

Brief Discussion on Oral English Teaching Strategies in College English Teaching in Higher Vocational Colleges

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Abstract: With the accelerated process of globalization, international trade exchanges are close, and bilingual technical talents with high quality and excellent skills are increasingly favored by major enterprises at home and abroad. Oral English has become a basic training program for students in vocational colleges. As a base camp for cultivating professional and practical high-tech talents, vocational colleges can only effectively recognize the importance of spoken English, avoid being trapped and bound by outdated concepts, actively carry out reform and innovation in teaching, and focus on cultivating students' foreign language communication skills, so as to enable students to better enter society and achieve themselves after graduation.

Keywords: Higher Vocational Colleges; College English Teaching; Oral English Teaching Strategies

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1. Introduction

With the gradual strengthening of China's ties with the international community, foreigners have gradually emerged in China's streets and alleys. The use of English for communication among college students in daily life has become common, and society has put forward higher requirements for college students' foreign language application and oral ability. However, the current English curriculum in vocational colleges is still a weak discipline, not to mention specialized oral English teaching for students. Higher vocational colleges must pay more attention to oral English teaching. English teaching not only teaches students basic English knowledge, but also enables students to have the ability to communicate and communicate in English through various teaching strategies, so that they can acquire a strong comprehensive English literacy.

2. Problems in oral English teaching in higher vocational colleges

2.1 Students have low learning motivation and low oral expression skills

Colleges and universities are expanding enrollment year by year, and the threshold for undergraduate schools is becoming lower and lower. Due to people's long-standing bias, higher vocational colleges often appear as alternatives for middle school students, resulting in the recruitment of most students with generally lower grades and less impressive performance. Most of these students have low English proficiency and inaccurate oral pronunciation. Majors in higher vocational colleges tend to focus on technical learning, and English, as a cultural discipline, seems unimportant. English naturally becomes a "60 point pass long live" course. This attitude towards English learning, not to mention learning spoken English. Such thinking leads to students' neglect of English and their inner rejection of learning spoken English.

As a Chinese, many students have long been exposed to the environment of speaking and writing Chinese characters. When learning English, they are accustomed to converting the English they encounter into Chinese for understanding. During oral communication, they also need to use Chinese in their minds to integrate and then convert it into English words for presentation. This method reduces the accuracy of oral pronunciation and communication speed, and also leads to a very stiff conversion between Chinese and English. Many "Chinglish", which only Chinese people understand, have been born, causing great

psychological obstacles for students and making them afraid to speak English again. Chinese students are not in the environment of daily communication in English, and it is difficult to smoothly construct English sentence patterns and understand various grammatical transformations. This lack of basic knowledge has led to their inability to independently read English, let alone talk about oral communication. At the same time, due to the nonstandard pronunciation and intonation of high school teachers, college students always use a variety of English intonation learned from their own teachers, which also leads to students' difficulty in distinguishing the correctness of various pronunciations, making many introverted students dare not express themselves in front of everyone, fearing that their pronunciation will be ridiculed. Poor basic English skills and weak expressive skills lead students to trap themselves in a vicious circle and become increasingly silent.

2.2 Single and backward teaching methods and lack of systematic teaching

The main teaching methods in colleges and universities still remain in the state of "teachers speaking, students listening", with a blackboard for teachers and a notebook for students. The "input" teaching method still dominates the English learning curriculum in vocational colleges, with the school's rigid goals oriented, the focus of teaching materials in which chapters, and the focus of teachers' teaching. Higher vocational colleges have no pressure to take exams, freeing not only students but also teachers. Teachers in higher vocational colleges have less pressure to teach and less responsibility for education. They generally rely on book knowledge, focusing on explaining knowledge related to composition and reading comprehension while teaching, ignoring the practicality of language and not emphasizing flexible teaching. They require students to memorize various words and phrases and memorize various grammatical rules. Due to the fact that the main examination method at the end of the term is written examination, students are rarely given the opportunity to practice oral English, resulting in students' inability to exercise their oral English skills, and making college English teaching become "dumb English" and "deaf English".

3. Strategies for improving college oral English teaching in higher vocational colleges

3.1 Strengthening students' ideological education and strengthening their relevance to their careers

Those who know are inferior to those who are good, and those who are good are inferior to those who are happy. "Speaking" in English learning is actually a positive expression and a willingness to seek knowledge. Many students are reluctant to express themselves, not only because of their low English proficiency, but also because of their shyness and inferiority complex. Teachers should carry out active ideological education for vocational students to help them establish correct three outlooks and have a bright future. At the same time, we should establish a friendly teacher-student relationship with students, lead them to understand the culture and cultural customs of English speaking countries, and reduce their fear of learning and their sense of shyness in speaking out. Schools should also try their best to create an atmosphere for students to practice oral English, such as organizing literary and artistic activities such as English speaking and singing, so that students can often be in an environment of English communication and promote the improvement of their oral expression skills.

Since vocational colleges cultivate advanced technical talents, it is also necessary to demonstrate strong applicability in oral English classes. Only when spoken English is no longer just a task required by schools, but emerges as a future job demand will students devote more energy and time to learning. The school can strengthen ties with enterprises, frequently organize students to participate in various real enterprise activities and engage in social practice, or invite them to arrange foreign trade personnel with practical experience to come to the school for lectures or lectures, so that students can understand their future work and create a second classroom language environment, while enhancing their interest in learning spoken English and cultivating their ability to apply English in practice.

3.2 Strengthening the construction of teachers' team and improving their professional quality

The teaching level of a teacher determines the level of a class to a certain extent. As the leader of the classroom, teachers' oral proficiency and teaching literacy are closely related to whether students' oral proficiency can be improved. A high level of teaching staff is the guarantee of high-quality teaching results. Excellent teachers can change their teaching strategies based on students' characteristics and teaching content, cultivate students' enthusiasm for learning through their excellent professional skills and clever teaching methods, and straighten out students' cognition at the same time, thereby promoting the improvement of students' oral English ability.

To strengthen teachers, higher vocational colleges need to constantly introduce high-quality teaching talents with both practical ability and high theoretical level. Firstly, it is necessary to strengthen ideological education for teachers, establish their self-confidence, and cultivate their enthusiasm for teaching. Secondly, colleges and universities can regularly arrange teachers to conduct internship exercises in students' professional docking companies, familiarize themselves with the situations that students will face after entering

the workplace, and obtain the latest market information. English teachers are also encouraged to experience the work of enterprise export salesmen, translators, tour guides, etc., to improve their professional qualities and better meet the future needs of students. Finally, schools should actively guide teachers to pursue further education and refuse to be complacent. Only in this way can English teachers become more excellent. For example, we can organize teachers to higher schools for training or visits in batches, invite experts from the education industry to give speeches at the school, and encourage teachers to participate in academic exchanges between schools, etc. We can encourage English teachers to engage in teaching research, and encourage interdisciplinary cooperation between English teachers and professional teachers. Only when teachers become outstanding can they lay a “material” foundation for cultivating advanced technology applied modern talents that meet the needs of society.

4. Conclusion

With the acceleration of the modernization process, the application of English has penetrated into all aspects of our work and life. Without a certain knowledge of English, we cannot understand the instructions for using various household appliances, the introduction to the materials of various skin care products, nor can we talk about negotiations with foreign customers at work, nor the process flow of importing equipment. Higher vocational colleges should constantly adapt to the needs of society for talents, constantly strive to promote the reform of oral English teaching, and strive to improve students’ oral English proficiency and communicative ability to make them become compound talents in the new century.

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