# Research on the Application of Digital Oral Training System in College English Oral Teaching

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**Abstract:** Under the traditional teaching mode, college English oral teaching activities are easily limited by time and space, resulting in insufficient classroom interaction time, single teaching scenarios, and difficulty in meeting students' personalized learning needs, which affects teaching effectiveness. In order to effectively avoid such problems, teachers can introduce digital oral training systems into college English oral teaching activities with the support of schools, and fully leverage their advantages in enriching teaching resources, optimizing teaching processes, and improving teaching effectiveness, breaking the limitations of traditional teaching and providing students with a better environment and conditions. In this context, the article takes the application of digital oral training systems in college English oral teaching as the research point, analyzes the changes brought by digital oral training systems, explains the application advantages of the system, and proposes practical and feasible application measures and methods. It can effectively solve the practical problems that have existed in oral teaching for a long time, improve the overall quality of college English oral teaching, and promote the digital transformation of college English oral teaching.

**Keywords:** Digital oral training system; College English; Oral teaching

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## 1. Introduction

In the digital age, with the development of information technology, various digital tools are widely used in the field of education, and generally produce relatively ideal application effects. Most college English teachers are also aware of this and will actively use digital oral training systems in oral teaching activities, hoping to use this method to effectively improve students' ability levels. For a long time, the instrumental characteristics of college English teaching have not been effectively reflected, and are limited to the "reading" and "listening" stages. It has failed to effectively create a comprehensive and mature immersive training situation to provide students with a good environment for oral practice, resulting in the situation that they "dare not speak, cannot speak well, cannot write, and cannot write clearly." These phenomena have affected the development of applied, compound, and professional talent training and are in urgent need of improvement. In this context, college English oral teaching should actively adapt to the modern and diversified requirements of the "Internet + Education" era, change the conventional methods habitually used in the past, and use digital oral training systems to innovate teaching ideas and methods to ensure that the effectiveness of oral English teaching is improved.

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## 2. The Changes Brought by Digital Oral Training System to College English Oral Teaching

### (1) The application of multi-dimensional and multi-difficulty oral English teaching question banks enriches teaching resources

The application of digital oral training system in college English oral teaching can produce rich teaching resources and materials[1]. This is due to the various types of teaching resources integrated in the system, which are available for reference by teachers and students. For example, the FiF oral training system developed by Beijing Foreign Studies University iFlytek Education Technology Co., Ltd. is a software that is very suitable for college English oral teaching. It relies on iFlytek's voice assessment technology to achieve instant feedback and scientific evaluation functions. It is also equipped with a multi-dimensional and multi-difficulty oral English teaching question bank, which is suitable for a variety of foreign language teaching scenarios. As of May 2025, the FiF oral training system has been launched in more than 1,000 colleges and universities across the country. It supports both mobile phones and Windows platforms, which is very convenient. Not only that, the FiF oral training system is also equipped with a course database, which integrates school-based resources, industry English, course ideological and political education, basic skills-related oral training materials, and various multi-purpose listening and speaking training materials such as examinations, news, speeches, life, and career. Teachers and students can make full use of these materials for oral teaching and oral training in order to obtain more ideal results.

### (2) The application of "machine assessment + human assessment" professional scoring standards optimizes the teaching evaluation mechanism

The digital oral training system is also equipped with advanced and intelligent machine assessment functions, which can assist teachers in completing all-round assessments of oral teaching and student learning[2]. For example, iFlytek's FiF speaking training system is equipped with powerful speech assessment technology and has passed the certification of the National Language Commission. It has been used in the College English CET-4 and CET-6 oral exams many years ago, showing ideal performance results. Generally speaking, the application of voice assessment technology in digital oral training systems such as the FiF oral training system in college English oral teaching is mostly based on three-dimensional intelligent scoring from dimensions such as "accuracy and completeness of spoken language", "length and coherence of spoken words", "flexibility and appropriateness of spoken language", and giving reasonable ratings (excellent, good, average and unread). In addition to using the digital oral training system to intelligently score students' oral language expressions, teachers can also set specific scenarios to evaluate students' oral expression adaptability and adaptability through self-built tasks.By combining machine-based and human-based assessments, teachers can obtain more comprehensive and professional evaluation results. This demonstrates that the application of digital oral English training systems in college English oral teaching can improve professional evaluation standards and optimize the teaching evaluation mechanism[3].

### (3) The "real-time + delayed" teaching effect tracking function broadens the task training tracking channels

Although the efficiency of college English oral teaching has been greatly improved with the participation of digital oral training systems, it does not mean that teachers are not needed at all. Common assessment tasks in oral teaching activities such as text reading, pronunciation training, and sentence oral retelling training can be completed by the pronunciation assessment function equipped in the digital oral training system, while homework-based oral training tasks such as short answers, listening blanks, and paragraph writing related to the teaching content are left to the teacher for assessment. Regardless of the teacher assessment part, only using the digital oral training system can detect and evaluate students' oral expression and communication within the specified time, and continuously refresh the results in continuous training[4]. This allows teachers to see the growth of students, and also allows students to feel their own progress, thereby gaining a sense of accomplishment in oral training. The digital oral training system can also summarize students' completion and results of each oral

training task to form a report, allowing students to intuitively see their own growth and progress, as well as the gap between themselves and others.

## 3. Advantages of Using Digital Oral Training System in College English Oral Teaching

### (1) Helps provide diversified oral training materials

The digital oral training system collects and integrates a large number of oral training materials and materials, and organizes and categorizes them according to certain rules, so that teachers and students can efficiently retrieve materials according to their own needs[5]. With the support of massive materials and resources, teachers can make full use of the training question bank that comes with the system to carry out oral English teaching activities, or they can generate question banks related to the teaching content according to their own needs. During the teaching process, teachers can also use the materials and resources collected by the system as a basis to generate oral training questions around the unit theme that can be used for one-click online pronunciation assessment. These training questions can be directly provided to students for daily oral training, or they can be uploaded to the school-based library to enrich teaching resources. Students can also use the large number of oral training materials provided by the system to carry out oral training and learning tasks in multiple dimensions, such as using a large number of popular courses, British and American dramas and other auxiliary courses to expand their learning. This all shows that the application of digital oral training systems in college English oral teaching can help provide teachers and students with diversified oral training materials, empower the organization and implementation of oral teaching activities, and effectively carry out student oral training activities.

### (2) Helps improve the efficiency and quality of voice assessment

The digital oral training system uses advanced technical means to achieve speech synthesis, speech recognition, oral evaluation, etc[6]. Introducing the digital oral training system into college English oral teaching activities will help teachers use mobile devices and speech recognition devices to record their own voices. It will also help to use the system's speech recognition and assessment functions to test whether students' English pronunciation is accurate, whether their expressions are fluent, and whether their expressions are complete. The digital spoken language system will follow steps such as speech recognition and fundamental frequency extraction to evaluate various indicator data that can reflect students' spoken language learning, make judgments based on the data analysis results, and finally give reasonable scores and fans. This can effectively avoid the problem of subjectivity and arbitrariness in teacher evaluation, and help greatly improve the efficiency and quality of speech evaluation.

### (3) Helps optimize the statistical data analysis process

The digital oral training system has data integration, storage and recording functions, which can record teachers' teaching behaviors and students' learning behaviors at any time, so that teachers can check the status of teaching tasks, the completion of students' oral learning and training tasks, the English speaking teaching performance report of each student and each class, and the score distribution statistics of each class by accessing the teacher terminal anytime and anywhere[7]. If this information can be accessed anytime and anywhere, it will help teachers to fully grasp the situation of oral English teaching, review students' performance and learning results, so as to collect relevant data and information more quickly and optimize teaching plans in a more organized manner. Students can also access the student terminal to obtain information such as their oral scores, the development of various abilities in oral teaching, the completion of oral teaching tasks, recording duration, etc., and comprehensively reflect on their shortcomings and problems in oral training based on various information, while also understanding the learning gap between themselves and their peers.

## 4. Application Strategies of Digital Oral Training System in College English Oral Teaching

### (1) Clarify the goals of oral English teaching

Compared with the teaching objectives of middle and high school English courses, the objectives of college oral English teaching are more detailed and targeted[8]. The most important point is to use oral teaching to cultivate students' basic language skills in pronunciation, intonation, vocabulary and grammar, and to strengthen their oral expression skills in professional fields such as business communication, academic reports and cross-cultural communication. The reason for setting such teaching goals is mainly to meet the needs of modern society for English professionals. It is precisely in order to train students into outstanding talents needed by the job and society that college English teachers need to introduce digital oral training systems into oral teaching activities, and use the advantages of technology and system functions to better cultivate students' language expression ability in various complex situations, so that they can adapt to the needs of career development as soon as possible after entering social work.

### (2) Design oral teaching tasks in the application context of digital oral training system

When teachers introduce the digital oral training system into college English oral teaching activities, they should also implement the "medical student-centered" teaching concept and rely on the teaching environment and atmosphere created by the system application to guide students to efficiently complete the oral teaching tasks. For example, the teacher designed teaching tasks related to “Food for Thought” based on spoken English communication scenarios that are often encountered in daily life. During the process, the teacher first selected the "restaurant" topic in the "life category" in the question bank of the FIF oral training system, and then created oral teaching tasks based on the contents of "booking a box in a restaurant", "waiting for a table", "ordering", "signature dishes" and other contents given by the system (try to use English Call the restaurant to book a six-person private room at 11 o'clock tomorrow; try to ask in English how many customers are waiting in line and how long they need to wait; try to order in English; try to ask in English what the restaurant's signature dishes are and what are the characteristics of these signature dishes, etc.). Students need to use the knowledge they have learned to sort out and summarize the situational dialogue, express it in English, record the sound with a radio device, and then upload it to the digital oral training system. The system will automatically evaluate the student's pronunciation accuracy, grammatical correctness, and fluency.

### (3) Carry out online and offline mixed task-based teaching activities

When teachers use the digital oral training system to carry out online and offline mixed teaching activities of college English oral English, they should make pre-class preparations in advance and create teaching situations by setting specific teaching tasks so that students have more opportunities to apply the knowledge and speaking skills they have learned. Next, teachers should implement online and offline interactive teaching around teaching tasks, make full use of the rich resources in the digital oral training system and its advanced technology and system functions to assist students in targeted learning and training, and provide scientific and accurate learning evaluation results and suggestions through intelligent assessment. For example, teachers can use the materials and materials related to workplace English collected in the digital oral training system to design oral learning tasks, including "self-introduction", "introduction of the company and products" and "asking about customer needs". Through this method, students can experience and learn in simulated workplace English oral communication situations before engaging in work. Teachers can download related recorded dialogues with different accents and speaking speeds in the system and forward them to students so that they can practice their language sense in different listening environments. Not only that, teachers can ask students to write sentences or short essays based on teaching tasks, and upload the recordings to the digital oral training system, which will be analyzed by the system to point out problems in students' pronunciation, expression, etc. Teachers also need to

refer to the problems pointed out by the system and the suggestions given to formulate personalized teaching plans, and constantly adjust the teaching process and details to help students solve problems and correct pronunciation and intonation.

**(4) Use digital oral training system for tracking and feedback**

Teachers' real-time tracking of the implementation of teaching activities and students' learning can help to fully grasp the true status of teaching and learning. The information obtained can not only track and feedback the implementation effects of teaching activities, but also provide a reference for the continuous optimization and adjustment of college English oral teaching processes. The digital oral training system is equipped with task management and statistical analysis tools, which can comprehensively collect and analyze data and information related to oral teaching, accurately track the progress of task execution, and provide timely feedback to teachers and students. If teachers can make full use of task management and statistical analysis tools to summarize and analyze all aspects of data in college English oral teaching activities, real-time tracking of students' learning processes, performance and results will be achieved. The implementation of various functions makes the digital oral training system play an increasingly significant role in college English oral teaching.

## 5. Conclusion

Digital oral training systems are increasingly used in college English oral teaching and have gradually become a necessary means for the reform of college English oral teaching. Teachers can rely on this system to obtain richer teaching resources, and can also optimize and upgrade teaching processes and teaching methods, giving teaching activities new vitality. Doing so can also have a positive impact on students, especially in terms of stimulating learning interest, optimizing learning methods, clarifying shortcomings, and making targeted adjustments. In the future, college English teachers should also pay more attention to the application of digital oral training systems and continuously develop new application scenarios in college English oral teaching activities so that they can maximize application efficiency.Not only that, teachers can also integrate cutting-edge technologies such as artificial intelligence and big data with digital oral training system applications to develop new scenarios for oral teaching and reshape the teaching process to give students a better learning experience.

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