Research Article

Application of New Media Technology in College English Vocabulary Teaching

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Abstract

New media technology has been widely used in the teaching of various disciplines in colleges and universities, which is a significant change and innovative development of the traditional teaching mode. This paper investigates the current situation of vocabulary teaching in college English courses, and analyzes the main problems, such as single teaching method, lack of interaction in the teaching process, lack of context in vocabulary training, and students' low evaluation of the course. In view of the above problems, based on the characteristics of new media technology, this paper explores the application path of new media technology in college English vocabulary teaching, as well as the problems that should be paid attention to in order to improve the application effect. Through the research, we can promote the reform of college English vocabulary teaching, change the attitude and evaluation of college students to vocabulary teaching, stimulate their initiative to learn vocabulary, and improve the quality of college English vocabulary teaching.

Keywords

New Media Technology • College English • Vocabulary Teaching • Applications

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At present, new media technology relying on the development of the Internet has been widely used in various industries and has become a catalyst to promote industry change. With the deepening application of new media technology in the field of education, more and more scholars or educators explore the mode of combining new media technology with practical teaching, to promote the innovation of teaching reform. Vocabulary is the most basic element of English and directly related to the depth of advanced English learning, so the importance of vocabulary teaching in college English curriculum is self-evident. In the traditional classroom, English vocabulary teaching relies on college textbooks, generally using lecture method, in which students mechanically memorize and master vocabulary through repeated memorization and practice. This makes college students have resistance and lose interest in vocabulary learning, which affects the overall effect of the English curriculum. The penetration and application of new media technology not only brings a great deal of vocabulary learning resources, but also introduces audio-visual teaching technology, which enhances students' experience in English vocabulary teaching, and significantly improves the quality of English vocabulary teaching (Kingsley & Randall, 2008). Language education expert Stempleski proposed in the research, compared with the traditional teaching aids or media, new media technology of audio-visual combination can more comprehensively, vividly and authentically display vocabulary information, which not only conforms to the law of language learning, but also meets people's psychological needs (Fernandes, 1995). From the perspective of college English teaching, many teachers use new media technology to innovate vocabulary teaching methods and thus the teaching effect is obviously improved, but the existing problems cannot be ignored. Therefore, this paper analyzes the current situation of vocabulary teaching in college English courses, explores the application path of new media technology in English vocabulary teaching, and emphasizes the problems that should be paid attention to in the application.

Analysis of the Present Situation of Vocabulary Teaching in College English Courses

Single teaching method

Vocabulary is the basis of English learning, and the accumulation of rich vocabulary can expand the depth and breadth of English learning. In college English curriculum, unlike in the secondary stage, teachers' pay more attention to the explanation of text structure and grammar knowledge, ignoring vocabulary teaching, and think that college students should have the ability to learn vocabulary by themselves, which results in a single way of English vocabulary teaching. From the perspective of college English teaching, vocabulary teaching is generally based on lecturing, in which teachers mainly use chalks and blackboards, occasionally with the help of multimedia equipment, so the English vocabulary information is presented in a single manner, and students have lower participation in vocabulary teaching activities and mainly rely on repeated memorization after class to master vocabulary, affecting their enthusiasm and reducing the efficiency of vocabulary teaching. The main methods of English vocabulary teaching include expository, task-based teaching, lexical chunk approach, multi-modelled teaching and others. In the survey of several universities in Changsha, it is found that the application

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frequency of different teaching methods is different greatly, and teachers still mainly use the traditional teaching method (Table 1).

Table 1
Vocabulary Teaching Methods

Types of teaching methods	Frequency of usage
Expository method	Regular use
Task-based teaching method	Hardly ever use
Lexical chunk approach	Occasionally use
Multi-modeled Teaching	Never used

Lack of interaction in the teaching process

In college English vocabulary teaching, teachers give priority to expository teaching, explaining the pronunciation, definition and collocation of vocabulary to students, especially under the heavy task of English teaching, and some teachers compress the class hours of vocabulary teaching, and send vocabulary information to students in a spoon-fed manner, so that English vocabulary teaching becomes "teacher-based", the teaching process is lack of interaction, ignoring the dominant position of students in classroom teaching (Gier & Kreiner, 2009). English vocabulary teaching interaction is poor. On the one hand, students passively receive vocabulary information, rely too much on teachers in the classroom teaching, spare less energy and time in vocabulary learning after class, and cannot efficiently use English dictionaries or network platform for autonomous learning, which affects the development of English self-learning ability; on the other hand, the boring vocabulary teaching affects the students' interest, which leads to the lack of motivation and inefficiency in English vocabulary learning, and thus affects the overall learning effect of English course.

Lack of context in vocabulary training

Vocabulary learning is inseparable from English culture, and creating context is an important way of vocabulary training. From the perspective of teaching situation, college English vocabulary training is lack of context, teaching content is limited to teaching materials, teaching environment is limited to the classroom, and vocabulary training mode is single, which lead to students' poor understanding and application of vocabulary. In college English vocabulary teaching, teachers attach importance to conveying the meaning and grammatical application of vocabulary, ignoring the culture and environment behind vocabulary, which makes students have biased cognition of vocabulary, which is not conducive to students' comprehensible memory, nor to students' flexible application (Pauw, 2010). Creating context to strengthen English vocabulary training, on the one hand, we should pay attention to the extension of English textbooks, make full use of the library or network platform to expand the content and training of each unit of the textbook, accumulate materials and expand vocabulary; on the other hand, it pays more attention to the use of new media technology, introducing audio, video and other technologies to provide more intuitive and comprehensive display of vocabulary information and simulate the environment of teaching materials, so that students can participate in and experience the situation and improve the effect of vocabulary training.

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Students' low evaluation of the course

Students' evaluation of English teaching is one of the important indicators to measure the quality of English teaching. Overall, students' evaluation of vocabulary teaching in English course is not high, the reason is that teachers use the expository method, which makes students gradually lose the enthusiasm and ability of active learning, only with passive reception of a large number of vocabulary information, so that they cannot experience the fun of vocabulary learning (Papacharissi & Rubin, 2000). Second, vocabulary training is boring, students mainly rely on repeated memorization and a large number of problem-solving trainings to achieve the purpose of mastering vocabulary, but the speed of forgetting is very fast, which makes students feel troubled.

Table 2
Students' Evaluation of English Vocabulary Teaching

Survey result	Percentage
Great satisfaction	11.2%
Satisfaction	21.1%
Not satisfied with	67.7%

Third, there is little communication between English teachers and students. College English course is usually held twice or three times a week. In addition to the limited communication in class, students have little time to communicate with teachers after class and less opportunities to organize and participate in English activities. From the survey of several universities in Changsha, it is found that students' satisfaction with English vocabulary teaching is low (Table 2). Many students lose interest and confidence in vocabulary learning, which leads to vocabulary becoming a difficult point in English learning.

Application Path of New Media Technology in College English Vocabulary Teaching

Micro-lecture videos

As a new teaching method, the micro-lecture has been widely used in the teaching of different disciplines in recent two years. With micro-video as the carrier, micro-lecture integrates the new media technology and network teaching resources organically, and presents the knowledge points to students intuitively and stereoscopically through sound, graphics or animation (Pulido, 2010). In college English vocabulary teaching, teachers can make short and concise micro-lecture videos to change students' boring and mechanical learning style, which not only brings students a new learning experience, but also helps to stimulate students' potential and let students carry out vocabulary learning creatively. For micro-lecture videos in English vocabulary teaching, we should prepare micro-lecture video of mind map. Teachers sort out and classify the vocabulary in the unit, especially for root and affix, integrate and expand the vocabulary, make it into micro-lecture video and then send to students (Warschauer, Turbee & Roberts, 1996). Secondly, the key and difficult words are made into storylike and animated videos, and for the key words need to be mastered, teachers can make use of network resources, introduce related animation, movies, and articles to put the vocabulary into the context, so that students can understand the connotation of vocabulary more accurately, and improve the efficiency of memory and application.

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Creating context

Context is the most important environment for language learning. Teachers combine network and multimedia equipment to create rich and suitable context for students' vocabulary learning and training, so that students can actively participate in and experience, which not only changes the current situation of dumb English teaching, but also improves students' ability of vocabulary application and oral expression. According to the goal design of vocabulary teaching, teachers can extract English original movies with the equivalent level from the network, and play them through multimedia equipment. Students can dub roles while watch movies and videos. With the help of this context, students can not only freely play to enhance the ability of oral expression, but also experience the fun of vocabulary learning since it's conducive to vocabulary memory and learning. Therefore, teachers should make full use of the new media technology, find the combination with the existing teaching resources, create the context of vocabulary teaching, reform and innovation of teaching methods, and improve the quality of English vocabulary teaching.

WeChat communication group

With the development of new media technology, more communication methods, such as WeChat, Weibo, QQ or forum, which break through the barriers of region, space and time, also affect and change people's life and learning style. College English vocabulary teaching should not be limited to the classroom but make full use of the advantages of new media technology, carry out more interesting and diverse exchanges, and provide more diverse vocabulary learning channels for students. College English teachers can establish class WeChat communication group, where students can communicate and talk in English, share useful experience of learning English vocabulary, share English articles, American TV series or vocabulary learning materials. Teachers can not only answer students' questions in vocabulary learning, but also assign or arrange vocabulary training homework or related activities. This provides students with a good atmosphere for English communication and strengthens the communication between teachers and students, so that students can speak and learn English anytime and anywhere, making vocabulary memorization and learning easy as well as conducive to improve the comprehensive ability of English learning.

English learning APPs

The penetration and development of new media technology promotes the design and development of learning tools, provides people with more convenient, efficient and rich learning methods, and changes people's traditional thinking and way of learning. College English vocabulary teaching should break through the textbook and classroom and cultivate students' autonomous learning ability, so that students can use new media resources for vocabulary learning (Chun & Plass, 1996). English teachers recommend English learning APPs to students, such as Hujiang Kaixin Cichang, Leci and Eudic for in vocabulary learning, which students can download and install on the mobile phone and use free time for vocabulary training. The APP word training or

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game can create a language environment and improve the effect of vocabulary training, and students can share the learning results in WeChat group, which not only enhances the interest of communication within the group, but also help to mobilize the enthusiasm of students to learn vocabulary.

Considerations in the Application of New Media Technology in College English Vocabulary Teaching

Teachers should improve their application ability of new media technology

English is the basic course of college curriculum. Improving the comprehensive ability of English plays an important role in students' future employment. Vocabulary is the cornerstone of English learning, so teachers should realize the importance of vocabulary teaching ideologically. At present, the development and application of new media technology has become a trend, and the achievements are especially significant in the field of education, which is an important driving force for the reform and innovation of traditional teaching (Nordentoft & Fredsted, 1998). College teachers should recognize the development situation, introduce new media technology into English vocabulary teaching, and improve the application ability of new media technology through learning and practice. On the one hand, teachers should not only strengthen the theoretical knowledge of English majors, but also contact and learn the new knowledge of computer and Internet extensively, consolidate the theoretical foundation, help to innovate their own teaching thinking, and further explore the integration path of new media technology and English vocabulary teaching; on the other hand, teachers should actively carry out the practical application of new media technology, make micro-lecture videos, download English learning APPs, create WeChat group and others, improve the application ability of new media technology in practice, and enhance the innovation ability so as to better combine new media technology with English vocabulary teaching, constantly innovate teaching methods, change the drawbacks of traditional vocabulary teaching, and improve the quality and level of English vocabulary teaching.

New media technology is an auxiliary means of vocabulary teaching

Teachers should pay special attention to the fact that the application of new media technology is an auxiliary means of English vocabulary teaching. We cannot completely abandon the traditional teaching or English textbooks, but on the basis of textbooks, use the new media technology as a means to absorb more abundant vocabulary learning materials, and reform and innovate the traditional teaching mode. From the practice of English vocabulary teaching, many teachers use the new media technology to produce micro-lecture videos so as to increase the vividness of vocabulary teaching. With a large number of animations, graphics or corresponding elements inserted into the production of micro-lectures, the short and concise micro-video becomes too fancy, which may distract students' attention when watching, but fail to grasp the knowledge point of video transmission, which results in micro-lecture videos as entertainment for students in learning vocabulary, and makes it difficult to play their due teaching value (Jiang, 2007). In addition, some teachers rely too much on new media technology and weaken the importance of classroom teaching. Video or courseware

plays a main role in classroom teaching, only with simple explanation but no blackboard writing, no appropriate time for students to think, and no vocabulary training in classroom. As a result, students are not interested in listening to the lecture. Although new media technology is used, the desired teaching effect isn't achieved.

Pay attention to interaction and feedback in new media technology applications

Teachers should pay attention to the interaction with students in the application of new media technology in college English vocabulary teaching, so they should reasonably arrange the teaching rhythm and set up teaching interactive links in the design of teaching plan, which can not only activate the classroom atmosphere, but also enhance the students' experience and facilitate the realization of teaching objectives. For example, before the micro-lecture video is played, the teacher can ask questions and enable students to watch and think with questions; after the video is played, students can discuss freely in groups, and finally the students' representatives answer the questions. This teaching design increases the interaction between teachers and students, and among students, so that students can focus on watching the micro-lecture video, and thinking and answering questions, which helps to have a deeper understanding of the vocabulary information transmitted by the video. Then through vocabulary training, their learned vocabulary can be consolidated and applied to strengthen the teaching effect. In spare time, teachers can apply new media technology to get feedback from students, adjust the teaching plan or teaching scheme, ask for reasonable suggestions in WeChat communication, or carry out online questionnaires to find out students' problems or needs in vocabulary learning, understand students' evaluation of vocabulary teaching, and constantly reform and improve, so as to build a more harmonious teacher-student relationship and classroom atmosphere.

Conclusions

The new media technology is widely used in the teaching of various disciplines, and has become an important breakthrough to promote teaching innovation and reform. From the practice of vocabulary teaching in college English course, vocabulary teaching still adopts the traditional teaching mode, which has such problems as single teaching method, lack of interaction in the teaching process, lack of context in vocabulary training, and students' low evaluation of the curriculum. Teachers may use many ways to apply the new media technology in vocabulary teaching such as micro-lecture video, creating context, WeChat communication group, and English learning APPs, and can explore and innovate more diverse ways of integration based on teaching practice, so as to improve the application value of new media technology in vocabulary teaching. Finally, this paper discusses the considerations in the application of new media technology in vocabulary teaching, in order to prevent the formalization of new media technology, ensure the teaching effect after the application of new media technology, and improve the quality of English vocabulary teaching.

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