

7005 assignment 2

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Submission date: 25-Apr-2021 05:04PM (UTC+0100)

Submission ID: 150402109

File name: 28724_Zhiwen_Hou_7005_assignment_2_343062_261747312.pdf (214.47K)

Word count: 5744

Character count: 31936

A brief study of the influence of Information technology on the spoken English teaching in college

Introduction

In 1967, Marshall McLuhan, a Canadian communication scientist, first proposed the concept of “global village” in his Book Understanding Media: the extension of human beings. With the development of technology and the application of advanced media, the traditional concept of time and space is gradually changed, and Marshall McLuhan’s foresight is gradually confirmed. As people around the world are more and more connected, there is an urgent need for a language that most people can use to promote communication. English, because of its wide use in the world, the number of users and the strong political and economic strength of English speaking countries, has become the only choice of more and more people. People’s strong demand for mastering English has gone beyond any previous era.

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Many countries have gradually listed English as the most important second language, as a national curriculum. Our country has long included English Teaching in the national basic education development strategy, and invested a lot of money and resources in English teaching. Especially in the past decade, CAI system has been used in more and more colleges, and the role of information technology in classroom teaching has become increasingly prominent. How to combine information technology with classroom teaching to create better learning conditions and learning platform for students has become a hot topic and more and more researches on this area are needed.

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Chapter 1 The Aims of the Research

Since the 1980s, audio-visual foreign language education associations have been gradually established in China, and a series of academic exchanges have been carried out, which has activated the atmosphere of audio-visual foreign language teaching and further promoted the in-depth development of audio-visual foreign language teaching. Subsequently, computer technology has made great progress, and CAI (Computer Aided Instruction) technology has been widely used in the field of education, especially in the field of foreign language teaching. Knowing how to use modern equipment to make our language teaching more effective is of significance. The aims of this research are:

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1.1 Knowing how to choose a suitable style to communicate in a certain situation by analyzing context factors in oral English Teaching in college

The use of language in real language situations is the embodiment of human creativity. The

same speaker may speak in different times, places and occasions with different contents and tones. The use of language is inseparable from context. Generally speaking, there are many factors that influence language choice, but they can be summarized as follows: (1) the two sides who participate in communication; (2) the subject matter that the two sides talk about; (3) the specific occasions in which the language is used; (4) in which way or medium we should communicate. The result of the interaction of these factors stipulates that people must choose a certain type of style to communicate in a certain situation in order to achieve the maximum function of oral communication. In our country, as a foreign language, English is seldom used in real context. Therefore, teachers should try to create near real context in the whole process of classroom teaching, so that students can practice oral English in meaningful context.



With the development of information technology, the Internet, multimedia devices and many other high-tech means are widely used in English classroom teaching. It is no longer a dream to use their advanced functions to create an almost native language environment. How to use information technology to create context, carry out situational teaching, stimulate students' thinking, make students happy to participate in classroom discussions and classroom activities, and mobilize students' main role in English teaching will be the research focus of education experts, scholars and teachers for a long time now and in the future.



1.2 Knowing how to explore the context construction of oral English Teaching by applying the information technology in college

The application of information technology in college English teaching has its unique charm: it can realize the multimedia of language teaching materials, the global sharing of language resources and the autonomy of learning. The first mock exam is superior to the traditional teaching mode. It is mainly embodied in the fact that it has constructed a teaching platform centered on information technology, and changed the single mode of teacher output and passive input of students, which is conducive to promoting the further development of English teaching reform, the oral teaching model based on information technology.



1.3 Exploring how to create a nearly real non-verbal context in the information technology environment and how it can play in English classes.

Because of their close relationship with the content of language communication, they have a great influence on the learning of spoken English. The oral English learning in colleges in China is mainly in the classroom in which teachers or students take part. The communicative content originated from the textbooks are far away from the reality. Students do not have enough

enthusiasm to practice English. The purpose of communication is not to achieve the transmission of information, but mainly to strengthen the training of spoken sentence patterns. In this case, the effectiveness of oral English teaching is difficult to guarantee. How to create a nearly real non-verbal context and solve the obstacles in the language context of students should be the direction that our English teachers should explore.

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Chapter 2 Research significance

In today's world, with the rapid development of science and technology marked by information technology, foreign languages, especially English, are increasingly becoming an important tool for China's opening up and exchanges with other countries. The ability of using English is a necessary condition for compound talents in the 21st century. English learning has become one of the compulsory courses of basic education and an important part of citizen quality education.

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However, English is not just used for exams, not for communication. It can be said that the vast majority of human social communicative activities are completed through oral communication. In our country, there have been higher requirements for students' oral English level since 2008. The imbalance between the needs of oral English communication and the improvement of English ability has become one of the main contradictions of English learning in non-native countries. In colleges, it is one of the most important tasks for English teachers to strengthen the students' oral training and master the basic language skills. But how to make our English teaching more efficient is the top priority. Using information technology is one of the most important means of solving this problem.

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In the past decade, non material research has far surpassed empirical research in the research papers of oral English Teaching in colleges in China, and is absolutely dominant. At the same time, the number of empirical research papers also increased. We can divide the research papers into five categories in terms of their content: oral English teaching accounts for 69%; oral English test accounts for 11%; oral English teaching theory research and practice, oral English development and multimedia technology application each account for 4%. However, there are still many defects in the research of oral English Teaching in colleges in China, which need our full consideration, attention and improvement. In the past decade, great progress has been made in the study of oral English in colleges in China, but there till many problems, such as the lack of oral English study, the limitation of research content, the superficiality of research scale and so on. On one hand, researches are not based on China's teaching practice and researchers did not explore a set of teaching mode suitable for their own characteristics. On the other hand, they should actively pay

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attention to the research trends at home and abroad, and push the research of oral English using information technology in colleges to a higher, deeper and wider level.

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Chapter 3 Main theoretical basis

3.1 Constructivism Learning theory

Constructivism is developed from behaviorism and further development of epistemology in academic areas. The main representative figures of constructivism theory are J. Piaget , Kernberg, R. J. Sternberg, D. Katz and vogotsgy. One of the important concepts of constructivism theory is schema, which refers to the way of individual perception and thinking about the world. It can also be regarded as a framework or organizational structure of psychological activities. The formation and change of schema is the essence of cognitive development, which is the cycle of assimilation, adaptation and balance.

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Constructivism holds that knowledge is not acquired through teachers, but by the help of others (including teachers and learning partners) in the process of acquiring knowledge by learning in a certain context, namely social and cultural background, and by using necessary learning materials and by means of meaning construction, thus constructivism learning theory is obtained. From the perspective of language acquisition, students must be placed in a specific environment of speech communication to master the language competence and realize through their speech practice. Because of the powerful functions of information technology in information collection, identification, extraction, transformation, storage, transmission, processing, retrieval, detection, analysis and utilization, it is particularly suitable for the realization of constructivism learning environment. Especially multimedia technology can be used as an ideal tool for constructivism learning and can effectively promote the development of students. With the rapid development of multimedia computer and communication network in the field of education, the combination of constructivism learning theory and oral English teaching will show its strong vitality .

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The research and development of learning theory provide a theoretical basis and universal guidance for English teaching practice, while English teaching practice provides an argumentation basis for the improvement of learning theory. The combination of learning theory and English teaching practice has made great progress in English teaching.

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3.2 Constructivism of learning and foreign language teaching practice

Constructivists believe that learning is a process of meaning construction and social interaction. Teaching practice is not to put knowledge and experience into students' minds directly from the outside, but to guide students to start from the original experience and grow new experience. This cognitive construction process is often completed by participating in the social interaction of the community. The application of this theory in education and teaching practice is reflected in anchored teaching, cooperative learning, cognitive apprenticeship, interactive teaching and so on. According to the teaching practice, constructivist learning theory also puts forward four conditions to promote teaching: (1) students' initiative construction; (2) authenticity of learning situation; (3) social interaction and cooperation; (4) reliability of teaching environment and resources. Therefore, students become the focus of teaching, teaching should be based on students' different needs. Constructivist learning theory opposes traditional imitation and advocates students to actively participate in meaningful social practice. This kind of teaching practice has been changed from the traditional teacher-centered into student-centered; passive acceptance learning has become active construction learning, blind mechanical imitation has become real communication activities, and learners have gained the input understanding and active construction of knowledge.

3.3 Research methods

This study mainly uses the literature method and questionnaire survey method.

3.3.1 literature method

Literature method, also known as historical literature method, is a method of collecting and analyzing various existing relevant literature materials, and selecting information from them to achieve a certain purpose of investigation and research. The purpose of literature method is how to select the data suitable for the subject from the vast literature group, and make appropriate analysis and use of these data. The author will collect domestic and foreign literature related to this study through several large libraries, reference rooms, CNKI, Baidu Library, Sina Aiwen database, Google academic search and other channels, and then conduct a large number of reading, analysis, induction and summary to guide the research.

3.3.2 Questionnaire

Questionnaire survey is a data collection method of social survey. The questionnaire assumes that the researcher has identified the question to be asked. These questions are printed on the questionnaire, compiled into a written question form, filled in by the respondents, and then collected, sorted and analyzed, so as to obtain relevant information and draw research conclusions. In teaching research, the questionnaire has high reliability and validity in reflecting the current situation of teaching and students' views and opinions on teaching. After a lot of literature research and finding out the research problems, the author uses the form of questionnaire survey to understand the current situation of oral English learning in middle schools, and the role of information technology in creating context and mobilizing students' interest in learning, so as to understand its impact on oral English teaching, and finally explain based on the information technology environment In which aspects is the oral English teaching better than the traditional teaching method.

Chapter 4 The current situation of English teaching in a college

4.1 Questionnaire

Objective: to understand the current situation of oral English Teaching in college, analyze the problems existing in oral English Teaching of college students, and put forward some suggestions.

Survey time: March 2021

Participants: 100 college students of Guizhou University of Traditional Medicine in Guiyang City, Guizhou Province

Survey method: sampling survey

4.2 Survey results and analysis

In order to make a practical and objective understanding of the current situation of oral English Teaching in college, the author conducted a questionnaire survey on college students in his school. The questionnaire designed 18 questions about oral English learning. The subjects of the survey were some students from 6 classes in Guizhou university of Traditional medicine. A total of 100 papers were issued and 100 valid answers were returned.

The rate of Students' willingness of learning English

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parts	listening	speaking	reading	writing	total
rate	19%	42%	30%	9%	100%

Table 3.1

willingness of speaking fluent English	Strong willingness	Some willingness	Little willingness	No willingness	Total
Rate	39	48	3	10	100%

Table 3.2

From table 3.1, it can be seen that most students think that “speaking” and “reading” are the most important skills in English learning. The focus of College English teaching is to cultivate students’ reading and writing ability, that is, English test ability. The data in Table 3.1 and table 3.2 reflect that most students are aware of the importance of oral English, and also have a greater interest in learning oral English, and hope to speak fluent English. On the other hand, these tables also reflect that the students have poor ability of speaking and writing English.

Students' English speaking ability

Students' understanding ability of Classroom teaching	understand well	very understand well	understand a little	Can not understand at all	Total
rate	12%	28%	52%	8%	100%

Table 3.3

Satisfaction	Satisfied	A little satisfied	Not satisfied	Very dissatisfied	Total
rate	11%	20%	52%	17%	100%

Table 3.4

From the above survey results, it is not difficult to find that students are not satisfied with their oral English level and lack of self-confidence. After eight or nine years of English learning, most of the students’ oral English stays at the level of speaking a few sentences, and even an average of 8% of the students can’t understand the teacher at all. The current foreign language teaching advocates teachers to adopt the target language teaching. However, the survey results show that only 12% of the students can understand the teachers very well, and 52% of the students can only understand part of the teacher’s teaching. Listening and speaking problems deserve our attention and serious

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consideration.

The survey of students' English-studying					
How much attention	Much attention	Some attention	Little attention	No attention	Total
Attention to pronunciation and intonation	25%	38%	27%	10%	100%
Attention to Grammar	25%	45%	14%	16%	100%

Table 3.5

From the table 3.5, 37% of the students pay little attention or no attention to pronunciation and intonation. At the same time, the strengthening of students' grammar should also attract our attention and further discussion. There are many students who are timid and anxious, being afraid that their classmates will make fun of their pronunciation and intonation, so they dare not speak English. College students are often self-centered, controlled by their appearance and behavior. They always think that they are the focus of attention, and always care about what others think of them. In the study of oral English, they often worry about their image and are not willing to practice oral English. Excessive shyness and anxiety are not conducive to oral English learning.

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From the tables above, we can see most students are not good at speaking English. The reasons for the low level of students' oral English are very complex. The data of the reason analysis is based on the investigation of the school, teachers in the context of college students' English learning. Although Guizhou's oral English has been included in the scope of the postgraduate entrance examination. Classroom teaching is mainly bilingual, accounting for 81%; English corner, English speech contests and other activities are less carried out; students' parents don't understand English, most of them can't help their children. Even if students learn some oral English in class, they can't get timely review and consolidation in and outside the classroom. The surrounding environment is not ideal, there are dialects and Putonghua everywhere. In addition, in educational practice, it is not difficult to find that small-class teaching can ensure the quality of oral English teaching. But as far as the actual situation is concerned, it is difficult to achieve. Most schools have large classes, which reflects the lack of investment in education. The above objective reasons limit the improvement of students' oral English.

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4.3 The survey of real situation of English teaching in college

Students' favorite way of teaching	Teachers' teaching		Discussion	The use of multi-media	Others	Total
Rate	21%		21%	49%	9%	100%
The best way of practicing English	Game	Topic	Immitation	Self-study using multi-media	others	Total
Rate	23%	21%	10%	35%	11%	100%

Table 3.6

From Table 3.6, we can see the enthusiasm of students in oral class is not enough, especially relying on the input of language, hoping that the teacher will teach and input multimedia information, while the subjective willingness of language output is oral practice is not strong. Pay attention to the atmosphere of English language learning, in the way of oral practice, most students agree to use two person activities or group activities to practice oral English. Few students choose personal activities and class activities. Because these two forms are not conducive to oral English learning. Oral English is acquired in communication, so it is difficult to achieve real communication by individual practice. There are too many students in class, and there are few opportunities to practice. The effect of practice is not ideal.

The result of using multi-media	Very good	So-so	Bad	Total
Rate	65%	33%	2%	100%

Table 3.7

The data shows that most students agree with the effect of information technology in oral English teaching. It is in line with the students' actual needs and is conducive to the oral English teaching.

The questionnaire involves the students' actual level of spoken English, their willingness to learn oral English, the understanding of English spoken language in Teachers' school society, the contextual factors affecting students' oral English practice and the recognition of information technology in the application of information technology in oral English teaching.

Through the results of this survey, we can find that the current situation of oral English Teaching colleges in China is not optimistic, and it is far from the target requirements of the new

curriculum standard. Although both the society and students can realize the importance of oral English expression ability, the test-oriented education has a greater impact on the teaching of spoken English.

The main purpose of this questionnaire is to find out the contextual factors that affect students' oral practice, namely "linguistic context" and "non linguistic context". The main content of the questions is linguistic context. The questionnaire involves the effect and influence of multimedia assisted teaching, the result of which shows that it is very helpful to oral English teaching. It is necessary to use multimedia to assist oral English teaching, to create real and effective communication activities, to make up for the missing of the target language environment, and to give students more opportunities to contact authentic English.

4.4 Ethical Issues in Data Gathering Procedure

To obtain the data needed for the investigation, the following procedures were undertaken the researcher.

1. The researcher framed letter of request to the principal of the Basic Education Unit (BEU) and the coordinators of the college students to conduct the study.

2. Before the data collection, the validity of the research tools was established and identification of the study participants was undertaken. Informed consent from these participants was likewise sought to ensure that the study conforms to the ethical norms of research.

Ethics.

3. Upon approval of the principal, the researcher conferred with the SHS coordinators on the schedule of the data gathering particularly on the administration of the questionnaires and test for the students, and the conduct of FGDs for students and teachers.

Chapter 5 The construction of the context of spoken English Teaching with the use of information technology

Context consists of language knowledge and external knowledge of language, which includes “knowledge of language used” and “understanding of language context”. It includes both the context in written language and the post foreword in spoken language. Krashen, an American linguist, believes that effective language input must meet the following three basic conditions: (1) students can understand the input language; (2) the input amount is large; and (3) the information input is interesting and interrelated. In order to make students output more, they must internalize the input language through a lot of language practice activities to achieve the purpose of acquiring language. As teachers, we should use various multimedia and network teaching resources to find out a set of effective new teaching modes for students, such as multi-dimensional input, **imitation accumulation**, interactive warm-up, etc.

In the classroom, the teachers’ teaching determines the students’ learning. The change of roles and positions of both sides will have a beneficial effect on the construction of spoken English context. Therefore, the following strategies should be adopted to construct the context of spoken English Teaching using information technology.

5.1 Teachers should be good at using multimedia and other information technology to input information through multiple channels

In oral communication, students should be able to understand it first. Therefore, in oral English class, we should listen first and then speak, and actively promote the multi-channel input of language information. Teachers can use a wide range of materials for students, such as “travel all over the United States” or BBC broadcasting, or give students English stories related to the text content. Of course, they should use multimedia voice technology to ensure the purity of voice and the accuracy of students’ pronunciation. Students will enjoy the expression of spoken English after they feel the beauty of English and try to make great efforts in this regard. In English teaching, teachers can exchange and use the media needed for teaching in multimedia classroom, such as **slides, projectors, pictures, models, audio tapes, video tapes, CD-ROM, etc.** Students are willing to do effective imitation, follow-up and dialogue exercises so that students at all levels can learn and enjoy learning English.

5.2 Teachers should make full use of multimedia and other information technology to mobilize

students' learning enthusiasm and initiative

In order to make students speak, it is not enough to only rely on input inside and outside the classroom. Standard pronunciation and intonation and proper English expression still need long-term imitation. Before the classroom teaching, the teacher will play the PPT to the students through the host computer, and the students will read and imitate it, from words, phrases, simple sentences to complex sentences so as to cultivate students' good sense of language.

In addition, in order to train the students' oral expression ability, the teacher can show some meaningful pictures and let the students talk by looking at the pictures. For example, let the cartoon characters speak the dialogue through TTS. After a period of practice, they can make up stories according to the content of the picture.

Promoting interactive learning with the help of language context created by modern media. On the basis of students' certain ability of expression, they can use their own interactive practice of oral expression. The so-called interaction, as the name suggests, includes teacher-student interaction, human-computer interaction and student-student interaction. ① In the classroom, the teacher will play the PPT for the students to read and imitate so as to cultivate students' good sense of language. In addition, in order to train the students' oral expression ability, the teacher can show some meaningful pictures and let the students talk by looking at the pictures.



In a word, whether it is linguistic context or non-linguistic context, context is generated by the active choice of language users in the process of communication, rather than predetermined. In the view of constructivists, knowledge is a kind of meaning construction, which is the result of learners' active construction. The interaction between learners and environment promotes the creation and production of knowledge. In other words, only students actively carry out oral training and meaning construction, and improve their cognitive structure, can they improve their oral English level.

5.3 The design of a lesson using multimedia technology

In the classroom, the author introduces a case of improving oral English teaching with the help of multimedia technology. The steps are as follows:

Learning situation analysis: most students do not have much enthusiasm to learn English, so the main purpose of this lesson is to arouse their interest in learning and promote their active learning.

Textbook analysis: the first mock exam is required in the first module, unit 2. Learning

activities are mainly carried out in the form of network and film. After watching the film, students can independently search for resources through the network, cooperate in learning, and understand how to plan and prepare for a perfect barbecue activity through discussion. Students are required to make a good plan for their own barbecue activity after learning this lesson, and express their arrangement for a shopping trip skillfully in English so as to really improve students' oral English.

Teaching objectives:

1. Let students fully understand the importance of planning and how to arrange a satisfactory barbecue activity;

2. Improve the students' oral English ability through computer pictures and short film.

Teaching emphasis and difficulty: the key is to train students' listening and speaking ability; the difficulty is to improve students' English communication ability.

Teaching methods: independent inquiry and multiple interaction.

Auxiliary means of teaching: computer, self-made CAI courseware and supportive learning materials collected by students before class.

Design and analysis of teaching process:

Step 1 Presentation

Teacher uses a short film connected with barbecue to introduce the topic. And think of these questions:

1. Do you prefer barbecue at home or abroad?
2. Why? Give your reasons.

Teacher: in view of these two problems, let the students express their opinions, introduce the new lesson and encourage the students to observe and analyze the problem.

Step 2 Discussion

Choose three short films and have a free talk; Show three short films to let them know what is very important to prepare for a barbecue trip.

Teacher: by watching the video, the content of this lesson can be shown directly in audio and video, which can improve students' ability of self-learning and language communication and make them more enthusiastic and creative.

Step 3 Let students watch some pictures or short films about the problems which we will face on an independent barbecue travel  38 show more information about the problems and solutions that they find from the internet. At the same time they can have a group discussion, finally each group presents their own opinions.

Teacher: let the students watch some pictures and short films, and find out the problems they will encounter in the arrangement of this activity. At the same time, have a group free discussion. Finally, the students share the results of the discussion.

Step 4 Evaluation

Let students evaluate their classmates' plans and choose the best one.

Teacher: let students evaluate each group's barbecue plans and choose the best one.

This activity can activate the classroom atmosphere, encourage students to actively participate in the classroom, and fully arouse their learning interest.

Make a conclusion about how we can do to prepare for our barbecues and draw a conclusion according to the students' answers.

Teacher: summarize how we prepare for the independent barbecue tour and improve it according to the students' answers.

Step 6 Homework

5.4 The discoveries of a lesson using multimedia technology

1. This class successfully uses multimedia means and network resources to carry out students' learning activities. Students actively participate in the activities and achieved good results. A large number of classroom activities can effectively make students more interested in learning so as to improve the learning efficiency.

2. This teaching design fully reflects the teaching concept of students as the center. Through

the interaction between teachers and students, the students have comprehensively improved their English speaking ability and it is expected to achieve good teaching results. Interactive learning is a new learning concept. Of course, the premise of interaction is to require students to have an English foundation and prepare certain learning resources for classroom discussion. This requires students to collect a large number of relevant information before class and spend time planing.

3. Students show great enthusiasm and interest in this kind of network class. This is totally different from the traditional class in which s teacher speaks and all students listen. Network resources provide students with full and equal opportunities, and well reflect the innovative teaching concept.

Chapter 6 Conclusion and suggestions

At present, with the rapid development of information technology, its application in the field of education is becoming more and more universal and diversified. In the research of the integration of information technology and oral English, scholars have gradually attached importance to information technology to construct context in oral English teaching. Context is of great help to the development of students' communicative and understanding abilities. Based on the relevant theories of context, the new curriculum concept and constructivism teaching theory, combined with teaching practice, this paper demonstrates the feasibility of the application of context constructed in the environment of information technology in oral teaching, and advocates the specific practices and principles of using context factors in oral teaching and using information technology to construct context in classroom teaching. Based on the results of the questionnaire survey, combined with teaching observation and practice, the author puts forward some suggestions on oral English Teaching for your discussion and reference.

First, teachers should attach great importance to the urgency of improving students' speaking ability, and pay attention to the improvement of education and teaching level and learn how to combine information technology and oral English teaching. Second, teachers and students should work together to improve the classroom oral learning environment. Teachers should try their best to create English teaching atmosphere by using multimedia equipment and Internet in class. ly, teachers should try their best to increase students' contact with the target language. The input and output of language complement each other. Many teachers only see that the students can't speak, but they don't know that the output of language is based on the input. It is generally believed that as long as students are constantly immersed in the target language context, they will naturally speak. Of course, in addition to language knowledge itself, the input of cultural background knowledge, the understanding of foreign culture can also lay a solid foundation for the improvement of oral English.

Due to the author's limited academic accomplishment, teaching experience also needs to be accumulated, the above is just a saying. In order to better realize the perfect combination of information technology and oral English Teaching in middle school, and take a new way of oral English teaching, further research needs to be carried out. Therefore, the author will spare no effort.

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7005 assignment 2

GRADEMARK REPORT

FINAL GRADE

54/100

GENERAL COMMENTS

Instructor

A satisfactory answer indicating a fair grasp of the question. You offer a fairly good coverage of the key issues, but this assignment lacks any real development.

Some evidence of reading, but there is an over-reliance on a few authors. You need to demonstrate a wider appreciation of the subject. There should be more analysis and reference to key EFL theories.

Unfortunately a great deal of this assignment is off topic.

This response indicates a very basic understanding of the main research issues. The overall structure is weak and lacking in critical thinking. There is little evidence of any ability to communicate a research interest beyond description.

You might like to consider:

1. It is important to highlight your key research questions.
2. Check Harvard referencing using the UWTSD guide.
- 3 Aim to read more academic journal articles.
4. Check that you haven't included irrelevant material.

5. Making further references to the research methods literature. Refer to Punch (2009) and Thomas (2009) as discussed in class.

5. There are no **chapters** in an assignment.

6. Try not to exceed the word count : 5744.

If you need help with academic writing there may be further resources available on the study skills webpages. You are also welcome to discuss a draft of all assignments during office hours, as explained in the synchronous sessions.

PAGE 1



Comment 1

Is all of this section totally relevant?



Comment 2

clarify



Comment 3

Useful overview.

PAGE 2



Comment 4

Agreed. The importance of contextualised teaching can't be overstated.



Comment 5

clarify.



Comment 6

You need to explain some of these concepts clearly.

PAGE 3



Comment 7

How does this relate to your research questions?



Comment 8

??



Comment 9

Too vague. What does this mean?



Comment 10

How can IT solve this problem? Many ideas are left unexplored here.



Comment 11

This appears to be very general.

PAGE 4



Comment 12

overstated.



Comment 13

Is this a quote?



Comment 14

source?



Comment 15

Meaning unclear.



Comment 16

vague.

PAGE 5



Comment 17

Quote?



Comment 18

Good. Useful section.



Comment 19

meaning ? Does this method have another name?



Comment 20

Source?

PAGE 6



Comment 21

reference?



Comment 22

There are no chapters in an assignment !



Comment 23

Aim to write in continuous prose rather than note form.



Comment 24

Is this real data ??

PAGE 7



Comment 25

Where is this data from? Is it part of a previous study you have conducted at MA level?



Comment 26

How can this be addressed?

PAGE 8



Comment 27

Evidence for this idea?



Comment 28

Which investigation. Is this a previous study you have submitted?



Comment 29

Have you carried out the research ? This is intended to be a proposal.



Ethics.

Ethical considerations adhered to.



Comment 30

delete.



Comment 31

This is a new concept that you are introducing at a very late stage in the proposal.



Comment 32

What about online platforms such as TEAMS and Zoom?



Comment 33

This approach seems very passive.



Comment 34

Is this TBL ?



Comment 35

Which films?



Comment 36

This would be better expressed in a diagram or table.



Comment 37

This appears to be a very open-ended task.

PAGE 14



Comment 38

meaning unclear????

PAGE 15



Comment 39

How is this improvement determined?



Comment 40

Alternative title?



Comment 41

Meaning?



Comment 42

Have you given examples of internet use?



Comment 43

Further application of theory required.

PAGE 16



Comment 44

relevance?



Comment 45

Capital letters for proper nouns.



Comment 46

Your bibliography /references need to be presented in alphabetical order. See UWTSD referencing guide please.



Comment 47

Try to avoid being over reliant on minimal resources.