

Exploration of Multidimensional Paths for Innovative Teaching of Higher Vocational English in the New Media Environment

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Abstract: The new media era has brought challenges and opportunities to higher vocational English teaching. In today's society, with the rapid development of information technology, the emergence and popularization of new media have brought profound changes to various fields. Higher vocational English teaching is no exception. The new media environment provides rich resources and diversified teaching methods for higher vocational English teaching. This paper deeply discusses the paths of innovative teaching of higher vocational English in the new media environment, as well as the role of new media in cross-cultural teaching and teacher professional development.

Keywords: new media; higher vocational English teaching; innovative path; teaching

1. Introduction

In the new media era, higher vocational English teaching faces new challenges and opportunities. It is crucial to innovate teaching paths.

On one hand, the development of new media has made the channels for students to obtain English knowledge more extensive. They can learn English anytime and anywhere through new media platforms such as the Internet and mobile phones. For example, students can use English learning apps to recite words, train listening, and practice speaking. They can also learn high-quality English courses at home and abroad through online course platforms. According to statistics, there are currently more than hundreds of English learning apps on the market, with downloads in the hundreds of millions, which fully illustrates the importance of new media in English learning.

On the other hand, new media also brings new challenges to higher vocational English teaching. For example, students are easily attracted by the entertainment content in new media, resulting in inattentive learning. At the same time, teachers also need to continuously improve their application ability of new media to better meet the needs of teaching. Therefore, in the new media environment, exploring the paths of innovative teaching of higher vocational English has important practical significance.

2. The concept and characteristics of new media

2.1 Diversified manifestations of new media

New media has the characteristics of diversification, covering various forms and contents. Taking WeChat as an example, teachers can create English learning official accounts and regularly publish English learning materials, including English grammar explanations, vocabulary expansion, and appreciation of English beautiful texts. Students can read these contents anytime and anywhere in their spare time to broaden their English knowledge. At the same time, teachers can also use the voice function of WeChat to publish English listening materials for students to conduct listening training. Weibo is also an important new media platform. Teachers can initiate English topic discussions, such as "How to improve oral English expression ability". Students can express their views and experiences in the comment area and learn from each other. In addition, there are various English learning apps such as Baicizhan and Liulishuo, which provide rich learning functions such as word memory, oral practice, and English reading to meet different learning needs of students.

2.2 The interactive advantage of new media

The interactivity of new media has greatly promoted higher vocational English teaching. Taking online English learning groups as an example, students can form learning groups through platforms such as WeChat groups and QQ groups. In the group, students can exchange learning experiences, share learning resources, and discuss English problems. For example, when students encounter unfamiliar words or sentences during learning, they can ask questions in the group, and other students will answer them in time. At the same time, teachers can also join the learning group to understand students' learning situation in time and give guidance and feedback.

3. Specific applications of new media in higher vocational English teaching

3.1 Improving teachers' innovative teaching ability

3.1.1 Using new media to understand students' difficulties

As a widely used new media platform, WeChat provides a convenient way for teachers to understand students' difficulties in English learning. Teachers can establish English learning WeChat groups for the class and encourage students to share the problems they encounter in English learning in the group. For example, some students may have difficulties in understanding grammar and will ask how to correctly use specific grammar points in the group; some students may find it difficult to memorize words and will seek effective word memory methods. Through the communication and questions of students in the WeChat group, teachers can quickly understand the common problems of students and the special difficulties of individual students. According to a survey, in classes where teachers use WeChat communication to understand students' difficulties, more than 70% of teachers said they can more accurately grasp students' learning needs.

3.1.2 Implementation of personalized teaching

For different students' problems, teachers can formulate personalized teaching strategies. For students with difficulties in understanding grammar, teachers can record special micro-lesson videos on grammar explanations and send them to the WeChat group for students to watch and learn repeatedly. At the same time, teachers can also set up targeted grammar practice sessions in class to help students consolidate what they have learned. For students who have difficulty in memorizing words, teachers can recommend some effective English learning apps, such as Baicizhan. These apps use various memory methods, such as picture memory and associative memory, to help students improve word memory efficiency. In addition, teachers can also organize activities such as word memory competitions to stimulate students' learning interests. For students who are not fluent in oral expression, teachers can use the voice function of WeChat to have one-on-one oral communication with students and correct students' pronunciation and grammar mistakes in time. At the same time, teachers can also recommend some English dubbing apps to let students improve their oral English level by imitating the pronunciation of characters in English movies and animations. Through these personalized teaching strategies, teachers can better meet the learning needs of different students and improve teaching effects.

3.2 Teaching innovation on multiple media platforms

Carry out teaching such as "English micro-classroom" to innovate teaching methods.

3.2.1 Advantages of "English micro-classroom"

"English micro-classroom" has many advantages and is outstanding in broadening learning channels. First of all, micro-classrooms break the limitations of traditional classroom time and space. Students can learn in any place with a network and use fragmented time. For example, students can watch an English micro-classroom video and review words or train listening during the gap of waiting for the bus or queuing up to buy food. According to statistics, more than 60% of higher vocational students said that micro-classrooms enable them to make better use of fragmented time to learn English. Secondly, the content of micro-classrooms is rich and diverse, which can meet the learning needs of different students. Teachers can subdivide English knowledge points and make them into short and concise micro-classroom videos, covering all aspects such as grammar explanations, vocabulary expansion, oral practice, and reading comprehension. At the same time, micro-classrooms can also introduce some interesting elements such as animations and stories to increase the interest of learning. For example, when explaining English grammar, animations can be used to demonstrate grammar rules more intuitively, so that students can understand them better and enhance memory. Studies have shown that in classes using interesting micro-classroom teaching, students' learning enthusiasm and participation have increased by more than 40%.

3.2.2 Integration of multimedia teaching resources

In English teaching, multiple multimedia resources can be integrated to provide students with a richer learning experience. For example, teachers can integrate English movies, English songs, English news and other resources into teaching. When explaining English listening, some classic English movie clips can be selected for students to conduct listening practice. At the same time, the lines in the movies can be analyzed to learn authentic English expressions. When explaining English reading, English news reports can be introduced to let students understand current affairs hotspots and improve reading comprehension ability. In addition, resources such as online learning platforms and English learning apps can be combined with classroom teaching. For example, teachers can assign some online homework in class and let students submit it through the learning platform. Teachers can understand students' learning situation in time and provide targeted tutoring. At the same time, students are encouraged to use English learning apps for autonomous learning. For example, Baicizhan can help students expand their vocabulary, and Liulishuo can improve students' oral expression ability. By integrating

multimedia resources, English teaching can be more vivid and interesting, and students' learning effects can be improved.

4. Conclusion

In short, new media has had a positive and profound impact on higher vocational English teaching in terms of teachers' abilities, teaching methods, and students' learning, providing strong impetus and support for the innovative development of higher vocational English teaching. In future research, we can further explore the deep integration of new media and higher vocational English teaching to achieve more efficient and personalized teaching. We can deeply study how to use artificial intelligence technology to serve higher vocational English teaching. By analyzing students' learning data, intelligent assistants can predict the difficulties students may encounter and provide corresponding solutions in advance. Strengthen the application research of virtual reality (VR) and augmented reality (AR) technologies in higher vocational English teaching. Using VR and AR technologies can create a more realistic English learning environment for students, making students feel as if they are in the actual scenes of English-speaking countries and improving students' language perception and understanding abilities.

In addition, we can also explore the application of new media in cross-cultural teaching of higher vocational English. In the context of globalization, the cultivation of cross-cultural communication ability is becoming more and more important. New media can provide students with rich cross-cultural learning resources, such as English movies, TV dramas, music, literary works, etc. By analyzing the cultural elements in these resources, students can better understand the cultural background, values and customs of English-speaking countries and improve cross-cultural communication ability. At the same time, using new media platforms, students can have online exchanges and interactions with students from English-speaking countries, share each other's cultural experiences, and enhance mutual understanding and friendship.

In short, future research directions should focus on the deep integration of new media and higher vocational English teaching, continuously explore new teaching methods and technologies, and provide continuous impetus and support for the innovative development of higher vocational English teaching.

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