

An Analysis of Oral English Teaching in College Based on Virtual Reality Technology

Fang Ning .

Shandong Institute of Commerce and Technology.250103

E-mail: fangningsd@163.com

Abstract—The main feature of language teaching is that it requires a high learning environment and builds a specific language environment for students, so as to enable them to improve the oral English teaching effect scientifically and efficiently in a good language environment. However, not every student can really integrate into the English environment. At present, with the continuous development of science and technology, it has also begun to be applied to oral English teaching, which fundamentally changes the rapid development of science and technology. At the same time, it has gradually been applied to the field of oral English teaching in an all-round way, making oral English teaching easier. In this paper, the concept of it is analyzed in detail. After that, this paper points out that the current it has been combined with the teaching mode, and has broken through the traditional teaching mode. Finally, this paper also analyses and discusses the significance of it in college oral English teaching, and points out that it has brought great significance to college oral English teaching.

Keywords-Virtual Reality Technology; Oral English Teaching; Education

I. INTRODUCTION

At present, virtual reality technology is based on computer and constructs a super-realistic environment. At the same time, people can use technology to project themselves into this virtual environment. The commonly used technologies are automatic control, artificial intelligence and so on. In addition, when people are in the virtual environment, they can manipulate the virtual environment and achieve special purposes. People are the main body in this environment. At the same time, although this virtual environment is not a real environment, it can give people a real feeling. At the same time, it has many characteristics, among which the most important four are multi-sensory, immersion, interactivity and imagination. These characteristics also determine that it will soon become one of the important means of education. Nowadays, it has been applied to language teaching in an all-round way, which also has a great impact on the current traditional language teaching concepts and language teaching modes. At the same time, it also optimizes and adjusts the current teaching modes and promotes the development of teaching modes.

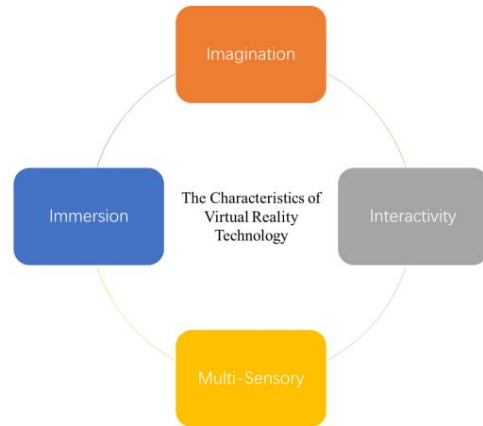


Figure 1. The Characteristics of Virtual Reality Technology

With the rapid development of virtual reality technology, people begin to apply it to various fields. Among them, it is applied to education. At the same time, it can create a real situation and give students a real feeling. It can also mobilize students'senses and perceptions, and promote students' understanding of knowledge [1]. With the help of this study system, students can not only truly experience various task images in textbooks, such as historical and mythical figures, but also break through all kinds of limitations. In addition, it can construct foreign scenes, let students come to a foreign tourism, let students and virtual foreigners to communicate, so as to achieve the purpose of training spoken language. Moreover, in the process of career guidance, the study system also can build recruitment venues, so that students can experience the recruitment process, so as to better prepare for their applications.

In this study system, students's senses are mobilized. Moreover, this study has also changed the passive mode of previous l teaching, enabling students to absorb new knowledge and skills independently through the interaction between themselves and the environment [2]. It can make those abstract and difficult to understand learning content more vividly, fundamentally and effectively improve students' understanding ability of knowledge. In addition, this study system assisted instruction can build a new virtual teaching environment for students, which is different from traditional teaching places [3]. At the same time, students can communicate with virtual teachers in the virtual environment, can also conduct virtual experiments, and borrow books in the virtual library, and can discuss knowledge points with virtual peers. Moreover, at any time and in any place, students can use the Internet to learn, and they can also consult virtual teachers. It can be said that

virtual teaching environment can provide students with real and efficient counseling.

The Virtual Reality Technology Learning System

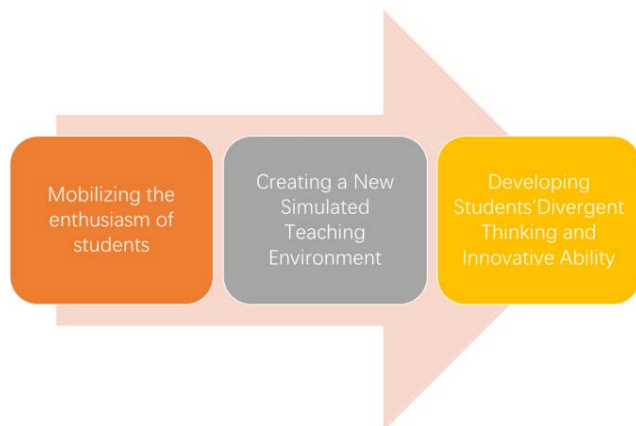


Figure 2. The Virtual Reality Technology Learning System

Nowadays, people realize the importance of virtual reality technology and apply it to many fields, such as medicine, aerospace, education and so on [4]. It can be said that from the current situation, people have realized the importance of this study system. In addition, when this study system and teaching are combined, it also constitutes virtual teaching, which can build a super-realistic teaching environment for students. In addition, virtual teaching technology is mainly used in language disciplines, especially in oral English teaching, because it enables students to communicate with virtual characters, breaking through the traditional teaching, students do not like to speak English deadlock. Moreover, this study system based on virtual reality technology transforms various abstract contents into concrete voices, which stimulates students' interest and enthusiasm in learning.

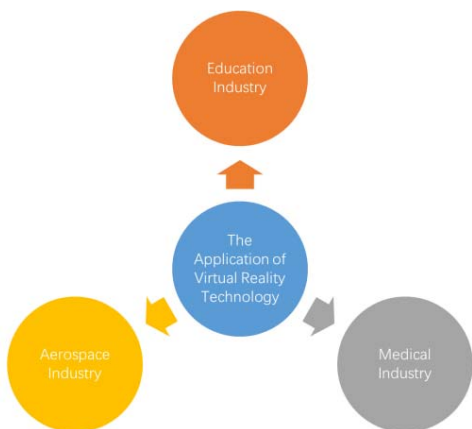


Figure 3. The Application of Virtual Reality Technology

II. THE ROLE OF VIRTUAL REALITY TECHNOLOGY IN COLLEGE ORAL ENGLISH TEACHING

Computer-assisted language teaching (CALL) is mainly based on the Internet, and its theoretical basis is social cognitive linguistics. Sociocognitive linguistics points out that language does not depend on individual behavior, nor does it exist on individual, but on society. In addition, language also depends on communication and has a strong communicative nature. In recent years, various learning theories have sprung up in people's lives, such as situational learning theory, which are closely related to Internet teaching [5]. However, the theory of participation is most closely related to e-learning services. Participation theory points out that in order to mobilize students' enthusiasm and let them recognize actively, students also need to design, solve and reasoning problems, so as to draw conclusions and evaluate their own conclusions, and also need to discuss with their peers. In addition, learning environment and learning activities also have far-reaching significance, which can really enhance the enthusiasm of students. It has to be said that participation theory scientifically explains the characteristics and advantages of Internet and computer-assisted English learning, that is, participation, collaboration, autonomy and authenticity. Specifically, such a teaching model can enable students to realize the practicability of learning English, and can break through the previous students' learning status of "dumb English" [6]. In addition, because the application situation constructed by this study system based on virtual reality technology is virtual, students need not be afraid of being laughed at by other students because of their mistakes, so they will seize the opportunity to practice oral English more actively.



Figure 4. The Characteristics of Computer-Assisted English Learning

Scientific and skillful use of virtual reality technology can build a super-realistic specific oral environment, so that students can communicate with virtual characters one-to-one in the virtual environment, thereby improving students' oral skills and proficiency. This teaching method has many advantages, such as strong intuition, high efficiency and inspiration [7]. With strong practicality, it can also effectively and scientifically mobilize students' oral enthusiasm and solve the current problems of oral teaching context and resources. At the same time, before using the

virtual teaching system, teachers also need to add the scenarios to the list of choices, so that students can choose their favorite scenarios and enter the virtual environment for oral learning. Moreover, in the virtual teaching environment, students can choose what they really want. They can not only act as bystanders and observe the dialogues of other roles, but also act as participants and directly talk with virtual characters. This teaching mode breaks through the various limitations and breaks through the dumbness of traditional English teaching mode, and enables students to communicate freely and easily in the virtual teaching environment.

The realization of spoken English in college is mainly based on computer network, which has set up a variety of teaching environments, such as multi-person interaction scenes, virtual classroom scenes, virtual social scenes and so on, so as to promote the steady and healthy development of spoken English teaching in China towards situational, collaborative, pluralistic and personalized direction [8].

III. PROBLEMS IN COLLEGE ENGLISH SPOKEN LANGUAGE TEACHING AND THE CORRESPONDING STRATEGIES

A. Questions

At present, the main problem in college oral English teaching is the lack of authentic English contextual atmosphere. At the same time, the new knowledge learnt by students in the classroom must wait until the next class before they can practice, and the class hours of college English course are also limited, so they can not all devote themselves to the practice of oral English. In addition, students can only learn by imitating the teacher or the corresponding audio, which also greatly hampers the students' enthusiasm and interest in oral English learning. At the same time, most of the school's investigation of students' English is conducted by written examination, which makes many teachers and students pay more attention to written English. Moreover, many English teachers have strong Chinese accent, which greatly reduces the students' oral skills and proficiency. At the same time, even if teachers attach importance to oral communication with students, it will also be affected by the teaching form, so that many students can not really communicate and communicate, which also makes students gradually lose the courage and ability to communicate in oral English [9].

B. Coping Strategies

As we all know, if there is no scientific and reasonable language environment in language teaching, it will be difficult to meet the requirements of teaching. At present, the application of this study system based on virtual reality technology can solve many problems. However, the application of this study system based on virtual reality technology also puts forward high requirements for teachers. In addition, this study system based on virtual reality technology also points out that students are the main body of education and the main body in the teaching process. Therefore, teachers should do their own guiding role to ensure that students can improve their oral skills and

proficiency and constantly play their initiative in learning. In addition, teachers should also guide students to choose appropriate oral practice textbooks according to their level and interest, so as to achieve the goal of teaching better and faster.

IV. THE IMPORTANCE OF VIRTUAL REALITY TECHNOLOGY IN COLLEGE ORAL ENGLISH TEACHING

The application of virtual reality technology in oral English teaching can build a good oral English environment and enable students to focus more on oral practice. In addition, students can choose courses suitable for themselves according to their abilities and interests, and then maximize their teaching ability.

A. Stimulating the Motivation of College Students to Communicate in English

Compared with the traditional oral English teaching mode, this study system based on virtual reality technology can play a great role in oral English. It can break the double restrictions of space and time, and also can arrange courses according to students' own learning situation and interests. At the same time, the virtual environment constructed by this study system based on virtual reality technology is very lifelike, and the content of teaching is very rich and diverse, so as to promote students to constantly learn new knowledge.

B. Avoiding Anxiety in Communication Effectively

Some data indicate that anxiety is one of the main problems of foreign language learners in the process of oral communication. It can be said that anxiety has seriously affected the improvement of students' oral skills and proficiency. At present, most college students are still learning English in the way of high school learning, mainly written examination. If students only pay attention to written performance, their English proficiency will be greatly reduced. At the same time, many students seldom communicate with each other in spoken English, which inevitably leads to a series of bad psychological feelings, such as inferiority, fear and so on, which undoubtedly has a negative impact on the improvement of students' oral English ability. In addition, this study system based on virtual reality technology can also enable students in the virtual environment do not have to worry about their own wrong words, do not need to worry about their pronunciation is not standard [10]. At the same time, the time of virtual teaching is very free. At the same time, when students encounter places they don't understand, they can practice repeatedly. This also enables students to practise oral English with a completely relaxed and free mind, which is also helpful to the improvement of students' oral skills and proficiency.

C. Promoting College Students to Expand Their Oral Knowledge

In the past oral English teaching, most of the spoken English students can learn is closely related to the content of the textbook, and these contents have great limitations, many students do not know how to use them in life. At the same time, when students meet foreigners in real life, it is difficult

for them to communicate smoothly in English. In addition, the limited time in English class can not meet the needs of each student's oral practice. Moreover, this study system based on virtual reality technology can effectively connect the knowledge in and out of class, not only in the classroom, so that students can practise oral English after class [11].

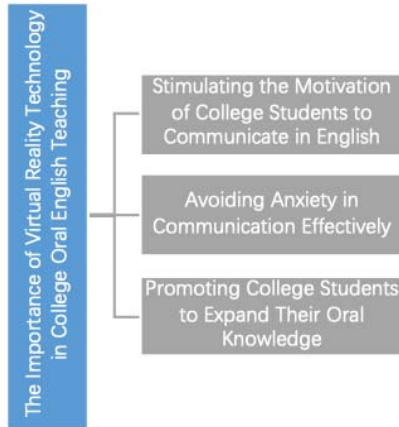


Figure 5. The Importance of Virtual Reality Technology in College Oral English Teaching

V. CONCLUSION

Virtual reality technology assisted college oral English teaching is a new teaching mode in the 21st century. It can not only ensure a large number of real-time language input, but also enable students to improve their oral skills and proficiency in the virtual reality world. However, such a teaching mode is a huge challenge for many teachers, which puts forward higher standards and requirements for teachers. Many teachers do not understand the study system based on virtual reality technology, nor can they use it to teach. Therefore, it requires teachers to make use of After-class time to have a deep understanding of it. At the same time, for many students, such a teaching method is also a new experience. In addition, some students with poor self-control are likely to face a huge test under such a teaching mode. In addition, it is worth noting that virtual reality technology is only an assistant teaching tool, it can not completely replace the traditional teaching mode, nor can it replace the importance of teachers. Only with the cooperation and application of teachers, it can play significantly important.

To sum up, virtual reality technology is significantly important in college oral English. At the same tie, college students must break through the situation of "dumb English" in the past, and build up self-confidence to apply English to real life. It can be said that it is a great invention in the 21st century, which can bring tremendous wealth to the education industry.

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