

# Research on Offline Interaction in English Education from the Perspective of Mobile Media

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**Abstract:** *The popularization and widespread application of mobile media has had a profound impact on English education. The convenience and attractiveness of mobile devices makes students more inclined to use electronic devices for learning, but it can also lead them to neglect interactions with others during the learning process. In the context of mobile media, offline interaction has become particularly important to help students practice language skills, improve their presentation skills, and promote the development of thinking and creativity. However, teachers in the mobile media environment may face some challenges, such as lack of effective teaching strategies and resources to promote offline interaction, this paper aims to explore the mobile media field of English education offline interactive research, through the rational use of mobile media, develop effective teaching strategies and resources, and the strengthening of teacher training and support, can maximize everyone's interaction, improve students' learning outcomes and comprehensive literacy, and promote offline interaction and cooperation among students.*

**Keywords:** *Perspective of mobile media; English education; Offline interaction*

## 1. Introduction

With the rapid development of mobile media technology, English education has also entered a new horizon. The ubiquity of mobile devices and the abundance of online resources provide students with more opportunities for self-directed learning. However, the convenience and appeal of mobile media may also make students more inclined to learn in isolation and neglect interactions with others. This poses a number of challenges for English language education, especially in developing students' communication skills, cooperation and creativity. In English education from the perspective of mobile media, strengthening offline interaction is to make up for the lack of interaction of mobile media, so that they can obtain a more comprehensive learning experience and growth from offline interaction. Hence, in English education from the perspective of mobile media, it is very important to strengthen offline interaction while rationally using mobile media.

## 2. The role of offline interaction in the field of mobile media

Offline interaction from the perspective of mobile media refers to face-to-face communication and interaction between students in a classroom or practical environment. This interaction is of great significance and value to English language education. The role of offline interaction in developing students' language skills, presentation, thinking and creativity, as well as teamwork and problem-solving skills, is further elaborated below.

### 2.1 Helps students practice language skills

Through offline interaction, students are able to directly apply the English knowledge and skills they have learned to express themselves orally. They can engage in dialogue, discussion, and debate with their peers, improving their listening and speaking skills. In this process, students will not only be able to better understand and apply language knowledge, but also gradually develop the ability to express their ideas fluently and accurately.

### 2.2 Improve students' expression skills

In offline interactions, students are required to clearly express their opinions, ideas, and opinions in

English. Through communication and interaction with others, they are able to continuously practice and improve their expression, gradually improving their oral expression skills. This is important for developing students' self-confidence and self-expression skills<sup>[1]</sup>.

### ***2.3 Promote the development of students' thinking and creativity***

In offline interactions, students are asked to think about problems, present ideas, discuss and solve problems. Such activities stimulate students' thinking and develop their logical thinking and critical thinking skills. At the same time, through interaction with others, students can gain new thinking inspiration from different perspectives and perspectives, and further broaden their thinking and creativity.

### ***2.4 Develop students' teamwork spirit and problem-solving skills***

In offline interactions, students are expected to collaborate with others to solve problems and complete tasks together. This collaborative process helps students learn to listen to and respect the views of others, learn to consult and cooperate with others, and develop team spirit. At the same time, face-to-face interaction also provides more opportunities for students to face challenges and solve problems, and develop their problem-solving skills and innovative thinking.

## **3. Offline interactive characteristics of English education from the perspective of mobile media**

The offline interaction of English education from the perspective of mobile media has some unique characteristics, which have a positive impact on students' language learning and comprehensive development.

### ***3.1 Practicality and authenticity***

Offline interaction has the characteristics of practical and authentic English education from the perspective of mobile media, providing students with the opportunity to communicate face-to-face with others, and this practical and authentic interaction is conducive to students' language learning. Through interaction with peers, teachers, and others, students can put into practice the English knowledge and skills they have learned. They can have conversations, discussions and exchanges, express their own opinions and ideas, and listen and understand the opinions of others. This practical application opportunity enables students to use English more confidently and strengthens their language skills<sup>[2]</sup>.

Offline interactions can also provide more opportunities for language input and output. Through communication with others, students are exposed to different oral expressions, language habits and cultural backgrounds, from which they learn and absorb new vocabulary and language structures. At the same time, they are able to practice oral expression through interaction, improve pronunciation and intonation, and improve listening comprehension. In addition, offline interaction can also promote the development of students' language interaction skills. In the process of communicating with others, students need to actively participate, think and respond to the views of others, ask questions and solve problems. Such interactions exercise students' critical thinking, critical thinking and presentation skills, enabling them to better use English to communicate and communicate, and offline interactions provide students with a real language environment, face-to-face interactions are more real and close to life than virtual communication through mobile media. Students can better experience and understand the application of English in real life, so as to better adapt and use the language<sup>[3]</sup>.

### ***3.2 Cross-cultural communication and understanding***

Offline interaction has an important feature in English education from the perspective of mobile media, that is, it provides students with the opportunity to communicate and interact with people from different cultural backgrounds. This cross-cultural interaction provides a valuable platform for students to increase their understanding of different cultures and values, develop intercultural communication skills, and broaden their horizons.

Through offline interaction with people from different cultural backgrounds, students can gain a deeper understanding of the customs, traditions and values of different cultures, and they can experience first-hand the way of thinking, codes of conduct, and social norms in different cultural

contexts, and this interaction allows students to go beyond book knowledge and truly understand and respect the diversity of different cultures through interaction with others.

Cross-cultural interaction also helps to develop students' cross-cultural communication skills, in the process of communicating with people from different cultural backgrounds, students need to listen and understand each other's perspectives, respect and accept their cultural differences, they need to adjust their language and behavior to adapt to each other's cultural background, build mutual trust and cooperation. Through such interactions, students gradually develop the ability to understand and respect different cultures, and improve their cross-cultural communication skills.

### ***3.3 Social and interpersonal relationship building***

In offline interactions, students can build deeper connections and friendships, develop good interpersonal and cooperative skills, and through offline interactions, students have the opportunity to communicate and interact directly with peers, teachers, and others. This real-time, face-to-face interaction can deepen mutual understanding and trust, promote friendship formation, students can participate in group discussions, collaborative projects and team activities, solve problems together, share ideas and experiences, such interactions help build close relationships, develop good interpersonal and cooperative skills; Offline interaction also provides opportunities for students to experience and grow together, and through participation in various activities and projects, students can face challenges, solve problems, and achieve results together. This shared experience and growth helps to strengthen mutual connection and trust, and fosters teamwork and collective responsibility.

Additionally, offline interactions provide opportunities for students to showcase themselves, where they can express their opinions, share their ideas, and showcase their talents and abilities, which can enhance students' self-confidence and self-esteem, while also providing opportunities for others to meet and understand them. Students also receive more support and help by building social and interpersonal relationships with others. They can seek the opinions and suggestions of others, and get the support and encouragement of others. This interaction not only contributes to learning but also to the personal growth and development of students.

## **4. Offline interaction strategies for English education from the perspective of mobile media**

### ***4.1 Appropriate use of mobile media***

#### **(1) Use mobile applications and online platforms**

Teachers can recommend students to use mobile apps and online platforms for English learning, such as language learning apps, online dictionaries, grammar practice websites, etc. These tools help students consolidate their English knowledge and skills in their individual learning and provide learning feedback. At the same time, teachers can combine offline interactive activities to encourage students to share their learning achievements on mobile apps and platforms for mutual learning and discussion.

#### **(2) Design interactive tasks and assignments**

Teachers can use mobile media to design interactive tasks and assignments. Students can use mobile devices to create short videos, audio recordings, or speeches that they can share and discuss with their classmates in class. Such tasks stimulate students' creativity and expression skills and promote interaction and cooperation between students.

#### **(3) Utilize social media and collaboration tools**

Teachers can use social media platforms and collaboration tools to facilitate offline interactions between students. Teachers can create dedicated learning groups or social media pages for students to discuss, share learning resources, and interact outside of class. At the same time, teachers can use collaboration tools such as shared documents, online whiteboards, etc., to encourage students to collaborate on projects and assignments, and to present and communicate results in offline classes.

#### **(4) Use mobile media for practical activities**

Teachers can use mobile media to organize hands-on activities to provide opportunities for students to interact with others offline. Use mobile devices for interviews, surveys, or field trips, and share and discuss the information and experiences gained in class. Such hands-on activities can strengthen

students' practical application skills and social communication skills.

#### ***4.2 Play to the advantages of online and offline***

In English education from the perspective of mobile media, teachers can leverage the strengths of online and offline to adopt integrated strategies to promote interaction for everyone. Teachers can integrate online and offline learning resources to create a rich and diverse learning environment, online, teachers can use mobile applications, teaching websites and online platforms to provide personalized learning materials and exercises, while offline, teachers can organize group discussions, role plays, practical activities, etc., encourage students to interact and cooperate face-to-face, and by integrating online and offline resources, students can support and complement each other in individual learning and group cooperation.

Teachers can guide students to use online social platforms to establish learning communities to promote everyone's interaction, students can share learning experiences, ask questions, communicate with each other and share interesting English resources on social platforms, teachers can act as supervisors and participants, provide guidance and motivation, create a positive learning atmosphere, such online social platforms can expand students' social circles, promote interaction and cooperation with each other, and teachers can design teamwork projects. Students are encouraged to interact offline with the support of mobile media, through group cooperation, students can work together to complete tasks, solve problems, and communicate and interact with each other in teams, teachers can provide related topics or challenges, stimulate students' creativity and cooperation spirit, through team cooperation projects, students can cultivate team cooperation ability, problem solving ability, and benefit from other perspective and experience.

Teachers can organize offline interactive activities, promote offline communication and cooperation between students, these activities can be English corner, discussion, debate, culture, etc., teachers can set theme or topic, encourage students to actively participate in, express their views and opinions, in the activity, students can interact with others, share learning experience, enhance communication ability and expression ability. Teachers play an important guiding and supervisory role in the field of mobile media. Teachers can set clear goals and learning plans and guide students on how to use resources appropriately in a mobile media environment, while teachers can provide regular feedback and assessments to help students understand their learning progress and areas for improvement. Teachers can also provide personalized guidance and support to encourage students to participate and actively participate in offline interactive activities.

#### ***4.3 Strengthen interaction and learn from each other's strengths***

In English education from the perspective of mobile media, strengthening offline interaction is to make up for the limitations of mobile media in terms of interaction. Here are some strategies to enhance interactions between students so they can learn from offline interactions.

(1) Interactive games and activities, design a variety of interactive games and activities to stimulate student participation and cooperation. These games can be role-playing, team competitions, puzzle solving, etc., requiring students to communicate and collaborate with each other in groups or as a class. Through these games and activities, students are able to put into practice the English knowledge and skills they have learned and improve as they interact with others.

(2) Group discussion and collaborative projects, divide students into small groups for discussion and collaborative projects. Teachers can provide topics or questions that encourage students to exchange ideas, share ideas, and solve problems together in small groups. Group discussions and collaborative projects help students improve their ability to express, listen, and collaborate, and provide them with opportunities to interact with their peers.

(3) Field trips and observation activities, organize field trips and observation activities, so that students can experience the application of English in real life. These activities can be visiting museums, interviewing local residents, observing natural landscapes, etc. Students are expected to communicate and interact with others in field activities, improve their practical application of English, and deepen their understanding of culture and society.

(4) Debate and speech competitions, organize debate and speech competitions, stimulate students' critical thinking and oral expression skills. Students can debate an issue, present their views, and communicate and debate with other students. Speech competitions allow students to hone their

presentation skills, boost their self-confidence, and increase the impact of their presentations by interacting with their audiences.

## 5. Conclusion

In summary, offline interaction plays an important role in English education, providing students with the opportunity to communicate face-to-face with others, allowing them to practice language skills, improve their expression skills, and promote the development of thinking and creativity, overcome the challenges of offline interaction through the rational use of mobile media and innovative teaching methods, stimulate students' interest and participation, promote everyone's interaction, deeply explore the importance of offline interaction strategies, and give full play to the advantages of mobile media to promote offline interaction and cooperation between students. Through these efforts, we will provide more effective offline interactive solutions for English education in the perspective of mobile media, and promote students' comprehensive development and learning outcomes.

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