Study of Oral English Blended Learning and Teaching Model

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Abstract. Due to COVID 19, oral English teaching and learning technology has transferred from classroom to online teaching by means of blended teaching methodologies. This paper is to integrate the merits of various online learning platforms via divert teaching methodologies in teaching process. Through one semester's case study and quantitative study and mathematical analysis, blended learning and teaching based on online platforms generally assures the oral teaching and learning in case of the sudden emergence of COVID 19. However, the capability of correcting the subjective item and full supervision of students' attention and participation should be further researched.

Keywords: Oral English teaching, Online teaching and learning, Blended teaching methodology

1 Introduction

Blended teaching and learning theory provides insights into English teaching and COVID 19 extends its full advantage in English teaching ever since. However, the present study focuses on the combination between classroom teaching and online learning. Most studies focus on the teaching strategies improvement like Sha Qiu's study of the oral English reform under OBE and Jinyang Wang's oral English study from psychological perspective. Others like Liu Hui's study of an intelligent spoken dialogue system based on big data and neural network technology to improve students oral competency. Diverse teaching strategies are applied in classroom teaching with the supplement of online learning. However, few studies of the oral English teaching can meet the demand for the sudden attack of COVID 19. Therefore, the application of blended teaching methodology to online learning is compulsory to assure the online teaching and learning of the same quality as the classroom teaching in case of emergency of COVID 19.

This study is to improve students' oral English expressive ability via multi internet resources like the apps of "Learning through", "Rainclass room" "Dingtalk" and "mooc". The merits of each app is combined and utilized to online oral English teaching together with various teaching strategies and theories in order to involve students attentively in the class and make students active and interactive in the class. Thus, the online blended teaching and learning technology in oral English is expected to be more effective than the pure classroom teaching in in terms of students' analysis and teaching evaluation.

2 Literature review of blended learning theory

In its broad sense, blended learning refers to learning events that combine aspects of online and face-to-face instruction. The idea of blended learning is that students can benefit from part of their learning online and part of it face to face. One benefit of blended learning is that many students can learn best independently on their own time schedule via digital technology. Other advantages of blended learning in the classroom are student-centered instruction, easy data collection and increased engagement.

Blended learning has seen growth over recent years, largely because of the increasing availability of technology and increasing interest in utilizing digital learning technologies. Discoll (2002) argued that the teaching target of blended learning is achieved with the combination of constructiveness, behaviorism, cognition based on web technology such as virtual classroom, cooperative study[1].

Professor Dongke Li holds that face-to-face learning combined with online decreases teaching cost and enhances teaching effects [2]. Professor Kekang He views it as taking the best advantage of both traditional teaching with E-learning[3]. Jingping Zou regards blended learning should satisfy the demands of actual teaching, flexibly transforming the teaching models of actual classroom, synchronous or asynchronous teaching[4].

In general, there are six basic models of blended learning that describe how it can be used in the classroom. They are face-to-face driver model, rotation model of blended learning, the flex model of blended learning, the online lab model, self-blend model and the online driver model.

Different models are better suited to different students, circumstances, and resources. Given the unexpectation and uncertainty of COVID 19, The separation of students from teachers makes the face to face teaching impossible. Thus, among all the teaching models of blended leaning, the online driver model is preferred in this study.

3 Blended learning in teaching Practice

Quite different from the traditional blended teaching and learning combing offline and online, this study is totally focused on online oral English teaching and learning without face to face teaching. During two semesters' teaching, in terms of teaching, course design, course content, teaching strategies and methodologies has gradually developed, which enables students to improve the oral and expressive ability efficiently with higher participation, better class commitment and perfect assignment performance. Thus a blended learning environment is designed to provide opportunities for integrating the merits of teaching management and learning platforms[5]。

3.1 Applied teaching web platforms

In general, teaching platforms are classified in accordance with various teaching stages. In the course preview stage, Dingtalk is preferred thanks to its convenience to upload teaching materials, its longer saving period and the function of study circle. In the teaching stage, the app of "Learning through" and "Mooc" is available thanks to their already constructed courses and various resources concerning oral English. In the class reviewing period, the platforms of

Rainclass room, Dingtalk and Bilibili Learning through are accessible because of their distinctive features, for instance, the correction of writing for the Dingtalk, the function of summary of the students accomplishment of the assignments for "Learning through" and establishment and correction of tests and quiz for "Rainclass room". Therefore, blended learning of oral English will integrate the merits of each platform concerned to ensure a terrific teaching and learning. Teaching and learning platforms are as figure 1.
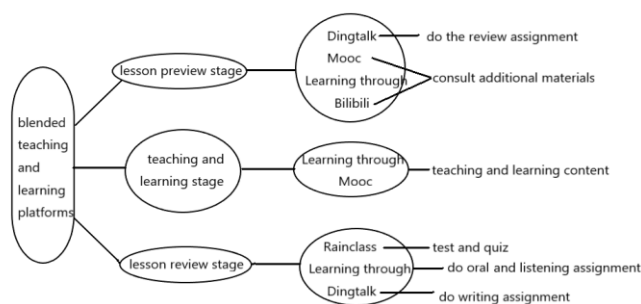
Figure 1 Blended Learning and Teaching Platforms Achitecture

3.2 Teaching content and design

The teaching content on the platform of "Learning through" is topic-based including climate, hometown, culture, communication, traffic and other topics. These topics are shown via 20 minutes' videos, supplemented by the relevant topics in "Mooc"[9]. Eleven topics will be learned in one semester. The lessons are available according to students' schedule before deadline. In the process of learning, interaction is also accessible by way of issuing discussion, putting forward questions, designing questionnaires and quiz set before class. Consequently, students class performance can be easily revealed in the platform. Before class, students should consult the web to the topic relevant knowledge so as to deeply grasp what be learned on the platform. After class, teachers will leave assignment like oral and writing expression of relevant topics on the platforms of Rainclass room, Dingtalk and Learning through in given time. The lesson previewing period ensures a smooth comprehension of the topics in class, while the reviewing period is the consolidation of what being learned in class. The three periods cannot be separated and they are necessary to guarantee an effective teaching and learning. In the teaching and learning stage, based on the Learning through platform, students learn the short videos and accomplish the class activities like discussion and class quiz.

In lesson review stage, students ought to accomplish the oral or writing assignment on the platforms of Rain classroom and Learning through.

In the teacher's supervision stage, for one unit teaching and learning, the teacher will supervise all the teaching and learning process of previewing, class-learning and reviewing. The supervision should include the students' presence and participation in class learning and learning duration, the lesson preparation and assignment accomplishment. The aim is to timely discover and best compensate for teaching and learning weak points and vacancies. The

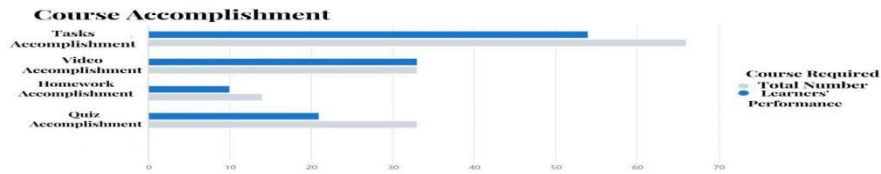students with poor learning performance will be warned. The main teaching and learning data is as follows:

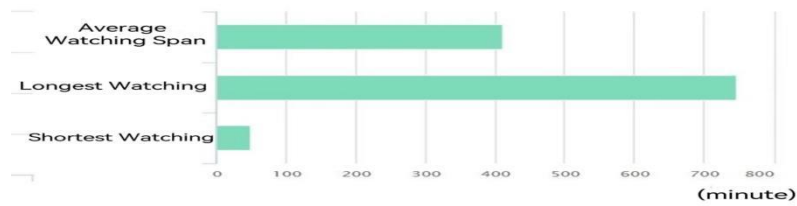

Figure 2 Assignment Accomplishment

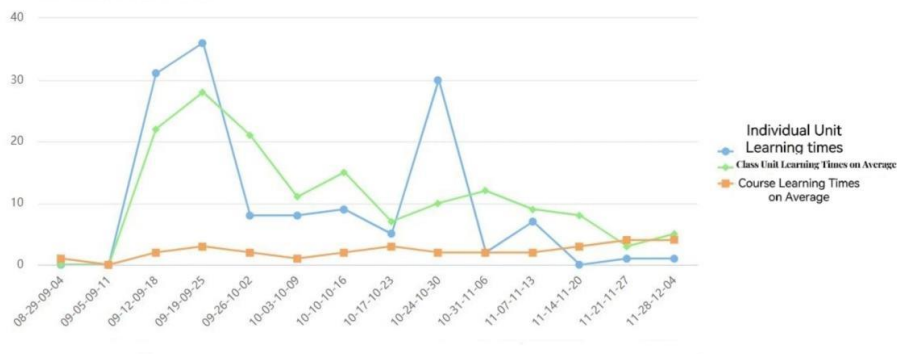**Figure 3** Learners' Online Learning Span

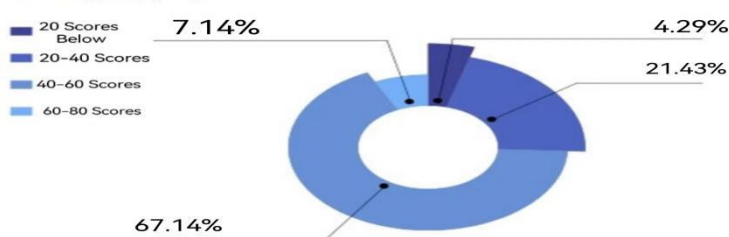**Figure 4** Learners' Learning Times of Each Unit

Figure 5 Learners' Oral Competence and Performance

Learners' oral competence improvement will be determined by the online learning time span, assignment accomplishment and times of unit learning with circular principle. We find that, with the assignment accomplishment increased by one percent or the time of unit learning increased once, learners' oral performance will be bettered. If the two variables increased simultaneously, learners' oral performance will be bettered further. In another case, if the one of the variables decreased with the other increased, learners' oral performance will remain constant. Lastly, learners' performance will be declined with the decrease of both variables. Online time learning span will increased or decreased by the other two variables. The three factors in deciding the final oral competence are as figure 6.
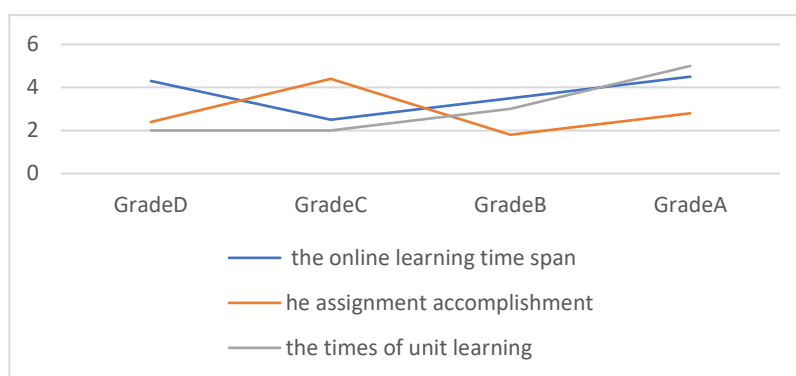

Figure 6 Relation Between Three Variables

Thus. it is founded that based on the oral learning platforms, the teaching process can be realized. Most students can fully improve their oral English.

3.3 Other teaching methodology concerned

Although the online driver model of blended teaching and learning is applied in oral English teaching, it is not saying that students are totally separated from teachers [10]. Actually, the preparation and designing of the each lesson involves systematic teaching strategies and methodologies to promote students' learning motivation, knowledge scope, self study independence, appropriate English expression and formation of English thinking way[8]. And the teachers supervise and check in how each lesson is going on for each student in terms of preview, class performance and assignment. In this indirect way do the teachers relate and connect to students. The blended teaching and learning methodologies are as Figure 7.
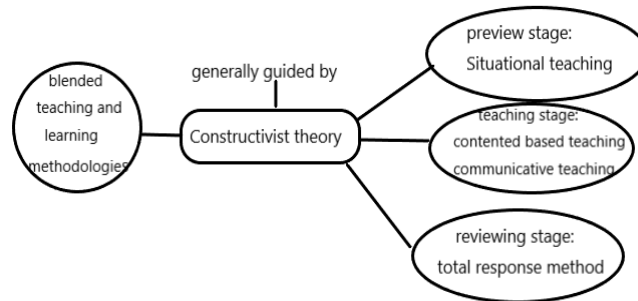
Figure 7 Blended Teaching and Learning Methodology

4 Teaching effect and feedback

After two terms of online learning and teaching, teaching and learning effects will be evaluated in terms of students' motivation, attention, assignment accomplishment, independent learning and thinking, knowledge improvement, oral expressive ability of the students via teachers' supervision on the accomplishment of online tests, questionnaires and quiz.

4.1 Learners' study attitude and status

Through internet observation and supervision of the class teaching and learning and web conversation after class, teachers do a contrast of the learners' study status between the beginning and the end of the semester. It is discovered that by the end of the semester, learners become increasingly interested, confident and active in class with corresponding improvement in terms of study achievement, completion of online assignment and independent and critical thinking.

4.2 Course satisfaction questionnaire

After the semester, teachers consult students about their satisfaction about this online course. Majority of the learners are satisfied greatly with course design, teaching platforms, teachers' instruction and teaching content. They extend their knowledge scope, train their independent thinking way, develop their self-learning ability and their communicative capability. Generally, learners are content with this online oral English course. Course satisfaction is as in figure 8.
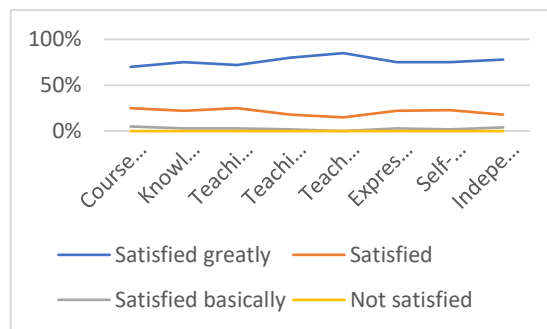
Figure 8 Course Satisfaction

5 Reflection on the teaching and learning practice

This study is of great significance to improve online teaching and learning in emergency, which enables the smooth and efficient transformation from off-line teaching to online teaching. Students' comprehensive linguistic capabilities can be developed attribute to the diverse merits of teaching platforms and the teachers' efforts to design and prepare the course regardless of the teachers' indirect instruction. It is no denying that the sound teaching effect in online oral teaching also related to the teachers' patience and scientific lesson design to motivate students' active participation in online course.

However, several questions also arise from the two semesters' teaching and learning practice. Several teaching and learning platforms involved in the study makes it difficult to transfer different platforms and to timely consult the assignment for some learners. The lack of assignment correction function raise the teachers' workforce and remove their energy and time from analyzing students' learning status. Finally, minority students' motivation ought to be enhanced without the direct supervision and monitor of the teachers.

To summarize, online teaching and learning is a necessary trend after COVID 19. This online teaching and learning techniques needs reforming and developing to facilitate the teaching and learning process.

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