

Research on the measures and practice of improving college students' oral English ability in English blended teaching based on mobile terminal

WangRu

Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris (UPSI) ; Xi'an Eurasia University

Mazlin Mohamed Mokhtar (corresponding author)

Faculty of Languages and Communication, Universiti Pendidikan Sultan Idris (UPSI)

Abstract: Under the context of globalization, English, as an important language for international communication, constantly improves the requirements of college students' oral ability. However, the traditional English teaching mode pays too much attention to written language and ignores the importance of oral expression, which leads to students' difficulties in practical communication. From the perspective of teaching design and practice, this study first introduces the blended English language teaching model based on mobile terminals, and discusses its advantages and applicability in improving oral English ability. Secondly, combined with the teaching paradigm reform of BOPPPS and PADD, it analyzes how to introduce bridge tasks, clarify learning objectives, increase students' participation, strengthen practical links and evaluate learning results. Finally, through field teaching practice and questionnaire survey, data on students' oral performance, participation and feedback were collected to evaluate the practical effect of blended English teaching based on mobile terminals on college students' oral ability. The research results show that the teaching paradigm reform of the English mixed teaching based on mobile terminals combined with BOPPPS and PADD has positive effects and significance in improving college students' oral English ability, and provides a reference for the future English teaching reform.

With the continuous development of globalization, English, as the main language of international communication, is becoming increasingly prominent in the world. This trend is driven not only by transnational cooperation and international business, but also by the frequent occurrence of scientific and technological innovation and cross-cultural exchanges (1). Therefore, the oral English ability of college students faces higher requirements and challenges. They need to have good oral expression skills, need to be able to communicate confidently and fluently, and effectively communicate and cooperate with people from different cultural backgrounds (2)

In this background, the traditional English teaching mode is more and more backward and limited. The traditional model tends to focus too much on classroom teaching and written language, ignoring the importance of oral expression (3). This bias leads to students facing difficulties in practical communication, unable to effectively express their ideas and opinions, and unable to participate in cross-cultural communication fluently (4)

In order to better meet this challenge, the educational community needs to constantly explore innovative teaching methods and strategies. This study will focus on the mobile terminal-based blended English teaching, combined with the teaching paradigm reform of BOPPPS and PADD, to provide more practical and operational teaching measures. Blended teaching which is based on mobile terminals can use modern technological means to create a more interactive and flexible learning environment and stimulate students' interest and participation in learning (5). The BOPPPS teaching paradigm reform can better guide students to take the initiative to participate in learning, pay attention to the cultivation of practical ability and the training of practical language use, so as to improve their oral expression ability (6). This paper will further explore how to integrate into the teaching paradigm of PADD.

Keywords: Improving Oral English Ability, College Students' Oral English Ability, Teaching Based On Mobile Terminal

BACKGROUND AND MEANING

Under the background of the current globalization, the importance of oral English ability to college students is becoming more and more prominent. Research has found that the demand for oral English ability is growing in modern society, especially in the fields of international cooperation, multinational enterprises and international academic exchanges (7). Traditional classroom teaching models have been difficult to meet the requirements of oral English ability in these fields, so innovative teaching methods and strategies are urgently needed.

Mobile terminal technology has shown great potential in the field of education and has been widely used in teaching practice. Research has shown that mobile learning can improve students' interest and participation in learning, and promote personalized teaching and self-directed learning. Through mobile terminals, students can obtain rich learning resources and tools, such as speech recognition software, online communication platforms, teaching videos, etc. In addition, the mobile terminal technology can also assist the teachers to realize the dynamic update and real-time feedback of the teaching content, better adjust the teaching strategies and methods, and improve the teaching effect (7)

Therefore, the English blended teaching based on mobile terminals is a research hotspot in the current education field and one of the development directions of English teaching in the future. Through innovative teaching mode and combined with advanced technology means, college students' oral expression ability and cross-cultural communication ability can be better cultivated, laying a solid language foundation for their future career development and international cooperation. The exploration and practice of this teaching mode is of great significance for improving students' language ability and adapting to the international development.

THE CURRENT PROBLEMS AND DIFFICULTIES OF ORAL ENGLISH TEACHING IN CHINESE UNIVERSITIES

At present, oral English teaching in Chinese universities is faced with many problems and difficulties, the existence of which seriously affects the improvement of students' oral ability and the cultivation of cross-cultural communication ability.

First of all, the traditional oral teaching mode pays too much attention to written language and classroom teaching, ignoring the actual needs of oral expression. The study points out that in this mode, students lack the opportunity for practical oral English practice, which leads to the slow development of oral English ability.(4) At the same time, the lack of teaching resources is also a challenge. Some schools or regions 'oral English teaching materials and resources are relatively single, which cannot meet students' personalized and diversified needs of learning, which limits the innovation and effectiveness of oral English teaching(4)

Secondly, students' lack of motivation for learning is also a problem in the current oral English teaching. Traditional oral English teaching methods may lead to students 'loss of interest and motivation in oral English learning, especially in the long-term repeated oral English practice, students' learning enthusiasm and motivation gradually decline (8). According to the recent classroom practice case survey, it is found that college students generally believe that oral English courses are too monotonous and lack of opportunities for practical communication, which leads to the slow improvement of oral English ability (8). This shows that the traditional teaching mode has obvious deficiencies in meeting the students' actual oral English needs.

In addition, the imperfect teaching evaluation mechanism is also a challenge. The existing oral teaching evaluation mainly relies on examinations and tests, and lacks a comprehensive evaluation mechanism for oral expression ability, which cannot accurately reflect students' actual oral English level and communication ability (9)

THE INTEGRATION OF BOPPPS AND PADD TEACHING PARADIGM

The teaching paradigm of BOPPPS focuses on the establishment of classroom bridges, the clarity of learning objectives, and the participation of students (9). The PADD teaching paradigm focuses on learning preparation, content presentation, practice practice, and assessment of learning outcomes (10). Integrating these two teaching paradigms into the reform of mixed English oral English teaching can better guide the teaching practice and enhance the reform of the current oral English teaching mode.

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The teaching paradigm can be implemented from the following three aspects:

Teaching design stage:In the blended oral teaching integrating BOPPPS and PAD teaching paradigm, the teaching design stage needs to be carried out first. This includes designing the Bridge Task (Bridge) to connect students' existing knowledge with new learning goals, identifying learning outcomes (Outcome), and conducting a student estimated assessment (Pre-Assessment) to understand their oral skills and needs. In the PADD paradigm, it is necessary to design a clear teaching content presentation (Presentation) to ensure that the teaching content is concise, clear and easy to understand. These designs help to lay the foundation for subsequent participatory learning (Participatory Learning) and post-evaluation of learning outcomes (Post-Assessment).

Teaching practice stage:In the teaching practice stage, the teaching paradigm integrating BOPPPS and PAD means that teaching needs to pay more attention to students' participation and practice. By introducing bridge tasks and clarifying learning goals, teachers can stimulate students' interest and motivation, while helping them establish a learning goal-oriented attitude. In the PAD paradigm, teachers need to use various teaching methods and techniques for knowledge application (Application), such as role playing, actual scene simulation and other activities to improve students' oral expression ability. At the same time, teachers can conduct real-time demonstration (Demonstration) to demonstrate the correct oral expression and communication skills, and guide students to conduct practical learning and practice.

Learning outcome evaluation stage:Finally, in the evaluation stage of learning outcomes, the teaching paradigm integrating BOPPPS and PAD requires a comprehensive evaluation of learning outcomes. This includes the evaluation of the students' participation in the learning process and the improvement of their oral expression skills. Through appropriate post-evaluation (Post-Assessment) measures, such as oral English test, project homework, etc., the improvement of students' oral English level and communication ability can be objectively evaluated, so as to provide a basis for the evaluation and adjustment of teaching effect.

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BLENDED TEACHING DESIGN WITH INTEGRATION OF BOPPPS AND PADD

It is an innovative teaching mode proposed by the author, which aims to improve the students' oral English ability and participation. The following are the specific implementation strategies:

Implementation strategy is the warm-up task (Bridge): Task setting is the task which is designed to guide students into the classroom topics, which can include watching relevant videos, listening to relevant audio or reading relevant text. Mobile terminal applications is to use mobile applications or online resources to provide the materials needed for the bridge tasks. Students can complete the tasks through their mobile phone or tablet before class. In the previous preparation stage, teachers can also use the mobile terminal platform to prepare teaching resources.

Learning outcomes (Outcome): first step is to clear learning objectives, namely, clear the specific learning objectives for improving oral skills before or at the beginning of the class, such as improving fluency, enhancing expression ability, etc. Mobile terminal applications is to use mobile applications or online platforms to show their learning objectives, so that students can clearly understand the course objectives.

Pre-assessment (Pre-Assessment): Oral proficiency assessment: Preliminary assessment of their oral proficiency by online test or oral test before class. Mobile terminal applications is to use speech recognition applications or online evaluation tools to evaluate students' spoken English and collect data for personalized courses.

Participatory learning (Participatory Learning) also contains the PADD steps, first the teacher do the teaching demonstration in this section of oral knowledge (presentation), then enter the BOPPPS participatory learning, design with interactive and participatory oral practice activities, such as group discussion, role play, scene simulation, etc. Mobile terminal applications is to use mobile applications for in-group interaction or homework submission to improve student participation and feedback speed. In the presentation stage, topics are introduced through multimedia and interactive content to stimulate students' interest. In the practice stage, speech recognition technology can be used to practice speaking and provide real-time feedback.

Post-evaluation phase (Post-Assessment): evaluate and give students' oral expression ability feedback at the end of the course. Then the teacher instructs the students to complete the homework of PADD (light-test-help), This stage is to guide the students to meditate for 15 minutes, then do Independent writing to write the key and difficult knowledge just told by the teacher in the exercise book; integration of PADD dialogue (dialog), Then the teacher guided the students into groups, Guide students to use the mobile terminal application (Fluent Speaking APP): This application can immediately score the scores of students according to the scoring mechanism of the IELTS simulation test and give effective guidance to students, Record spoken expression data using mobile applications, And provide real-time or regular feedback, This can help the students to improve their oral English skills.

Next the teacher continue to leave students 15 minutes, independent writing through discussion and group practice learning knowledge, and according to the bright homework mode (light-test-help): write three important knowledge wick is learned today, write two questions which they want to ask, and write down the question they need others' help to answer while it also can include the questions which they failed to understand during studying the class knowledge. Then Submit this job to the tronclass app, the last phase is summary and extraction stage (summary): The teacher makes a cloud map of knowledge points through the centralized problems automatically generated by the mobile terminal, Organize and summarize the students' questions from the cloud map, And they are answered in the form of classroom dialogue, guide the students to answer and modify the oral knowledge points independently, and submit again after the online work mutual evaluation. The requirement requires students to comment and to like on the five students' assignments, summarize today's learning knowledge points, complete the critical summary of five students' assignments Independently , and upload it to the tronclass app for the teacher's comment.

The integration of BOPPPS and PADD teaching paradigms based on mobile teminal offers several advantages, including personalized learning support, fostering student engagement and interaction, providing real-time feedback and guidance, enhancing teaching efficiency and flexibility, and possessing widespread applicability. Through the Bridge tasks and Pre-Assessment stages, instructors can provide tailored guidance to meet individual student needs, while fostering active participation and interaction during participatory Learning and group discussions in the Flipped Classroom. On time feedback and guidance mechanisms assist students in adjusting their learning strategies promptly, thereby it can improve learning outcomes. Moreover, leveraging mobile technology makes the teaching process more flexible and convenient, transcending temporal and spatial constraints, thus enhancing teaching efficiency.

CONCLUSION

This teaching model exhibits strong potential for dissemination, not only in English oral instruction but also across various disciplines and domains, offering insights and references for educational reform. However, whether it can genuinely enhance college students' oral proficiency requires further data integration and analysis to validate predictions, ensuring its universality for all college English instructors.

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