Research on the Construction and Development of Oral English Output Module Based on "Internet"

Lu Zhihui[1,*]

[1]*School of Tourism and Foreign Languages, Nanjing Institute of Tourism and Hospitality, Nanjing, Jiangsu, China, 211100*
[*]*Corresponding author. E-mail: luzhihui2021@163.com*

The teaching quality of college English majors is reflected in the output of students' spoken English. However, the traditional English teaching mode limits students' oral English output and needs further optimization. In contrast, under the Internet environment, English majors' oral English production ability has a broader space to improve. This paper reconstructs the oral English production module based on the Internet from the perspective of the oral English production theory and the current difficulties. It is found that the new module of oral English production based on "Internet" can effectively improve students' oral English production ability. Finally, the paper puts forward some suggestions.

1. Introduction

1.1. Literature review

In terms of theoretical research, based on the SECOPETS corpus, Deng Yaochen conducted a comparative analysis of the interlanguage of the spoken English output of Chinese English learners, and explained stylized sequences commonly used in spoken output from two aspects. It is proposed that Chinese English learners have a strong dependence on high-frequency stylized sequences in the production of spoken language, and there are cases of multi-use, less use and misuse of words. Also, Deng Yaochen also found that Chinese English learners tend to use textual and positional markup, and less use of markups such as correction and response and turn-adjustment [1]. Chen Hao believes that "repetition" is a common phenomenon in Chinese students 'oral English production. Therefore, based on this phenomenon, the scholar extracted various "repetitive" data in the COLSEC corpus about Chinese English learners' oral production. Use PowerGrep for text processing and analysis. Finally, it is concluded that the "repeated" speech output of Chinese English learners is reg-

ular, and the repeated speech output of different English learners shows certain differences in type and quantity [2].

Zhu Xiumei and Wang Linyan believe that students 'attention resources are very limited in terms of empirical research. Language learners usually only focus attention on language processing when there are still surplus attention resources. Based on this, Zhu Xiumei and Wang Linyan conducted empirical research on 90 students in a university. The results show that for accuracy and complexity, different material tasks and the repetition of the same material task cannot improve the accuracy and complexity of learners' spoken language; Regarding the problem of oral fluency, the repetition of the above tasks can help improve learners' spoken language [3]. Based on lexical chunk theory, Deng Huifen conducted research on non-English major college students in a vocational college and found that lexical chunk teaching can greatly improve the accuracy and fluency of spoken English expressions of English learners to a certain extent. And it can promote the vocabulary diversity and grammatical correctness of oral production [4]. To promote the development of students'

professional oral English ability, Ma Jing, Wang Hongwei and Feng Zhanji aimed at the actual situation of English speaking students' output ability of Chinese colleges and universities, and based on Vygotsky's ZPD theory and the latest theoretical research results at home and abroad, a "dynamic assessment system of oral production ability" for college English majors is established [5].

1.2. Purpose of research

"University English Teaching Requirements" clearly pointed out that college students should exercise their oral application skills in the oral English teaching process. But at this stage, most English learners cannot meet the needs of society, and even have a big gap with the "Requirements". From a long-term perspective, the rapid advancement of global integration has put forward higher requirements for contemporary English learners' oral production in the Internet era. The current severe employment situation has further led most students to improve their oral English combat skills as soon as possible. Therefore, based on the "Internet" era background, this article studies the construction and development of oral English output modules to solve the dilemma faced by the majority of English learners in the process of oral expression and then improve their employment competitiveness oral expression.

2. Overview of The Relevant Theories Of Oral English Production

Spoken language is the most frequently used communication medium in human society. It generally refers to the language where people communicate face to face through listening and speaking. The concept of spoken English is relative to written English, and generally includes two aspects, namely listening and speaking, that is, active and passive spoken language [6]. Judging from human language development, humans usually learn to speak first and then learn to recognize words, as does English learning. Therefore, when English learners learn English, they should also start from spoken English to master English as quickly as possible. But at this stage, most of our oral English learners mainly learn English through written language. Listening, speaking, reading and writing are the four basic elements of English learning. Listening and speaking refers to vocal communicative language, and reading and writing refer to written text communication language [7]. The production of any language is based on words with sound before words. That is, spoken language appears before written language, so there is a teaching principle of "Listen and speak ahead" [8]. Unlike written language, spoken language is usually not cumbersome, but expressed

simply and clearly, to achieve direct communication. Therefore, when English learners produce spoken English, they should also be simple and clear. According to the law and nature of oral English learning, students should learn pronunciation, grammar, and vocabulary in learning oral English [9]. Vocabulary is the foundation of spoken language learning. Many students cannot find proper English vocabulary to express because of lack of vocabulary. In addition to mastering vocabulary, mastering the communicative functions of English is also very important. For example, transcoding, interpretation, body language, and discussion can all affect oral English learning. Also, mastering correct spoken English pronunciation is a key link in the production of spoken English. The tone, stress, pause, pronunciation, and other aspects of spoken language will directly impact spoken language learning.

The five major characteristics of spoken English output are synchronicity, interactivity, situationality, simplicity and comprehensiveness [10]. Specifically, synchronicity refers to the simultaneous expression of thinking and language when learners practice oral English. Spoken language just uses language to express thinking and externalizes internal thinking. Interactivity means that English is the interaction between people. In the communication process, the two sides of the dialogue often omit some sentence elements or add some language. Contextuality means that the same content and different topics are expressed differently in the population language. The scene controls the specific expression. Succinctness means that spoken language is improvised. Sometimes a combination of some prose, short sentences and body language can express what the speaker wants to express. To facilitate the organization and understanding of the listener, people usually do not use the master-slave compound sentence, and often use simple sentences and juxtaposition. In terms of tense use, the past tense and the present tense are the main ones. Comprehensiveness refers to the synthesis of the system, the synthesis of mobilization, and the synthesis of means, including various elements such as posture, tone, and language.

3. The Dilemma of Oral English Production Under The Internet

Based on the Internet background, the current difficulties of oral English production in China are mainly manifested in the following aspects. Firstly, there is no sound evaluation mechanism for the teaching system of oral English production. The current Chinese spoken language evaluation standards are relatively casual and subjective, which can not effectively stimulate students' interest in spoken

language learning. Moreover, due to the lack of specific quantitative values in students' oral communication, it is impossible to correctly judge the real level of students' oral English output. Secondly, the current English examination system and education orientation are still biased. Most teachers still tend to focus on teaching language knowledge, but ignore oral teaching, which leads to the serious lack of students' oral English output. Also, at present, the number of students in a class in most schools is generally about 50-60, which makes it difficult for every student to get full opportunities for oral practice. Thirdly, teachers' teaching methods are too traditional. In the Internet era, teachers can make full use of Internet tools to carry out oral teaching. However, at present, most teachers still use Chinese to teach foreign languages and grammar translation method. Still, they lack rich oral teaching experience or effective teaching tools, methods, and oral English production strategies. Fourthly, oral English production lacks real oral English communication environment. Chinese students grow up in the Chinese environment and oral English extracurricular contact with oral English opportunities are very limited. And the way of learning oral English is usually deliberate practice and fake communication, which makes it difficult to effectively improve the output of oral English. Teachers' intonation and pronunciation inaccuracy may also hurt students' oral output. Fifthly, the shortage of oral English output textbooks and the lag of objective conditions. There is a general lack of vivid and interesting subjects close to reality in the current high school oral English teaching materials. Schools with rich teaching resources usually hand over the responsibility of oral English teaching to foreign teachers, which leads to the division of teaching responsibility, that is, Chinese teachers are responsible for the teaching of grammar and knowledge points, and foreign teachers are responsible for the training of listening and speaking ability.

4. 4. Reconstruction of Oral English Production Module in The Internet Environment

4.1. Module refactoring

Before reconstructing the teaching module of oral English output in colleges and universities, we should let the students know the purpose of this research and ensure that the students can play their maximum learning potential. Simultaneously, the corresponding rules of oral English thinking activities should be formulated to create an appropriate oral output environment for English majors. In this process, the author takes a semester as the practice cycle, organically combines the activities in and out of class, and

uses Internet technology to reconstruct the output modules of oral English in class and after class, to improve the students' oral English speaking ability. The newly built module is shown in Figure 1.
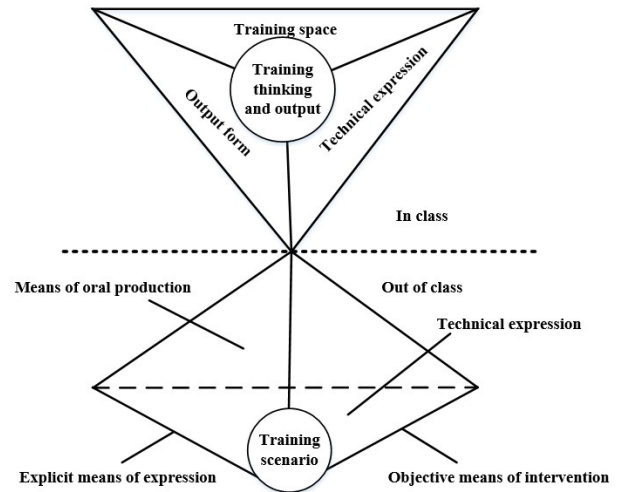

Fig. 1. Reconstruction Model of Oral English Production Module under "Internet".

In the classroom, this paper assumes that the students are divided into two groups, the experimental group and the control group. In the classroom, the English teacher assists each group of students in training their oral English and organizes them to regularly train their oral thinking so that students can produce various forms of oral English. In this process, English teachers not only need to complete teaching tasks smoothly, but also need to provide students with various training space and opportunities. From the perspective of training form, students' English classroom activities should be diversified, and multimedia technology should be adopted to ensure that every student can fully carry out oral English speech and improve their output ability. Conducting oral English training from the perspective of thinking, and increasing students' oral English training behavior through Internet technology can effectively improve the existing speaking ability.

Outside the classroom, the author assumes that online classroom and online training tools are used to enhance students' oral English output. At the same time, we set three situations to enhance students' oral English output. One is to ask the students to translate the Chinese text into English. The second is to ask students to produce oral English according to their ideas without listening to the target. Thirdly, under daily life, students are required to use English to carry out oral communication and make thinking activities linguistic.

Finally, the experiment put forward specific requirements for students, that is, the experimental group and the comparative group both need to listen to and read a large number of materials with medium difficulty, from which to absorb vocabulary learning methods and syntactic application thinking;. In contrast, the experimental group students need to carry out targeted language learning according to their specific circumstances, to make their language expression ability more excellent.

4.2. Experimental data collection

To demonstrate the positive role of the above modules in improving the oral output and teaching quality of college English majors, we need to evaluate them from three aspects: accuracy, fluency and complexity. In this experiment, eight classes were randomly selected from a university's sophomores and divided into two groups. One group adopts the traditional oral production mode, the other group adopts the new Internet-based mode. Among them, 10 teachers of the same age, similar teaching experience and similar teaching effect were assigned to the experimental group's teaching tasks and the comparative group respectively. The two groups of students' oral English expression ability were tested utilizing random sampling questionnaires, comparison between different groups, and comparison before and after a single group test. After three months of teaching, the oral ability of the two groups of students was tested.

After the test, the experimental group's statistical results and the control group before and after the test are shown in Table 1.

Through the analysis of the experimental data in Table 1, it is found that the new module established by using the Internet can mobilize the enthusiasm of students' oral English learning and practice in a short time, and improve their daily oral English comprehensive expression ability. However, based only on the above experimental data, it is difficult to fully verify the availability and operability of the reality. The next step of data analysis and testing is needed.

4.3. Data analysis and discussion Recognition of thinking in oral English production

Before our experiment, we first investigated and analyzed the students' attitude and use of oral English production thinking. Among the 75 students who participated in the survey, 65 agreed with the role of oral English production thinking, but many of them were worried that it could not be applied in reality. Therefore, this kind of problem needs to be improved by English teachers.

A comparison of oral output before and after the experiment

Through the statistics of the accuracy, fluency and complexity of students' oral English output, and the examination of prepared statements, interactive conversations and unprepared statements, specific data are obtained. Subsequently, SPSS 22.0 and Microsoft Excel 2016 were used to analyze the two groups of data. The total average scores of the experimental group and the control group were 74 and 53 respectively. The two groups of students were tested by independent sample T-value test and variance homogeneity test, and then obtained F = 0.314, P (bilateral) = 0.627 > 0.05. At the same time, T = 0.914, P (bilateral) = 0.314 > 0.05. Therefore, there is little difference between the experimental group and the control group.

After the experiment, two foreign teachers with rich teaching experience evaluate the students' scores, and take the average as the final score, as shown in Table 2. Table 3 are obtained by independent sample T test on the scores given by two foreign teachers.

The analysis of data in Table 2 and Table 3 shows that the performance of the experimental group is significantly higher than that of the control group. It can be concluded that the new module of Internet-based oral English production is more conducive to improving students' oral English ability.

5. On The Future Development of Oral English Output Of English Majors

In the existing research literature, there are many theories about oral English teaching mode and teaching thinking. Still, most of them do not touch the teaching essence of students' oral English output. Although English majors are familiar with many sentences and practice a lot, they still lack logical and clear oral expression. Therefore, in the new environment based on Internet and multimedia, it is necessary to introduce multimedia technology to optimize teaching methods and improve English majors' oral output ability. In a word, it can be improved from the following aspects.

Firstly, we should use abundant online teaching resources to improve students' oral English production ability. At present, online online education has very rich teaching resources, and there are also many contents about oral English practice and output. Therefore, teachers need to actively introduce such resources and apply them to oral English production to improve students' interest and motivation in oral English practice. Simultaneously, teachers can provide online oral English teaching website for students, let them practice oral English independently, communi-

Table 1. Summary of Statistical Results Before and After Test in Experimental Group and Control Group.

Item	Experience group	Control group
Proportion of speakers in class in the first three minutes of class	26%	18%
Proportion of class speakers in class	22%	14%
Enrollment rate of extracurricular English competition	81%	62%
The proportion of improvement in English test results after class	39%	27%

Table 2. Statistics of Oral English Output of the Two Groups after the Experiment.

Group	No. of people	Prepare	Interactive	Unprepared	Total average
Experience group	45	26 32	16	74	
Control group	45	19	21	13	53

Table 3. Sample T-Test of Oral Performance of Two Groups of Students after the Experiment$P \leq 0.05$.

Homogeneity test of variance	Independent sample T test					
	F value	Significance (one side)	T value	Significance (bilateral)	Standard deviation	Degree of freedom
			T value			
Heterogeneity of variance	2.548	0.008	58.247	1.341	–	3.814
Homogeneity of variance	1.347	0.294	3.671	0.058	3.800	62

cate with each other through online tools, realize scene application, and stimulate students' oral English practice.

Secondly, we should introduce advanced Internet tools to optimize students' oral English production. Generally speaking, only by changing the thinking of oral English teaching and using more Internet tools to enhance students' oral English ability, can teachers effectively improve the quality of English teaching.

Therefore, college English teachers can enrich students' oral practice channels and learning methods through English teaching app, oral English practice website, and oral English testing tools. Only in this way can we continuously optimize the existing oral English production mode and improve oral English teaching quality. Also, teachers can make full use of a large number of practice tools to constantly optimize students' oral practice, so that students' oral output thinking and communication thinking are more clear.

Thirdly, we can through online practice activities, enhance students' logical thinking ability in oral English. In reality, it is difficult for many students to have specific scenarios to practice their oral English output ability. The emergence of online social tools can solve such problems well.

In this case, college English teachers can create online oral practice activities, so as to specify practice scenarios, break through the limitations of time and space, and provide more learning opportunities for students. In general,

students can find their shortcomings through online voice communication and let others help them correct the mistakes in the practice process and correct them. Also, teachers can also fully build online communication space, let students communicate independently, and constantly enhance oral English practice confidence.

6. Conclusion

In the teaching of English major, oral English teaching is a difficult point. Generally speaking, oral English communication requires accurate and fluent communication of information to others. Under the traditional teaching mode, the oral practice and communication ability of English majors are weak. However, multimedia technology based on Internet environment can effectively solve the problem of insufficient oral output. Given this, the reconstructed oral English production module based on the Internet environment subverts traditional oral English production limitations, which only emphasizes the theoretical content. It has the feasibility of practical application. Therefore, in teaching practice, college English teachers should strengthen Internet technology and link it with students' oral practice, to improve the quality of oral English teaching and students' oral output ability.

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