

# Research on the hybrid oral English teaching based on mobile technology

Sun Wenwen

Linyi University, Foreign Language School, Linyi, Shandong, 276000, China

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**Abstract:** With the rapid development of mobile Internet, the mixed teaching of college oral English becomes convenient. Based on the hybrid learning and constructivism teaching theory, this paper enables students to give full play to their enthusiasm in learning under the guidance and supervision of teachers. With the help of mobile terminal assisted teaching and learning, students' oral English level will be improved finally, which will also provide important reference for the implementation of other courses.

## 1. Introduction

With the wide spread of the Internet, especially the rapid development of the mobile Internet, the traditional classroom teaching is greatly influenced by online network learning (including the mobile end). According to the Pew report, China's smartphone penetration rate in 2017 was 58%, reaching 690 million people. College students are the fastest group to accept new things. There are many students with more than one smart phone. They are easy to accept and use new methods and means to learn. In the 21st century, great progress has been made in College English Teaching in China, but it is not in line with the current social development, especially the oral English level, there are still a large number of "deaf" English and "mute" English. Improving college students' oral English level is an inevitable requirement to promote social progress. With the rapid development of intelligent terminal, this paper aims to help college oral English teaching with its advantages to achieve the goal of improving students' oral English level.

## 2. Theoretical basis

### 2.1. Blending Learning

The so-called blending learning is to combine the advantages of traditional learning methods with the advantages of e-learning. Although traditional teaching has many disadvantages, it can not be denied that there are still many advantages. It is necessary to give full play to the leading role of teachers in guiding, enlightening and supervising the teaching process, and at the same time, it is necessary to reform the original passive learning process of students and fully mobilize their learning accumulation. Change passive learning to active learning. Now the teaching and learning conditions are getting better and better. Under the guidance and supervision of teachers, students should give full play to their initiative and obtain the best learning effect<sup>[1]</sup>.

### 2.2. Constructivism teaching theory

Constructivism teaching theory is an important branch of cognitive learning theory, which was first put forward by famous Swiss psychologist Piaget in 1960s. Constructivism emphasizes students' active exploration, active discovery and active construction of knowledge as learning subjects. In fact, learning is a dynamic process. Under the guidance of teachers or other similar people, learners acquire knowledge in real environment (such as classroom) in the form of independent learning or collaborative learning. With the accumulation of knowledge, the cognitive structure will be reconstructed. Constructivism emphasizes the importance of environment to students' learning<sup>[2]</sup>.

### **3. Hybrid teaching mode of College English supported by mobile technology**

#### **3.1. College English Vocabulary Learning**

First of all, College English learning is vocabulary learning. Baddeley's working memory theory points out that two kinds of memory coding are more effective than one. The average score of college entrance examination is 75. The initiative of memorizing words is not strong and the self-restraint is weak. Since September 2017, the author and the members of the research team have asked the students to download the Baici chopping mobile phone software in 12 classes of 2017 in the Department of food science of our school. In addition to reciting the words in the teaching materials, the students also need to recite the four-level high-frequency 739 words provided by Baici chopping, and release the card punching task relying on the mobile phone software of the blue ink cloud class. Students must recite 20 new words every day, upload the screenshot to blue ink cloud, and the teacher will count it into the process management score according to the completion of students<sup>[3]</sup>.

#### **3.2. College English reading learning**

The hybrid teaching mode of College English reading based on mobile technology also plays a positive role in improving students' reading ability. The traditional college English reading teaching mainly focuses on the content of the teaching materials. The genre is relatively single, the subject content is relatively old, and the compilation of the teaching materials is difficult to achieve the real-time updating of the article, so the students are not interested in the topic of reading the text. With the help of blue ink cloud class mobile phone software, the research group makes full use of students' fragmented time to arrange reading tasks. According to the syllabus of College English course and the unit theme, teachers push relevant English articles before and after class, most of which are from the mainstream websites of English speaking countries. In the classroom, teachers have also changed the former teacher centered method of explanation, and the content of questions has changed from simple translation of articles and understanding of sentence meaning to multiple ways of asking questions. College English reading teaching combined with mobile technology gives full play to the initiative of students<sup>[4]</sup>.

#### **3.3. College English listening and speaking**

In the traditional English listening and speaking teaching, the teacher plays the courseware and CD-ROM to lead the students to complete the listening exercises in the teaching materials. The main way is the combination of intensive listening and extensive listening. The listening and speaking ability of students in our school is relatively weak, especially after the college entrance examination in some provinces and cities cancels English listening or weakens listening performance, the overall listening and speaking level of students drops sharply. The research group first integrates audio-visual resources, and combines the specific unit theme of the New Horizon College English audio visual Oral Course (Second Edition). Before the blue ink cloud push class, the videos are generally videos with Chinese and English subtitles, with a length of no more than 8 minutes. Students will lose interest in watching and learning if the video is too long. The research group will set questions or write test questions according to these resources before class, and ask questions or test questions in class. On the one hand, it will improve the students' attention to the learning of resources before class, so as to develop students' independent learning ability; on the other hand, it will make students understand the use of authentic English by adding audio-visual materials suitable for students' learning level, creating a real context Jing, stimulate students' interest in English listening and speaking. In the classroom, teachers will reorganize the contents of the textbook and rearrange the unreasonable parts of the textbook. The use of mobile technology increases the amount of oral practice, so that students' listening and speaking ability can be improved under the guidance of teachers through a large number of oral training<sup>[5]</sup>.

## **4. The construction of mixed teaching mode for Non-English Majors**

### **4.1. Assign preview tasks before class**

1-2 days before class, the teacher will inform the students of the teaching content, teaching objectives, teaching key points and difficulties of the next class through the mobile terminal; distribute listening materials, let the students listen to the materials several times before class to achieve a certain proficiency program, so as to save class time; release classroom tasks, let the students practice oral expression ability in advance with a goal. For example, there is a topic about "film" in unit 2 of Volume 1 of New Horizon College English (Third Edition) audio visual oral English, which is used to give students the theme task, introduce the introduction and name of the favorite movie in English, the name of the male and female protagonist, etc., or record a short video before each group's class, let the students perform the scene in the movie, or prepare the live performance in advance, the time is not longer than In two minutes<sup>[6]</sup>.

### **4.2. In class, teachers comment on students' works and explain listening skills**

Each class will arrange 30 minutes for the students to show each group's works or live performances in turn. The teacher and other groups can comment on the spot, and the comment time is controlled by the teacher. For example, in the above part of "film" topic, students can add some personality elements on the basis of completing the established tasks, such as a group performing a movie segment to let other students guess the movie name, male, female protagonist and other contents, which is both interesting and exercises oral English. Practice shows that this form is very popular with students, and they still talk about it after class. Then according to the teaching plan for listening teaching, focus on the analysis of difficult problems encountered by students, remind students of the problems that should be paid attention to in listening, guide and help students to master the skills of complex listening<sup>[7]</sup>.

### **4.3. Assign review task after class**

Due to the limited time in class, a certain amount of homework should be arranged after class to consolidate what students have learned, and written homework can be arranged; in addition, oral homework can also be arranged (this item cannot be completed before the mobile terminal appears). The teacher provides several oral topics. Each group can choose one after class discussion, which is in the charge of the group leader. The group leader can take turns. After the members agree that the discussion is sufficient, each student will speak to explain his own views and record the video to the teacher. According to this, teachers can evaluate students' performance at ordinary times and archive them, so as to realize paperless teaching completely<sup>[8]</sup>. Compared with the traditional teaching mode, the advantage of College English hybrid teaching mode is that teachers can still guide, guide and monitor students' learning with the help of mobile terminal after class, can check students' homework anytime and anywhere, and answer students' questions in time, which greatly improves the efficiency of the whole teaching process, and the teaching effect is very good.

## **5. Conclusion**

The hybrid teaching mode of College English listening and speaking based on mobile technology integrates the advantages of the traditional teacher centered teaching method and the student-centered teaching method advocated since the 1990s. It not only plays the role of teacher's guidance and supervision, but also emphasizes the cognitive role of students as learning subjects. With the help and connection of mobile technology, students' learning enthusiasm can be fully mobilized, and learning time and space can be greatly expanded. At the same time, teachers can get the feedback information of the course in time, reflect on the course in time and make adjustments, which will surely help to improve the teaching effect of College English listening and speaking course, and thus effectively improve students' comprehensive application ability of English. The application of mobile learning and hybrid teaching mode in College English listening and speaking

course is a beneficial attempt, and this topic is only a preliminary exploration. Among them, how to combine mobile learning with traditional learning, flipped classroom and traditional classroom more effectively, and how to optimize the evaluation system under the mixed teaching mode need further research and practice.

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