Application Model of Social Media Platforms in College English Listening and Speaking Teaching

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Abstract: As college English listening and speaking teaching faces problems such as difficulty in improving students' oral skills, lack of learning motivation and insufficient teaching interaction, this paper introduces social media platforms to solve these challenges. Specifically, this paper explores the combined application of iFlytek's "fif oral training app", DingTalk online teaching and WeChat teacher-student communication platform to improve students' oral skills and learning interest. Through task-oriented learning of iFlytek's "fif oral training app", students can complete oral tasks regularly and get real-time feedback, effectively improving pronunciation and grammar. DingTalk's online interactive classroom breaks the time and space limitations of traditional teaching, allowing teachers to monitor students' progress in real time and provide personalized guidance. The WeChat platform stimulates students' sense of participation and learning motivation through daily interactions, oral challenges and group discussions, and promotes the improvement of oral skills. The experimental results show that at the end of the experiment (week 8), the average scores of the experimental group are 8.6 points for pronunciation, 8.5 points for fluency, 8.5 points for grammar, and 8.2 points for vocabulary, while the average scores of the control group are 8 points for pronunciation, 7.7 points for fluency, 8 points for grammar, and 8 points for vocabulary. After using social media platforms to assist learning, students not only improve their grammatical accuracy but also are able to speak more naturally and confidently.

1. Introduction

With the continuous development of information technology, the application of social media platforms in college English teaching has gradually become an emerging trend, especially in the field of listening and speaking teaching. The use of social media platforms' interactivity, convenience and social functions can provide students with a more flexible and efficient learning experience. Therefore, this paper applies three social media platforms, namely, iFlytek oral training app, DingTalk online teaching, and WeChat teacher-student communication, to optimize the college English listening and speaking teaching mode. Through the application of these platforms, students can practice independently outside the classroom, receive instant feedback, and interact effectively

with teachers and peers, thereby improving their oral expression skills.

This study analyzes the actual application effect of social media platforms in college English listening and speaking teaching through comparative experiments. The focus is on platform activity, task completion, teacher-student interaction frequency, and changes in students' oral proficiency, in order to explore the role and advantages of social media platforms in improving students' listening and speaking skills. The research results will provide new ideas and practical guidance for college English teaching and promote the further development of digital teaching models.

This paper first explains the application background and research significance of social media platforms in college English listening and speaking teaching, and clarifies the research purpose and questions. Then, it introduces the theoretical basis and experimental design of the research, covering the setting of experimental and control groups, data collection methods and evaluation indicators. In the data analysis, the data collected during the experiment are presented and compared in detail, and the impact of social media platforms on students' learning outcomes is analyzed. Finally, the research results are summarized, the advantages of social media platforms in English listening and speaking teaching are discussed, and suggestions for future teaching practices are put forward.

2. Related Work

In recent years, with the continuous development of language teaching methods and technologies, more and more studies have explored the impact of different teaching tools and platforms on students' language ability, especially the improvement of listening and speaking skills. The following is a summary of several related studies, showing the application of different methods and technologies in language learning and their effects. Ghafar et al. reviewed the impact of Communicative Language Teaching (CLT) on students' language ability, especially oral ability. The results showed that CLT can significantly improve students' communicative ability, especially speaking, listening, reading and writing skills [1]. Wahyuni et al. explored appropriate methods for learning Arabic listening and speaking skills. The study pointed out that Indonesian students have weaknesses in Arabic listening and speaking. The study showed that listening is the basis of human interaction, while speaking skills are about conveying ideas by expressing information, responses or emotions [2]. Tsai implemented an online bilingual course through Google Meet, and the learning materials used the smartphone application STEMUP based on augmented reality and automatic speech recognition technology. He investigated the oral performance and learning perception of 90 non-English majors at a university of technology in Taiwan, China. The results showed that the technology and online speech feedback helped students improve their listening and speaking skills [3]. Ghafar and Raheem aimed to explore the factors that influence the speaking ability of learners of English as a second language. The study showed that learners have a high demand for effective teaching of speaking skills and that speaking skills are essential in modern communication and media environments [4]. Khashan and AbuSeileek explored the impact of using the BBC Learning English app on the development of listening and speaking skills among grade 10 students. The results of the study showed that the listening and speaking scores of the experimental group were significantly higher than those of the control group, and most students had a positive attitude towards using the BBC application and expressed approval [5]. Ali et al. explored the impact of ChatGPT on English learning. The results showed that ChatGPT had a motivating effect in improving students' reading and writing skills, but had a neutral impact on listening and speaking skills [6]. Yang et al. explored the application of intelligent personal assistants in the autonomous learning of college English learners, especially the impact on listening and speaking development. The results showed that the students who received guidance made significant progress in speaking skills, surpassing the students who did not receive guidance, but there was no significant difference

between the two groups in listening [7]. Nafa et al. explored the application of Busuu application in English listening teaching in Cirebon Junior High School, Indonesia. The results showed that the use of media in teaching can effectively support learning and stimulate student participation [8]. Kalsum et al. aimed to investigate the methods and challenges faced by English teachers in implementing integrated language skills in teaching. The study found that most of the four teachers only integrated two to three language skills, and only one teacher integrated four language skills in a class [9]. Pasaribu et al. aimed to explore the application of YouTube videos in learning English, including students' views on the improvement of English skills after using YouTube videos, the problems faced by teachers and students, and students' acceptance of the use of YouTube videos. The study found that students generally had a positive attitude towards learning English through YouTube videos [10]. Maharani and Afifi aimed to explore the views of English major students at UIN Maulana Malik Ibrahim Malang University on the impact of watching English movies and series through Netflix as a digital foreign language learning tool on listening and speaking skills. The results showed that students of the English Education Department had a positive attitude towards Netflix as a digital foreign language learning tool [11]. Although existing research has explored the application of various teaching methods and technologies in improving language proficiency, there are still some bottlenecks, especially in terms of how to effectively integrate different skills, evaluate the long-term effects of technology application, and provide personalized learning support.

3. Method

3.1 Application Mode of iFlytek's "fif Oral Training app"

iFlytek's "fif Oral Training App" is an intelligent oral training tool that can help students improve their English speaking skills through voice recognition and pronunciation assessment. The weekly word tasks encourage students to check in regularly, and their completion status is evaluated and interacted. When using the app, students gradually improve their oral expression skills according to the set tasks, and improve their pronunciation and grammar through the feedback function in the platform.

Teachers can use the platform to monitor students' learning progress, give personalized guidance in a timely manner, and provide feedback based on students' oral performance. In addition, task evaluation and interactive sessions enable students to improve their oral expression skills through mutual communication and form a good learning atmosphere. Through regular check-in tasks and interactive dialogues, students' English speaking skills have been effectively consolidated and improved.

In the field of language training, the FIF oral training platform has stronger professional evaluation functions, rich school-based support resources and graded and classified corpora compared to other platforms. The platform's instant feedback function, discussion area, group activities and teacher guidance ensure the students' independent learning effect. The FIF speaking platform provides students with the opportunity to improve their speaking skills through repeated practice through incentive mechanisms such as task release, challenging exercises and rankings, covering basic and advanced speaking skills such as pronunciation, intonation, fluency, etc. Students can practice speaking at any time and any place, which enhances the flexibility of learning and helps teachers to better carry out English speaking tutoring.

3.2 Integrated Application of DingTalk Online Teaching

DingTalk, as a commonly used online teaching platform, has been widely used in teaching of

various subjects. In English listening and speaking teaching, DingTalk can be used as an important tool for interaction between teachers and students. Through DingTalk, teachers can upload teaching materials, assign tasks, and interact in real time. Students can also participate in classroom discussions, work in groups, and even practice oral English through DingTalk.

DingTalk's online classroom function not only breaks the time and space limitations of traditional classrooms but also provides teachers with more teaching resources and interactive opportunities. Teachers can observe students' speeches in real time and provide immediate guidance and feedback on their expressions. In oral teaching, teachers publish oral tasks through the DingTalk platform, and students can upload oral practice videos or audios. Teachers comment on them to ensure that students continue to improve their oral expression skills during the course.

DingTalk is a free online communication and collaboration platform provided by Alibaba Group for Chinese companies. Its original intention is to serve business communication. With its powerful cloud server configuration and stable video and audio transmission quality, DingTalk can support large-scale online communication and ensure a smooth user experience when multiple people are online at the same time. This makes DingTalk the preferred tool for online synchronous teaching. In addition, DingTalk has also launched a variety of functions for online education needs, such as group live broadcast and interactive whiteboard, which effectively support the display of course content and the interaction between teachers and students. These functions provide a high-quality software environment for online classes.

However, collecting and correcting homework in online teaching has always been a difficult problem for teachers. Taking WeChat as an example, the distribution of homework is relatively simple, but when students submit homework, teachers need to spend a lot of time to organize, count and correct it. In contrast, DingTalk's family education function solves this problem well. Through online answering, voice, pictures, videos and other forms of interaction, homework can be displayed to teachers in sequence, greatly improving the efficiency of after-class review.

3.3 The Supplementary Role of WeChat in Communication between Teachers and Students

As a widely used social platform, WeChat's unique social function plays an important role in English listening and speaking teaching. Teachers can communicate with students on a daily basis through WeChat groups, not only to answer questions and solve problems but also to share language learning resources, such as English listening materials, oral practice videos, etc. In addition, WeChat's voice and video functions make oral communication between teachers and students more convenient, especially for those introverted students who are not very brave to speak in class. WeChat can provide a more comfortable and stress-free communication platform.

WeChat's social function enables students to keep in close contact with teachers and classmates, forming a good learning social network. On the WeChat platform, teachers can not only answer students' questions but also stimulate students' learning interest by launching oral challenges and discussing topics. Students can interact in WeChat groups, share their learning experiences, and even practice speaking through voice and video calls to further improve their oral skills.

Through WeChat, teachers can also assign tasks and conduct regular checks to promote interaction and communication among students. For example, teachers can set daily or weekly oral tasks, and students can submit their practice results through WeChat voice or video functions, and teachers can comment and encourage them. This method not only increases the frequency of students' oral practice but also enhances the connection and interaction between teachers and students. The flexibility of the WeChat platform makes teaching activities more colorful and greatly improves learning effects.

Through the combined application of these three social media platforms, college English

listening and speaking teaching can effectively improve students' learning interest and oral ability. The task-oriented learning of iFlytek's "fif oral training app", the online interactive classroom of DingTalk, and the daily communication between teachers and students on WeChat have formed a diversified learning support system, which greatly enhances students' learning motivation and oral expression ability. In this new teaching model, students can not only learn independently through the intelligent platform but also get guidance from teachers and support from peers in interactive communication, which promotes the improvement of English listening and speaking ability.

4. Results and Discussion

4.1 Experimental Subjects

Two groups of college English majors are selected as experimental subjects:

(1) Experimental group: English listening and speaking teaching is conducted using social media platforms (iFlytek "fif oral training app", DingTalk, and WeChat).

(2) Control group: Traditional classroom teaching mode, without the use of social media platforms.

Each group consisted of 30 students to ensure that the two groups of students had similar English proficiency.

4.2 Experimental Methods and Data Analysis

(1) Pretest: Before the experiment, the two groups of students are given an English speaking proficiency test to assess their pronunciation, fluency, grammar, vocabulary, and other basics.
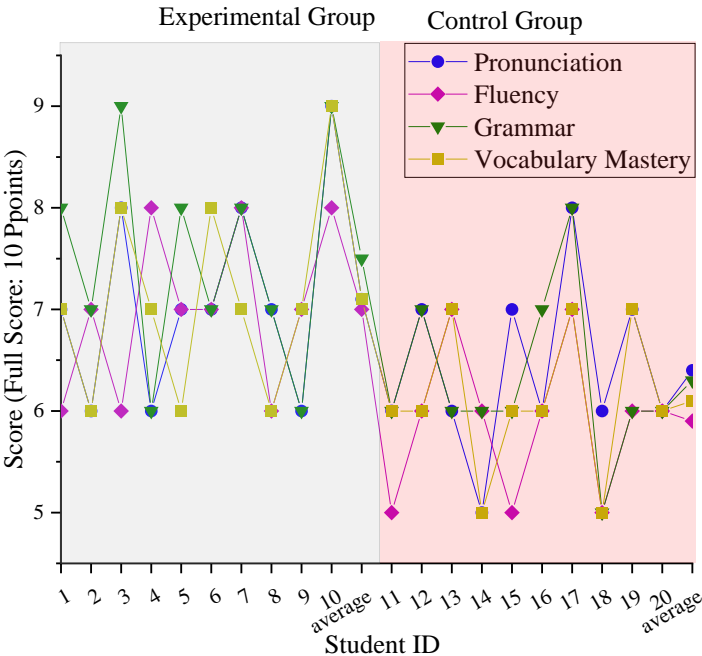

Figure 1. Pre-test of spoken English proficiency

Before the experiment, we conduct a spoken English proficiency test on the students in the experimental group and the control group to assess their basic proficiency in pronunciation, fluency, grammar and vocabulary. From the data, the average scores of the experimental group in each indicator are 7.1 points for pronunciation, 7 points for fluency, 7.5 points for grammar, and 7.1 points for vocabulary, while the average scores of the control group are 6.4 points for pronunciation,

5.9 points for fluency, 6.3 points for grammar, and 6.1 points for vocabulary, as shown in Figure 1. Overall, the experimental group's English speaking ability is slightly better than the control group's at the beginning of the test, especially in grammar and vocabulary. However, the overall gap between the two groups is not significant, which provides a good foundation for subsequent research and can more accurately analyze the impact of social media platforms on college English listening and speaking teaching.

(2) Teaching implementation

1) Experimental group: Combined with task-oriented learning of iFlytek's "fif oral training app", students need to complete certain oral tasks every week and submit feedback through the platform. Teachers use DingTalk to publish oral tasks, conduct online discussions and provide real-time feedback, while the WeChat platform provides daily oral practice and personalized Q&A.

2) Control group: Traditional classroom teaching is adopted, and teachers conducted oral teaching through face-to-face classes without using social media platforms. The teaching lasted for 8 weeks, with oral tests and interactive feedback once a week.

(3) Experimental steps

1) Week 1: A pre-test of oral English is conducted to assess students' oral foundation.

2) Weeks 2 to 6: Oral practice and task submission are conducted on a weekly basis. The experimental group uses iFlytek's "fif oral training app", DingTalk, and WeChat platforms for regular learning and interaction; the control group conducts traditional classroom practice.

3) Week 7: A mid-term oral test is conducted to assess the oral progress of the two groups of students.
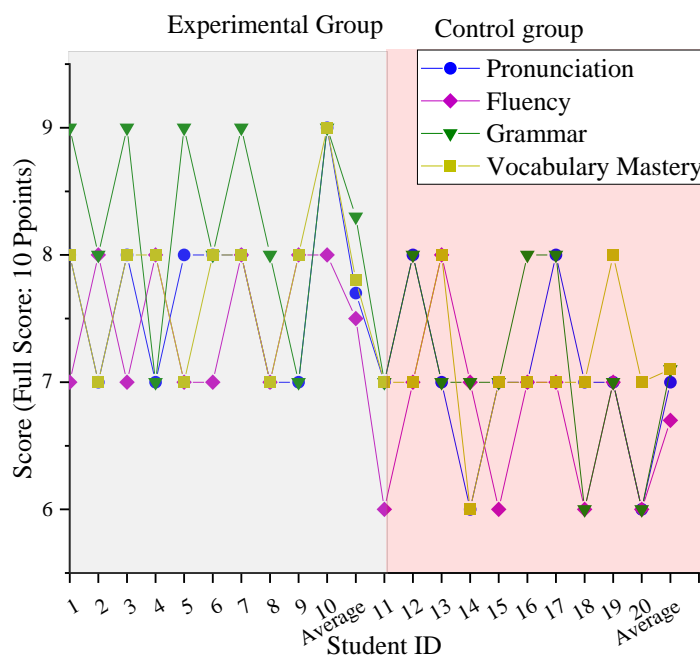

Figure 2. Mid-term test of oral English proficiency

In the seventh week of the experiment, we conduct a mid-term test of the oral English proficiency of the two groups of students to evaluate their progress in pronunciation, fluency, grammar and vocabulary. From the data in Figure 2, the average scores of the experimental group in each indicator are 7.7 points for pronunciation, 7.5 points for fluency, 8.3 points for grammar, and 7.8 points for vocabulary, while the average scores of the control group are 7.0 points for pronunciation, 6.7 points for fluency, 7.1 points for grammar, and 7.1 points for vocabulary. Compared with the pre-test, the experimental group has significantly improved in all four indicators, especially in grammar, with the average score rising from 7.5 to 8.3, indicating that the students

have improved their accuracy in oral expression. The control group has also made some progress, but the overall improvement is small, with the average score of each item only rising by 0.3-0.7 points. From the data changes in Figure 2, it can be seen that the experimental group has improved their oral expression ability more significantly with the help of social media platforms, especially in fluency and grammar. This shows that task-driven, online interaction and instant feedback can effectively improve students' oral ability. In contrast, the control group made slower progress due to the lack of systematic online practice and feedback.

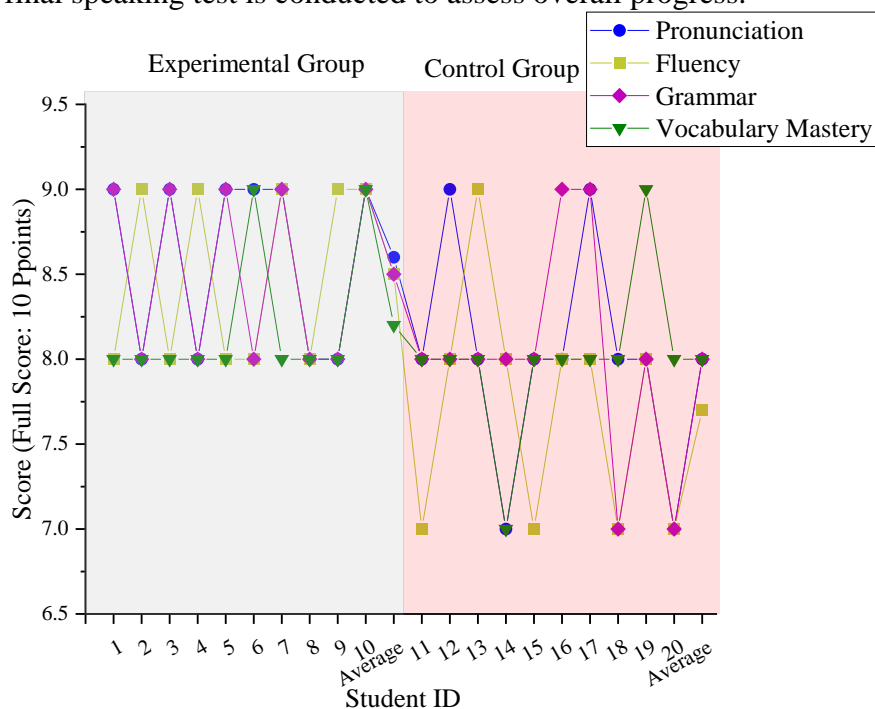4)Week 8: A final speaking test is conducted to assess overall progress.

Figure 3. Final test of oral English proficiency

At the end of the experiment (week 8), we conduct a final test on students' oral English proficiency to assess their overall progress in pronunciation, fluency, grammar, and vocabulary. From the test data, the average scores of the experimental group are 8.6 points for pronunciation, 8.5 points for fluency, 8.5 points for grammar, and 8.2 points for vocabulary, while the average scores of the control group are 8 points for pronunciation, 7.7 points for fluency, 8 points for grammar, and 8 points for vocabulary. Compared with the mid-term test data, the experimental group has further improved in all dimensions, especially in fluency and vocabulary, which increased by 1.0 points and 0.9 points, respectively. This shows that after using social media platforms to assist learning, students have not only improved their grammatical accuracy but also been able to express themselves more naturally and confidently. At the same time, the scores of the control group also improved, but the improvement is smaller than that of the experimental group, and the overall progress is limited. By comparing the data changes of the pre-test, mid-test and final test, it can be seen that the application of social media platforms has played a positive role in English listening and speaking teaching, as shown in Figure 3.

5) Recording the students' activity on the platform, the frequency of task submission, and the teacher's interactive feedback.

The experimental data in Table 1 show that the application of social media platforms has a positive impact on the learning effect of college English listening and speaking teaching. In terms of platform activity, the experimental group students spent an average of 4.60 hours of online learning

per week, while the control group only spent 2.60 hours, indicating that the experimental group students spent significantly more time on the learning platform. In terms of task submission frequency, the experimental group students submitted an average of 3.60 tasks per week, while the control group only submitted 1.60 tasks, indicating that the introduction of social media platforms has improved students' task completion and autonomous learning ability. In addition, in terms of teacher interaction feedback, the experimental group received an average of 2.90 feedbacks per week, while the control group received only 1.60 feedbacks per week, indicating that the interactive function of social media platforms enhanced communication between teachers and students, enabling students to receive more personalized guidance. Overall, the integrated application of social media platforms effectively improved students' learning enthusiasm, autonomous learning ability, and the frequency of teacher-student interaction, providing better support for college English listening and speaking teaching.

Table 1. Activity, frequency of task submission, and teacher's interactive feedback

Student ID	Group	Platform activity (hours/week)	Frequency of task submission (times/week)	Teacher interaction feedback (number of times/week)
1	Experimental Group	4	3	2
2	Experimental Group	5	4	3
3	Experimental Group	6	5	4
4	Experimental Group	3	2	2
5	Experimental Group	4	3	3
6	Experimental Group	5	4	3
7	Experimental Group	5	4	3
8	Experimental Group	4	3	2
9	Experimental Group	4	3	3
10	Experimental Group	6	5	4
11	Control group	2	1	1
12	Control group	3	2	2
13	Control group	2	1	1
14	Control group	3	2	2
15	Control group	2	1	1
16	Control group	3	2	2
17	Control group	4	3	3
18	Control group	2	1	1
19	Control group	3	2	2
20	Control group	2	1	1

5. Conclusion

This study explores the application mode of social media platforms in college English listening and speaking teaching, and analyzes its impact on students' oral learning through comparative experiments. The results show that the integrated application of iFlytek FIF oral training app, DingTalk online teaching, and WeChat teacher-student communication has significantly improved students' learning enthusiasm, oral practice frequency, and teacher-student interaction, thereby promoting the improvement of English listening and speaking skills. Specifically, the experimental group has significantly higher platform activity, task submission frequency, and teacher interaction

feedback than the control group, indicating that the application of social media platforms effectively enhanced students' autonomous learning ability. In addition, in the oral proficiency test, the pronunciation, fluency, grammar, and vocabulary of the experimental group students are greatly improved, especially in fluency and pronunciation. This shows that social media platforms not only provide students with more opportunities to practice but also help students improve their oral expression through instant feedback and diversified interactive methods. In the future, teachers can further optimize the use of social media platforms, such as adding personalized feedback based on artificial intelligence, designing more interactive tasks, and combining hybrid teaching models to further improve the effectiveness of English listening and speaking teaching.

Acknowledgement

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