

Research and Practice of Oral English Teaching Based on Blended Learning Mode

Wenjie Bai, Yunqi Wang, Chenqi Liang, Jieqiong Meng, Wenwen Ge*

Guangxi University of Chinese Medicine, Nanning, 530020, Guangxi, China

Keywords: Mixed learning mode; Oral English teaching; Teaching effect; Personalized learning

Abstract: This study aims to investigate the practical significance of the blended learning model in teaching spoken English. Through a quasi-experimental approach, English majors were divided into an experimental and a control group, with spoken English lessons conducted in a blended learning format for the former and a traditional teaching method for the latter. The findings reveal notable improvements in the experimental group's spoken English proficiency, learning enthusiasm, and capacity for independent learning. Additionally, they expressed strong acceptance of and satisfaction with the blended learning approach. The study concludes that the blended learning model positively impacts spoken English instruction, offering students a more varied and tailored learning experience, boosting engagement, and sparking interest in learning. This paper explores the practical benefits of the blended learning model in teaching spoken English, paving the way for innovative educational reforms in the future.

1. Introduction

Amidst the steady march of globalization and the explosive growth of information technology, English has emerged as a pivotal tool for global communication and collaboration [1]. Within this context, the significance of spoken English proficiency—as the cornerstone of linguistic communication skills—has gained increasing prominence [2]. Nonetheless, practical challenges persist in spoken English instruction, including limited opportunities for students to engage in oral practice, and the conventional teaching paradigm's difficulty in accommodating the unique needs of individual learners [3]. Consequently, innovating spoken English teaching methodologies and enhancing the effectiveness of instruction have emerged as pressing concerns within the contemporary educational landscape [4].

The aim of this study is to augment students' opportunities for oral practice and tailor-made learning trajectories by integrating online and offline educational resources via a blended learning approach. It is anticipated that this model will substantially enhance students' spoken English proficiency and foster their cross-cultural communication skills. More broadly, this study stands to advance not only the innovation and progress of spoken English instruction but also offer a valuable reference for the implementation of the blended learning model within the realm of education.

2. Literature review

The blended learning model, a novel teaching approach, has garnered significant attention in the educational sphere in recent years [5]. Its origins can be traced back to the dawn of the 21st century. Fueled by the widespread adoption of network technology and the plethora of online educational resources, blended learning has smoothly transitioned from conventional face-to-face instruction, emerging as a new teaching paradigm that amalgamates the best of both online and offline worlds. In the realm of spoken English instruction, the implementation of this model has yielded impressive outcomes [6]. Numerous studies indicate that the blended learning model notably enhances students' spoken English proficiency, boosts their learning autonomy, and increases participation. Nonetheless, despite its positive impact on spoken English instruction, the blended learning model faces certain challenges and issues [7]. Firstly, a discernible disconnect exists between theory and practice. While the model appears promising in theory, integrating online and offline teaching

resources effectively and maintaining teaching quality remains a pressing concern [8-9]. Secondly, current research exhibits some deficiencies, such as a lack of in-depth exploration into students' learning motivations and strategies within the blended learning framework, necessitating further investigation [10].

In conclusion, the blended learning model holds immense potential in spoken English instruction, but its efficacy and theoretical-practical framework demand further empirical validation and refinement. Building on this foundation, our study aims to delve deeper into the practical applications and inherent value of the blended learning model in spoken English teaching.

3. Research methods and design

3.1. Research object and sample selection

The research object of this study is college English majors, who are at the critical stage of oral English learning, and have high acceptance of new teaching methods and representative learning needs and characteristics. In order to ensure the universality and effectiveness of the research, this paper randomly selected 500 English majors from different grades and English proficiency as research samples.

3.2. Research tools and data collection

In order to fully and deeply understand the application effect of blended learning mode in oral English teaching, this study carefully designed a variety of data collection methods to ensure that students can capture the real feedback and learning effect of the mode from multiple angles.

The first is the questionnaire. In this paper, a detailed questionnaire is designed to explore students' acceptance, satisfaction and learning effect of blended learning mode from the perspective of students. The content of the questionnaire covers many dimensions, including students' overall impression of blended learning mode, the utilization of online learning resources, the participation of offline classroom activities, the difficulties and challenges in the learning process, etc.

Followed by interviews. In order to get more in-depth and detailed feedback from students, this paper selected some students for face-to-face in-depth interviews. These interviews are conducted in a relaxed atmosphere to encourage students to share their views and experiences openly and honestly. The content of the interview revolves around all aspects of the blended learning model, including the students' adaptation process to the model, their advantages and disadvantages, the difficulties encountered in learning and their suggestions for improving the teaching model.

Finally, the oral English test. In order to objectively and quantitatively evaluate the effect of blended learning mode on improving students' oral English ability, this paper tests students' oral English before, during and after the experiment. These tests include reading aloud, impromptu speech, dialogue and other links, aiming at comprehensively examining students' oral fluency, accuracy, vocabulary use ability and grammar mastery.

In summary, by utilizing a range of research instruments comprehensively, including questionnaires, interviews, and oral English assessments, we can acquire a profound and comprehensive understanding of the blended learning mode's effectiveness in oral English instruction. The collected data and feedback offer invaluable insights for teaching enhancement, simultaneously establishing a firm groundwork for the blended learning mode's broader promotion and utilization in oral English teaching.

3.3. Research methods and implementation steps

This study employs a quasi-experimental research approach, with the following detailed steps:

Experimental Setup: Participants are segmented into an experimental and a control group. The former engages in blended learning for oral English mastery, whereas the latter follows conventional teaching practices.

Initial Assessment: Prior to commencing the experiment, both cohorts undergo an oral English proficiency test to guarantee comparable baselines.

Teaching Implementation: Throughout the experimental phase, the experimental group receives instruction via the blended learning method, whereas the control group continues with the established teaching technique.

Post-Experiment Evaluation and Data Gathering: Upon conclusion of the experiment, both groups undergo another oral English assessment. Additionally, questionnaires and interviews are conducted to gather pertinent data.

Statistical Analysis: Collected data is analyzed through statistical software, comparing the progression of oral English proficiency between the two groups and evaluating participant feedback on the blended learning approach.

4. Practice of blended learning mode in oral English teaching

4.1. Construction of teaching mode

The blended learning mode's specific implementation framework involves:

An online teaching hub: Creating a virtual teaching space stocked with diverse educational materials and interactive features, enabling flexible, independent student learning at any time and place.

Face-to-face classroom sessions: Integrating online coursework, we devise focused in-class engagements and hands-on activities to enhance students' oral skills and practical application.

Tailored learning trajectories: We craft individualized learning plans and trajectories aligned with each student's unique needs and proficiency levels, catering to a wide range of learners.

In oral English teaching, this paper actively explores and actually applies the blended learning model. This model combines online autonomous learning and offline classroom interaction, providing students with an all-round and multi-angle learning environment, aiming at effectively improving their oral English ability.

In online autonomous learning, this paper makes full use of the advantages of modern science and technology to build a convenient and efficient online learning platform for students. Students can watch carefully recorded teaching videos through this platform, which cover various oral skills and common expressions, helping students to consolidate their language foundation and improve their oral expression ability. At the same time, students can also participate in online discussions, exchange learning experiences with their classmates and make progress together. In addition, this paper also designs a wealth of oral exercises, including reading aloud, following reading, simulating dialogue, etc., so that students can continuously improve their oral English in autonomous practice. Offline classroom interaction is another important part of blended learning mode. Simple online learning can't replace face-to-face communication and practice. Therefore, in the online classroom, teachers carefully organize various oral practice activities, such as role-playing, debate and speech. These activities aim to enable students to communicate in English in real or simulated situations, so as to cultivate their oral application ability. In role-playing, students need to play different roles and simulate various scenes in real life for dialogue, which not only exercises their oral expression ability, but also improves their cross-cultural communication ability. Debate and speech activities challenge students to articulate their opinions on specific themes, thereby refining their logical thinking, bolstering self-confidence, and honing their communication skills.

To guarantee the efficient application of the blended learning approach, this study also emphasizes the significance of learning feedback and adaptations. We consistently gather learners' feedback, encompassing challenges encountered during the learning journey, perspectives on both virtual and face-to-face teaching sessions, and their evolving educational requirements. Using this input, we promptly refine our teaching methods and curricula to align with students' needs, ensuring that the blended learning model truly showcases its strengths and aids in elevating students' spoken English proficiency.

4.2. Teaching effect evaluation

To assess the efficacy of the blended learning model, this segment compares the teaching

outcomes between the experimental and control groups, refer to Tables 1-3 for details.

Table 1 Comparison of oral English improvement between experimental group and control group

Group	Average score of oral English before the experiment	Average oral score after the experiment	Lifting range
Experimental group	75	88	13
Control group	74	79	5

Table 2 Comparison of learning enthusiasm between experimental group and control group

Group	Proportion of students actively participating in classroom discussions	Proportion of students who independently complete extra oral exercises
Experimental group	85%	75%
Control group	60%	45%

Table 3 The experimental group's satisfaction with the blended learning model

Survey items	Very satisfied	Satisfied	Common	Dissatisfied
The help of mixed learning mode to improve oral English	60%	30%	10%	0%
Abundance and quality of online resources	55%	35%	10%	0%
Interaction and practicability of offline classroom activities	50%	40%	10%	0%
Overall satisfaction with the blended learning model	55%	35%	10%	0%

The above results show that:

Improvement in oral English proficiency: Notably, the students in the experimental group demonstrated a considerable enhancement in their spoken English after the experiment, surpassing the control group's progress significantly.

Boost in learning eagerness: The students belonging to the experimental group exhibited greater eagerness and active participation in learning spoken English.

High student satisfaction: The blended learning model received a high level of acceptance and satisfaction from the students in the experimental group, who found it beneficial for improving their oral English skills.

5. Conclusions and suggestions

Through a comparative analysis of the experimental group's and control group's performance in oral English instruction, this research reveals that the blended learning approach offers distinct advantages over traditional teaching methods in enhancing students' spoken English proficiency. Guided by the blended learning model, students in the experimental group exhibited not just improvements in the fluidity and precision of their verbal expressions, but also displayed elevated levels of enthusiasm and self-directed learning capabilities. Furthermore, the blended learning approach has garnered widespread acceptance and satisfaction among students, owing to its provision of diversified and tailored learning avenues for oral English mastery.

Drawing from the empirical findings and learner feedback, this study concludes that the blended learning model exerts a favorable influence on oral English instruction. This paradigm integrates digital and physical educational resources, transcends temporal and spatial limitations, affords learners ample opportunities for verbal rehearsal, and consequently elevates their English communication skills. Simultaneously, the blended learning approach serves to kindle students' intellectual curiosity, augment their self-motivation and engagement in the learning process, thereby establishing a robust groundwork for fostering cross-cultural communication proficiencies.

Acknowledgements

The authors acknowledge the: Guangxi's educational science planning key project: "Research and Practice on Training System of International Chinese Medicine Talents"(2022ZJY3051)

References

- [1] Liang Yanchun, Zhi Hong, Yang Xiaofei. Exploration of the mixed teaching mode of "Practical English Audio-visual Speaking" course [J]. China Forestry Education, 2022, 40(3):71-75.
- [2] Wang Qingjun. Research on the reform of blended teaching mode of oral English in secondary vocational schools under the new media environment [J]. Campus English, 2022(5):48-50.
- [3] Liu Ping, Zhu Yanning. Give full play to the initiative of teaching assistants and build a new mixed teaching mode of college oral English [J]. Shanxi Youth, 2021, 000(006):32-33.
- [4] Qu Ping, Liu Shuying. The concrete turn of college oral English teaching under mixed learning mode [J]. Journal of Qiqihar Teachers College, 2021, 000(001):152-154.
- [5] Gong Xun, Xiang Can. Research on the effect of college oral English teaching in independent undergraduate course universities under the background of "3+1" mixed teaching reform-based on FIFA oral English training platform [J]. Overseas English, 2022(12):140-141.
- [6] Xu Xiaofen. Based on listening and speaking, the blended teaching of college oral English [J]. Regional Governance, 2021, 000(034):253-254.
- [7] Wu Fengqin. Innovative research on Tik Tok's integration into vocational undergraduate oral English gamification teaching [J]. Business situation, 2023(35):0129-0132.
- [8] Guan Lin. On the application path of blended teaching in oral English teaching for English majors in colleges and universities [J]. Modern English, 2021, 000(022):17-19.
- [9] Wang Yuhua. An empirical study on the satisfaction of English blended teaching for maritime majors and its influencing factors [J]. Maritime Education Research, 2021, 38(4):76-81.
- [10] Zhu Xiaoqing. Analysis of cooperative learning mode in oral English teaching in higher vocational colleges [J]. Journal of Hubei Open Vocational College, 2023, 36(19):183-184.