Construction of an Ecological Model of Blended Assistant Teaching of College Oral English Based on "Internet +" Technology

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Abstract. According to the input and output of the language as the theoretical basis, from the learning of oral English in college, construct the oral English teaching mode of students, teachers, and the Internet. Different forms of teaching modes help students increase their interest in learning English. Improve the use rate of expressing English, let students develop the role of autonomous learning and deep learning, stimulate students' initiative through the help of the Internet, and give play to the teacher's auxiliary guidance, students' autonomy and diversity in oral English learning. The Internet is an integrated education model.

Keywords: Oral Teaching, Mooc Learning Platform, Flipped Classroom, Blended Auxiliary Teaching, Modern Education Technology

1. Introduction
Traditional college English teaching tends to emphasize input and output; reading and writing but not listening and speaking; explanation and practice; testing but application; language knowledge teaching but neglect of language skills training [1, 2]. "College English Course Teaching Requirements (Trial)" changed the previous teaching goal of mainly reading comprehension, taking into account listening and speaking, to 'comprehensively cultivate students' comprehensive English application ability, especially listening and speaking ability, so that students will work and social In communication, English can be used to effectively communicate oral and written information to meet the needs of my country's social development and international communication." As a new type of ecological curriculum, hybrid assisted teaching is based on MOOC [3, 4]. It adheres to the concept of open resources and shared knowledge, and strives to spread the best quality teaching resources to all corners of the earth. Today, with the involvement of the Internet and the high-end development of mobile devices, technology platforms and famous teachers push high-quality online course teaching, and the MOOC big data processing platform can follow up and update learners' learning trajectory in a timely manner, and scientifically privately customize personalized learning [5, 6]. Students' independent choice, self-regulation, individual flexibility and on-demand learning become possible. However, MOOCs face deep-seated problems such as low completion, high dropouts, high operating costs, and low social recognition. It cannot be used as the main method of mixed auxiliary teaching. Classroom teaching is still the most important way for university knowledge transmission. We urgently need new
The classroom teaching model injects new vitality into the mixed auxiliary teaching.

The purpose of this research is to take the spoken English course as an example, take action research methods, explore the combination of the spoken MOOC learning platform and flipped classrooms, and construct a mixed auxiliary teaching model. Action research is an educational research model that integrates educational theory and practice. The core concept of action research emphasizes participation in the research process. MOOC producers, teachers, and students are all important roles in this integrated learning model and are important objects of the research process. The purpose of the research is to cultivate international talents, research for "action (teaching actual work)"), the main body of research is led by "practitioners (teacher)", and the research process is to "use action (teaching practice)" to guide students' learning Activities, so that learners adapt to the new teaching mode experience under the new situation and learn knowledge in the process of using educational technology, and effectively improve the ability of oral English practice.

2. The ecological model of college oral English mixed auxiliary teaching

It goes without saying that the improvement of oral skills and quality is mainly in "learning" rather than "teaching". Therefore, oral English teaching should advocate "multilateralism" rather than "unilateralism", that is, multilateral and all-round communication, rather than "one word" or limited communication. In this way, students can get in touch with students whose oral level is higher than their own, get help from them, and get the maximum input. At the same time, they can find problems through output in communication, test the standard of spoken English, and internalize their language skills. Therefore, in college oral English teaching, based on the theory of language input and language output, the author combines the characteristics of oral teaching, the psychological characteristics of students' learning and teaching equipment to construct a new model of college oral English teaching that integrates students, teachers, and the Internet (as shown in the figure 1).

![Figure 1](image_url)  
**Figure 1.** A new model of college oral English teaching that integrates students, teachers, and the Internet.

In this mode, under the guidance and supervision of teachers, students use the auxiliary functions of the Internet to give full play to their subjective initiative, and carry out a large number of real and efficient stimulus responses, imitation exercises, human-computer dialogue, multi-agent communication, video feedback and diversity Sex evaluation and other activities; students, teachers, and the Internet interact and interact with each other, forming a diversified and multi-dimensional relationship. In this mode, input is the primary, the foundation, and the necessary preparation for output. Learners can accumulate necessary background language knowledge and cultural background knowledge through teachers' lectures, communication with classmates and Internet resources, which can be understood, absorbed, and internalized into their own language knowledge to enhance their speech understanding and output expression ability. The purpose of learning English is to communicate. Oral class is to create a situation and provide an environment for students to output language. Therefore, output is the purpose of oral class teaching and the goal of English learning. This
diversified teaching model can create a certain language environment for learners, so that they can internalize language knowledge and language skills through output while having input, because they can express their ideas with classmates, teachers and the Internet. In this way, the process from language learning to language acquisition is completed. Output is the purpose of input, which in turn can help learners digest, absorb and stimulate input. Learners must combine language input and output in a meaningful environment for language acquisition to be truly effective, and the new college oral English teaching model of the trinity of students, teachers, and the Internet can create such an environment to make spoken language acquisition truly effective.

2.1. Teacher-led
Learners have individual differences in non-intellectual aspects such as interests, habits, and emotions, as well as in intellectual background, thinking methods, language comprehension, and autonomy. The main task of teachers is to analyze the needs of students in the current learning environment and understand Students' personality characteristics, hobbies, etc., determine the teaching methods from person to person, and fully mobilize learners' enthusiasm, initiative and creativity.

The leading role of teachers is mainly reflected in three aspects. The teacher is the organizer first, and organizes group discussions, retelling, and debate of learners, providing reference words, sentence patterns, grammatical structure, and topics to be discussed; secondly, the teacher is the leader, who needs to understand the students' listening, speaking, reading, and writing skills and A thorough analysis of language usage in a communicative environment is used to make additions and deletions to textbooks, determine the teaching focus of different students, and strengthen the training of different abilities of different students in a targeted manner. If the learner does not meet the requirements of the activity, the teacher should give appropriate corrections and guidance, and should play a role of promotion and encouragement. It is not necessary to make corrections too much, and interrupt the thinking process of the learner's oral expression; finally, the teacher should also be positive Participant. Teachers themselves have to participate in the learners' speech activities. This will not only make teachers an equal interlocutor, eliminate learners' fear and worries about oral communication, but also play a certain role in demonstration. This demonstration is not only manifested in language, but also manifested in the flexible response of communication and the ability to guide the smooth progress of communication. It can also find problems in learners' oral expression, such as language points, logical thinking, language organization, expression, grammatical rules, and psychological barriers, so as to more effectively correct them and improve teaching.

In short, teachers should start from the analysis of student needs, carefully arrange teaching content, flexibly choose teaching methods, rationally design teaching steps, implement learner sovereignty and the principles of teaching students in accordance with their aptitude, explore learners' individual potential, and enhance their enthusiasm for oral training. Responsibility enables students to learn actively in a good language atmosphere and under the control of strong learning interests, and truly become the masters of learning. Teachers should give full play to their due role as controller, evaluator, organizer, facilitator, participant, and information provider.

2.2. Take the learner as the main body
The learning of reading, speaking, listening and other skills can be done by learners alone. Oral is a two-way language communication activity composed of information senders and information receivers. It requires oral learners to cooperate with others. Moreover, oral conversation requires the speaker to fully "emerge" in front of the audience, and this characteristic of oral communication "emerges" from the background of the crowd. The trinity of college oral English teaching model of students, teachers, and the Internet also highlights this feature. It should transform the "prominent" status of teachers in the traditional teaching model, change the teacher's "one-to-one" teaching model, and break the opportunities for students to use the target language to output. The situation where there is insufficient mutual communication and communication between students and teachers, the use of student-centered teacher-student interactive teaching has formed a classroom environment for
exchanges between students and teachers, and between students and students. Output effectively. At the same time, this model also fully reflects that oral teaching is a very practical course, allowing learners to participate in activities personally, so that they can achieve the purpose of expression and communication.

2.3. Supplemented by the Internet
The communication theory of language teaching believes that spoken language is a kind of communicative activity. The purpose of spoken language is to improve students' practical application ability. It is not a task that the spoken speaker completes alone. The computer organically combines sound, image, and text to form an integrated teaching material, which transforms the monotonous and boring traditional teaching material into vivid, intuitive and concrete modern teaching content, so that students in English classrooms can "see, listen, speak" The teaching model of "" was established, and the comprehensive training of listening, speaking, reading, and writing was strengthened; and network technology provided real-time and non-real-time language learning necessary communication methods, providing students with real communicative situations and relaxed communicative atmosphere, so that students Through network communication, actively ask questions, discuss problems, and improve self-expression and communication skills through communication and cooperation with other students and teachers. Teachers can also use the Internet to create various language activities that students are interested in, provide students with opportunities for cooperation, learning and discussion, tap students' learning motivation and potential, stimulate and cultivate students' communication awareness and habits, and help them develop oral skills And strategy.

From the perspective of language input, the Internet is a treasure trove of English learning materials, and online written communication can provide a large number of true and appropriate language learning materials that students can understand. Through the analysis and sorting of a large number of original language materials collected on the Internet, it will help students to further explore, discover and construct the language knowledge they have learned, and form multi-dimensional innovative thinking. At the same time, the process of collecting information on the Internet is also a process in which students obtain a large amount of real and vivid oral communication materials and understand the values and social customs under different cultural backgrounds. The oral and written online communication with foreign friends helps students understand the West. Culture and the differences between Chinese and Western cultures help students learn and master language at a higher level. This can also make up for the limitations of college English textbooks that are single, lack of real-time, low interest and unsuitable for oral communication, make up for the lack of input for oral teaching, and help learners learn research learning faster, cultivate self-study ability and solve problems independently The ability to expand ideas and stimulate creative inspiration.

From the perspective of language output, the characteristics of network communication tools that are flexible, fast, span time and space, and break through media restrictions can stimulate various forms of communication and contact between students and native English speakers in the world. It feels realistic communication situations, which helps those students who are introverted and shy to speak up to eliminate emotional barriers and enhance confidence. This kind of language environment can stimulate students' interest and desire to communicate in the language they are learning; at the same time, it can make up for the limitations of large classes, large numbers of students, and small class hours in college English teaching. It is impossible for every student to have the opportunity to communicate. The Internet can provide learners with a real communicative environment and ideal conditions for a student-centered oral learning environment. With the guidance of teachers, this will undoubtedly be more beneficial to students' autonomous learning and achieve oral communication activities.

3. Examples and results analysis
Given a sample data set, \( D = \{x_1, x_2, \ldots, x_n\} \), \( x_i \in R^d, i = 1, \ldots, n \).
Assuming that the first l samples are labeled, denoted as \( \varepsilon = (x_1, x_2, \ldots, x_l) \), the corresponding label \( \eta = \{y_1, y_2, \ldots, y_l\} \).

The importance of each feature dimension in the classification problem is not the same. Time series can overcome to a certain extent the shortcoming that time series data treats each feature dimension equally. Its definition is as follows:

The time series between samples \( x_i \) and \( x_j \) is defined as

\[
d_s(x_i, x_j) = \sqrt{(x_i - x_j)^T A(x_i - x_j)},
\]

Let students choose the topic of spoken English. Secondly, think about the topic and record the relevant points at the same time. If you encounter a vocabulary that you can't spell, replace it with Chinese. And have a group discussion, after each expressing their opinions, make a mind guide chart. Third, the teacher organizes the display and modification of the students' mind map, followed by oral thinking, allowing students to make a coherent statement on the mind map and determine the way and sequence of statements. Finally, practice oral English and learn vocabulary that you have not mastered. This method not only makes the spoken language regular and logical, but also diverges the students' thinking, avoiding confusion and inability to write while speaking, but also enables students to have a certain degree of logic when facing the spoken language. There was a panic writing.

**Table 1.** Comparison of entrance teaching performance between experimental class and control class.

| Class                  | Number of people | Mean | Standard deviation | Standard error | t     | p        |
|------------------------|------------------|------|--------------------|----------------|-------|----------|
| Total score of         | 66               | 67.39| 9.098              |                | 1.590 | .268     | .789     |
| experimental class     |                  |      |                    |                |       |          |
| Control class total    | 63               | 66.97| 8.948              |                |       |          |
| score                  |                  |      |                    |                |
| Total score of         | 66               | 8.53 | 1.939              | 0.348          | .073  | .942     |
| experimental class     |                  |      |                    |                |
| Control class total    | 63               | 8.56 | 1.599              |                |       |          |
| score                  |                  |      |                    |                |

Through a one-year teaching experiment, the team members used SPSS17.0 to conduct independent sample t-tests using the collected pre-test and post-test teaching scores and total scores of the experimental class and the control class to test whether the relevant variables exist before and after the two groups of experiments. The difference and whether the difference is significant, and analyze and discuss the reasons based on the results of the questionnaire survey. The results are shown in Table 2.

**Table 2.** Pre-test and post-test group statistics of composition scores in the experimental class and the control class.

|                  | Number of people | Mean | Standard deviation | Standard error of mean |
|------------------|------------------|------|--------------------|-----------------------|
| Control pre-class test | 63               | 8.56 | 1.899              | .239                  |
| Control after-class test | 63               | 9.70 | 1.227              | .155                  |
| Control pre-class test | 66               | 8.53 | 2.047              | .252                  |
| Control after-class test | 66               | 10.74| 1.293              | .159                  |

Table 2 shows that in primary school English teaching through mind mapping software, the average composition score of the experimental class is 10.74, and that of the control class is 9.70, and
the improvements are 2.21 and 1.14 respectively.

The questionnaire survey set by the teachers also found that: 85% of the teachers believe that the new model requires higher students' learning initiative, while the students with poor self-control ability and lazy students find it difficult to follow the process of the mixed curriculum ("Speaking MOOC platform preview + "Test", "Interactive Discussion", "Diversified Evaluation") for learning; 91% of teachers believe that hybrid classrooms are a way of operating across time and space, especially for oral classes that are time-consuming and low-effective. Language is undoubtedly infused with new vitality, and the new model can effectively help most students complete the input and output of effective oral English. 95% of teachers said that in the process of oral teaching, the integrated teaching model is better than the traditional teaching model. In this round of practice, the quality of MOOC micro-videos directly affects students' interest in learning, and the teacher's subdivision work is also directly related to the participation of students and teachers in interactive activities. In this round of oral practice, students will implement the link of acquiring online oral knowledge well. This has become a prerequisite for supporting flipped classrooms. Students show higher learning enthusiasm in blended classrooms, with active learning and deep learning. Awareness has been significantly strengthened, oral communication has made substantial progress, and there is no more formality and fried rice. Teachers and students run well in the new model.

However, a phenomenon accompanying the new teaching model is that the polarization of academic performance is more obvious. For some students who do not have the basic information technology operation ability, they have resistance emotions, which affects the psychological mechanism of internalization of extrinsic motivation, leading to declining grades and even being tired of studying. To this end, teachers should flexibly adjust the teaching style, take into account the adaptability of students to the new environment, pay more attention to those unsuitable groups, and strive to greatly improve the learning effect of students.

4. Conclusion
Innovating a new type of hybrid college English foreign language classroom is an important direction of the future college English education reform, and it is a work that keeps pace with the times. This article aims to explore the innovative development of hybrid classrooms in college English education, to help teachers change their thinking, better arrange teaching design under the new situation, and make it more instructive and effective, so as to more deeply explore the teaching and learning process. Existing problems provide experience and reference for flipped classrooms to take advantage of MOOCs and MOOCs to feed back classroom teaching, and use modern educational technology to induce students' active learning and deep learning.

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