The Survey on the Development of Language Training Industry from the Perspective of New Media

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Abstract: The study abroad education industry has witnessed significant transformations with the advent of new media technologies. Online platforms, interactive resources, and multimedia content have revolutionized language training methods and opened up new opportunities for students. Understanding the impact of new media on language training in the study abroad context is essential for language training institutions to adapt their strategies and meet students' evolving needs. This paper aims to explore the role of new media in language training for study abroad and its impact on the study abroad education industry. The research is conducted through a questionnaire analysis, which gathers data on students' current level of study, demand for English language learning, willingness to spend on language training, perception of the epidemic's impact on study abroad, preferences for language training institutions and courses, reasons for not choosing online training, preferences for online learning formats, future adoption of online language training, and more. The research findings provide insights into the challenges, preferences, and expectations of students in the study abroad language training industry in the new media era.

Keywords: study abroad, language training, new media

1. Introduction

Reform and opening up has written a monument to China's economic take-off and has dramatically changed the lives of countless Chinese people. In just a few decades, millions of Chinese have enrolled in overseas schools in the US, UK, Canada, Germany and Australia. Thanks to the support of relevant national policies, the overseas education industry has been developing rapidly in recent years [1-2]. However, due to the closed information in the past, Chinese people have limited access to overseas study, but with the rapid development and application of high-tech science and technology, information dissemination has become more and more convenient and transparent, and the traditional mode of studying abroad language training, which is based on offline training, is gone [3-4].

In the current situation, with the strengthening of the national economic base and the improvement of the quality of the students' parents themselves, the nation is paying more and more attention to the education of their children and themselves, and the investment is increasing. The acceptance of training institutions of different scales is also getting higher and higher. At the same time, with the further dissipation of the global epidemic and the gradual opening of the domestic

exit policy, the impact of the epidemic at home and abroad has basically recovered, and the severely hit language training institutions for studying abroad will have a chance to recover [5-6]. As all institutions want to recover as soon as possible and take the lead in the new round of information outbreak, the competition is bound to become fiercer and more intense. Meanwhile, the new media plays a significant role in language training for study abroad by providing innovative and accessible platforms for learning. New media platforms offer a wide range of resources, such as online courses, language learning apps, interactive websites, and multimedia materials [7-8]. These resources provide students with convenient access to language learning materials anytime and anywhere, enabling self-paced and independent learning. New media technologies, such as virtual reality (VR) and augmented reality (AR), provide immersive language learning experiences. Students can engage in virtual conversations, explore simulated environments, and practice language skills in real-life contexts, enhancing their linguistic and cultural understanding [9-12]. Thus, it is important to study the role of new media in language training abroad.

2. Method

This paper hypothesizes that the use of new media in language training education will have a positive impact on the industry, making it easier for students to learn and increasing the popularity of study abroad programs.

The research method used in this study was a questionnaire approach, which involved a convenience sample of current and former students of study abroad language training programs, as well as the target audience of study abroad language training programs. The questionnaire will be administered through an online format, with questions focusing on the use of new media in language training, the effectiveness of new media in language learning, and the impact of new media on study abroad programs.

The questionnaire will consist of closed and open-ended questions as well as Likert scale questions to obtain quantitative and qualitative data. The online survey will be distributed to potential participants via email or app, with reminder emails sent one week later to encourage participation. The total number of samples collected was 200.

After obtaining the survey data the mean, frequency of each survey question is calculated and analyzed. Statistical tests are used to analyze the relationships between variables and test hypotheses. Open-ended questions were subjected to thematic analysis to identify recurring themes and patterns in participants' responses.

Finally, based on the analysis of the survey data, the results will be interpreted to determine the impact of new media on the study abroad language training and education industry, with a focus on identifying specific aspects of new media that have a positive impact on language learning and program popularity. The findings will be presented in a written report that includes a summary of the research methodology, results, and interpretation of the findings. The report will also include recommendations on how language training programs can incorporate new media into their curricula to improve the student experience and increase program popularity.

3. Result

With the further advancement of China's modernization, the society is in an era of adjustment to development and change, where global multipolarity develops, world pluralism progresses, and cultural diversity coexists. Since the post-epidemic era, the number of students studying abroad in China has been increasing, and in the post-epidemic context of the rapid development of the Internet and new media industry, the globalization of education and the economization of knowledge have promoted the rapid development of the market of language education and training

for study abroad, and the competition in the study abroad industry is fierce. Accordingly, this study investigates the way of language training for study abroad by means of a questionnaire and draws the following conclusions.

3.1. Demographic Information

The majority of respondents (68.97%) reported being currently enrolled in university, indicating that the sample consists mainly of undergraduate students. It is worth noting that a small percentage of participants (6.40%) are in secondary school or already working, suggesting some diversity in the study population. This demographic information provides insight into the backgrounds of the participants and can be considered while interpreting the results related to the impact of new media on study abroad language training in the subsequent analysis.

3.2. Demand for English Language Learning

The majority of respondents have a demand for English language learning in the context of applying for graduate study (44.83%) and undergraduate study (34.98%). A smaller percentage of participants expressed a demand for English language learning in relation to preparing for study abroad (9.85%) or applying for high school study (10.34%). These findings provide insights into the specific contexts in which participants perceive a need for English language skills, which can be taken into consideration when examining the impact of new media on study abroad language training in the subsequent analysis.

A significant portion of participants (41.87%) are willing to spend less than one thousand yuan annually on English learning. Additionally, 36.45% of respondents are willing to allocate less than ten thousand yuan per year for this purpose. A smaller percentage (11.82%) indicated a willingness to invest more than ten thousand yuan annually in English learning. These findings provide an understanding of the participants' financial considerations and their potential expenditure on English language learning within the study abroad language training context.

The data indicates that a significant proportion of participants (53.69%) perceive that the epidemic has had some impact on study abroad programs. Additionally, 27.09% of respondents believe that the epidemic has had a great impact, while a smaller percentage (17.24%) perceive little impact. A very small number of participants (1.97%) indicated that they have not paid attention to the impact of the epidemic on study abroad. These findings reflect the participants' awareness of the challenges and changes faced by study abroad programs due to the epidemic, which may influence their perspectives on the use of new media in study abroad language training.

3.3. Language Training Courses

3.3.1. Language Training Institutions

The majority of respondents (38.42%) value language training institutions that have highly educated and experienced teachers. Additionally, a significant percentage of participants consider good reputation introduced by friends in the neighborhood (28.57%) and rich online publicity with high reputation (31.03%) as important factors in their choice of language training institutions. A small number of respondents (1.97%) prioritize suitable cost when selecting language training institutions. These findings shed light on the participants' preferences and priorities when it comes to language training institutions for study abroad programs, which can be considered in the analysis of the impact of new media on the study abroad language training industry.

3.3.2. Language Training Formats

A significant portion of participants (33%) prefer language training courses conducted through offline teaching methods. Additionally, 26.11% of respondents favor a combination of online and offline teaching, highlighting the desire for a blended learning approach. A smaller percentage of participants expressed a preference for live online classes (23.15%) or recorded online classes (10.34%). A few respondents (7.39%) indicated no concern regarding the type of language training course. These findings reflect the varying preferences and priorities of the participants when it comes to the delivery format of language training, which can be considered in the analysis of the impact of new media on the study abroad language training industry.

A significant percentage of participants (56.72%) cited their own perceived lack of learning ability and concerns about the teaching quality of online training as reasons for not choosing online training. Additionally, a considerable number of respondents (61.19%) mentioned that their learning habits are not suitable for online training, and they have doubts about the supervision quality in online settings. A portion of participants (52.24%) indicated a preference for the stronger learning atmosphere in offline settings, while some participants (28.36%) mentioned being accustomed to face-to-face teaching offline as a reason for not selecting online training. These findings provide insights into the participants' concerns and preferences related to online training and highlight potential barriers to its adoption in the study abroad language training context.

A significant percentage of participants (68.66%) prefer sharing-based learning in the form of videos such as B station. Additionally, graphic learning such as Xiaohongshu is favored by 47.76% of respondents. A smaller percentage of participants (37.31%) indicated a preference for text-based learning, such as Zhihu, and an even smaller percentage (29.85%) indicated a preference for video-based course learning, such as Learning Communication. These findings highlight the participants' preferences for engaging and visually oriented learning formats, suggesting the significance of multimedia elements and interactive platforms in online knowledge acquisition.

3.3.3. The Significance of New Media in Language Training Courses

A majority of participants (58.21%) expressed their willingness to try online language training courses in the future. A smaller percentage of respondents (11.94%) indicated that they would not try online language training courses. Additionally, some participants (29.85%) responded with "not necessarily," implying a degree of uncertainty or openness to the idea of online language training. These findings suggest a significant interest in exploring online language learning opportunities among the participants, although a portion still remains hesitant or uncertain about fully embracing this approach.

A significant percentage of participants expressed interest in online language training institutions focusing on teaching examination-related topics. The majority of respondents (65.44%) chose examination preparation rules, followed closely by examination analysis (58.09%) and examination techniques (52.21%). A smaller percentage of participants (36.03%) expressed a preference for online language training institutions to cover basic knowledge. These findings highlight the participants' specific interest in acquiring skills and knowledge that would assist them in exam preparation and performance. It suggests a desire for practical guidance and support in improving their language proficiency in the context of examinations.

According to the data, several channels played a role in participants' awareness of online language training institutions. The majority of respondents (61.03%) learned about these institutions through the Internet and social media, indicating the significance of online platforms in promoting and disseminating information about language training programs. Additionally, a significant percentage of participants (48.53%) were introduced to online language training institutions by

friends and classmates, suggesting the influence of personal recommendations. Study abroad agencies also played a role, with 44.12% of respondents learning about these institutions through this channel. A smaller portion of participants (14.71%) mentioned physical advertisement as a source of information about online language training institutions. These findings highlight the importance of various channels in reaching and informing potential learners about online language training options.

The majority of respondents expressed a preference for graphic learning (61.76%), indicating a preference for visual and interactive learning materials. Additionally, a significant percentage of participants chose video-based learning options, both through sharing platforms (58.09%) and learning platforms (25.74%). Text-based learning was also favored by a considerable portion of participants (39.71%). These findings suggest a diverse range of preferences for different online learning formats, indicating the importance of providing varied learning resources to cater to individual preferences and learning styles.

According to the data, a small percentage of participants (5.15%) believe that the teaching quality of current online language training institutions exceeds their expectations. The majority of respondents (63.24%) indicated that the teaching quality does not meet their expectations. Additionally, a considerable number of participants (27.21%) mentioned that the teaching quality meets their expectations. A small minority of participants (4.41%) expressed that the teaching quality falls far below their expectations. These findings reflect the diverse range of opinions and perceptions regarding the teaching quality of online language training institutions among the participants.

The main reasons cited by questionnaire completers for meeting or exceeding expectations were the following answers: flexible learning styles and methods; appropriate teacher teaching methods; and teacher-student interaction that stimulates interest in learning. These factors contributed to the participants' positive experiences and perceptions of the online language training providers that met or even exceeded their expectations. On the other hand, the main reasons mentioned by questionnaire completers for not meeting or falling short of expectations were the following answers: no customized teaching program based on the student's situation; insufficient supervision; and difficulties in quantitative assessment of results. These factors indicate areas where trainees feel there is room for improvement in online language training providers, which may be contributing to their lower satisfaction or unmet expectations. It is important to address these reasons for not meeting expectations in order to improve the quality and effectiveness of online language training programs and provide a more personalized and supportive learning experience for trainees.

These findings highlight various factors that participants consider when comparing online and offline language training institutions. Teacher strength, classroom atmosphere, price, after-school service, and supervision strength are identified as key points of differentiation. Understanding these perceived differences can help institutions address specific areas of improvement and meet the expectations and preferences of learners in both online and offline settings.

4.   Discussion

Based on the questionnaires conducted, it is possible to identify problems such as lack of customized teaching plans, insufficient supervision and support, difficulty in assessing learning outcomes, price and affordability, perception of teaching quality, Integration of new media, and promotion and awareness within the study abroad language training industry in the new media era and their potential causes. Based on these findings, the following suggestions can be made to address these issues.

Participants expressed dissatisfaction with the absence of customized teaching plans tailored to their individual situations. This lack of personalization can hinder the effectiveness of language

training. Language training institutions should invest in needs assessment tools and processes to gather information about students' proficiency levels, learning goals, and specific requirements. This data can be used to develop personalized learning plans for each student, ensuring that their unique needs are addressed.

Participants highlighted the need for stronger supervision and support in online language training. Limited guidance and feedback can hinder progress and negatively impact the learning experience. Language training institutions should establish clear channels of communication between teachers and students, providing ongoing support, guidance, and timely feedback. Regular check-ins, virtual office hours, and interactive online platforms can facilitate this interaction and enhance the learning experience.

Participants expressed concerns about the difficulties in quantitatively assessing the results of online language training. The absence of reliable assessment mechanisms can undermine students' motivation and confidence. Language training institutions should adopt effective assessment strategies that accurately measure students' language proficiency and progress. Incorporating online assessment tools, regular evaluations, and performance-based assessments can provide students with a clear understanding of their development and encourage continuous improvement.

The cost of language training emerged as a significant factor influencing participants' choices. Many participants expressed a willingness to spend within certain budget limits. Language training institutions should consider offering a range of pricing options and flexible payment plans to cater to different budget constraints. Additionally, providing transparent information about course fees, value-added services, and scholarship opportunities can help students make informed decisions.

A considerable proportion of participants felt that the teaching quality of current online language training institutions did not meet their expectations. This perception can affect students' confidence in the effectiveness of online learning. Language training institutions should invest in recruiting qualified and experienced teachers who possess expertise in online pedagogy. Professional development programs and continuous training for teachers can help them enhance their online teaching skills and ensure high-quality instruction.

Participants indicated a preference for engaging and interactive learning materials, such as videos and graphics. However, some participants also expressed concerns about the lack of supervision and discipline associated with online learning. Language training institutions should leverage new media technologies to create dynamic and interactive learning resources. Incorporating multimedia elements, gamification, and collaborative online activities can enhance student engagement. Additionally, establishing clear guidelines and expectations for online learning, along with regular monitoring, can address concerns regarding discipline and self-regulation.

Participants primarily learned about online language training institutions through friends and classmates, study abroad agencies, and online sources. This suggests a need for effective marketing and promotion strategies to increase awareness and reach a broader audience. Language training institutions should develop comprehensive marketing strategies that encompass both online and offline channels. Collaborating with study abroad agencies, leveraging social media platforms, and implementing targeted advertising campaigns can help raise awareness and reach potential students.

Overall, addressing the problems within the study abroad language training industry in the new media era requires a holistic approach that focuses on personalized learning, strong supervision and support, effective assessment strategies, affordability, high teaching quality, integration of new media, and targeted marketing efforts. By implementing these suggestions, language training institutions can enhance the overall learning experience and better meet the evolving needs of students in the new media era.

5.   Conclusion

Based on the analysis of the questionnaire, several conclusions can be drawn about the impact of new media on the study abroad language training and education industry, as follows.

The majority of respondents were university students, indicating a high demand for language training among this demographic. The primary motivations for language learning included applying for undergraduate and graduate study programs. A significant portion of respondents were willing to spend less than one thousand dollars on English learning annually, indicating a need for affordable language training options in the market. The majority of respondents believed that the epidemic had at least some impact on study abroad plans. This suggests that the pandemic has influenced the study abroad language training industry, emphasizing the importance of flexible and adaptable learning options. Respondents valued factors such as reputation, online publicity, and teacher quality when choosing language training institutions. This highlights the significance of reputation management, online presence, and attracting highly qualified educators to meet students' preferences. The majority of respondents expressed a preference for offline teaching and a combination of online and offline teaching. However, a notable portion of participants also favored live online classes. This suggests the importance of offering diverse learning modalities to cater to different student preferences and circumstances. Some respondents identified challenges with online training, including concerns about their own learning abilities, lack of supervision, and the stronger offline learning atmosphere. Addressing these concerns is crucial to enhance the effectiveness and satisfaction of online language training programs. When learning knowledge online, respondents showed a preference for video-based learning over text-based and graphic-based learning. This indicates the popularity of multimedia formats in online language training and suggests the need for diverse content delivery methods. The majority of respondents expressed an interest in trying online language training courses in the future. This suggests a growing acceptance of online learning modalities within the study abroad language training industry.

The questionnaire results highlight the evolving preferences and needs of students in the study abroad language training education industry. They underscore the importance of providing affordable options, addressing challenges related to online training, leveraging multimedia content, and adapting to the changing dynamics of the industry. By considering these conclusions, language training institutions can align their strategies and offerings to better meet the expectations and requirements of students in the new media era.

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