

Research on a New Mode of Oral English Teaching Based on Computer Network Assistance

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Abstract. Oral English teaching is an important form of cultivating students' English accomplishment and improving their English learning effect. In the context of intelligent education, by giving full play to the advantages of computer network and actively reconstructing the new mode of Oral English teaching, we will, on the basis of optimizing the form of oral English teaching and by integrating high-quality oral English teaching resources, to promote students to participate in oral English learning and speaking practice in a conscious and spontaneous way. Based on the analysis of the existing problems in spoken English teaching, this paper puts forward the construction and implementation of a new spoken English teaching model based on computer network.

Keywords: Computer, Network-assisted, Oral English teaching, New model.

The convenience of network environment can greatly assist oral English learning. Language learning process is the input of information, through processing, thought transformation, and then output, so as to achieve communication. With the aid of computer network, students can input and output conveniently. In listening, speaking, reading and writing these English skills, the speaking part, that is, speaking, that is, the process of output. It's a difficult process. If you want to speak clearly and clearly, you need to practice with your heart in the process of accepting input and get more exposure to the English environment.

1 Construction background of computer network-assisted oral English teaching model

In the traditional English classroom, the classroom capacity is limited, teachers will not spend all the time in the classroom for oral practice, students' English learning also have to pay attention to listening, speaking, reading and writing aspects. Classroom resources are also limited, the use of classroom spoken language materials for oral practice for students, breadth and depth are far from enough, the urgent need to strengthen the edification of the English environment in daily life, strengthen oral practice. In the process of Oral English teaching, teachers also need to use a wealth of information to expand their oral practice. Teachers can use the internet to find information that is of interest to students. In class,

teachers can ask questions about some topics related to students, create a harmonious and equal communication environment for students, let students open their mouths boldly, and use the network environment for teaching assistance, gradually improve the students' acceptance of oral practice. The network environment can also be used for efficient output. Under the guidance of Constructivist learning theory and cognitive theory, we explore a new oral English teaching model, which takes the network as the background, students as the center and communication as the focus. The teaching experiment is supported by computer network, and the teaching activities focus on information input, autonomous learning and communication training. Language teaching practice has proved that computer network-assisted college oral English teaching has achieved remarkable results. The experiment stimulated students' interest in learning English and improved their comprehensive ability of using English. The network environment helps the student to study at any time, as long as has the study idea to be possible to understand the related content on the network. In traditional oral English teaching without network environment, students have to study oral English in the language practice room or in the classroom, and the time and space are strictly limited in the classroom. With online learning, students can listen to English songs after class to develop their sense of language, and use English learning materials in their dormitory to develop their oral English habits, create English practice opportunities for yourself in your living environment.

Computer-based and web-based English teaching refers to the integration of various media and technologies into English teaching, and the storage, processing, and dissemination of English teaching and learning information, optimizing the information and teaching environment of English teaching and learning. On the basis of strictly following the modern teaching concept and making full use of advanced information technology, English web-based teaching attaches importance to creating an autonomous learning environment for students, emphasizing individualized teaching, forming an in-class and out-of-class, online and offline, self-study, face-to-face teaching and other interactive complementary student-centered teaching model. This change in the role of teachers and students, the new teaching mode, which emphasizes learning rather than teaching, is of far-reaching significance to the cultivation of students' abilities of comprehensive application of foreign languages and autonomous learning. However, in the process of English teaching, the leading role is still people, that is, the role of teachers can not be ignored. A violation of this principle is bound to have undesirable consequences. No matter how science and technology develop, no matter how society progresses, human language eventually needs to be taught.

According to the actual situation of English teaching and the characteristics of network teaching reform, the primary network teaching mode, which is classroom-based and computer-aided, has been popularized. This form of English teaching is still classroom-style teacher teaching, different from the traditional, there are more computer network AIDS. With the development of English teaching materials, teachers not only rely on sound, blackboard and other forms to impart knowledge, but also need to make use of computer digital technology to present these information more intuitively in the form of the network, it is convenient to carry out the teaching strategy of teaching students according to their aptitude, to give play to students' subjective initiative, to improve efficiency, and to fully realize the three-dimensional interaction between students and teachers.

In the design of test questions, authenticity is an important criterion of test questions design, that is, the test tasks are more and more close to the actual situation of language use. Traditional tests often break down language into sub-tests of knowledge and skills, while computer-based tests began to design comprehensive test tasks according to communicative tasks, speaking test tasks are as close as possible to the real English situations that students may use or can foresee in their future careers. Students should use listening, speaking,

reading and writing skills to complete a specific task. To stimulate students' interest and motivation in learning English, the application of images, sounds, films and videos and other innovative test questions can stimulate students' positive emotions and motivation to communicate. In the traditional classroom, the teacher transfers knowledge to the student, the teacher occupies the leading position in the teaching, the student is in the passive position. The computer-based test breaks the limitation of "classroom + textbook", and adopts the teaching methods of "face-to-face teaching in class", "self-study under the guidance of teachers on the internet" and "interactive question-and-answer on the internet platform", gradually changed the traditional concept of learning.

2 Functional modules of computer network-assisted oral English teaching model

The network interactive platform of spoken English teaching is an open teaching supporting system. Whether its function design is reasonable or not will directly affect the teaching process and effect. A perfect computer network-assisted oral English teaching model should generally include the following four functional modules:

2.1 Teaching activity module

Teachers can edit videos of classroom activities into short videos and put them on an online teaching platform as teaching resources. Students can also upload their own multimedia videos onto the website, in this way, the network teaching platform has become a platform for students to learn and show themselves, will greatly mobilize the enthusiasm of students to learn and participate.

2.2 Video lesson modules

The module is mainly for students in the network teaching platform to watch video teaching content, according to their actual situation to choose their own learning resources. For those who have the ability to learn, they can learn high-level or extensive learning resources on their own, while students with learning difficulties can watch some content repeatedly.

2.3 Platform management module

The management module is the teacher and the platform manager to the teaching process and the platform function control. Therefore the network learning platform needs to provide the classroom management function module. When teaching, the teacher can control the status of other functional modules in this module. For example, when students are not required to discuss, the teacher can turn off the collaborative communication module so that students can not access the discussion page. This will enable students to focus, and teachers to keep pace with the teaching progress, improve the efficiency of online teaching.

2.4 Tool resource module

Oral English Teaching Network Interactive Platform is an open interactive website, can select network live television programs, through the campus broadband network connection related to the website online to watch the original film. Many web sites have rich, authentic language teaching materials and audio-visual aids, web-based teaching platform also has video search, popularity ranking, questionnaire and other site-specific tool module. Video

search, mainly to provide a variety of ways to facilitate students to find all kinds of video resources; questionnaire survey, can be set regularly on the front page of some representative questionnaire, to improve the teaching of reference. In addition, there are a variety of digital, graphics, sound, images, animation and other multimedia tools, and can directly call MSN and QQ network video communication tools.

3 Strategies for constructing a computer network-assisted oral English teaching model

One of the biggest differences between this web-based teaching platform and other video English teaching websites is that students' performance in real classes is used as teaching materials and results, this is complemented by lectures by teachers and guidance from classic video materials. The participation of students in the whole teaching process is the key to the platform application.

3.1 Teachers and students work together to compile real-time classroom videos

The collection of real-time video in English class needs to track and record the whole class, and is targeted and thematic, therefore, the video collection staff on the collection of tools and the collection of video points for pre-training. And the video files collected in real time should be edited and optimized to make the classroom video better serve the students, teachers and students can be arranged to work together on the video file processing and processing. Voice, picture and body language can show the teaching content more vividly, strengthen the infection of teaching, and improve the teaching effect to a great extent. At the same time, the study also reminds that these teaching aids need teachers to give full play to their unique advantages, to stimulate students' subjective initiative, in order to really play an auxiliary role.

3.2 Integration of various modes of in-class and out-of-class activities

On the basis of listening and watching more online English audio-visual information, guide students to study independently or cooperatively, and exchange the video information orally with classmates. The teacher should arrange the students to practice oral expression in a planned way. The specific approach is: for in-class activities, there are several web-based activities of Oral English video teaching mode, namely: Story Reconstruction, film narration, simulation reporter interview and role-playing, scene Interpretation and debate competition, etc. . The teaching mode of extra-curricular activities includes film and TV program rehearsal and self-study. These activities can greatly stimulate students' interest, enable students to actively participate in teaching activities, and exchange discussions with teachers and students, from passive learning to active learning, so as to cultivate the students' oral expression ability. In addition, under the self-regulated learning model, students can use audio and video learning materials to learn on their own. After that, teachers can carry out in-class activities and carry out various interactive teaching activities, review and discuss student assignments. We should pay attention to the input of the cultural background of English-speaking countries, and let students have oral communication through living situations, materials and practices. With the development of language, students can understand the new trends of language development, place themselves in the culture behind the language, and gain more background information and deeper understanding of the language, enhance the real sense of the situation, stimulate the interest

in learning, mobilize the desire for active learning, thus improving the effect of oral training. To construct a new model of oral English teaching, so that students can practice English in a good language environment, and finally achieve the goal of learning and using English.

3.3 Selection of video topics according to students' interests

For the assessment of Students' achievement, the assessment method is the combination of formative oral test and summative assessment. The aim of formative assessment is to encourage students to learn, to help students to control their learning process effectively, and to enable students to achieve a sense of achievement and self-confidence. In this way, students can not only measure what they have learned, but also strengthen and consolidate what they have learned, and apply what they have learned to real communication. Students also from passive acceptance of evaluation into the evaluation of the main and active participants. There are videos about campus life because they resonate with them, and there are videos about self-help. However, most of the students want to control the length of the clip in less than 10 minutes. According to repeated practice, the length of the clip should not be too long. The clip in less than five minutes is easier for teachers to explain and students to learn. Oral English teaching still has a wide range of research prospects, in the research methods and research focus is still waiting for researchers to open up new ideas, new perspectives. The deepening and perfection of the research on oral English assistant teaching by scholars will further promote the quality of oral English teaching in China, it will also bring benefits to the further development of English teaching and other language teaching in China.

4 Conclusion

Based on the image, lifelike and emotional situational learning and testing functions created by computer-assisted oral English teaching, students' language motivation and potential intelligence are stimulated, it can arouse the students' emotional experience, help them understand the test content quickly and correctly, promote the release and exertion of their comprehensive ability of language use, and improve the effect of Oral English learning.

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