Research on the Cultivation Strategies of Oral Ability in Computer-Assisted College English Teaching

Liu Qing

College of Foreign Languages, Hunan Institute of Engineering, Xiangtan Hunan 411104, China

ABSTRACT. *In recent years, with the widespread use and promotion of English, college English teaching methods are undergoing tremendous changes. The cultivation of college English oral expression ability has received more and more attention. However, in the actual teaching process, the cultivation of college English oral ability is still weak, and the teaching effect is not good. In view of the current situation of college oral English training and the problems existing in the process of computer-assisted college English teaching, this paper puts forward the corresponding strategies of computer-assisted oral English teaching, which will provide a new direction for future research on computer-assisted oral English training.*

KEYWORDS: *Computer, Auxiliary, College english, Oral ability development*

1. Research background

1.1 Literature Review

With the rapid development of global economic integration, English has become a language that people are more and more inseparable from communication, and English has become increasingly important[1]. Whether college students can speak English fluently or not is directly related to their future intercultural communicative competence. In terms of communication itself, oral English teaching is of great significance. Oral communication is the most common and important form of daily communication[2]. In college students' oral English teaching, computer technology has been widely recognized in college English teaching. Speaking ability is an indispensable part of English language teaching[3]. The vigorous development of science and technology, especially the rapid development of computer and multimedia network technology, provides a material basis for the cultivation of oral English in college English teaching[4]. This also prompted the computer-assisted college English teaching to officially enter the stage of practical application. Therefore, how to use computer-assisted college English teaching to cultivate students' actual oral proficiency and provide more scientific and effective teaching methods for oral English teaching has become a key issue for English academic research and exploration[5]. Therefore, it is very necessary and urgent to actively explore effective ways to cultivate oral English from different angles and in different ways.

1.2 Research Purpose

At present, the development of computer science and technology is rapid, and the application of multimedia in classroom teaching is more and more extensive, especially assisting English listening and speaking. The goal of college English teaching is to cultivate students' comprehensive application ability and master the ability of oral English expression. It not only helps students to learn vocabulary and grammar, but also facilitates better information exchange in future work and social interaction. Therefore, the ability to speak in English plays a very important role. However, in China's current college English teaching, due to various factors of students and teachers, the students' oral English level is uneven, the teachers' own oral ability is not high, and the classroom atmosphere is too dull. There are many problems in the cultivation of speaking ability. Although most students spend a lot of time and energy studying and practicing speaking, they can't communicate well with people until they graduate from college. Cultivating college students' oral English ability in college English teaching is an important aspect that cannot be ignored, and it is also an inherent requirement for the development of college students' own quality.

2. Current Situation of Oral English Ability Training in College English Teaching

In College English teaching, the cultivation of oral English is inseparable from the cultivation of listening, writing and reading abilities, spoken language teaching in the process of English teaching[6], using all possible opportunities, throughout the various English learning links, in order to cultivate students' ability to use spoken English in comprehensive language.
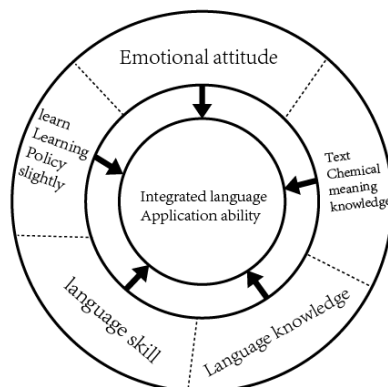

Fig.1 Comprehensive Language Application Ability

As shown in Figure 1, comprehensive language pragmatic competence includes emotional attitudes, learning strategies, cultural awareness, language knowledge, language skills and so on. The cultivation of oral English ability in College English is not limited to English Teaching[7]. other methods can also be used. Saying is a kind of output ability. First of all, it can be formed and developed on the basis of the receptive ability to listen. Therefore, in their spare time[8] students use English radio or multimedia audio-visual equipment to broadcast authentic English content. This will not only help students understand foreign cultures[9].but also have a more intuitive understanding of the life of foreign society. It is also conducive to cultivating students' sense of language and stimulating students' interest in learning. Interest is the best teacher. If students have a high interest in learning oral English, they will actively participate in various oral English activities. In addition, some colleges and universities will often invite some foreigners to communicate directly with students, so that students can really contact the pure spoken English, adjust their pronunciation spontaneously, and cultivate good oral English habits[10]. This not only creates a real language learning environment for students, but also makes it easier to improve their oral ability.

3. Problems in the Development of Oral English Ability in Computer-Assisted College English Teaching

3.1 Single Classroom Model

Traditional teaching and education have poor timeliness, the content of teaching has been too vague, and the mode of education is single. Compared with traditional English teaching, CAI has some advantages, it solves the problem of students' English learning, teaching courseware replacing teaching content and single form. Teachers are the main body of the classroom, but the theory guides students to learn knowledge and does not arrange students to participate in practical activities. This mode only allows students to accept passively, leading teachers to fail to see that teachers can not stimulate students' initiative and creativity, ignoring that students are the main body of the classroom. And with the use of computational geometry multimedia network-assisted teaching in the classroom more and more forms, new problems continue to arise. Because of the advanced, fast and large amount of information stored by computers, most teachers begin to rely on computers to teach in the process of teaching. It will not make rational use of advanced equipment, but simply carry out a large number of filling teaching. There is almost no opportunity for oral training in class, which can not arouse students' enthusiasm and initiative in learning, and is not conducive to the cultivation and improvement of oral ability. Classroom mode does not really play the advantages of computers, teachers will not take the initiative to restructure and change the classroom mode, leading to a single classroom mode.

3.2 Unreasonable Curriculum Arrangement

In College English teaching, students' participation and enthusiasm are the keys to the success of oral English activities in class, which requires teachers to organize activities according to their learning content and students' actual situation. At the same time, the classroom practice scenarios planned by teachers are too simple to follow the textbooks too closely. Sometimes in order to achieve the teaching objectives, a lot of teaching processes are omitted, resulting in students' learning courses are not perfect enough to fully grasp the learning content. As a result, students lack the opportunity to learn oral English. They just repeat mechanically and imitate the course content that teachers force them to instill. It is only one-sided to absorb the content of the course and unwilling to take the initiative to review and train after class. In the long run, teachers will be enrolled in the book, and they will not take the initiative to arrange and design the course. Nor will it be based on the student's perspective, and the course will be arranged according to the students' hobbies, personalities and characteristics. As the designer of course teaching, teachers are lack of innovation and flexibility in mechanical slides in class, and the environment of oral practice is not real enough, so students can not devote themselves wholeheartedly. In the actual teaching process, the class time is limited, and the teacher emphasizes the theoretical knowledge too much, and carries on the thorough analysis and the expression on a certain question, which will inevitably shorten the oral practice time.

3.3 Students Have Poor Interest in Learning

Interest is the best teacher. The process of contemporary college English teaching is not only a cognitive process, but also a process of mind change. According to Table 1, Some students take the recognition of others as the main motivation for learning. Such students will actively and consciously learn spoken English, which has a great influence on the learning effect. Some students regard interpersonal communication as the motivation to learn English, but only learn ordinary spoken English. Some students learn English spoken English is not voluntary but is forced by various pressures, so the classroom performance is not active, and they are not willing to learn more after class. For students who are not learning English by their own interests, even if they study English for a long time, their oral ability is still not greatly improved. Of course, there are many reasons for students' poor enthusiasm for learning. For example, the teacher's classroom driving ability is not strong, and the curriculum design is not vivid enough to attract students. In short, many college students' oral English learning motivations and attitudes are not strong enough. Other students lack self-confidence and do not like to learn. At the same time, most college students have strong negative emotions in the process of oral English learning, and often worry about the accuracy of the expression and academic achievements.

Table 1 the Driving Force and Effect of Computer-Assisted English Teaching for Students

	Driving situation	Effect
learning motivation	Poor	commonly
Capability improvement	commonly	Promote
Application context	more	preferably
Realistic need	commonly	Poor

3.4 Lack of Effective Oral Teaching Evaluation

Nowadays, in college English teaching, oral English teaching has always paid enough attention to the school. For a long time, college English teaching is the weakest link in English teaching. In the process of teaching, the form and means of oral English teaching are too single, and there is no systematic teaching process and clear teaching objectives. The teaching atmosphere of oral English class is not strong enough. Teachers' teaching methods still remain on the traditional teaching mode. In the classroom, students are not allowed to form a good combination of practice and theory so that they can not practice in accordance with a certain rhythm and accurate pronunciation when training their oral ability, so as to deepen their memory of knowledge. This leads to the cultivation and teaching of students' oral ability at will, and most schools do not include oral English in the scope of students' assessment. At the same time, teachers can not stimulate students' desire to express themselves in the daily teaching process. However, students' oral expression and ability in class are not evaluated and guided objectively and effectively. Therefore, oral English teaching in college has not formed a scientific and reasonable

teaching evaluation system, and students lack sufficient attention to the cultivation and improvement of oral English ability.

4. Strategies for Developing Oral English Ability in Computer-Assisted College English Teaching

4.1 Docking the Practical and Virtual Classroom Teaching Model to Enrich the Oral Language Teaching Model

Integrating the network teaching method with the actual English teaching mode, the virtual classroom technology is introduced into English teaching to make up for the shortcomings of English teaching teachers and language learning environment. Let computers replace teachers' repetitive work and give full play to the advantages of computer technology in human-computer interaction. Learning English in China is inherently lack of language environment, students basically have no practical practice and communication environment and opportunities. In the virtual electronic space on the Internet, this is also a real communication, which enriches the oral English teaching mode and cultivates students' interest in learning oral English. It can also achieve a certain degree of autonomous learning and fundamentally change the teaching methods and concepts. It not only saves teachers, but also enriches students' learning mode. Such a virtual classroom model and traditional teaching methods complement and promote each other.

4.2 Playing the Auxiliary Function of Oral Communication Software in English Practice

Traditional oral English teaching can only make students have an auditory perception, which can not achieve the best effect of teaching and learning. Teachers can not give one-to-one oral practice guidance in the course of teaching, and students with inaccurate pronunciation can not give timely guidance. With the help of oral communication software, it can not only solve one-to-one conversation, but also help students create a good language environment. Through oral communication software, students can more intuitively observe and hear the differences in pronunciation between native English speakers, so as to facilitate students to master and correct pronunciation in time. The emergence of oral communication software saves part of human resources. Teachers can also give timely guidance and evaluation in classroom teaching, gradually forming a scientific and reasonable teaching evaluation system. Taking oral communication software as an auxiliary function in English practice is beneficial to cultivating students' oral ability and improving their pronunciation level.

4.3 Coordinating Oral English Teaching Resources and Practice Materials to Improve Teachers' Subjective Initiative

In College English teaching activities, students are the main participants. The purpose of teaching should be to enable students to master certain oral skills and written knowledge. Secondly, teachers should mobilize as many English teaching materials as possible, make use of Internet software such as computers to assist teaching, broaden spoken language teaching resources, and coordinate the process of classroom teaching. In order to cultivate and develop students' comprehensive abilities, teachers' subjective initiative should be brought into full play, and the teaching quality should be improved by coordinating various teaching methods such as practice materials and diversified oral teaching exercises. The mutual promotion and cooperation between textbook model and teachers' subjective initiative can not only activate the classroom atmosphere, but also improve teachers' teaching level and students' daily oral conversation ability. Teachers should give a timely and objective evaluation of students' classroom performance, and give professional suggestions for students to use computers for oral training.

4.4 Actively Cultivating Students' Interest in Learning

In College English teaching, teachers should not only concentrate on imparting knowledge, but also be good at discovering the advantages or definitions of students and giving praise or correction in time. In order to achieve good teaching effect in College English teaching, teachers must find ways to cultivate students' interest in learning. Mobilize the enthusiasm of students to learn spoken English, so that students are willing to learn initiative. In the classroom, some interesting English classes can be realized by means of computers, so as to stimulate students' interest in learning and actively learn English. Let students actively realize the importance of learning spoken English, establish a good teacher-student relationship with students, and ultimately improve

college students' English conversation skills and oral English teaching effect. In the actual oral classroom, teachers should pay attention to the "nodes" of students' emotions, and students should be serious and rigorous in their learning.

Acknowledgements

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