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Research on the Construction and Path of the Dual-Track Oral Practice Mode for Foreign Students Based on "AI Situational Coach + Real-Life Language Partner Community"

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Abstract: Chinese students' oral practice after class often falls into two dilemmas. First, there are few real contexts available. Second, the tools used at present lack interactivity, and the feedback is relatively simple. In view of this, this study uses communicative competence theory and output hypothesis as theoretical support, and uses theoretical analysis and system design to give a practice mode that integrates an AI situational coach and a real language partner community. In this mode, the AI coach can provide approximate, real, and repeatable training scene dialogues and give analytical feedback from a large number of perspectives, so as to help learners remember language knowledge. The real community can give real and various social interactions, so as to further improve the learners' pragmatic and strategic abilities. From the analysis results, these two parts can cooperate with each other through the data cycle, and after they are combined into one, they can comprehensively strengthen the learners' oral communication ability.

Keywords: Dual-track mode; AI situational coach; Oral communication ability; Real language partner

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1. Introduction

With the continuous advancement of globalization, the status of Chinese in international exchanges has gradually been consolidated. In the process of teaching Chinese as a foreign language, the cultivation of oral ability has become more and more critical. The theory of communicative competence and output hypothesis have been elaborated. Oral language is an intuitive manifestation of the application of language knowledge, and can promote the improvement and development of language ability. In reality, if learners want to seek positions, deal with all kinds of affairs, integrate into the Chinese community, etc., they must have a stable and reliable oral level. However, at present, many Chinese learners encounter many obstacles in practicing oral English after class, so they must explore some new ways to solve these problems.

At present, Chinese learners will encounter many troubles if they want to practice oral English after class. Most of the Chinese learning apps on the market are comprehensive platforms. These platforms do not attach great importance to oral practice. Most of the software focuses on vocabulary, grammar and reading training, and does not carry out detailed design for oral communication. Their practice forms are often dialogues set in advance with reading or reciting, which is difficult to create a real and changeable communication scene [1]. Moreover, the feedback mechanism of these tools is relatively simple, often only a pronunciation score is given, and it is difficult to effectively distinguish such as pragmatic errors. High-level issues such as discourse coherence [2]. From the perspective of teaching methods, there is a lack of interaction in online oral teaching. The instant communication between teachers and students, students and students is greatly reduced, the classroom lacks a sense of presence, and the emotional support is insufficient [3]. According to the feedback of learners, people's feelings about the current use of Chinese learning software are mostly general, with incomplete functions, poor interactivity, and a lack of a communication community [4]. It is more noteworthy that even if some tools have begun to use AI technology, they still often encounter problems such as inaccurate speech recognition and an inability to properly understand the context. Technical difficulties such as limited ability to cope with Chinese tones and speech changes [2].

This study plans to create a dual-track after-school oral practice approach of "AI situation coach + real language partner community," which is not simply a combination of the two, but relies on data exchange and task closure, so that the efficient imitation training of AI can be combined with the actual social interaction of real people to achieve a synergistic effect. This study intends to examine whether this model can fill the loopholes in current teaching and technical means and achieve the intended purpose, thus giving learners in a non-Chinese environment and returning students a new oral learning method.

2. Theoretical basis of dual-track mode

The design of this dual-track model relies heavily on certain theories, which together provide directional guidance for the program.

2.1. Main aspects of communicative competence theory

Kanal and Swain showed in 1980 that communicative competence includes not only grammatical competence, but also sociolinguistic competence, discourse competence, and strategic competence. At present, most technical tools focus on the training of grammatical competence and despise the other three higher levels of competence [2]. Therefore, this study intends to comprehensively cover these four aspects. AI situational coaches focus on consolidating grammar and discourse structure, and real-life language partner communities are used to optimize sociolinguistic competence and strategic competence.

2.2. The driving effect of the output hypothesis

Swain's output hypothesis has such a view that language acquisition requires comprehensible input and "driven output," that is, when learners want to express, they will realize that their language is different from the target language, which in turn leads to cognitive changes. This principle is reflected in this model: AI situational coaches will generate communicative needs, prompt learners to respond, and give analytical feedback in time to help learners find out their own shortcomings [5]. The real-life language partner community provides a production platform in the actual scene, and learners can achieve correction and

internalization through meaning negotiation.

2.3. Situational learning and the support of constructivism theory

Situational learning theory holds that learning should be placed in practical activities and cultural situations. Virtual simulation technology can provide a place similar to real scenes for oral practice, so as to make up for the deficiencies in real contexts [6]. Constructivism notes that knowledge is actively created in the process of social interaction. Vygotsky's "near development zone" shows that communicating with higher-level peers or native speakers will give learners beneficial "support" [4]. According to these principles, this model combines AI scenario simulation with a real-life social environment, trying to create a safe and challenging learning environment.

The dual-track oral practice model needs to be created as a whole. Its design principles include the purpose principle (needs to carry out training around specific goals), the progressive principle (needs to gradually promote the training process), the interactive principle (pays attention to the mutual communication between participants), the diversity principle (advocates the use of a variety of methods), and the difference principle (pays attention to the differences between individuals).

In accordance with the theory described above, this study has formed an oral training model that includes the parallel operation of "AI situational coach" and "real language community."

3. The overall construction and design principles of the dual-track oral practice mode

Based on the above theory, this study constructs a dual-track oral practice mode which is operated by "AI situational coach" and "real language partner community."

3.1. The connotation and characteristics of dual-track oral practice mode

The core of this model can be summarized as "two-track integration, data exchange." One track is "AI situation coach," which belongs to a controlled and repeatable intelligent training environment. Learners can play roles with AI, and the simulation scene covers many aspects from daily shopping to academic discussion. AI not only gives feedback on pronunciation, but also gives evaluation reports from a large number of levels such as grammar, pragmatics, and discourse coherence. The other track is the "real-life language partner community," which is a real social learning network. Through intelligently connecting domestic and foreign learners, publishing cooperative tasks, creating topic discussion groups, and other forms, learners can carry out unpredictable, emotional, and cultural exchanges with real people. These two tracks are not operated independently, but are integrated into a circular system with the help of a unified learner data center. The practice data of the AI track can guide the task planning of the real-life community, and the communication problems exposed by the real-life community will be fed back to the AI track, so as to perform precise and intensive training.

The originality of this design lies in that the AI track effectively solves the problems of "lack of practice, slow feedback, and high repetition cost" in traditional oral practice, while the human track fills the natural shortage of AI in emotional support, cultural understanding, and improvisational response. The two work together to maintain the efficiency and scale of the drill and ensure the realism and depth of the communication.

The core design principles of the dual-track oral practice mode include two aspects: one is "dual-track parallel" and the other is "interactive promotion." The so-called "dual-track parallel" refers to the simultaneous advancement of oral expression and listening comprehension. The two are interrelated and independent of each other to form a complete oral practice system. "Interaction promotion" indicates that there is a mutual promotion between oral expression and listening comprehension. The promotion of one side will drive the development of the other side. The two complement each other and are indispensable.

3.2. Core design principles of dual-track oral practice mode

If this model wants to really solve the problems mentioned above, it needs to follow the following four criteria, some of which are derived from the experience and mistakes in the current research.

The hierarchical design under the guidance of theory, its content organization needs to create a topic bank from daily topics to social issues in accordance with the "i + 1" comprehensible input principle, so as to ensure that the learning path continues to advance [5]. This concept is in line with the view that task-based teaching method attaches importance to task level. When giving diagnostic feedback and pragmatic guidance from a large number of angles, the feedback is not only about pronunciation, but also involves the scope of pragmatics, so as to help learners master the methods of adjusting their own expression according to the scene, relationship, and cultural norms. This is mainly aimed at the current situation where the feedback of AI oral tools is relatively single. In the dual-track ecological learning situation, we should rely on AI to create a highly simulated scene, and rely on the real community to reproduce the real social interaction, and integrate the virtual simulation technology with the real language partner, which can deal well with the lack of online oral teaching. The difficulty of sense and interaction [3,6]. The culture has the characteristics of endogeneity and personalized adaptation. Its content is not simply added as a "knowledge plate," but needs to be integrated into the dialogue scene. The system should recognize that learners arrange the practice content according to their own professional background, interests and hobbies, and Chinese level, so as to meet the needs of learners' urgent needs for personalized learning resources [4]. Finally, according to the students' oral learning situation, push personalized learning content to enrich students' oral learning knowledge [7].

4. System architecture and operation mechanism of dual-track mode

After determining the design principles, this part explains how this model is specifically a system architecture and its key operating principles.

4.1. Core process and collaborative closed-loop

The operation of the whole dual-track mode is promoted with the closed loop of "training-actual combat-feedback-improvement" as the core.

After entering the AI situational coach, the learner selects a topic, such as "ordering in the restaurant," and then launches multiple rounds of dialogue with AI. The system will immediately analyze the learner's pronunciation, grammar, and discourse synthesis, and form a comprehensive evaluation report. According to the evaluation results, the system will automatically assign one or two targeted practice tasks to the learner, such as "practicing polite request sentences." These tasks are not only the follow-up purpose of the AI route, but also the preparation before entering the real human community. The learner enters the real human language community with the task. The colleague's pre-arranged language partners (possibly other learners

or native speakers) implement real conversations in similar scenes. During this period, learners need to use the expressions previously practiced from AI, and also deal with various unpredictable changes in real-life dialogues. After the end of the real dialogue, the system must be authorized by the learner to analyze the dialogue record, find out the difficulties in communication (there are often pauses, don't know the humor of the other party, etc.), and give these as new learning goals to the AI situation coach to carry out intensive training. In this way, the learner's oral ability can achieve a spiral development in the process of "safe practice-real test-targeted improvement."

4.2. The function design of "AI Situation Coach" track

The AI situational coach contains some main functional modules, which are respectively: the speech recognition module is used to identify the sound instructions issued by the user, the natural language processing module undertakes the task of understanding and executing the user's commands, the scenario simulation module can create a variety of training scenarios for the user to practice, the feedback adjustment module gives the corresponding evaluation according to the user's performance, and adjusts the subsequent training plan. The knowledge base module contains a lot of knowledge information about sports and provides support for other modules.

The intelligent situation management engine contains many dialogue situation templates covering a wide range of fields, involving life, learning, work, culture, and many other aspects. Teachers or learners themselves can adjust the parameters of the situation according to their needs, such as the degree of difficulty, the speed of speech, and whether it is formal.

The multimodal interactive system combines automatic speech recognition (ASR), natural language processing (NLP), and speech synthesis (TTS) technology to optimize the unique tones, children, and soft tones of Chinese, with slow playback and mouth display assistance. The system presupposes the function of "intelligent interruption" to train learners to easily reach the turn handover during the conversation.

The multidimensional evaluation feedback module will evaluate the learners' performance from four aspects, including grammatical accuracy, pronunciation and intonation, discourse coherence (especially the use of related words, logical order), and whether the pragmatics is appropriate (that is, whether it is expressed too directly or bluntly). The feedback results will be shown through visual radar charts and detailed suggestions for improvement.

The adaptive learning path system will adjust the difficulty level and content of the follow-up tasks in time according to the previous performance of the learners, so that the practice has been maintained in the "zone of proximal development."

4.3. The operation mechanism of the "real language community" track

The real language community should create a safe and task-driven real communication atmosphere.

Intelligent language partners rely on algorithms to select the appropriate language partner according to the learner's language level, mother tongue, preference label, and current training purposes. For example, an intermediate learner who wants to practice the topic of "talking about the movie" will arrange to partner with a language partner who is interested in the topic and has a higher level.

The task-driven interactive community will not tolerate aimless chatting. This community will give specific communicative tasks, such as "planning a short weekend trip together" or "making positive and

negative comments on a social news." These tasks often require both parties to complete and submit simple results within a certain time limit. The community uses gamified rewards such as points, medals, and grades, and gives titles such as "excellent language partners" and "cultural ambassadors" to arouse learners' positive emotions. And the community itself has the function of reporting and mutual evaluation. In this way, a warm and safe communication atmosphere can be maintained.

In the stage of cultural mutual learning, there will be a link of "cultural tips" every time when performing the task of language companion. When it comes to the topic of "gift giving," the system will show what taboos exist in the gift giving between China and the West, and will also allow both sides to explain their own national customs and habits. In this way, cultural knowledge is naturally integrated into the process of language use and is not only taught as an independent knowledge point.

4.4. Dual-track collaborative data interoperability

The two tracks rely on a unified learner data center to achieve data flow. The ability portraits generated by the AI track (such as low pragmatic ability scores) will guide the task recommendation of the real-life community. The dialogue records generated by the real-life community will be analyzed to obtain frequent error types or communication obstacles, and reversely improve the training content and feedback rules of the AI track. Such a two-way assistance mechanism enables the entire system to upgrade itself: when the number of learners continues to increase, the model will be more accurate in identifying and feedback on common errors.

5. The implementation path of the dual-track oral practice model

A good model should be designed properly, and there should be practical implementation strategies. This part gives suggestions on teacher training, publicity and promotion, and teaching integration.

5.1. Provide professional training and guidance

The technical literacy of teachers and students plays a key role in whether the model can be implemented. Special training should be arranged for teachers. The training content includes: Liang showed that teachers need to master the basic operation methods of AI tools. If the technology is too complex, it will increase the teaching burden [5]. It is also necessary to give students entry guidelines and play demonstration videos to help them quickly adapt to the dual-track process and reduce the confusion generated when they are first used.

5.2. Propaganda and promotion with the help of multiple forces

If any kind of teaching mode wants to achieve its value, it needs to be fully recognized. Colleges and universities should take the lead in adopting this mode, carry out experimental application in the after-school tutoring stage of Chinese preparatory classes and foreign students' Chinese classes, and shape typical cases. It can be promoted by official platforms such as Confucius Institute and Sino-foreign Language Exchange and Cooperation Center. According to the investigation of Ailing, most learners find Chinese learning software through classmates or online search, and the effect of advertising is relatively limited [4]. Therefore, word-of-mouth and official endorsement are very important. You can also ask influential Chinese learning bloggers or foreign students to explain their own use experience, so as to enhance their influence with the help of social media.

5.3. The implementation of "AI-assisted + teacher-led" blended teaching

In this mode, artificial intelligence is responsible for organizing students' daily learning activities and completing some correction tasks. The role of teachers becomes a guide, paying attention to the comprehensive development of students, and giving personalized guidance to students at different levels, so as to achieve the purpose of teaching students in accordance with their aptitude.

The essence of education is the transmission of information between people, and the destination of educational behavior is the activity between people [8]. What is to be shown is that when AI improves oral fluency, it may cause students to rely on psychology and reduce their ability to think independently. Moreover, its response has inherent pattern characteristics, and it is difficult to show real emotions. Teachers need to give full play to their subjective initiative in teaching design, reasonably allocate mechanical exercises and real communication time, and maintain dominance in human-computer interaction [9]. The specific method is: teachers will regularly collect difficult questions from students' feedback when communicating with AI, and questions such as "AI can't understand my pronunciation" and "AI's answer is too written" will be selected and discussed in the classroom, so that students can feel the difference between AI expression and human expression. In order to grasp a more natural and personalized way of communication, Wu and Zhao mentioned that generative artificial intelligence has certain limitations in emotion recognition and cross-cultural pragmatics, so teachers need to give additional elaboration [2]. At this time, AI and teachers will have a complementary relationship. Among them, AI is responsible for performing many and frequent basic training tasks, while teachers focus on carefully correcting deviations and stimulating emotions.

6. Conclusion

The application of artificial intelligence technology in the field of oral practice is not only the innovation of information technology, but also the profound reform of educational concepts [10]. This study finds that there is a lack of environmental and technical support for the after-school oral practice of Chinese students. Therefore, a dual practice mode of "AI situation coach + human language community" is given. This mode integrates the efficient interaction of artificial intelligence with the real scene of human interaction, and creates a spiral way of improving ability development by relying on data circulation.

There are some limitations in this study. The current model is only in the stage of theoretical planning, and has not been empirically tested by a large number of samples. Artificial intelligence still has technical problems in terms of pragmatic judgment and cultural understanding. If the real-life community wants to continue to operate, it will encounter practical problems such as user retention and community management. Future research will advance in two directions: promoting the development of prototype systems, implementing group experiments on foreign students, and objectively evaluating the practical effects of this model on the development of oral sub-abilities. In order to further improve the pragmatic analysis ability of artificial intelligence. We can consider the use of affective computing and big language models, so that the interaction of situational coaches can be smoother and more culturally sensitive. We understand that with the continuous development of technology and the continuous updating of educational concepts, this dual-track oral training model will probably bring a feasible and efficient new way to international Chinese oral teaching.

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