

How to Improve Academic Oral English Communication Ability in Graduate School—Taking Oral International Academic Exchange Course as an Example

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Abstract: The writers have found that the more actively the students participate in oral English activities, the stronger sense of improvement the students may attain. Through the research group's efforts, a highly effective teaching mode, golden-class teaching method for oral English, has been more deeply explored and employed to shift the out-dated mode of traditional oral English teaching performance. Such mode of training program, very popular with the students in factual practice, proves of great enhancement to class performance, hence developing a strong sense of participation and cultivating the students' capability to speak more actively. The writers in this essay have concisely stated the designing processes of such teaching mode and its surprising effect in their practicable teaching performance.

Keywords: International Academic Communication; Golden-class Mode; Effect of Oral English Class Performance

1. Introduction

The International Academic Exchange Oral English Course is a practical course for non-English major graduate students. According to the global integration situation, the course should be in line with international academic exchange needs. Through teaching the basic theory of oral learning and the basic skills of oral improvement, students can master the basic skills of oral English expression, learn to use oral English to express their thoughts and feelings freely and continuously, in order to be able to communicate more accurately and fluently with English and American people; be able to speak or discuss more fluently and accurately on general or professional topics; be able to summarize text or speech with longer and less difficult language in concise language; be able to read papers and participate in discussions in professional communication.

The authors think that the characteristics of oral promotion in graduate school should be high-order, innovative and challenging. Higher order refers to the organic integration of knowledge, ability and quality to cultivate students' comprehensive ability and advanced thinking ability to solve complex problems. The oral teaching in the graduate stage is not a simple transfer of knowledge, but a combination of knowledge, ability and quality. Innovation should be reflected in three aspects, one is that the content of the curriculum has the forefront and the times; the other is that the teaching form embodies the advanced nature and interactivity, not full of irrigation, not teachers "talk" students "listen "; the third is that the learning effect has the characteristics of inquiry and individuation, which can bring out the students' personality characteristics.

2. The means of creating oral mode for graduate students

2.1 Original teaching content features

According to the great pressure of the current employment situation and the tendency and hobby of the graduate students'

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English learning value, combined with the characteristics of the graduate students' oral English learning, the oral teachers organically combine the pressure of the employment situation, the characteristics of panic during the epidemic period and study interests to design the oral English course content, create the practical application of the strong oral "gold course" content, eliminate the general "water class" model. For example, with the background of new coronavirus prevention and control as the theme, using students' curiosity and panic psychology to introduce oral learning, words close to current affairs hot, practical, easy to remember.

2.2 Emphasis on "matching mechanism "

Starting with the strength of teachers, combined with the actual level of students, and according to each teacher's teaching experience and professional specialty, the group set up individualized oral classes, set up individualized teaching. First of all, teachers have higher professional quality requirements, at the same time to the class students to implement the selection system.

2.3 Strengthen the mechanism of cross-cultural communication and promote the atmosphere of oral classroom communication

In the non-epidemic context, if conditions permit, the author proposes that the postgraduate oral teaching model should include foreign students from different ethnic groups. Students can start oral topics from different angles according to their professional characteristics, national culture, or group discussions or speech debates, so as to cultivate students' speculative ability and language practical communication ability.

3. The plan of constructing the teaching mode of international academic exchange oral English

3.1 Teaching philosophy of curriculum application

Based on the principle of "input" and "output" in the linguistic sense, this course mainly focuses on oral output on the basis of the combination of listening and speaking according to the "output oriented theory ". Both the output-oriented approach (POA) and the task-based approach complement each other. Teachers play the role of lead, design and scaffold in these three stages. The teacher adjusts and outputs the task difficulty according to the student's foreign language level, lets the student realize own oral knowledge insufficiency in the attempt process, thus produces the study pressure and the motive force; secondly, the student carries on the selective study and the practice output, the teacher gives the instruction and the inspection; when the student completes the output task, the teacher carries on the immediate appraisal or the delay appraisal, or the teacher-student cooperation appraisal. The research group thinks that interest is the best teacher for students, and pressure and demand are the motivation for learning. Make use of the students' desire to express and the pressure and demand of the current study and employment, fully arousing the students' enthusiasm for learning oral English and give play to their subjective initiative in learning.

3.2 Course design ideas

According to the pressure of job search and the demand of further study, the teacher designs the teaching mode characteristic according to the type of spoken language. According to the actual English level of the graduate students, the students are selected for oral interview, referring to the students' interview level and their personal interests, and determining the oral level, according to their level, they are divided into two levels (two-track system) to carry out oral "gold lesson" mode teaching, so that students can be free to do oral training

3.3 Technical means of "golden lesson" creation process

- (1) Through questionnaires, interviews, mapping, to understand the current students interest in oral learning trends, collect first-hand information;
- (2) In the process evaluation stage to increase the difficulty and depth of the course, observe the degree of acceptance of students, do a good memorandum;
- (3) Selection of teachers. It is a necessary prerequisite to select teachers who have the advantage of teaching oral English courses as "golden courses ". Teachers' teaching experience and oral professional level must be excellent, otherwise it will not achieve the desired purpose;
- (4) If conditions permit, consider setting up a Chinese-foreign teacher cooperation course, design a Chinese-foreign teacher performance program, through the survey to obtain "golden lesson" model satisfaction index. To employ foreign teachers as possible to take oral courses, if conditions permit the opening of Chinese and foreign teachers cooperation in the international exchange of oral courses;

(5) Course reliability test. Adopt formative evaluation assessment mechanism, that is, the combination of periodic evaluation and final evaluation. According to the students' normal classroom performance, the teacher carries on the stage appraisal to the student, the stage appraisal has the achievement record. At the end of the period, the teacher gives the questions to evaluate the students. The total test scores are divided into final test scores. According to the characteristics of each course, the examination can be designed by the teachers themselves, and the students should carry out regular re-examination or re-examination or re-study system if they have a suspended.

4. Conclusion: To explore the effect of "golden lesson" model in oral English

Compared with the post-70s and post-80s students, the present "post-90s" or "post-00" students in the study of oral timid psychological decline, no longer worry about being ridiculed by others, this has a certain relationship with the age of graduate students, after all, they have more or less a certain life experience and non-judgment criteria, so combined with social hot topics to mobilize their enthusiasm for speaking is very easy. However, it is believed that the weakness of grammar and vocabulary leads to the failure to speak English, which indicates that strengthening basic language skills is always a prerequisite for improving oral English.

(1) Our feeling is that when the teacher is still organizing oral teaching in the traditional way, although the students are in the classroom, but the heart has left, the eyes are no light; instead, the "golden lesson" model centered on student participation, including students who think that the level of learning is not high, is lively in the classroom, and their enthusiasm for participation exceeds our imagination. Nowadays, many schools do not allow students to use mobile phones, but in class, mobile phones can be fully used to interact with teachers. Pipe, blocking is better than dredging. These lessons make us feel that there is really a curriculum revolution, there is really a revolution in teaching and learning.

(2) The research group found out the broad spectrum of oral "golden lesson" model suitable for non-English major in graduate stage, that is, the higher the participation of students, the stronger their "sense of improvement". The model of "golden lesson" has the teaching effect of "twice the result with half the effort", which arouses the subjective initiative of students' learning, thus eliminating "water lesson" fundamentally.

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