

Innovative Paths for Vocational College English Teaching Models in the Context of New Media

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Abstract. The new situation poses new requirements for vocational college English teaching. It is necessary for us to reform and innovate teaching models to adapt to the development of new media technology. Implementing blended teaching, leveraging the advantages of both online and offline teaching; constructing personalized autonomous learning platforms to achieve resource sharing; applying new concepts such as micro-lessons and flipped classrooms to stimulate students' interest in learning. At the same time, it is essential to establish a new teaching evaluation system to assess teaching effectiveness from multiple perspectives and continuously optimize and improve teaching models based on evaluation. This requires schools to provide resource guarantees, teachers to actively adapt to new technologies, and students to consciously adapt to new modes. Only through cooperation from all parties and continuous reform and innovation can we promote the development of vocational college English education and cultivate English talents that meet the needs of the new era. Looking forward, we must maintain an innovative spirit and transform new technologies into effective tools to enhance teaching effectiveness.

Keywords: new media environment; vocational college English teaching; teaching model innovation; innovative paths

1 Introduction

The rapid development of new media technology has brought significant impact and challenges to vocational college English teaching[1]. Faced with new requirements under the new situation, vocational college English teaching needs to undergo reform and innovation to adapt to the development of new media technology. By analyzing the current status of vocational college English teaching in the new media environment, this article proposes innovative paths for teaching models such as blended teaching, personalized autonomous learning platforms, micro-lessons, and flipped classrooms, and emphasizes the necessity of establishing a new teaching effectiveness evaluation system[2]. The aim of this article is to explore how to promote the reform and innovation of vocational college English teaching models to adapt to the development of new media technology and improve teaching quality.

2 Analysis of the Current Status of Vocational College English Teaching in the New Media Environment

2.1 Rapid Development of New Media Technology

The rapid development of new media technology has brought significant impact and challenges to vocational college English teaching. With the widespread adoption of emerging media devices such as smartphones, tablets, the channels through which students access information have fundamentally changed[3]. Various new media applications have emerged, and social software such as WeChat and TikTok are popular among students. Learning English using new media has become more convenient, intuitive, and enjoyable. However, the new media environment also makes it easier for students to be distracted, leading to shorter attention spans. Teachers need to adopt new teaching methods to stimulate students' interest in learning and improve teaching effectiveness.

2.2 Changes in Students' Learning Styles and Thinking Patterns

In the new media environment, students' learning styles and thinking patterns are also changing. They tend to prefer visual and fragmented ways of obtaining information and are enthusiastic about interactive communication through new media. However, excessive reliance on new media can also have negative effects, such as a lack of deep thinking and insufficient language expression skills[4]. Teachers need to guide students to learn how to filter information and improve their abilities in independent thinking and language expression. By planning interesting classroom activities and enhancing discussion and communication among students, English learning can become more active and interactive.

2.3 Limitations of Traditional Teaching Models

Traditional English teaching models have become less suitable for the new media environment. Relying on textbooks and chalkboards for teaching cannot meet students' needs for diverse learning materials or stimulate their interest in learning[5]. Teachers need to make full use of new media technology to improve teaching methods and tools. Teaching can be conducted through methods such as micro-lessons and online videos, and students can be organized to engage in autonomous learning using new media platforms. However, teachers also need to guide students to develop correct habits in using new media and avoid excessive reliance on them. Only by integrating old and new media organically can we promote the innovation and development of English teaching models[6].

3 Innovative Paths for Vocational College English Teaching Models in the New Media Environment

3.1 Implementation of Blended Learning

Blended learning combines traditional face-to-face teaching with online distance learning, as shown in Figure 1. Through interactive content designed by teachers on online platforms, students can arrange their own learning time, enabling continuous learning outside of class. In the classroom, teachers focus on communication and interaction, helping students with doubts.

This model breaks the constraints of traditional teaching, creating a more open, autonomous environment[7]. In the new media context, implementing blended learning is an important strategy for vocational college English teaching to better meet diverse student needs.

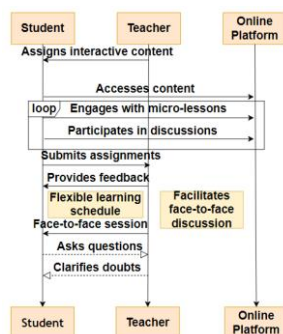


Figure 1: Implementation of Blended Learning

3.2 Establishment of Personalized Autonomous Learning Platforms

Personalized learning is an important trend in teaching innovation in the new media environment. Traditional standardized teaching is difficult to adapt to the characteristics and needs of each student[8]. Therefore, vocational college English teaching needs to fully utilize new media technology to construct personalized autonomous learning platforms for students. This platform should contain a diverse range of English learning resources, such as videos, audios, and electronic courseware. Additionally, the platform can record each student's learning progress and strengths and weaknesses, recommending suitable learning content for them. The platform should also provide communication and interaction functions, enabling discussions among students and between students and teachers. Through this platform, students can autonomously arrange their learning time, content, and progress according to their own situations. This not only improves learning efficiency but also greatly stimulates interest in learning. Therefore, the construction of personalized autonomous learning platforms is an indispensable part of vocational college English teaching innovation in the new media environment.

3.3 Actively Applying Micro-Lessons and Flipped Classrooms

Micro-lessons and flipped classrooms are important applications of new media technology in the field of education. Micro-lessons deliver concise knowledge points through short and focused video lectures, typically lasting around 10 minutes. Students can repeatedly watch micro-lesson videos as needed to grasp key knowledge points[9]. Flipped classrooms involve students engaging in independent learning before class by watching micro-lesson videos, with the focus during class being on student-teacher communication and interaction. These two teaching models fully activate students' initiative in learning and open up new ways of teaching and learning. Therefore, vocational college English teaching should also actively apply micro-lessons and flipped classrooms, creating lively and engaging micro-lesson videos and encouraging students to engage in independent learning by watching micro-lessons before class. During class, students can be organized to engage in discussions, solve learning problems, and complete relevant exercises. The application of micro-lessons and flipped

classrooms provides rich online resources for vocational college English learning, enlivens the classroom atmosphere, enhances learning effectiveness, and is an effective approach for innovating teaching models in the new media environment[10].

4 Evaluating Teaching Effectiveness from Multiple Perspectives in the New Media Environment

4.1 Assessment of Student Learning Effectiveness

In the context of integrating new media technology into English teaching, the development of a multidimensional assessment system for student learning effectiveness is crucial. As depicted in Figure 2, this system monitors students' online learning behaviors using data-driven tools on teaching platforms, such as learning time and video viewing frequency. It reveals a positive correlation between online learning time and academic performance, with 80% of students' online learning time directly related to their grades. By utilizing corpus technology to assess students' language output, such as writing and discussions, it is found that students' vocabulary has increased by 10% and grammar errors have decreased by 8% under the new teaching mode. Through activities like speeches and group discussions, 95% of participating students have significantly improved their speaking skills. Results from surveys indicate that 78% of students believe that the new teaching mode has significantly enhanced their English learning effectiveness. This assessment system not only objectively and comprehensively reflects the effectiveness of English teaching in the new media environment but also provides data support for teaching adjustments. It is a dynamic process that requires continuous optimization and improvement.

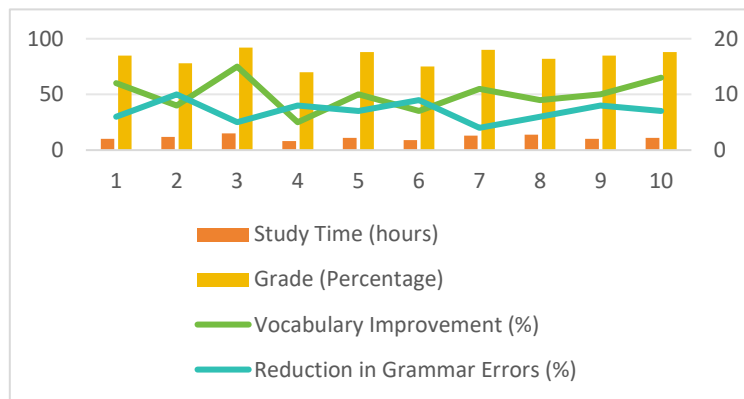


Figure 2: Assessment of Student Learning Effectiveness

4.2 Evaluation of Teacher Teaching Effectiveness

The assessment of teacher teaching effectiveness in the new media environment needs to keep pace with the times and cover multiple key dimensions. Firstly, attention is paid to how teachers significantly improve their ability to use online platforms and digital tools. One survey showed that after one year of training, the proportion of teachers reaching intermediate

or higher levels in information technology application increased from 32% to 76%. The quality of online teaching resources created by teachers, such as micro-lessons and electronic courseware, is evaluated. A double-blind assessment found that 95% of the digital resources produced by teachers reached a good or higher level. Additionally, the effectiveness of teachers in organizing flipped classrooms and blended learning is examined, including whether it can enhance classroom interactivity and enrichment. 92% of students believe that teachers' organizational abilities have significantly improved. Finally, teacher teaching attitudes and methods are measured through student satisfaction surveys. One survey showed that 87% of students are satisfied or above with teachers' teaching, as shown in Figure 3. Through this multi-dimensional evaluation approach, teacher team building can be effectively optimized to ensure that teachers can play a leadership role in the new environment and promote the deep integration of new media technology and teaching.

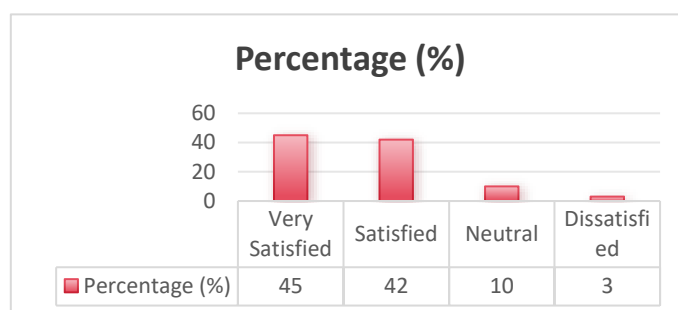


Figure 3: Results of Student Satisfaction Survey on Teacher Teaching Attitudes and Methods

4.3 Evaluation of Teaching Model Implementation Effectiveness

Assessing the effectiveness of English teaching models in the new media environment requires evaluation from both macro and micro levels: At the macro level, comparing English exam scores of students before and after implementing the new teaching model over two academic years shows promising results. The English scores of the 2022 cohort of vocational college students improved by 11% compared to the previous cohort, reaching a historical high. Additionally, a satisfaction survey of 2000 students indicates that 95% of students agree to continue with the new teaching model. At the micro level, specific teaching components are evaluated, such as the number of views of video micro-lessons, the completion rate of online courses, and the ratio of online to offline teaching time in blended learning. As shown in Table 1, the survey reveals that most students find the micro-lessons beneficial, but some online course content is overly theoretical. Based on the evaluation, targeted improvement measures are implemented, such as diversifying micro-lesson types and adjusting the balance between online and offline teaching hours to enhance face-to-face interactions. These improvements significantly enhance the effectiveness of the teaching model implementation. A satisfaction survey at the end of 2022 shows that 91% of students are satisfied with the optimization of the teaching model. Continuous and thorough evaluation of the new teaching model is necessary, focusing on overall effectiveness as well as specific components, to continually optimize and improve English teaching quality. This requires cooperation among various departments within the school and a proactive attitude toward advancement.

Table 1: Evaluation of Specific Teaching Components

Teaching Segment	Viewership/Completion Rate/Allocation (%)
Video Micro-Lessons	5000
Online Course Completion Rate	85
Blended Learning Allocation	Online 60/Offline 40

5 Conclusion

In response to the new requirements posed by the changing landscape, vocational college English teaching needs to undergo reform and innovation to adapt to the development of new media technology. Strategies such as implementing blended learning to leverage the advantages of both online and offline teaching, constructing personalized autonomous learning platforms for resource sharing, and applying new concepts like micro-lessons and flipped classrooms to stimulate student interest are essential. Simultaneously, establishing a new teaching effectiveness evaluation system to assess teaching outcomes from multiple perspectives and continuously optimizing and refining teaching models based on evaluation results is imperative. This requires schools to provide resource guarantees, teachers to proactively adapt to new technologies, and students to willingly embrace new modes of learning. Only through collaborative efforts, continuous reform, and innovation can vocational college English education development be promoted, and English talents suitable for the needs of the new era be cultivated. Looking towards the future, maintaining an innovative spirit and effectively transforming new technologies into tools for enhancing teaching effectiveness are crucial.

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