

Interactive Design of Online Oral Training in University English Teaching

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Traditionally, asynchronous discussion group is used to realize the interaction of online oral English training in university English teaching, which lacks the training process of reading, listening and speaking skills. This paper puts forward a new interactive design method of online oral English training in university English teaching, which integrates reading, listening and speaking skills with the “integrated task” teaching model and closely combines the input and output process. The instructional design and implementation of LGD online oral training based on CLA model are adopted to realize the interaction of online spoken English training in university English teaching. The experimental results show that the proposed method is more direct and efficient in interaction. There is a significant difference between formal practice strategy R_1 and R_2 ($P < 0.001$) after the proposed method is used in oral English training, which indicates that the proposed method can improve the overall level of university oral English communicative competence and the interaction performance is good.

Keywords: online speaking, training, university English teaching, interaction design, integration task, LGD

INTRODUCTION

For a long time, oral English teaching in universities in China has mostly adopted the traditional classroom teaching method, and the design of the class is generally teacher-led lecture-student practice-student demonstration-teacher evaluation. It often causes students to participate in a low degree of enthusiasm, too many teachers, and limited mobility. With the rapid development of science and technology, computer science has gradually penetrated into the teaching of various subjects, especially in English teaching. Multimedia computer combines sounds, images and words organically to form an integrated textbook, transforming the monotonous and boring traditional textbooks into vivid, intuitive and concrete modern online teaching contents, and establishing the teaching mode of “watching, listening and speaking” for students in English class. Writing comprehensive training has been strengthened, humanistic education ideas have been penetrated, and it is possible to make full use of modern network teaching methods to create a good language environment (Ayala et al., 2016). The Internet age not only brings new challenges to oral English teaching, but also provides a new way of thinking and means. As an important part of computer-assisted English teaching, network-assisted online oral English training has obvious advantages over traditional oral English teaching. In recent years, many English teachers in China have imitated the successful examples of online oral English training in foreign countries, have tried to do so in their own classrooms, and they have achieved practical results. These pioneering practices demonstrate the feasibility and advantages of online oral English training (Bauer et al., 2016).

Online speaking training under the online environment is focused on students. The introduction of multimedia technology into English teaching breaks through the traditional teacher-centered and book-centered teaching mode, realizes the student-centered teaching mode, realizes the interaction of knowledge transfer process, and gives full play to the students' subjective initiative in foreign language learning (Yu et al., 2016). In teaching activities, teachers change from the imparter of knowledge to the instructor and helper of students' learning, which is not only conducive to the development of students' intelligence, but also to the cultivation of students' abilities, so that students' individual differences can be taken into account, giving students more space for learning and thinking, and students have more space in learning. This truly reflects the principle of teaching students in accordance with their aptitude and meets the needs of students. Student-centered, emphasizing students' independent learning, so that students can reduce psychological anxiety, and learn English a relaxed environment.

Spoken English training under the network online environment has greatly stimulated students' learning enthusiasm. Multimedia teaching with abundant sound, image, picture, text and strong interaction fully mobilizes the processing functions of the students' eyes, ears, mouth and hands, making the original abstract and boring content vivid, so that students can learn and improve the teaching efficiency (Arakawa et al., 2015). At the same time, some software personalized design, weakening the boundaries between learning and entertainment, thus improving the relationship between teaching and learning, so that students from "want me to learn" to "I want to learn", which are autonomous and planned into learning. This kind of study way is convenient to activate students' original knowledge and experience, and let them acquire new knowledge easily by imitating, speculating, judging and associating. Real language environment, authentic pronunciation and intonation, is conducive to students' imitation, cultivate students' sense of language, not only let students face the real language environment, but also improve the teaching effect. At the same time, the multimedia assisted instruction software has the function of real-time feedback. After the students finish the exercises, they can know whether what they have done is correct in time. They do not have to wait for the teacher to correct, so as to consolidate the knowledge they have learned and improve their learning efficiency (Varley & Kumar, 2016).

The advantages of online oral English training are mainly reflected in the following aspects: (1) To provide a relaxed teaching environment. The communicative theory of language teaching holds that spoken language is a communicative activity. The purpose of spoken language is to improve students' practical ability. It is not a task that the spoken language learners accomplish alone. Online technology provides real-time and non-real-time language learning necessary means of communication for students to provide a real communication situation and relaxed communication atmosphere, so that students through online communication, actively ask questions, discuss problems, and through exchanges and cooperation with other students, peers and teachers, and improve themselves (Baum & Scully, 2015). (2) To provide more teaching scenarios. Constructivist learning theory holds that learning is a process in which learners construct and acquire knowledge actively with the help of outside world under certain social and cultural background. Modern oral theory holds that spoken language is a cognitive activity. The Internet can help learners learn research-based learning more quickly, cultivate self-learning ability and the ability to solve problems independently, broaden their thinking and stimulate creative inspiration. (3) To provide abundant teaching resources. The Internet is a treasure house for English learning. Online oral communication can provide a large number of authentic and understandable language learning materials. At the same time, it can make oral content closer to life and make students more concerned about society. (4) To provide a more realistic cultural atmosphere. Oral Internet communication with foreign friends helps students understand western culture and cultural differences between China and abroad, and helps students learn and master languages at a higher level (Tahim, 2015).

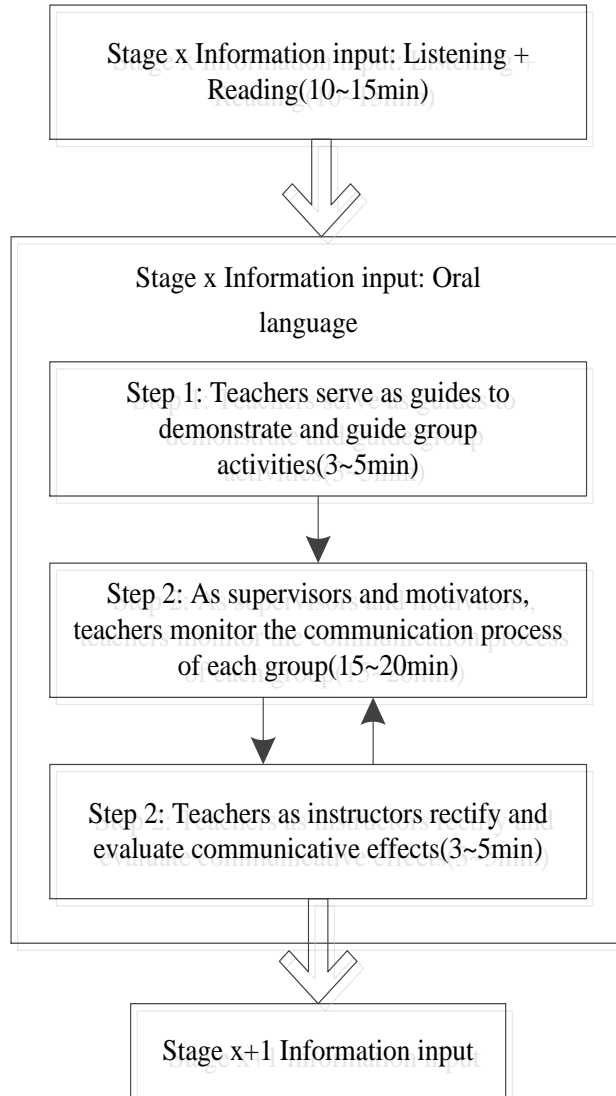
In order to improve the application value of online oral English training in university English teaching, a new interactive design method of online oral English training in university English teaching is proposed. In order to realize the interaction of online oral English training in university English teaching, the teaching design and implementation arrangement of LGD online oral English training based on CLA model are adopted.

METHODS

Using “Integrated Task” Teaching Model to Carry Out Online Oral Training

In order to improve efficiency and effect in university English teaching, the traditional oral English teaching method is supplemented and improved, and the “integrated task” oral English teaching model is formed as shown in Figure 1. The model has the following characteristics: Firstly, it integrates reading, listening and speaking skills, that is, it closely combines input and output processes. By means of reading and listening, students are provided with background information and current affairs information on relevant topics, including written information and audio-visual information; students are allowed to report, quote or comment on the first time after understanding the information, so that input and output meet the timeliness and relevance, and achieve the organic unity of the two (Sandhu et al., 2016). In terms of topic selection, students’ interests, needs and language proficiency are discussed. Topics in the primary stage mainly include campus life, family life, etc. Topics in the intermediate stage include tourism, environmental protection, employment, social issues, etc. Topics in the advanced stage mainly include religious, artistic, financial and cultural differences. Secondly, it is guided by “communicative tasks”. Set up oral exercises and activities close to the real scene, such as interviews, press conferences, family meetings, negotiations, debates, etc., so that students can actively use relevant information and language knowledge in the process of completing social tasks. It avoids the psychological pressure caused by the traditional way of teacher-student question-and-answer and helps students reduce learning anxiety and develop their language potential (Harnacke et al., 2016). The settings of task difficulty should be kept within the range of differences between “existing development zones” and “nearest development zones”. If the task is too difficult, students will be frustrated; if the task is too easy, students will not be able to improve their oral ability. The best strategy is not only to make students feel difficult in communicative tasks, but also to solve problems with the help of teachers or peers. The third is to increase the average time of students’ oral practice through “group tasks” (three groups). To a certain extent, it can improve the disadvantages caused by the excessive class size. In group activities, the students with better oral ability can interpret or provide language assistance for the students with weaker ability, thus developing their language practice ability; the students with weaker oral ability also have more opportunities to contact and consolidate oral knowledge and relevant information in the process. The fourth is the transformation of teacher’s role and the efficiency of monitoring and feedback. Teachers act as facilitators in information input to help students understand and absorb relevant information (Liu et al., 2015). In the stage of information output, the teacher is first the instructor, who demonstrates in the group activities and guides the students to use spoken knowledge and relevant information consciously; after the group activities are fully launched, the teacher acts as a supporter to monitor and assist the communication process of each group, as an incentive to stimulate students’ enthusiasm for communication; and the group task is completed. After that, the teacher should play the role of an evaluator, correct the errors in spoken English, and make a feedback evaluation on the group performance, so as to prompt the students to improve continuously in the following oral activities or the next stage of oral English learning (Ruecker, 2017).

FIGURE 1
“INTEGRATED TASK” ONLINE ORAL TEACHING MODEL



The Connotation of LGD and Its Application in Online Oral Training

In the 20-30s of the last century, the German army set up a leaderless group discussion (LGD) in espionage selection experiments. After the war, LGD was quickly used in many industries, particularly in business, to select executive and management talent (Xu & Fan, 2017). China introduced LGD in the 80s of last century and it is widely used in the selection and evaluation of human resources.

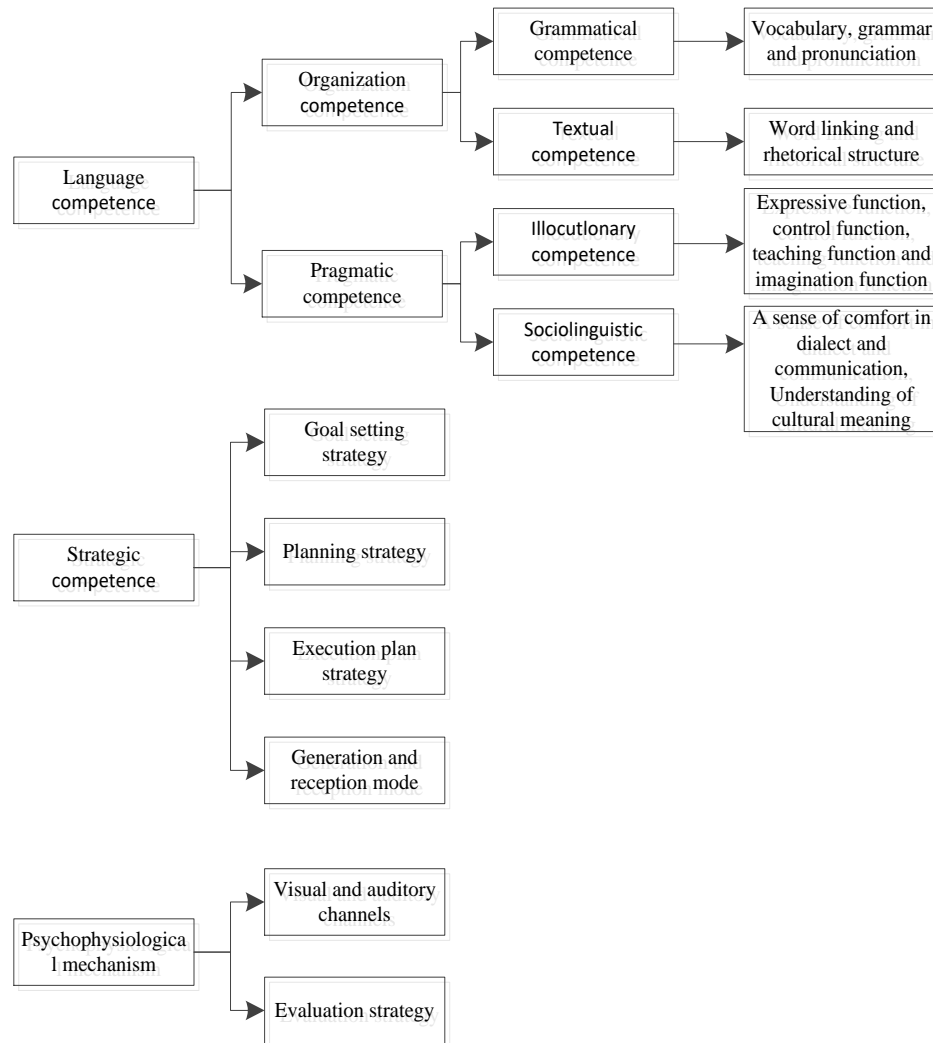
LGD refers to the use of loose form of group discussion, through the simulation of team environment, to quickly induce people’s specific behavior, to examine their leadership, persuasion, coordination, teamwork and some personality traits in the virtual scene. Personnel evaluation method is used to judge the personality characteristics of the assessed by qualitative description, quantitative analysis and interpersonal comparison of these behaviors (Olitsky, 2015). In practice, LGD is composed of two types of personnel, one is the direct participants in the discussion, the best number of 6-8 people; the other is the evaluation of the performance of participants, the number of uncertain. All participants are given the same problem to be solved or a project to be demonstrated. Each participant needs to complete his or her own independent examination of the topic, thinking, speech preparation, taking turns to set his or her own point of view, and

reaching a common point of view in the group discussion within a specified time frame (Cheung, 2015). Discussors have equal status and opportunities in the discussion. According to the different topics, they can be divided into three types of relations: competition, cooperation, competition and cooperation. Discussors do not have to assign or appoint “leadership” positions before they participate in the discussion, and spontaneously generate “leaders” through their respective manifestations during the discussion. Evaluators do not participate in the discussion, nor can they affect the discussion process in any way. In addition, the evaluator can also play a part-time discussion staff role in LGD, such as introducing topic designs, explaining time and discussion rules to the discussant before the discussion begins. After getting the problem set, the discussants arranged, organized and agreed freely as required (Javaid et al., 2016). The evaluator objectively evaluates the discussant by observing and recording the performances and characteristics of the discussant and combining with certain evaluation criteria. The use of LGD in online oral training can improve the phenomenon that traditional oral training and testing focus on grammar, vocabulary, pronunciation and fluency, thus paying more attention to students’ comprehensive oral competence, such as the appropriateness of using language in a simulated language environment, the clarity and comprehension of oral expression, and the ability to persuade others. Oral English teachers are neutral in LGD application, not directly involved in the discussion, but only serve as the designer of the proposition, the observer of the process and the evaluator of the results. The evaluation results are more objective, and can effectively reduce students’ classroom anxiety and cognitive errors caused by teacher intervention (Wu et al., 2017).

LGD Online Oral Training Based on CLA Model

According to Bachman, oral communicative competence is the ability to combine oral knowledge with situational features of oral use to create and interpret meaning, which is composed of oral knowledge and a series of cognitive strategies (Pei, 2015). The CLA model, shown in Figure 2, shows that language use is an interaction between the speaker and the context, which is a linguistic, strategic, and psychological resonance (Xia, 2015). The application of LGD in spoken English training is also the instructional design that motivates students to use English as a project or problem set by a teacher in a simulated situation to reflect their spoken ability, strategies and psychological mechanism through both verbal and non-verbal channels in the process of oral communication (Huffman & Schuhmann, 2015). LGD online oral training based on CLA model emphasizes the use of oral knowledge and oral skills as well as appropriate emotional expression, elaborating coherent, fluent and logical personal views, and listening to others’ opinions, accepting others’ opinions or persuading others in the form of group discussions to achieve group consensus (Tang & Macdougall, 2015).

FIGURE 2
CLA MODEL DIAGRAM



LGD online oral training based on CLA model was carried out among 105 students from three classes of international hotel management and foreign-related English majors in a university. In training, the teaching design and implementation arrangements are as follows:

- (1) LGD project proposition design in two semesters of teaching, LGD proposition mainly refers to international hotel management, summary of written examination of job interview for two majors of English for Foreign Affairs, CET-4-6 composition questions, national civil service interview questions and so on. Topics and projects are set up through translation, adaptation, context and interference. The topic is closely related to social reality and students' professional characteristics, highlighting the participatory nature of students (Wang, 2015). One of the topics is as follows:

You are the general manager a Tourist Hotel, you find out that the fourth quarter of 2012 did not complete the profit index that given by the higher authorities. The reason is that the hotel has many problems that influence the profit index. Please make analysis on the performance of the hotel and find out the two KEY points in cause of not finishing the profit index that given by the higher authorities. Tip: everyone has 2mins for thinking; 2mins for person-to-person statement. In the end, the group tries to reach consensus (5mins) and invite one member to make a statement.

- (2) Grouping according to the number of classes, generally 5-6 people are divided into a group, in the grouping to take into account different levels of oral students, keep the level of different groups is roughly the same. Give students propositions and evaluation criteria and make necessary explanations to facilitate their reading, thinking and preparation (Teo et al., 2018).
- (3) The implementation of LGD according to the LGD instructions, group members to implement the point of view statement, group discussion, the formation of group resolutions and other links. The teacher visited the class to observe and record the performance of the team members. Taking the implementation of this example topic as an example, the topic is closely related to the contents of hotel management in the students' professional courses. Similar practical cases are also encountered in the students' third semester practice. The topic provides students with sufficient space for thinking, analyzing, expressing, discussing and solving problems in combination with practice, so as to facilitate students to express and solve oral English. Work scenes were combined with oral English skills and presentation skills to complete the discussion.
- (4) Project acceptance and evaluation in teaching, each group after the completion of the discussion, can invite several of the groups to open demonstration. In this way, students' participation sufficiency, opinion quality, interpersonal function, coherence and expression, correct grammar, pronunciation and intonation can be checked and evaluated by means of the combination of group members' self-evaluation, group-to-group mutual evaluation and teacher's comprehensive evaluation. In the evaluation stage, teachers should focus on group performance evaluation, arrange special time for students to summarize and reflect. After the two semesters' teaching, the author conducted a questionnaire survey among two classes of students. The results showed that after two semester's LGD teaching, students basically grasped the method of LGD. Compared with traditional oral class, most students prefer LGD online oral training. According to the results of students' assessment of school teachers' teaching, the scores of LGD online oral training for teachers in the same class are significantly higher than those in traditional oral teaching classes.

RESULTS

Comparison of Online Oral Training Interaction Structure

By using the social network analysis method, we systematically analyze and study the interaction and interaction structure of teachers and students in the process of online oral training. It is believed that the interaction between teachers and students constitutes an interactive network for the purpose of teaching, in which the actors are teachers and students, and the relationship between actors is the teaching interaction realized by asynchronous interactive tools. The data of teaching interaction quality between actors can be quantified by content analysis. It reflects the strength of node relationship in different interaction methods. Table 1 is a comparison of two interaction methods in terms of centrality, directivity and degree of convergence.

TABLE 1
COMPARISON OF CENTRALITY, DIRECTIVITY AND DEGREE OF CONVERGENCE
BETWEEN THREE TYPES OF INTERACTION MODELS

Interaction structure	This article's interactive method	Interactive Design Method Based on Asynchronous Discussion Groups
Interaction centrality	Interaction core formed by teachers and active participants	Each faction forms an interactive center
Interaction directivity	It can be one-way or bidirectional	It can be one-way or bidirectional
Degree of interaction polymerization	The degree of polymerization is determined mainly by the number of participants and the quality of teaching interaction achieved by participants	The degree of polymerization is mainly related to the way of organization and management of various factions
Main features of interaction models	This is a common interactive structure, in which active participants play an important role in the online learning process, and the information exchange between learners is of great significance to teaching. The whole interaction environment is good, the influence of interaction is large, and various types of interaction activities can be realized. In addition, we should fully recognize the importance of tutors' design, organization, management and guidance in online learning	There are many interactive factions in the process of interaction. The factions can be either star-shaped structure or network-shaped structure. There are few interactive activities between the factions. This form mainly appears in computer-based online cooperative learning activities. This structure requires leaders of their own factions, and the interaction of groups relies mainly on the factional core that replaces the role of counselors

As can be seen from table 1, the above interaction methods have their own characteristics and scope of application. In the interactive network, if the aggregation degree of the whole network center is low, it indicates that the overall structure of the interactive network is too loose, the control ability of the leader is weak and the communication between the actors is lack. The interactive design method based on asynchronous discussion group is to realize knowledge sharing and negotiation mainly through the communication between teachers and students and between students, and gradually achieve the process of students' meaning construction of new knowledge. Therefore, if the degree of aggregation is low, the function of knowledge sharing and negotiation will be weakened. Counseling teachers cannot play a role in the management, guidance and inspiration of students, the quality of teaching interaction through asynchronous interactive activities is poor. That is to say, if we organize and implement this interactive network with a high degree of convergence, it will greatly promote the online oral learners' knowledge sharing scope and meaning construction.

In the process of organizing and implementing online spoken language learning, the choice and design of interactive structure determines the organization and implementation of the whole interactive activity, and also determines the choice and use of interactive media and interactive tools. When choosing and designing interactive structures, the characteristics of learners and teaching contents should be fully considered. For example, large-scale group interaction is not ideal for highly operational programming content, because each learner has different oral problems in the learning process. At this time, the CAL model is used to describe the interactive structure, using oral knowledge and skills to elaborate coherent, logical personal views, and group discussion is a form of listening to others' opinions or persuading others

to reach a consensus of the group, which shows that this method based on CAL model to achieve online oral training in university English teaching interaction is more direct and efficient.

Empirical Results of Corrective Needs and Teacher Corrective Actions in Online Oral Training

Oral error correction has always been a topic of great interest in the field of oral English acquisition and foreign language teaching. In recent years, the trend of research in this field has shifted from the controversy over whether or not to correct errors to how to correct errors. This empirical analysis explores learners' views and requirements on error correction in the process of online oral training.

160 sophomores of a university English major were trained once a week for 1.5 hours for 12 weeks. Students log on to the online oral English training system. There are 16 groups of 10 students. Each group assigns a teacher to teach. Teachers and students can use the microphone to communicate online in real time. At the beginning of the course, the teacher asks the students to study the relevant courseware, and then organizes the students to have a group discussion on the relevant topics; finally the teacher participates in the group discussion, and corrects the mistakes in the discussion. Teachers also have more opportunities to find and correct students' mistakes.

The subjects were grade 2017 sophomores. Among them, there were 105 boys and 55 girls. 16 teachers participated in the study as subjects. Among them, there are four young teachers with less than five years of teaching age, eight teachers with 5-10 years of teaching age, four senior teachers with more than 10 years of teaching age, and eight men and eight women. After the end of the course, students are required to complete a questionnaire on online oral English error correction requirements online. The questionnaire consists of three questions: (1) when to correct a mistake; (2) by whom to correct it; (3) how to correct it. At present, the academic community has basically reached a consensus on the need to correct the problem, most scholars hold a positive attitude that the error needs to be corrected, so here is no longer on whether the error needs to be corrected. Tables 2-4 show students' willingness to participate in online oral English training courses and the results of teachers' classroom surveys. In the following tables, "student expectation" refers to the proportion and number of corrections that students wish to adopt, and "teacher practice" refers to the proportion and number of corrections that teachers perform in online oral classes (the total number of corrections by teachers is 336).

TABLE 1
WHO CORRECTS THE STATISTICAL RESULTS N(%)

Project	Student expectation	Teacher practice
Teacher revision	31(19.4)	185(55.0)
Student revision	12(7.5)	19(5.8)
Revise yourself with the help of Teachers	117(73.1)	132(39.2)

Table 2 shows that the perceptions and requirements of the learners in the online oral training environment based on this method are as follows: 73.1% of the errors are corrected by students themselves with the help of teachers, 7.5% by students, and 19.4% by teachers. It can be seen that students tend to modify their mistakes in spoken English with the help of teachers. This is largely due to the fact that being corrected by teachers and students can make students feel disgraced, while self-correction with the help of teachers is more face-saving and aware of their mistakes than the other two ways. Allright and Bailey point out that only when students complete a large number of self-correcting tasks can they really learn new knowledge. At present, the educational circles have been stressing the importance of autonomous learning. Only when students themselves participate in the discovery and correction of errors can they realize the causes of the problems and pay attention to and correct them. Therefore, teachers should respect students' need for error correction and give them more opportunities to correct their own mistakes. In addition, the empirical study found that students in the network environment are difficult to understand the true identity and level of error correction students, coupled with the virtual nature of the network itself, so students doubt

the reliability of student error correction. In contrast, teacher's correction is more authoritative and reliable to them.

TABLE 2
WHEN DOES THE ERROR CORRECT THE STATISTICS TABLE N(%)

Error correction time	Student expectation	Teacher practice
Correct immediately when an error occurs	29(18.0)	34(10.1)
Correction after students' speech	112(70.1)	302(89.9)
Rectify after class	19(11.9)	0

From Table 3, we can see that in the online oral training environment based on this method, learners' opinions and requirements on correcting errors are as follows: after the end of students' speech, the proportion of correcting errors in students' expectations and teachers' practice is 70.1% and 89.9%, respectively; when errors occur, the proportion of correcting errors in students' expectations and teachers' practice is 18.0% and 10.1%, respectively; After-class correction, the proportion of students' expectations and teachers' practice are 11.9% and 0 respectively; thus, students and teachers have the same attitude on when to correct errors, and tend to correct after the students' speech. From a cognitive point of view, correcting students is the easiest way to remember their mistakes. Allright and Bailey pointed out that the more timely and effective the correction of oral errors occurs, the more likely teachers and students to forget the errors that occur over time. However, from an emotional point of view, it is easy for students to feel embarrassed if they are pointed out in their speeches by the teacher, thus causing anxiety, which affects the enthusiasm of expression, the consistency of thinking and the fluency of communication. Therefore, correcting students' errors after the end of their speeches will integrate emotional factors with cognitive factors to achieve better results.

In addition, it is worth noting that the number of corrections made by teachers in classroom practice is 0 after class. There may be two reasons: on the one hand, the network classroom is different from the face-to-face teaching, teachers and students cannot face-to-face communication, after the end of the course to correct it is difficult to really implement. Even in face-to-face teaching, teachers' attention is focused on classroom management, students' speeches and the implementation of the course content. When the course ends, they tend to forget the mistakes they heard before, so it is also difficult to implement the mistakes made by students in the classroom before correcting them after class. On the other hand, teachers in the empirical study show that students tend to forget their mistakes after class, even if corrected it is difficult to attract their attention.

TABLE 3
TEACHER AND STUDENT'S FAVORITE WAY OF CORRECTING ERRORS IS N(%)

Teacher practice	Restatement	Explicit correction	Meta voice prompt
	101(30.0)	61(18.2)	51(15.2)
Like best	Repeat	Guide	Request clarification
Student expectation	72(44.9)	60(37.6)	52(32.3)
Most dislike	Interrupt students' request for correction	Explicit correction	Meta voice prompt
	142(88.8)	73(45.9)	44(27.5)

According to Table 4, learners' opinions and requirements on error correction in the online oral training environment based on this method are as follows: the percentage of students' favorite three error correction

methods is 44.9%, 37.6% of teachers' repetition, and 32.3% of requests for clarification. The proportion of error correction methods in teachers' practice was 30.0%, 18.2% and 15.2% respectively. The percentage of the students who disliked the most was 88.8% of interrupting, 45.9% of explicitly correcting and 27.5% of Meta voice prompt. The common features of the three most favorite ways of correcting errors are: (1) students solve problems by themselves with the help and prompt of teachers, and students participate in the correcting process in different forms; (2) the three ways are suggested by teachers rather than directly correcting errors, thus reducing the emotional anxiety of learning. This fully verifies the conclusion drawn from table 3, and students prefer to correct their own mistakes with the help of teachers.

The three error correction methods that teachers like are restatement, explicit error correction and meta language cue. The three way of correction is the way students do not like to correct mistakes; all of them are correcting errors directly or indirectly. It can be seen that the teacher's error correction strategy in the classroom is obviously different from the students' expectations, which to a certain extent leads to the phenomenon of students' repeated mistakes.

An Empirical Study on University Students' Language Learning Strategies and Oral Communicative Competence

After the online oral English training, 126 sophomores of a university English major were randomly selected from two classes. The results of the study were examined to verify the effectiveness of the method in improving university students' language learning strategies and oral communicative competence. Below:

- (1) Oral English learning strategy questionnaire. The questionnaire mainly investigates the following four learning strategies: formal practice strategy, functional practice strategy, mother tongue strategy and communication strategy. There are 25 questions, each of which has 5 choices and is scored 1-5 points.
- (2) Oral English test. Scoring criteria and methods: Analytical method was used in the test, the pronunciation (intonation), grammar (vocabulary and syntax), content, fluency and appropriateness were scored separately. Test content: The test content is divided into four parts: answer questions, oral, situational and reaction and group discussion. These four parts reflect the authenticity, communicativeness, functionality and situational features of the communicative oral test. Test form: interview method. The test group consisted of three teachers, and the test group was composed of three university students. Data processing carefully collated the returned questionnaires and scores, and encoded all the data. Using SPSS10.0 to input, process and analyze the data, we get the constituent elements and total scores of each learning strategy and oral communicative competence used by university students, as shown in Table 5.

TABLE 5
LEARNING STRATEGIES AND THE COMPONENTS AND TOTAL SCORE OF ORAL COMMUNICATIVE COMPETENCE

	Formal strategy	Functional strategy	Communication strategy	Mother tongue strategy
Voice	.354***	.251**	.165	-.626***
Grammar	.505***	.245**	.163	-.571***
Content	.252**	.413***	.230*	-.635***
Fluent	.231**	.705***	.353***	-.618***
Appropriate	.176*	.329***	.132	-.549***
Total score	.381***	.537***	.276**	-.764***

As can be seen from Table 5, there is a significant or extremely significant positive correlation between the form and function training strategies, the elements of oral communicative competence and their total scores. There are significant or extremely significant positive correlations between communicative strategies and content, fluency and total scores, but not with phonetics, grammar and appropriateness. Mother tongue strategy is negatively correlated with all factors and their total scores of oral communicative competence. The results show that: (1) with the increase of the frequency use of formal and functional strategies, the scores of each factor of oral communicative competence and its overall level are higher; (2) with the increase of the frequency use of mother tongue strategies, the scores of each factor of oral communicative competence and its overall level are lower; (3) with the increase of the frequency use of mother tongue strategies, the scores of each factor of oral communicative competence and its overall level are higher.

In order to illustrate the relationship between the use of learning strategies in online oral training and the elements of oral communicative competence, this study first divides the strategies into three levels according to the frequency of strategy use, which are represented by R_1 , R_2 and R_3 respectively, and the results are as follows: Basic non-use ($R_1 < 2.5$), use ($2.5 < R_2 < 3.5$) and frequent use ($R_3 < 3.5$), and then compare the differences of each factor and its total score in the frequency of each strategy. Table 6 is the F test of the difference in the frequency of using formal practice strategies between the elements of oral communicative competence and their total scores.

TABLE 6
SIGNIFICANT DIFFERENCES IN THE FREQUENCY OF VERBAL COMMUNICATION SKILLS AND THEIR TOTAL SCORES IN THE FORM OF EXERCISE STRATEGIES F TEST

		$R_1 \leq 2.5$	$2.5 < R_2 < 3.5$	$R_3 \geq 3.5$	F
Voice	M	3.033	3.577	3.821	9.056***
	S	.575	.532	.546	
Grammar	M	2.622	3.403	3.787	23.657***
	S	.812	.492	.447	
Content	M	2.933	3.441	3.606	5.049**
	S	.798	.620	.533	
Fluent	M	2.722	3.325	3.381	3.719*
	S	.946	.680	.617	
Appropriate	M	2.667	3.552	3.543	6.484**
	S	.755	.716	.689	
Total score	M	13.978	17.281	18.147	12.742***
	S	2.411	2.413	1.941	

In Table 6, the differences of oral communicative competence in the frequency of formal training strategies are compared. The results of one-way ANOVA analysis show that there are significant or extremely significant differences in the frequency of using formal practice strategies between the elements of oral communicative competence and their total scores. The result is consistent.

The results of multiple comparisons are shown in Table 7. The table shows that: (1) There are significant or extremely significant differences in phonetics and grammar between different levels of formal

practice strategies, indicating that the accuracy of oral expression in phonetics and grammar always increases with the increasing frequency of formal practice strategies. Therefore, the use of this method is an important factor to improve the accuracy of oral expression. (2) Different from the above results, content, fluency and appropriateness have significant or extremely significant differences between R₁ and R₂ and R₃, but there is no significant difference between R₂ and R₃, indicating that oral expression content, fluency and appropriateness level do not always follow the frequency of using formal training strategies. It can be seen that the use of this method to a certain extent contributes to the improvement of oral content, fluency and appropriateness, but overuse will inhibit its further improvement. (3) Looking from the total score, there is a significant difference between R₁ and R₂ (P<0.001), while the difference between R₂ and R₃ is significant (P<0.05), but the difference has been greatly reduced compared with the former, indicating that this method improves the university students' formal training strategy, which is to promote spoken English. The overall level of communicative competence is an important factor. The oral communicative competence of university students using this method is significantly higher than that of non-users, but overuse of this strategy will also reduce the overall level of oral communicative competence to a certain extent.

TABLE 7
POST TEST MEAN DIFFERENCE SIGNIFICANT LSD TEST

	R ₁ -R ₂	R ₁ -R ₃	R ₂ -R ₃
Voice	-.543**	-.787***	-.244*
Grammar	-.781***	- 1.165***	-.384***
Content	-.507*	-.672**	-.165
Fluent	-.603*	-.659**	-.174
Appropriate	-.885***	-.877***	-.166
Total score	- 3.304***	- 4.170***	-.866*

The F test of the differences in the frequency of the use of communication strategies between the elements of oral communicative competence and their total scores is shown in Table 8. The results of one-way ANOVA analysis showed that only content, fluency and total score had significant differences in the frequency of communicative strategy use, while no significant differences were found in other factors, indicating that oral content, fluency and overall proficiency increased with the frequency of communicative strategy use. This is consistent with the above analysis results.

TABLE 8
SIGNIFICANT DIFFERENCES IN THE FREQUENCY OF ORAL COMMUNICATION SKILLS AND THEIR TOTAL SCORES IN THE USE OF COMMUNICATION STRATEGIES F TEST

		R ₁ ≤2.5	2.5< R ₂ <3.5	R ₃ ≥3.5	F
Voice	M	3.129	3.530	3.554	1.701
	S	.723	.572	.513	
Grammar	M	3.100	3.518	3.564	1.920
	S	.574	.537	.570	

Content	M	2.671	3.494	3.577	7.122**
	S	.594	.590	.588	
Fluent	M	2.429	3.256	3.564	9.820***
	S	.692	.597	.729	
Appropriate	M	3.043	3.520	3.492	1.356
	S	.824	.751	.687	
Total score	M	14.371	17.318	17.751	6.437**
	S	2.689	2.362	2.261	

Table 8 shows that: (1) Fluency has significant or extremely significant differences in two-to-two comparisons between different levels of communicative strategies, indicating that the level of fluency in oral expression always increases with the increasing frequency of the use of communicative strategies. It can be seen that this method improves the frequency of university students' communicative strategies, which is an important factor to improve their oral fluency. (2) Contrary to the above results, there is no significant difference in content between R₂ and R₃, suggesting that proper use of this method can help to improve oral content, but overuse can inhibit further improvement. (3) There is no significant difference in pronunciation, grammar and appropriateness among different levels of oral communicative competence, indicating that the use of this method does not help to improve the accuracy and appropriateness of oral expression. (4) As far as the total score is concerned, the results of multiple comparisons show that there is a very significant difference in the overall level of oral communicative competence between R₁ and R₂ (P<0.01), but the difference between R₂ and R₃ does not reach a significant level, suggesting that the proper use of this method to a certain extent. It is helpful to improve the overall level of oral communicative competence, but overuse of this strategy will inhibit the further improvement of the overall level of oral communicative competence.

DISCUSSIONS

Discussion on Interactive Structure Comparison Results of Online Oral Training Model

Discussing the results in Table 1 leads to an interactive design method based on asynchronous discussion groups. The quality of teaching interaction achieved through asynchronous interaction activities is also poor. This method uses CAL model interaction structure, uses spoken language knowledge and skills to elaborate coherent and logical personal views, and listens in the form of group discussions. It showed that this method based on CAL model to achieve online oral training in university English teaching interaction is more direct and efficient.

Interactive media and interactive tools are not only the carrier of teaching content information, but also support the social interaction between teachers and students. They play an important role in online teaching. Especially in the Internet age, various kinds of multimedia network courses can transmit more abundant teaching information to distance learners. Various kinds of multimedia communication tools greatly facilitate the information exchange between distance learners. In the study of the factors affecting learners' online learning participation, although many learners pay more attention to "interactive soft environment", they think that the influence of interactive media and tools is not great. However, considering the application of certain interactive structure in actual teaching, it must be supported by corresponding interactive media. In addition, the use of a variety of interactive tools can also effectively promote and improve the quality and efficiency of teaching interaction in online learning. Therefore, in the process of interactive design of university English teaching in online oral training, we should choose the appropriate interactive media and tools according to the actual needs of teaching. That is to say, the selected interactive

media and interactive tools should first have the required functions for online interaction, and then consider the learners' habits and objective conditions for the use of interactive media. In addition, we should also consider the online learning process comprehensively and avoid wasting teaching resources as much as possible.

Discussion on the Empirical Results of University Students' Language Learning Strategies and Oral Communicative Competence

Communicative competence theory holds that oral communicative competence includes two parts: grammatical competence and pragmatic competence. It can be seen that grammatical competence is an indispensable part of language communicative competence and the basis of communicative competence. Only by mastering pronunciation, vocabulary and syntactic structure, and having the ability to understand and make sentences correctly can we talk about the ability to use language. Therefore, attaching importance to oral knowledge learning is an indispensable condition for improving oral communicative competence in terms of content, fluency and appropriateness. At the same time, it should be noted that when students pay too much attention to the study of oral rules and the accuracy of language expression, they will form too strict rules of reference and monitoring mechanism in the process of oral learning, which will inevitably affect their oral expression of the ideological content, fluency and appropriateness of pragmatic competence. From the results of Table 8, we can see that there is no significant difference between R_2 and R_3 in the content of the communicative strategy after adopting this method. It shows that proper use of this method will help to improve the content of oral expression, but overuse will inhibit its further improvement. At the same time, the use of this method does not contribute to the accuracy and appropriateness of oral expression. To some extent, the proper use of this method will help to improve the overall level of oral communication ability.

CONCLUSIONS

This paper puts forward a new interactive design method of online oral English training in university English teaching. The integrated task-based teaching model is used to improve the efficiency and effectiveness of university English teaching. The model integrates reading, listening and speaking skills training, closely combines input and output processes, and learns by means of reading and listening. Students provide background and current information about related topics. Teachers, as instructors, demonstrate in group activities to guide students to consciously use oral knowledge and relevant information. According to the connotation of LGD and its application in online oral training, the interaction of online oral training in university English teaching is realized through the LGD online oral training process based on CLA model. CAL model shows that the use of expert language is the interaction between the speaker and the context, which is a linguistic, strategic and psychological resonance. Individuals and groups are placed in a simulated situation, to reflect the oral ability, discourse strategy and psychological mechanism of teaching design. The experimental results show that there is a significant difference between R_1 and R_2 ($P < 0.001$) in the total scores of language learning strategies and oral communicative competence of university students after oral English training with the proposed methods. Compared with other university students, the proposed method is more direct and efficient in interaction. Therefore, the proposed method is an important measure to improve the overall level of oral communicative competence and an effective online oral training method in university English teaching.

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