

On the Implications of Mobile Learning Theory to Oral English Teaching

Yingxia Liu

Nanning Normal University, No.508Xinning Road, Wuming District, Nanning, Guangxi, China

Abstract

With the development of domestic education informatization, under the general application of information technology and network technology, English teaching mode and methods have changed significantly. At present, with the popularity of mobile phones, iPads and other mobile terminals, the conditions for "mobile learning", an educational form based on communication and information technology, are becoming more mature. Various English learning apps are pouring out, providing conditions for breaking the unilateral input teaching in traditional oral English and realizing the flexibility and interactivity required in oral English teaching.

Keywords

Mobile Learning; Oral English; Teaching Enlightenment.

1. Introduction

Since the end of the 1990s, network technology has been rapidly popularized in our country and penetrated into all fields of social development. In connection with the application of information technology in education reform and development, some experts and scholars put forward the development concept of "education informatization", pointing out that education informatization is an important means to realize education modernization. The ten year development plan of education informatization (2011-2020) issued by the Ministry of education clearly points out that the modernization of education should be developed through the informatization of education, and at the same time, the deep integration of network information technology and education and teaching should be accelerated [1]. In this context, the application of mobile technology in language teaching has gradually become one of the research topics in the field of foreign language learning in China.

Mobile learning is a typical application of "Internet + education". Through digital terminals such as smartphones and tablets, you can obtain information, resources or learning services at any time and place [2]. According to the statistical report on China's Internet Development released by China Internet Network Information Center, as of March 2020, the number of mobile online education users in China was 420 million, an increase of 226 million over the end of 2018, accounting for 46.9% of mobile Internet users[3]. In particular, since 2020, COVID-19 has spread all over the world. Universities, primary and secondary schools in various countries have switched their teaching activities to online, further promoting the wide application of mobile learning. The combination of online education and offline education improves the teaching effect. Under such circumstances, the traditional oral English teaching mode can not adapt to the rapidly changing teaching environment. The integration of mobile learning and oral English teaching is a very necessary measure. Mobile learning has the characteristics of learning sustainability, autonomy and cross media interaction. It breaks through the traditional classroom restrictions and creates rich and real language communication space and experience for language learners. It enables learners to participate in language communication and interaction in real time without being restricted by the learning place. It can improve the

situation of "dumb" English in traditional oral English teaching to a certain extent, Bring students more vivid and authentic oral training.

2. The Important of Mobile Learning Theory in Oral English Teaching

There are two main reasons why "mobile learning" can be used in oral English teaching at present: (1) traditional teaching emphasizes concentration and unity, and the flexibility is relatively poor. Therefore, when teachers or students need to deal with special matters, they can not maintain the stability and continuity of learning. This situation is not conducive to the continuous promotion of education, so there is a demand for teaching mode reform in teaching practice, This provides development motivation for the generation and promotion of "mobile learning". (2) With the continuous development of science and technology, network technology and information technology have been significantly applied in social practice, and their application fields are constantly expanding, and have been applied in teaching. The application of network and mobile terminal in educational practice provides material conditions for the organization and development of "mobile learning".

First of all, the application of "mobile learning" effectively breaks the shackles of traditional teaching mode and improves the flexibility of learning. Under the traditional teaching mode, students' learning needs to be concentrated in a fixed area and carried out in a fixed time. However, without a fixed area and a fixed time, students' learning will be in a disordered state. Moreover, if the teachers or students have other things in the fixed time of the course, it is bound to affect the teachers' teaching or the students' listening. The application and promotion of "mobile learning" has effectively broken the traditional shackles and significantly improved the overall activity of oral English teaching.

Secondly, the application of "mobile learning" creates a better environment for students' oral learning. Under the traditional teaching mode, more students have the intention to practice oral English, but they are shy of speaking in front of others due to the influence of personal thoughts or other aspects. Many students have the idea of oral practice, but they have not taken action. In the case of "mobile learning", students can face mobile learning software, platforms, or even other students across the screen instead of real people. This way of not facing students can eliminate students' psychological barriers and enable them to boldly start oral practice. In short, "mobile learning" enables many students to have a better oral practice environment and significantly improves the practical effect of oral practice.

Finally, the application of "mobile learning" strengthens the interaction between teachers and students. In the traditional teaching mode, the interaction between teachers and students is relatively small, which affects the communication and discussion between teachers and students on learning problems. The study of spoken English attaches great importance to practical communication. The application of "mobile learning" has broken through the limitation of communication between teachers and students, and strengthened the communication between students. The oral training between students has become more frequent, and the problem communication between teachers and students has become more common. This is of great significance to help oral English teaching.

3. Oral English Teaching Strategies Based on Mobile Learning Theory

With the popularization of mobile devices and the continuous development and improvement of functions, making full use of mobile devices and mobile learning resources to teach is one of the topics facing contemporary teaching language. In combination with the mobile learning process, English teachers can innovate teaching strategies from the aspects of social networking software, intelligent evaluation software and English teachers' teaching evaluation system.

3.1. Construct an English Communication Platform with the Help of Social Networking Software

1. Build an English communication platform with the help of social networking software

In fact, the fundamental purpose of oral English teaching is to cultivate students' ability to use English knowledge in real life. Teachers should make full use of electronic information technology to expand students' oral learning space. At present, the most popular social software used by students is wechat and QQ. Therefore, in the process of oral teaching, teachers can make full use of wechat and QQ platforms to create a more efficient English communication platform for students. In this way, teachers' oral teaching quality can be greatly improved. For example, after the teachers have explained the classroom contents, they can create a wechat discussion group with the students in their spare time. In this group chat, students can express their opinions and ideas through voice. In this way, the oral teaching space is greatly expanded. In addition, in the process of face-to-face communication and learning, students are very likely to be nervous or shy, which affects the expression effect of students. Using wechat, a third-party platform, will greatly reduce this phenomenon, and students can express their own ideas and views more boldly and confidently. It is very helpful to improve students' oral English.

3.2. Promote the Continuous Improvement of Student's Oral Expression Ability with the Help of Intelligent Assessment Software

In the teaching activities of oral English training, there are usually some obstacles and problems, which are inevitable. If students can not solve these problems smoothly and let them develop, it will be very detrimental to the improvement of students' oral English expression ability. However, with the continuous development and progress of electronic information technology in our country, a variety of oral test software also emerge endlessly. Teachers must recognize the advantages and characteristics of these software, so as to use these software reasonably and scientifically and integrate them into oral teaching. In order to find the problems in the actual oral learning and training process of students in a more timely manner, so as to achieve the purpose of improving students' oral expression ability.

3.3. Establish the Evaluation System of Oral English Teaching in Junior High School under the Development of Internet Environment

There is a big gap between the English teaching methods under the network environment and the traditional English teaching methods. Therefore, in the new era, we should also establish and improve the corresponding network teaching evaluation system. Changing the traditional teaching evaluation system in which teachers are the mainstay, we can establish a network evaluation system based on students' self-evaluation from the perspective of students, so that students can learn English related knowledge more easily and freely. For example, teachers can make full use of the network platform or other testing software to test students' pronunciation or English expression ability. After the test, the system can automatically generate the corresponding evaluation report. Students can query personal information by themselves. At the same time, teachers can also see the relevant data analysis of students' scores in the background, and then can provide guidance and education to students with the help of the Internet platform.

4. Conclusion

In the information environment, the conditions of "mobile learning" are more and more mature, so more and more teaching activities begin to use the "mobile learning" mode. In the teaching practice of oral English, the application of "mobile learning" can effectively improve the current situation and achieve a significant improvement in the actual teaching effect.

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