

English Teaching Under New Media Environment

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Abstract.The immediate and convenient nature of new media technology broke the territorial limit of school or classroom and allowed students' study to be communicated with global information. It broke the limitations of textbooks and teachers, thus highlighted the flavour of life and age in art curriculum. This paper intends to use the concept of new media as an entry point, and through analyzing current educational situation of English curriculum to explore the interactive course of English and arts and its practical application.

Introduction

New media is the product of information development society. Being faced with tremendous changes in media sphere, teaching resource construction was exposed to changes and challenges. New media technology, represented by network media, mobile phone media, digital television, with the concept and scale of application has brought profound impact on every aspect of social development and has become a hot topic for research. New media technology's application on education provided teaching resource construction with new possibility and proposition for development. Therefore, it is imperative to research and examine new media to reconsider and re-define relevant issues for the purpose of clearer, more precise study.

New Media Conceptual Definition

The term "new media" was coined in the 1960s, and was defined by Price.A in 2007.only witnessed rapid development in recent decades limited by level of technological development. [1].The concept of new media was put forward opposing to traditional media, and used to describe the communication pattern which adopting digital information technology to provide customers with entertainment and information service via various networks, communication channels, terminal devices such as computers, digital television and mobile phones. It is a new media format comes with technological development in information era. With the improvement of age, new media continues to enlarge its scale. As shown in table 1.

Table 1. New Media and Content of Communication

Forms of New media	Communication content
Mobile TV	News, MTV, entertainment, arts, film, etc.
Graphics and Text TV	Communication Bank, tourism, weather information, advertising, etc.
Mobile information	News, information, video, advertising, etc.
Interactive TV	News, MTV, on demand, advertising, etc.
Network broadcasting television	News, variety shows, special topics, TV movies, advertising, etc.
Network games	Online games, advertising, etc.
TV in Building	Commercials, etc.
Software communication	Practical software and text, advertising, etc.
Blog, micro blogging, QQ	Article, pictures, video, advertising, etc.

New media's information propagation is both public and popular, at the same time individualistic and reified. It can dispel the borders between information disseminators and audiences and achieve seamless communication. Comparing to the traditional four medium: outdoors, newspapers and periodicals, broadcast, television, new media with its reproducibility, mobility and interactivity was also called the fifth media[2]. It also brought the sense of immersion and hyperlink experience to audiences, and therefore caused qualitative transformation in media history which in turn give new media a highly competitive edge.

Moreover, the concept of new media is multi-dimensional for its existence beyond a mere advanced technology. The definition can be expanded to interpret from aspects of man-machine interface, division of industries, art movement and its multimedia forms when new media combined with different fields such as technology, industries, art, mass media etc. Simultaneously, new media gained more openness and liberty for ridding itself of material limitations.

Interactive Participation

Identifying problems in the above context, selecting the related learning, with the current topics, real events or problems as the center of learning content can make students face the practical problems, which also can drive them to learn and deal with the problems immediately. The teachers can teach the students indirectly, who should teach students how to solve the problems and provide clues, so as to solve the problems, making the students explore knowledge independently. At the very beginning, teachers guide students and inspire them to find out solution (for example, teachers can demonstrate the similar concepts), then teachers let the students themselves make their own analysis to recognize the importance of learning.

Teacher's Start

In English teaching class, making the rational use of interactive teaching, teachers are the premise to start communication and interaction. As shown in fig 1. Guiding principles for teachers is to cultivate students' autonomous learning consciousness, so as to change the dependent mentality of students, which puts emphasis on autonomous learning during the process of learning English. In this way, it can enable students to cultivate their learning abilities consciously. Teachers' start refers that teachers guide the students to start activities, who also can create more opportunities for students to use knowledge and skills.

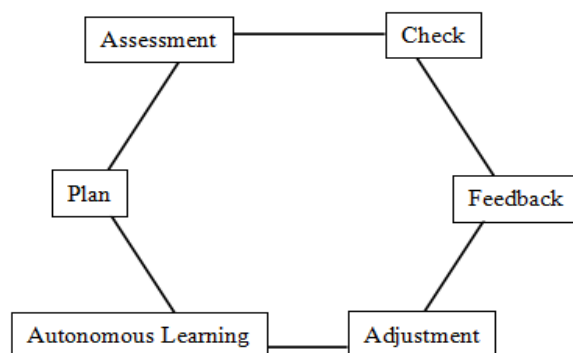


Fig. 1 Monitoring process of teachers

The relationship between new media and traditional media is of inheritance and improvement, and of integration. Traditional media can transferred to new media with the help of digital technology, and new media then become mainstream media. Environment would influence any kind of information communication. Sharing content, channel confluence and media convergence is the new trend. Technical form, media form and communication pattern constitutes new media structure. It is the key to pinpoint the informational environment and media-scape of teaching resources; the significant premise to seek ways of teaching resource construction and planning teaching resource development space; and basic condition for setting up teaching resource platform.

English Interactive Teaching under New Media Environment

Classroom Interactive Teaching Using New Media as Auxiliary System

Under new media education environment, English interactive teaching mainly perform between teacher, students and media through “language interaction”, “action interaction”, “affective interaction” generated by specific scenario and teaching activities, then finally achieve “thinking interaction”[3]. In terms of time, interactions in new media classroom generally are real-time exchanges. More specifically, entity structure elements of classroom interaction supported by new media include: Learner, teaching community (teachers or other tutorship), media environment, teaching information. Teaching information and other three elements’ relationships while in other three elements or occurring during interaction are shown in Figure 2. It is clear that entity interactive elements are main bodies of classroom interactive teaching. Through competitive interaction, mutual aid interaction, cooperative interaction, role-play interaction between entities to realize expected teaching effect.

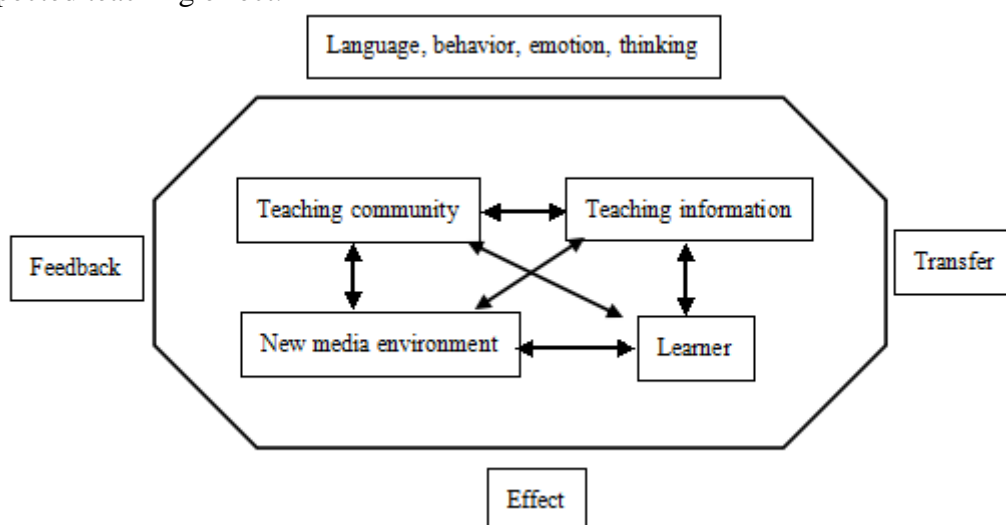


Figure 2. Interaction Structure of Classroom Teaching Under New Media Environment

The teaching mode called "multiple interactions", is a new teaching structure that under the information technology environment, the teaching activities should be as diverse and dynamic interaction process; through optimizing the interactive teaching, various teaching elements related to learning should be made full use of to adjust the contact and effect between them, and to arouse and promote students' active learning activities to conduct learning activities, which can form omni-directional, multifaceted harmonious interaction teaching mode to produce teaching resonance and improve the teaching effect. As shown in the following figure 3:

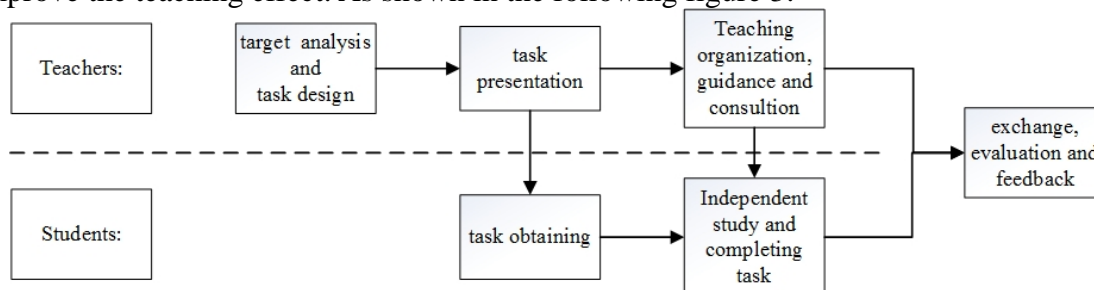


Fig3. Multiple interactions teaching mode

Conclusion

Organic integration of new media technology with college fine arts teaching brought great vitality, as well as great challenge, to English interactive teaching. Teachers in English teaching need to break the old mind-set and make good use of high quality courseware in class for well

integration of knowledge and technology to keep up with the development.

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