

Discussion on the construction of oral English wisdom classroom in higher vocational colleges under the background of “Internet + education”-- Taking Future as an example

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Abstract: Under the background of “Internet + education” era, intelligent education has become an indispensable part of contemporary education field. This paper will start from the predicament of oral English teaching in higher vocational colleges under the traditional classroom teaching mode, explore the necessity of establishing oral English wisdom classroom in higher vocational colleges, and then combine with the actual oral English wisdom classroom design case to discuss its teaching effect.

Key words: higher vocational English; Wisdom classroom; Spoken language; Classroom design

Introduction

Today’s society is the era of rapid development of big data and network information technology, all walks of life are gradually deeply integrated with information technology, education industry is no exception. The vigorous development of big data analysis and network information technology provides a new demand for vocational teaching, and also provides the direction of progress. From the perspective of oral English education, the application of network technology and intelligent classroom mode are a kind of Gospel for learners, which can overcome the defects of traditional teaching methods and improve oral English teaching in vocational colleges.

I. The dilemma of oral English teaching in higher vocational colleges under the traditional classroom teaching mode

First, in the oral English teaching under the traditional Chinese classroom management mode, all elements are relatively unified -- unified curriculum objectives, unified syllabus and unified textbooks, which reflects the fairness of teaching from a certain level, but also ignores the individual differences of higher vocational learners, and cannot meet the diversified learning needs of higher vocational learners. Especially in the comprehensive guidance of the state to achieve comprehensive school education and individual development today, the drawbacks of this unified teaching mode are more prominent. Secondly, there are a large number of students in traditional classroom teaching, and teachers’ classroom teaching time is limited, which can not take into account every student. Due to various practical conditions of the school, large class teaching is the most common form of teaching organization in higher vocational colleges, the class size is generally about 50-70 people, and the teacher’s classroom teaching time is limited, it is impossible to carry out targeted and efficient oral English teaching for such a large number of students in 40-45 minutes of class time.

Finally, from the perspective of the main body of learning, in the traditional classroom teaching mode, vocational college students are easy to have resistance to English class, their English foundation is generally relatively poor, especially in oral expression there are great difficulties, for speaking English to escape, fear or even fear of the psychology, reluctant to speak in class, afraid of being laughed at by classmates. Afraid of being corrected by the teacher in public. While the key point of oral English teaching is to guide students to speak out boldly, the traditional classroom teaching mode is obviously not conducive to the oral English learning and progress of most vocational students.

II. The necessity of establishing the wisdom classroom of oral English in higher vocational colleges

1. The construction of wisdom classroom can improve the efficiency of oral English teaching in higher vocational colleges

As mentioned above, there are many difficulties in the traditional classroom oral English teaching model, which is no longer suitable for the development of the current era. As a new teaching mode, smart classroom can choose intelligent learning platform and oral English practice app with various functions as teaching means. In terms of teaching content, it is no longer limited to books and textbooks, and the teaching materials are rich and interesting. Students are free to choose the oral learning materials that they are interested in and suitable for their own level. In the teaching procedure, before class, during class and after class are connected, and the trinity can promote vocational students to carry out active and effective oral learning. All in all, compared with the traditional classroom teaching mode, the smart classroom teaching mode is more helpful to improve the efficiency of oral English classroom in higher vocational and professional schools.

2. The establishment of smart classroom is in line with students’ individual learning needs

Traditional oral English teaching in higher vocational colleges is mainly based on reading texts and group dialogues, which is difficult to stimulate the enthusiasm of students in English dialogue, and it is difficult for teachers to grasp the problems existing in students’ oral English training, and there is no condition to carry out targeted teaching for each student. Relying on the Internet, the smart classroom model can record students’ oral English audio online and organize students’ online communication, which is conducive to correcting students’ English pronunciation, helping English teachers to grasp students’ oral practice in real time, and facilitating targeted teaching. At the same time, English teachers in higher vocational colleges can make use of the smart classroom model to carry out diversified evaluation, and use

big data to carry out hierarchical evaluation, dynamic evaluation and students' self-evaluation, which is conducive to promoting students' learning enthusiasm and improving the effect of oral English learning.

3. The establishment of wisdom classroom meets the requirements of promoting students' transformation from "learning English" to "using English"

For a long time, Chinese students have been in the mode of exam-oriented education, and most of the teaching activities carried out by schools at all levels and types are centered on exams. This is especially true in English classrooms, where most of them pay more attention to vocabulary, grammar, reading and writing, and pay less attention to oral English, which makes learners may start to learn English from primary school. But they can not skillfully use English, there is a "dumb English" status quo. After the beginning of Oral English Wisdom course, teachers can design rich and diversified oral English education goals that meet each learner, and truly help learners to carry out efficient oral English teaching. It can not only correct learners' oral pronunciation repeatedly, but also give learners more opportunities and time to communicate in English, and provide students with an English speaking environment. In general, the establishment of oral English wisdom class is conducive to promoting students from "learning English" to "using English" change, greatly reducing the phenomenon of "dumb English".

III. Case study of oral wisdom classroom design in higher vocational colleges

This part will take the oral English teaching section of Chongqing Vocational College of Science and Technology as an example to explain how to achieve efficient and personalized oral English teaching process under the smart classroom teaching mode. The smart classroom of the college is fully equipped with interactive teaching equipment and adopts the intelligent teaching platform of Learning. In addition, in order to enrich the types of tasks in oral English activities, students' mobile phones are equipped with apps that can be used for oral English teaching.

1. Before class: Formulate hierarchical learning objectives and prepare personalized hierarchical learning materials for students

In the intelligent teaching environment, the important part of personalized education in the pre-class link is that teachers should formulate stratified education goals in time and provide personalized course materials. In the traditional classroom environment, the learning materials that learners can use are mainly the knowledge materials in textbooks; But in the smart classroom environment, the learning materials and content are very rich. Vocational college English teachers can collect high-quality Internet education resources in advance according to the teaching content, and upload these resources to the smart teaching platform, so as to facilitate students' independent learning.

In the way of task push, teachers can be grouped in advance, publish the notice on the intelligent learning platform, and also publish it in the Dingtuo group, QQ group and wechat group. After the pre-class preview, students can share and interact with each other on the platform to express their views and questions. Both teachers and students can give their own opinions and answers based on such opinions and questions. In this kind of communication process, the students' preview work is more comprehensive, and the preview effect is more obvious.

2. In class: reasonable grouping and assignment of teaching tasks, the implementation of stratified split-screen teaching and group cooperative learning

This oral English teaching is a project and report task. It is carried out in the form of group cooperative learning to promote cooperation and communication among students and encourage them to complete the oral English task in the form of cooperative exploration. Finally, the group representative will report the learning results of the group to enliven the oral English classroom atmosphere. In order to stimulate students' enthusiasm in group cooperative learning, English teachers in higher vocational colleges should select students with good oral English ability as group leaders, urge them to divide group learning tasks according to their oral English ability, let each group member participate in cooperative inquiry learning, and let them practice their oral English in group activities, so as to improve their oral English. To give full play to the advantages of personalized teaching.

In the teaching of this unit, the topic reporting task set by the teacher is the future mode of transportation. Students form A group of 3 according to the principle of heterogeneity. In each group, there is one student A with weak oral English, one student B with average oral English, and one student C with good oral English. Each group should explain the means of transportation chosen by the future office workers and their reasons for choosing this means of transportation. Student A participated in the group discussion and had the option to review the language materials given by the teacher before presentation. Student B also participated in the group discussion and tried his best to speak without writing. While student C was responsible for the promotion, guidance and management of the whole group dialogue, collected and sorted out the speech materials of the students in the group, and finally made a report on behalf of the whole study group. The students who did not speak in the group recorded the content of the speech report and uploaded it to the smart teaching platform for teachers and other group students to evaluate and score. By using this project design, learners of various abilities can perform their duties in the smart education environment, and learners can also get the opportunity to practice oral English and improve their ability. In general, under the guidance and help of the student who is good at oral English, each group can basically complete the task of discussion and presentation.

3. After class: The smart teaching platform was used to assign homework in different layers

In the smart classroom teaching environment, teachers can make full use of English learning apps such as "Fluent English Speaking" and "English Fun Dubbing" as the carriers of smart classroom teaching, assign oral English homework in these two English apps, and require students to complete it, so as to stimulate their enthusiasm for oral English practice. This kind of novel oral English homework is

convenient for students to operate on the mobile phone, and can also facilitate them to play back their own oral English audio, and also facilitate teachers to listen to students' homework at any time and give timely feedback. Students can more freely choose learning resources and content that suit their own interests and levels, forming a good cycle of personalized learning.

IV. The wisdom classroom teaching effect of oral English in higher vocational colleges

Compared with the traditional oral English classroom mode, the oral English teaching under the wisdom classroom teaching mode has achieved better results, and the students' enthusiasm in class has been significantly improved. From the perspective of the participation rate of all aspects of teaching, the participation rate of pre-class preview, in-class learning and homework is much higher than that of traditional oral English classroom teaching. In terms of classroom teaching methods, oral English classroom teaching is not only a few places for students to show, but also for students of different knowledge levels to get the opportunity to play and show themselves in the classroom. Full participation makes the classroom teaching atmosphere warm. According to the questionnaire survey and feedback after the class, the students' confidence in oral English learning has been significantly enhanced. Especially in the aspect of personalized practice, the interviewed students all felt that they had the opportunity to fully master and practice their oral English ability in the oral English class under the wisdom classroom teaching mode, and thus had been greatly improved.

V. Conclusion

This paper first analyzes the dilemma of oral English teaching in higher vocational colleges under the traditional classroom teaching mode, discusses the necessity of establishing oral English wisdom classroom in higher vocational colleges, and then discusses the teaching effect of wisdom classroom combined with practical design cases, hoping to provide some reference experience for the establishment of wisdom classroom in higher vocational colleges. The construction of smart classroom is the need of the development of The Times. Teachers can rationally design the teaching process through the three links of pre-class, in-class and after-class, make full use of modern information technology and massive online resources to implement smart classroom, and scientifically and reasonably realize personalized oral English teaching.

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