a key first step in the integration of media education, which expands the teaching objectives and content of the original curriculum to a certain extent. In the English Guide to English Teaching issued in May 2017, the Ministry of Education proposed “to promote the principle of the integration of information technology and curriculum teaching, design and build a mobile English learning platform ... highlighting the autonomy, mobility, and timeliness of modern learning methods. It can be seen that media literacy education and English teaching are mutually compatible, infiltrated, and promoted in terms of teaching goals. Media literacy education is the premise and basis for the realization of the goals of English teaching reform and the guarantee of the improvement of English teaching quality. At the same time, English teaching enriches the connotation of media literacy education and provides a good teaching carrier for media literacy education.

#### **3.2 Expand Teaching Content and Tap Media Literacy Education Resources for English Classroom**

Teaching resources are a variety of teaching materials that can be applied to teaching practice, including teaching materials, support systems, teaching environments, etc. These teaching resources are the most intuitive and optimal carriers for media literacy in English teaching. The introduction of media resources in English teaching has changed the traditional English classroom with textbooks as the main carrier of knowledge transmission, breaking the limitations of traditional English teaching models in stimulating students' interest in English learning, and making English teaching more multi-material and multi-resource. The transformation of the teaching model with students as the main body of the classroom. To effectively introduce media material resources into English teaching, English teachers need to continuously improve their information literacy, be good at discovering and selecting high-quality English teaching resources, such as famous lecture videos, movies, or the latest English channel news, etc., and be able to integrate these resources. Through post-processing and production, a variety of high-quality English teaching resource databases are established for students to obtain English learning resources anytime, anywhere. In addition, when introducing media materials, English teachers need to take the teaching goals as a guide, take course knowledge as the basis for selecting materials, and focus on highlighting the key points and difficulties in teaching to achieve the best media education integration effect. After class, teachers must continuously reflect on and improve the teaching process, student feedback, and teaching results of the integrated curriculum, so that students can expand their learning horizons from a brand-new English learning world.

### **3.3 Rich Teaching Methods to Guide Students to Use Media Tools Reasonably in Teaching Activities**

Teaching methods, as an important way for teachers and students to transmit information to each other, play a key role in the smooth development of teaching activities. Modern technologies in the era of the all-media provide flexible and diverse teaching methods for English teaching and better promote the development of teaching activities. Strengthening the guidance of students' rational identification and reasonable use of media tools in English teaching activities can be carried out through in-class group cooperation and extra-curricular exploration. Group cooperative learning is to determine the research theme with the encouragement and support of the teacher, and then the members of each group clearly define the task and cooperate to complete the analysis, discussion and summary of the research theme. In the development of group cooperative learning, each group needs to use media tools to collect and organize media information on related topics, and teachers need to target media literacy education in English classroom activities in a targeted manner, and exercise students' ability to rationally select and identify media materials. . In addition, inquiry activities, as an important extracurricular teaching activity that integrates media literacy education with English teaching, is an effective extension of the teaching content. In the implementation process, we must not only focus on cultivating students' independent thinking and innovative spirit, but also actively guide students to critically select and accept intricate English media and media information resources, so as to truly realize the integration of media literacy education and English teaching. purpose.

### **3.4 Establishing a Multi-Monitoring and Optimizing Teaching Evaluation and Feedback System for the Integration of Media and Education**

Strengthening the monitoring inside and outside the English classroom and conducting reasonable and timely evaluation and feedback of students, is the guarantee for the effective integration of media literacy education and English teaching, and the weathervane for implementing the integration of media education. In the development process where modern media technology and English teaching are mutually integrated and jointly promoted, media literacy is truly implemented into the student's development evaluation system, making evaluation methods more diverse and evaluation methods more diverse. On the level of the final evaluation of the traditional evaluation system only for student scores and skills, a formative evaluation of factors such as learning attitude, motivation, value orientation, and learning effect of students in applying media technology is established. In order to promote the integration of media literacy education in English teaching, teachers should optimize the design of English teaching evaluation plans, premise the integration of new media literacy education and teaching goals, and respect the individual differences of students and mobilize students' English learning enthusiasm as the evaluation guide , Not only to evaluate and analyze the student's performance in English learning, but also to effectively collect media information, reasonably use the ability, and operate the media technology from the two English learning fields of the class and the class. Comprehensive evaluation and feedback in other aspects, so as to effectively improve students' media literacy in a diverse English teaching evaluation and feedback system.

In summary, with the advent of the all-media era, media technology will be widely used and expanded in English education, and media literacy will greatly affect the learning and acceptance of English learners. While good media literacy in the all-media era has brought many positive effects on English learning, it is also constrained by multiple factors in the implementation of education. Therefore, it is actively exploring the effective path of the integration of media literacy education and English teaching. In the context of change, cultivating students' language abilities and media literacy to go hand in hand and promote development together is an important subject that needs to be continuously explored and studied in education practice.

## Acknowledgment

“English Research Project of Ningxia Universities and Colleges” (2019) - Project Name: Research on College English Teaching Reform Under The Concept of Integration of Digital Media Literacy Education and English Teaching in The Era of Big Data.

## References

- [1] Jia Guodong. Inheriting the achievements of reform and building innovative development -- Learning College English teaching guide [J] Chinese foreign language, 2015 (7), 12-19.
- [2] Qin Xuezhi. On the historical beginning of human media literacy education and the way of setting up courses of ancient and modern media literacy. 2010 China Media Literacy Research Report. Beijing: China International Broadcasting Press, 2010.
- [3] Wang Shouren. College English teaching guide [J]. College foreign language teaching research, 2018, 9,156-167.
- [4] Liu Yong, Wang Haixia. Contemporary media literacy course [M]. Beijing: China Media University Press, 2007.
- [5] Wei Lili. Research on the cultivation of students' media literacy in the all media era. Education theory and practice, 2018 (23), pp.12-17
- [6] Zhu Ye. On the application of social media in foreign language teaching in China. Foreign language audio visual teaching, 2015 (7), 111-120.