

Online Learning-based English Language Teaching Strategy Training

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Abstract: English teaching language is a tool for teachers to implement teaching and is also an important source of student language input. The quantity and quality of teachers' teaching language will influence and even determine the success or failure of classroom teaching. Foreign language teaching differs from other classrooms: it uses both language as a teaching method and teaching content. The rapid development of information technology, especially the widespread use of mobile Internet, smart terminals and new media technologies, has made more choices in college English teaching reform. The research shows that the mixed teaching of online live class in college English can effectively realize the combination of real-time online live class.

1. Introduction

English teaching language is a tool for teachers to implement teaching. It is very important for classroom teaching organization and students' language acquisition. This is not only because the content of the teaching can be achieved only through the perfect organization and teaching of the teacher language to achieve the desired teaching effect. And because it also serves as a demonstration of the target language. It is another important source of students' language input and a channel of communication with students. The teaching language is the language used by teachers in imparting knowledge, teaching, and educating people in classroom teaching activities. The language of instruction of English teachers is different from that of teachers. It is also different from the professional language of other professionals (Bennett, 1984). It is a kind of instructional language. The quality of teaching languages often directly influences and determines the effectiveness of teaching. Even the same teaching method may differ by several dozen because of different languages. Because teachers' language cultivation largely determines the efficiency of mental work in students' classrooms. The quantity and quality of teachers' teaching language will influence and even determine the success or failure of classroom teaching. Therefore, to reform our college English teaching, we must analyze the teacher's teaching language and strive to change the current status of college English teachers' teaching language (Cha & Kim, 2011). From the perspective of linguistics, teachers' language has the following characteristics: phonetics, vocabulary, syntax, and chapters. From the perspective of sociolinguistics, teachers' language has the following characteristics: The language of instruction in English is different from the language of instruction used in other disciplines. Teaching languages in other disciplines are usually only used by teachers as tools for explaining knowledge and skills. It is not only a tool for imparting knowledge and skills, but also the knowledge and skills taught by teachers themselves. Students are concerned about what the teacher is saying and what information the teacher has conveyed to them. They are also concerned about what the teacher is saying and what language the teacher is using to convey this information. They are not only concerned with the content of the language but also with the form of the language.

The language of instruction needs to be exemplary, but also depends on the teacher's language selectivity. English teaching language must be selected according to factors such as the student's level and teaching content to meet the needs of classroom teaching (Elmetwally, 2012). English teaching language should make students easy to understand and accept, otherwise it cannot become an advantageous means of learning the target language. With the gradual improvement of the students' language ability in the teaching process, the teaching language must be increased in difficulty, so as to reflect the principle of gradual and orderly teaching. Start with simple English

and gradually use complex English. Their teaching language at the beginning stage has the following salient features: The speed of speech is slower than normal speech speed. The pronunciation of the Keywords is accentuated. Most of the vocabulary is a common basic vocabulary (Murthy & Ram, 2015). Compound sentences and text structures are simplified. Declarative sentences and imperative sentences are more than interrogative sentences. Classroom language is the specific language used by teachers to organize classroom teaching. It often has fixed topics and sentence patterns for different stages of classroom activities, different projects, and different environments. The use of classroom language adds to the English atmosphere in the classroom and helps improve the ability of students to understand teachers' ability to teach in English.

2. College English Teaching Language Contrast Experiment

2.1 Sampling methods

Lectures are the languages teachers use to interpret vocabulary, sentence structure, and discourse. This form is the main form of student acceptance of information. The contents explained by the teacher mainly revolve around the following aspects: the content of the text, the meaning of words and phrases. However, teachers should grasp the quality and quality of language. At present, English teaching is mainly based on teacher-centered teaching. This is the main reason for the large number of teacher discourses. Explaining too much will inevitably cause students to have excessive consequences for teachers when they learn language. It is difficult to achieve the purpose of language learning (Vijayalakshmi & Babu, 2002). The teacher-student exchange of language is the language used by the teachers and students in the classroom to conduct various conversations, questions, and discussions. The correct use of this language will inspire students' enthusiasm for classroom participation. Demonstrative questions refer to questions that questioners already know. The reference question refers to the questioner does not know the answer. Teacher feedback language usually has two types of positive feedback and negative feedback. Positive feedback refers to the appreciation of the student's response with such terms as negative feedback including criticism of the student and correction of student errors. The teacher's feedback language has a different psychological impact on students. Positive feedback will increase students' confidence and improve their interest in learning. Negative feedback will make students passively reduce interest in the classroom. Therefore, in teaching, teachers should use positive feedback as much as possible to avoid negative feedback.

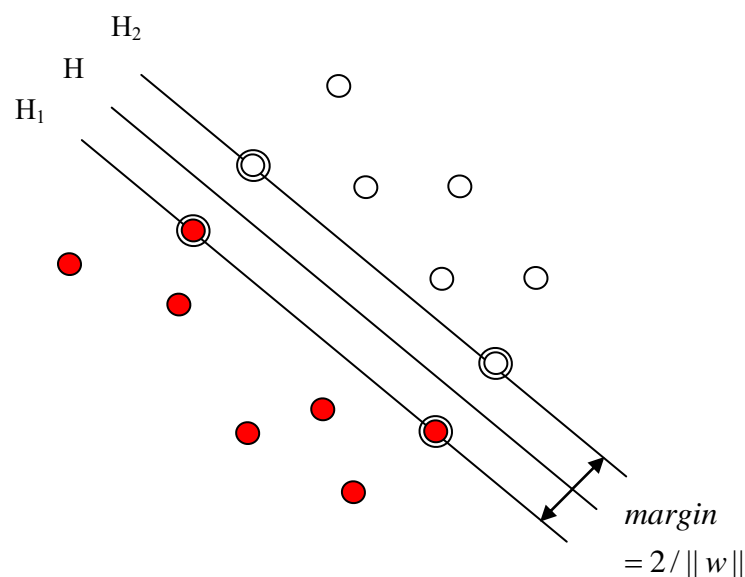


Figure 1. Optimal classification plane

2.2 The theoretical basis of the experiment

In the context of college English teaching conducted under the Chinese language environment in Chinese, should the teaching language be Chinese, English or bilingual? According to the survey, college English teachers who used English and almost all lectures in English only accounted for 27.2% of the total number of teachers. Eight years later, compared to the situation in which universities actively develop teaching classes in English, the language of instruction in college English as a tool course lags behind. The author's findings in a non-key college show that less than 15% of teachers use English and almost all English. Non-key colleges and universities account for more than 90% of colleges and universities in China. It is of universal practical significance to improve the quality of college English teaching in China. Therefore, the author chose the classroom teaching language as the experimental goal, and conducted a one-year comparative experiment. The experiment compares English and English bilingual teaching effects, and explores the most effective factors for teachers' teaching language understanding. Therefore, the difference in performance between the two classes is not statistically significant. Experimental procedure: The experiment was divided into two phases according to the third semester and the fourth semester. The school's Level 3 and 4 examinations are the same as the whole school and are cross-checked. In addition, two classes of students are unaware of this experiment. Although there are differences in the average grades of the two classes, the difference in standard deviations is not significant, and there is no significant difference in the degree of dispersion of student performance. In the first semester of the third semester, the two classes adopted English as the teaching language at the same time. At the end of the semester, they participated in the unified three-level examination of the whole school. In the second semester of the second semester, English as the medium of instruction was used for the second class with lower average scores in the Table above, while English and Chinese bilingual teaching was used for the class with higher average scores, and the fourth grade exam for the whole school was completed at the end of the semester. Finally, the author's hypothesis is tested by analysing and comparing the results of two classes and questionnaires for students: the teaching effect of English as a teaching language is better than that of English and Chinese as a teaching language. In the experimental process, other factors influencing the experimental results are strictly controlled. The teaching materials, lesson plans, student's work load and corrections, teaching progress, class assignment, etc. are all the same. Both stages of teaching activities are controlled within the scope of classroom activities. The teaching methods are also consistent as far as possible. The lectures focus on the traditional fine lectures and practice.

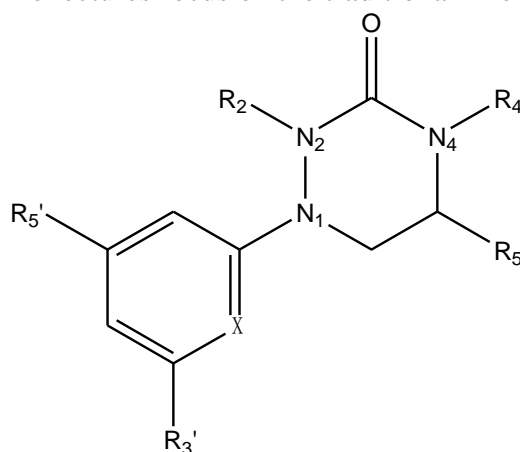


Figure 2. Structural formula

3. Statistical Analysis Experimental Data

3.1 Experimental discussion

Comparing the data in Table 2 and Table 1, it can be seen that the average grades of the two classes in the first stage have both increased. This shows that English is used as the teaching

language of the two classes at the same time, and the difference in teaching effect is not obvious; The standard deviation of the performance of the two classes also increased simultaneously, indicating that the degree of dispersion of the two classes of students increased, and some students did not meet the English or nearly all English teaching languages. In the second phase, the average grades of the two classes changed significantly. Class2 from the original entry score below class1, after the second phase of adherence to the use of English teaching, the average score of the school class four exams exceeds class1 average score of 7 points, this result shows that the use of English as a teaching language is better than English and Chinese bilingual. From the point of view of the changes in the standard deviations of the two classes, the value of class2 has risen significantly, indicating that students' performance has become more polarized and a few students are not adapting to this teaching language; The standard deviation of class1 has declined somewhat. This is due to the fact that the second-stage class1 uses English and Chinese bilinguals, and the gap in class performance is not as pronounced as class2.

The original problem is transformed into the dual problem of convex quadratic programming as follows:

$$\begin{cases} \max \sum_{i=1}^n a_i - \frac{1}{2} \sum_{i=1}^n \sum_{j=1}^n \alpha_i \alpha_j y_i y_j (x_i^T x_j) \\ s.t \quad a_i \geq 0, i = 1, \dots, n \\ \sum_{i=1}^n a_i y_i = 0 \end{cases} \quad (1)$$

This is a quadratic function mechanism with inequality constraints. There is a unique optimal solution:

$$w^* = \sum_{i=1}^n a_i^* y_i x_i \quad (2)$$

The optimal classification function thus obtained is:

$$f(x) = \text{sgn}((w^*)^T x + b^*) = \text{sgn}\left(\sum_{i=1}^n a_i^* y_i x_i^T x + b^*\right) \quad (3)$$

Introduce the following objective function:

$$\psi(w, \xi) = \frac{1}{2} w^T w + C \sum_{i=1}^n \xi_i \quad (4)$$

The training sample data to be modeled must carry errors:

$$y_i (w^T x_i + b) \geq 1 - \xi_i \quad (5)$$

SVM can still be achieved through quadratic programming:

$$\begin{cases} \max \sum_{i=1}^n a_i - \frac{1}{2} \sum_{i=1}^n \sum_{j=1}^n \alpha_i \alpha_j y_i y_j (x_i^T x_j) \\ s.t \quad 0 \leq a_i \leq C, i = 1, \dots, n \\ \sum_{i=1}^n a_i y_i = 0 \end{cases} \quad (6)$$

The insensitive loss function can be expressed as follows:

$$|\xi|_\varepsilon = \begin{cases} 0 & \text{if } |\xi| < \varepsilon \\ |\xi| - \varepsilon & \text{otherwise} \end{cases} \quad (7)$$

The best regression function finds the minimum value of the following function:

$$\Phi(\mathbf{w}, \xi^*, \xi) = \frac{1}{2} \|\mathbf{w}\|^2 + C \left(\sum_{i=1}^l \xi_i + \sum_{i=1}^l \xi_i^* \right) \quad (8)$$

The upper and lower limits of the slack variable:

$$L_e(y) = \begin{cases} 0 & \text{for } |f(\mathbf{x}) - y| < \varepsilon \\ |f(\mathbf{x}) - y| - \varepsilon & \text{otherwise} \end{cases} \quad (9)$$

Through the following optimization equation:

$$\max_{\alpha, \alpha^*} W(\alpha, \alpha^*) = \max_{\alpha, \alpha^*} \left\{ \begin{aligned} & -\frac{1}{2} \sum_{i=1}^l \sum_{j=1}^l (\alpha_i - \alpha_i^*)(\alpha_j - \alpha_j^*)(\mathbf{x}_i^T \mathbf{x}_j) \\ & + \sum_{i=1}^l \alpha_i (y_i - \varepsilon) - \alpha_i^* (y_i + \varepsilon) \end{aligned} \right\} \quad (10)$$

In the following constraints:

$$\bar{\alpha}, \bar{\alpha}^* = \arg \min \left\{ \begin{aligned} & \frac{1}{2} \sum_{i=1}^l \sum_{j=1}^l (\alpha_i - \alpha_i^*)(\alpha_j - \alpha_j^*)(x_i^T x_j) \\ & - \sum_i (\alpha_i - \alpha_i^*) y_i + \sum_i (\alpha_i + \alpha_i^*) \varepsilon \end{aligned} \right\} \quad (11)$$

1) Teachers must grasp the intelligibility of the input language: this result further shows that classroom teaching with English as the teaching language is better than English and Chinese. This conclusion has been further verified in the national four-grade examination, and the class 4 pass rate of class 1 with better enrollment results is lower than that of class 2 by about 10%. In recent years, because of various reasons, Level 4 examinations only publish the total score of the candidates and no longer publish their individual results. Therefore, the contrast between the listening and speaking abilities of the two classes is reflected in the classroom performance. Class2 students respond quickly to language input information in the classroom, their speech and fluency are significantly better than class1, and they have a strong initiative in the classroom activities, showing a wealth of imagination, and expressing their initial desire in English. While class1 students learn English for two years, they are basically mute English.

2) Teachers need certain language input skills in class: teachers should avoid the blindness of speaking English for speaking English when thinking about language input, and the arbitrariness of where to think. Adhering to the input language not only meets the needs of students, but also is slightly higher than the student's current level of acceptability, ensuring that the classroom is attractive and challenging. In addition to effective language input in the classroom, teachers also encourage students' language output. The output can effectively promote the internalization of students' language knowledge and improve their language application ability. If there is only input and no output, students learn only a large number of isolated language materials that have no connection with each other. When they really need to communicate and use language, they often do nothing.

3.2 Teaching process optimization and teaching language

Convergence issues help students remember and practice what they have learned, but do not require students to perform in-depth language processing, and the issue of divergence can provide

students with more opportunities for language output. The author understands that the problem of divergence is similar to the open question, and there is no unified standard answer. Students need to mobilize their own knowledge of language knowledge and think at a higher level. Teachers should pay attention to the issue of divergence in the classroom, design problems that are in line with the interest of students, and have a high degree of concern among students. Use the different experiences of students in large classes, various opinions, broad interests and open ideas to create a harmonious classroom atmosphere.

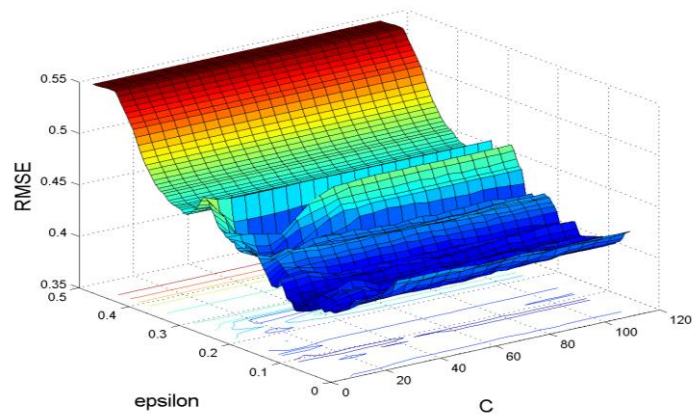


Figure 3. Linear kernel function

3.3 Teaching language and research status

Instructional language refers to the language used by teachers to organize and engage in specific teaching activities for different subjects under specific teaching conditions. Teaching language is different from classroom language. It refers to the language included in the entire English class teaching process. English teachers' teaching languages have different characteristics from other subjects. Students need to learn the language from the teacher's language of instruction. The demonstration of the English teaching language determines that English teachers must have good speech, intonation, and language skills. Teachers' teaching language can only adapt to students in a certain area.

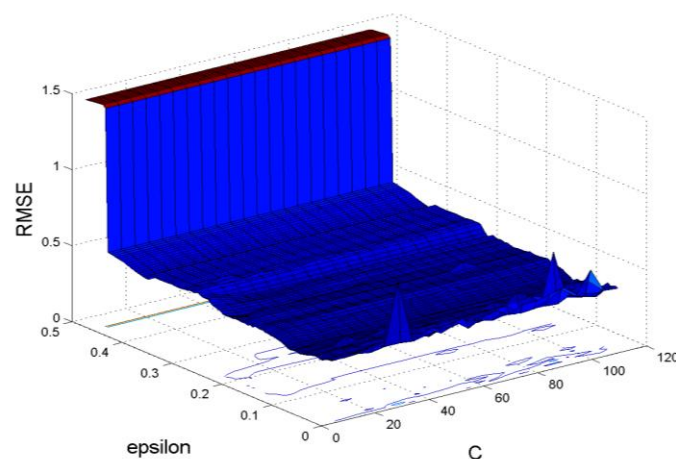


Figure 4. The poly kernel function

4. Empirical Analysis

4.1 Teaching process optimization and teaching language

Therefore, whether the foreign language teacher's teaching language can be accepted and benefited by most students in the shortest time is a problem that needs to be solved urgently in the

current foreign language teaching in the university. Acceptability determines the stage of the university's foreign language teaching language. With the gradual improvement of students' abilities, the foreign language teacher's teaching language should also reflect the phased characteristics. More systematic research also followed. From the perspective of linguistics, these studies also made a preliminary induction and classification of teachers' teaching language, revealing the characteristics of teacher language in terms of pronunciation, vocabulary, syntax, discourse, and so on. With the deepening of research, people's research scope has also expanded from simply studying the teaching language to the teacher's entire activities. The study of the language of instruction in our country started late with the limitations of history. In the 1980s, China had just reformed and opened up, and research on the language of instruction was mainly influenced by the Soviet Union. In recent years, there has been a lag in the study of foreign language teaching, but the progress made is worthy of recognition.

Table 1. Statistical analysis of achievement statistics

Y	CPI	Currency	Ex	Import	Total	Income index
1995	117.1	60750.5	12451.8	114.9	11048.1	290.3
1996	108.3	76094.9	12576.4	102.9	11557.4	301.6
1997	102.8	90995.3	15160.7	99.7	11806.5	311.9
1998	99.2	104498.5	15223.6	95.9	11626.1	329.9
1999	98.4	119897.9	16159.8	97.6	13736.4	360.6
2000	100.4	134610.4	20634.4	102.8	18638.8	383.7
2001	100.7	158301.9	22024.4	98.7	20159.2	416.3
2002	99.2	185007	26947.9	97.8	24430.3	472.1
2003	101.2	221222.8	36287.9	102.3	34195.6	514.6
2004	103.9	254107	49103.3	106.1	46435.8	554.2
2005	101.8	298755.7	62648.1	104.9	54273.7	607.4
2006	101.5	345603.6	77594.6	103	63376.9	670.7
2007	104.8	403442.2	93455.6	103.1	73284.6	752.5
2008	105.9	475166.6	100394.9	106.9	79526.5	815.7
2009	99.3	606225	82029.7	94.6	68618.4	895.4

4.2 The rhythm and intonation of the teaching language should reflect the stage

The optimization of the so-called teaching and education process means that teachers purposefully select the best plan for establishing the teaching process, and ensure that the task of educating and educating the students is resolved within the prescribed time and the greatest possible effect is achieved. The optimization of the teaching process refers to the process of considering the laws, principles, the forms and methods of modern teaching, the characteristics of the teaching system, and the internal and external conditions, in order to make the process play the most effective role from the established standards. The optimization of the teaching and education process in contemporary schools refers to the method chosen for the teaching and education process. Teachers and students can spend the least necessary time and effort and receive the best results. The optimal teaching plan, that is, to the existing conditions, is the best teaching plan for the current stage from the perspective of its effect and the time consumption of teachers and students. The optimization of the teaching process requires teachers' teaching language to take effective forms under the guidance of teaching rules, principles and methods of modern teaching methods, so that students can learn relevant knowledge points and improve their language ability on the premise of minimum consumption. Teachers should promote and dominate students based on their own interests, needs, and accepted external requirements. They should be good at using the language of instruction to create a harmonious situation, be good at eliciting students' ideological and emotional resonance, and encourage students to cooperate in learning.

Table 2. Statistical analysis of enrollment results

T	2005	2006	2007	2008	2009	2010	2011	2012	2013
a	558.3	630.2	780.1	991.6	913.5	1219.6	1556.2	1757.7	1866.9
a1	271.8	310.3	370.1	405.0	391.8	494.1	607.5	632.9	678.2
b	286.5	319.9	410.9	586.6	521.7	725.5	948.7	1124.8	1188.7
b1	14.7	9.6	40.8	181.6	129.9	231.4	341.2	491.9	510.5

4.3 Rich knowledge content

Therefore, the proper use of teacher's discourse can have a positive or negative effect on learners' output and communicative competence. Teachers need to have good quality and rich knowledge content. They should use modern teaching theories to control the language of the classroom and thus achieve the optimization of foreign language teaching. The problems in the English classroom are concentrated in two types: closed questions and open questions. Teachers use open-ended questions to examine students' mastery of what they have learned, while open-ended questions develop students' divergent thinking. Teachers use closed questions to examine students' mastery of what they have learned. Whether it is a closed-ended or open-ended question, what is reflected in the minds of students is the teacher's so-called standard answer. This in itself takes a certain amount of time, teachers have to think about students' problems for a short period of time, students do not have enough time to organize the language, resulting in low efficiency of the answer, and the classroom atmosphere is also very tense. The main reason that causes students to remain silent is often the teacher himself, such as the teacher's intolerance of silent behavior and the incomprehensibility of teacher's discourse. For this reason, teachers should consider solutions from two aspects: teachers and students. On the one hand, teachers can improve the efficiency of question and answer by extending waiting time, improving teachers' questioning skills, accepting various answers, and group cooperation and peer support. On the other hand, teachers try to adopt open-ended questions to encourage students to be bold in expressing what they want to do. They should try to avoid negative discourse and stimulate students' desire for performance in response to students' questions, so as to promote the optimization of classroom teaching.

Table 3. A survey of language design in college English teaching

Y	M2	GIP	GDP	Index
2005	271.8	8.07	46.498	101.4
2006	310.3	7.809	48.86	102.6
2007	370.1	7.704	54.3116	121.6
2008	405	6.851	60.6898	135.5
2009	391.8	6.819	57.9375	132.2
2010	494.1	6.623	62.9093	146.6
2011	607.5	6.4588	69.6596	170.8
2012	632.9	6.3125	71.7073	175.4
2013	678.2	6.1932	76.5416	189.9
2014	370.1	7.704	54.3116	121.6
2015	405	6.851	60.6898	135.5
2016	391.8	6.819	57.9375	132.2
2017	494.1	6.623	62.9093	146.6

5. Conclusion

The current society is changing with each passing day, and the pace of updating knowledge is extremely fast. Teachers should update their knowledge storage at any time. Even if they do not reach the current level, they should at least understand and update the background knowledge of applied linguistics and pedagogical theory and teaching materials. There are many ways to update, you can participate in training courses organized by schools and other countries, participate in

seminars held in various places, participate in national and even international academic conferences. These activities can enable teachers to understand the latest developments in academic research and teaching, and enrich teachers' teaching theories to optimize their teaching. There is a need for further research on teacher training. Compared with the preparation of teaching process in the traditional classroom, the online live broadcast class has higher requirements for College English teachers because of its strong interaction and randomness, and it is necessary to establish an active and flexible teaching process. As the foreign language courses focus on the characteristics of vocabulary and grammar, in the course of goal guidance, teachers need to be clear in terms of speech to prevent the speech rate in the speech transmission process from causing speech concatenation. The key information should be as much as possible with speech and whiteboard courseware. Teachers should consider constructing new teaching concepts and teaching methods on the basis of this platform, creating situational contexts, and continuously inspiring students' enthusiasm and participation, so as to enhance students' self-learning awareness and ability.

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