An analysis and empirical study on the related factors of college oral English teaching reform

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Abstract. In order to effectively improve college students' oral English expression ability, this article uses continuous innovation to improve the evaluation teaching method for the first time, facing 90 first-year students of 2019 university, and has carried out two consecutive semesters of reform. The SPSS software was used to conduct sample t-test on the three oral comprehensive evaluation data before, during and after the reform. It is concluded that the continuous reform of "thinking, practice and innovation" for more than one year can greatly help college students to effectively improve their oral expression ability, but it cannot exceed the correctness of traditional teaching methods in language form. At the end of the article, it is innovative to put forward the simultaneous reform of reading teaching and listening teaching, which can shorten the period of oral teaching reform and accelerate the improvement of comprehensive oral ability.

1. Introduction

Oral teaching is an important part of college English teaching. In the CET-4 and CET-6 exams, the spoken English test (CET Spoken English Test, 1999) was first piloted in some cities, which promoted spoken language teaching. "Teaching Requirements for College English Courses (Trial)" (2004) establishes the foundation for oral teaching [1-3]. "Teaching Requirements for College English Courses" (2007) further strengthens the status of oral teaching while promoting the teaching of listening and speaking courses and audiovisual listening The development of curriculum teaching has spurred the reform of spoken language teaching for foreign teachers. The research on college English oral teaching reform is diversified.

Based on the questionnaire survey and interview research from the perspective of students, it is pointed out that the correlation between the written test and oral test subjects of the CET-4 scores is not high. It is recommended that college oral English teaching should follow certain principles (Zhang Kefu, 2004), and strive to solve students’ language abilities, Slow development of pragmatic competence and emotional anxiety (Lu Li, 2004), targeted adoption of new concepts, new methods, and new textbooks (Zhu Zhongyan, 2006), through understanding the student’s learning background (Wei Hua, Wei Junmei, Yao Wenzhen, 2007). Improve the external environment of learning (Jin Quanyuan, Dai Shuxuan, Liu Changjiang, etc., 2004), cultivate interest in English learning (Xu Lin, Jiang Chunli, 2012), convert passive to active learning motivation (Chao Xindi, Wang Yantao, Zhang Weiran, 2014), etc. Ways to help students improve their oral performance [4-6].

A study based on the influence of teachers’ perspectives on the improvement of college students’ oral ability found that transitional attention to the correctness of language forms (grammar, pronunciation, intonation) (Xu Jie, 2012), especially mechanical imitation and rote memorization during
oral conversation (text Qiu Fang (1999) limits the innovation of college students’ oral expression thinking ability (Peng Qinglong, 2000). During the large-class teaching process, individual college students lack sufficient practical opportunities for oral expression, demonstrating the phenomenon of shallow, deep and extensive expressions of spoken language. Therefore, teachers need to combine reading and audiovisual materials other than textbooks (Zhang Man, 2012; Niu Xiao, 2016) as an effective supplement to improve their oral ability [7-9]. The range of materials can be more extensive (politics, science and technology, economics, medicine, culture, etc.), which is conducive to fostering students’ interest in learning, establishing critical thinking (Swain, 1985), extensively conducting debates and group discussions (Jia Lingyu et al., 2013), and helping students improve their oral skills.

Based on the above research, in order to explore more effective teaching methods to improve college students' oral ability, we conducted a one-year study of oral teaching reform at Shandong Institute of Business Technology, innovatively proposed and successfully used continuous innovation to improve assessment teaching methods, and constructed "thinking, The three dimensions of "practice and innovation" construct the evaluation curve of "continuous improvement of concentration" and "continuous improvement of values" to stimulate the continuous activities of "learning" and promote the sustained and in-depth integration of critical thinking. Empirical research has helped college students achieve a significant improvement in their oral ability and related skill levels [10].

2. Research objects and methods

2.1. Research object
We selected Class 1 (45 students) and Class 2 (45 students) of the 2019 International Business Major, with a total of 90 first-year freshmen as the research objects. Students are evenly distributed in two classes according to college entrance examination scores from high to low, and the academic level of students in both classes is basically the same [11]. We selected 1 class as the experimental class for oral teaching reform, and 2 classes used traditional oral teaching methods for traditional teaching. The duration lasted for 1 year, and the students in the 2 classes did not experience any changes.

2.2. Research preparation
Before the study, in order to better carry out the research on oral teaching reform, we convened a class of 45 students to conduct a briefing session on the oral teaching reform research project, and got the full cooperation of the students. Select one teacher at the same time, and use different teaching methods in class 1 and class 2 to avoid the difference in teaching quality between different teachers. Two professors are selected as spoken language appraisers, and the whole process of grading is conducted according to uniform standards. In order to effectively determine the effectiveness of the oral teaching reform, we conducted a comprehensive oral proficiency test on 90 students before, during and after the experiment. The total score of the oral test is used as the explanatory variable, and the correctness of the language form (traditional indicators), critical thinking (the breadth of oral expression), practical skills (validity of oral expression) and innovation ability (depth of oral expression) are used as explanatory variables.

2.3. Statistical analysis methods
We used Excel2016 software for statistics of students' oral test scores at various stages, and used SPSS20 to analyze the impact of various explanatory variables on the change of oral language level during the reform process. At the same time, the model was tested for significance to judge the effectiveness of the model.

3. Research process

3.1. Comparison of the oral performance of the two classes in the early stage of the experiment
The students in both classes entered the university through the college entrance examination, but from different provinces, the college entrance examination used different English test papers, and their
English scores cannot be used as the best experimental data. Therefore, in the first week of school, we organized 2 appraisers and conducted a random sampling oral test for each student in accordance with the unified assessment standards. The full score was 100 points. The average oral test scores in class 1 were 60.98 points and 2 classes. The average oral test score is 59.84 points. The statistical table of oral test scores of the two classes before the experiment is shown in Table 1:

**Table 1.** One-sample t test of scores of experimental group in pre-test 1 (CJ0).

| t     | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Intervals of Difference |
|-------|----|-----------------|-----------------|----------------------------------------|
| CJ0   | 1.118 | .270           | 1.13778        | -.9134 - 3.1890                          |

Summarizing the data in Table 1, class 1 is a class for oral teaching reform. The average score of the oral test before reform is slightly higher than the average score of class 2, but its critical confidence level (2 tails) is 0.270, which is greater than 5%. It shows that there is no significant difference between the average score of the exam before the reform of oral teaching in Class 1 and the average score of 59.84 in Class 2. Explain that the average level of speaking in class 1 is basically the same as that in class 2.

### 3.2. Comparison of oral performance of two classes in the middle of the experiment

In the reform of oral English teaching in Class 1, the difference between the teacher in class and the traditional oral English teaching model in Class 2 increases the hours of practical teaching, and guides students to carry out extensive interest reading, oral debate, and impromptu in and after class Lectures, after-class dubbing, practical exploration, creative innovation and other learning methods gradually guide students to continue to pay attention to oral learning and value improvement, which is used to help students systematically improve their oral English. Through the continuous reform of the freshman last semester, Classes 1 and 2 conducted the second oral test at the end of the semester. The average oral test score of class 1 is 67.28 points, and the average oral test score of class 2 is 66.98 points. The critical confidence level (2 tails) is 0.759, which is greater than 5%. Both of them have significantly improved the average level of oral English, but they still do not exist. Significant differences. See Table 2 for details.

**Table 2.** One-sample t test of scores of experimental group in pre-test 1 (CJ1).

| t     | df | Sig. (2-tailed) | Mean Difference | 95% Confidence Intervals of Difference |
|-------|----|-----------------|-----------------|----------------------------------------|
| CJ1   | .309 | .759           | .3089         | -1.7071 - 2.3249                        |

Although the data in Table 2 shows that there is no significant difference between the reform and traditional teaching within a short period of time, in order to refine the effectiveness of the oral English teaching reform, we used excel2016 to calculate the average of the items that constitute the total score of oral English, see picture 1.

From Figure 1, it can be clearly seen that although the average score of the oral test is similar, there are large differences between the other 4 constituent items. In the correctness item, 2 classes undergo traditional teaching, and the results have obvious advantages, and 1 class is in the other 3 In terms of projects, it is slightly higher than the average grade of class 2. Especially in innovative projects, the advantages are very obvious. It can be explained that there is a certain difference between the sub-projects when there is no significant difference in the overall average score.
3.3. Comparison of oral performance of the two classes at the end of the experiment

After two consecutive semesters, a total of one year of oral English teaching reform experiments, the same two reviewers in the previous two repeated random sampling oral tests on 90 students, and they were evaluated according to the same assessment standards as the first and second times. Score.

Table 3. Comparison of post-test between the experimental group and the controlled group.

| Group   | N   | Average    | Std. Deviation | Mean Difference | Sig. (2-tailed) |
|---------|-----|------------|----------------|-----------------|-----------------|
| Class1  | 45  | 77.3556    | 7.49896        |                 |                 |
| Class2  | 45  | 69.4000    | 7.60203        | 8.16855         | .000            |

The results in Table 4 adopted the method of t test for equal variance of two samples. Sig. (two-tailed) is 0.000, which is less than 5%, indicating that after 2 semesters of continuous oral English teaching reform, there is a significant difference between the results of Class 1 reform and the traditional teaching results of Class 2. The results in Figure 2 compare with the results in Figure 1. It shows that the overall performance of Class 1 after participating in the reform is much higher than that of Class 2 of traditional teaching. Although the accuracy is not more than the results of Class 2, it is still maintained from the overall trend analysis Continued upward trend. The achievements of the other three projects are even more obvious.
Figure 2. Composition of oral test scores at the end of class 1 and class 2.

4. Conclusions
After one year of oral English teaching reform, this article innovatively proposes and successfully uses the teaching method of continuous innovation and improvement evaluation, constructing three dimensions of "thought, practice and innovation", and constructing the evaluation of "continuous improvement of concentration" and "continuous improvement of values". The curve stimulates students' continuous activities of "learning". Not only helping the college students participating in the experiment to improve their oral expression skills, but also the students' reading, audio-visual, thinking development and practical innovation related skills have been significantly improved. First, focusing on the three dimensions of "thinking, practice, and innovation" can help improve college students' oral English. Different from the traditional evaluation standards of oral correctness, oral expression is not only correct, but more importantly, dare to say that the content of the expression must have a unique point of view (innovation), and can be based on a wide range of perspectives (thinking), Put forward feasible plans and suggestions (practice) in combination with reality, and then emphasize the improvement of correctness. Second, continuous attention and continuous improvement evaluation indicators can help college students improve their oral English. Our experiment is a good proof that although the oral English learning scores can be improved in a short time, sticking to interest guidance, continuous learning and training can greatly improve the oral English level. As an English teacher, in oral teaching, we must make full use of the time in and after class to guide and stimulate students to carry out continuous English learning around their interests to help students develop good learning habits and promote the oral English. Third, the improvement of oral expression skills helps to promote reading skills, audio-visual skills and other related skills. The content of oral expression requires a lot of reading as the basis, especially the continuous reading activities around the interests of students, which can help students accumulate knowledge elements of oral expression, enrich the audio-visual materials, and help improve the fluency and authenticity of oral expression. In the same way, while oral expression improves, it will also actively promote the improvement of reading ability and audio-visual ability. Therefore, the reform of spoken language teaching needs to go hand in hand with the reform of reading and audiovisual teaching, and it will achieve better reform results.

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