

# A Systematic Analysis of College English Teaching Practice for Vocational College Students

*Lijun Liang*

Guangxi Vocational University of Agriculture, Nanning 530007, Guangxi

**Abstract:** Vocational undergraduate students have weak English foundation and comprehensive application ability, so teachers should attach importance to English teaching practice activities, help students understand English knowledge deeply, and integrate English knowledge and practice activities. This paper makes a systematic analysis from the practical activities of college English teaching for vocational college students, and clarifies the significance of practical teaching activities for English learning. Through the analysis of the elements of activities such as subjectivity, goal, authenticity and efficiency, this paper aims to solve the shortcomings in the current practical activities of college English for vocational college students, and help English practical activities meet the needs of English teaching more and have more educational value.

**Keywords:** College English; Teaching practice activities; Activity elements; Optimization measures

College English teaching for vocational undergraduate students is faced with multiple difficulties such as word memory and grammar application. English teachers need to be good at making use of teaching practice activities to transform complex English knowledge into practical knowledge for daily use, deepen students' understanding of abstract knowledge, and strengthen the efficiency of English learning. At present, although vocational colleges have made college English a compulsory course and set up national English examinations, the teaching effect is not ideal. Therefore, college English teachers should actively carry out diversified English teaching practice activities, solve the problems in English teaching, and improve the efficiency of English teaching activities.

## 1. An Analysis of the Importance of College English Teaching Practice

### 1.1 Using Teaching Practice to Strengthen Knowledge Understanding

College English teaching mainly focuses on expanding students' vocabulary, preparing for CET-4/CET-6, understanding western culture, etc. The scope of English knowledge learning is more extensive, which requires students to rely on their independent learning ability to strengthen and absorb. The majority of vocational undergraduate students lack good learning habits and the ability to learn independently, resulting in some students being unable to keep up with the progress of college English teaching, and their self-confidence being hit. The integration of English teaching practice activities will break the situation of students' passive learning. Through diversified practical activities, students can understand and absorb English knowledge through independent practice and practical exercises. Only in this way can we constantly strengthen the understanding of English knowledge and flexibly apply the English knowledge we have learned in practical activities.

### 1.2 Using Teaching Practice to Mobilize Learning Motivation

In college English teaching practice, we should attach importance to the combination of theory and practice, and help students make flexible use of knowledge in practice by using the brain, hands, mouth and other ways, which can shorten the distance between students and teachers, create a relaxed and happy learning atmosphere, and mobilize students' learning motivation. The rich and various teaching practice enables students to find the fun of learning English, let students feel that English is no longer boring learning, and let students use their after-school practice to actively practice English, which not only enhances the effect of English teaching, but also meets the needs of cultivating innovative vocational talents.

### 1.3 Making Use of Teaching Practice to Create High-quality Classroom

As an important part of college English curriculum, teaching practice can make up for the lack of knowledge explanation in English class. Through diversified interesting activities, students can deepen their understanding of classroom knowledge, so that they can master English knowledge skillfully, making the English classroom more efficient and help to create high-quality English courses. For example, English teachers can use English movies for practical activities, let students choose their favorite English movies or TV plays, and imitate the characters in the story for pronunciation and interpretation. In this imitation learning, they can deepen their understanding of English context and words, learn to use and watch English, and understand English thinking and cultural background.

## 2. An Analysis of the Elements of College English Teaching Practice

### 2.1 An Analysis of the Subjectivity of Practical Teaching

The practical teaching activities take students and teachers as the main participants, and both of them play an important role in the creation of English practical courses. The practical teaching activities will divide the subjectivity of the two to better help the smooth development of practical activities. On the one hand, English teachers play a coordinating role in practical activities. They need to formulate detailed curriculum plans and syllabuses to match the content of practical activities with the content of textbooks. In this way, we can use our own teaching methods and skills to impart English knowledge to students, so that students can understand the importance of English learning. On the other hand, students should play an executive role in teaching activities. They should play their main role according to the goals and forms of activities formulated by teachers. They should not only carry out characteristic innovation of activities according to their own actual conditions, but also be good at absorbing new teaching forms. Only in this way can they adjust their English knowledge ability

and cultural accomplishment in practical activities and become truly innovative English talents. Therefore, English practical teaching can give play to the two-way initiative of teachers and students, and help English teaching courses achieve good teaching results.

### 2.2 Analysis of the Goal of Practical Teaching

The goal can make the whole English practice more orderly and ensure that the task of English teaching practice can be successfully completed. First of all, the goal has the guiding function, can design the teaching direction of English activities according to the teaching content, and complete the whole English teaching process according to the established steps; Secondly, the goal has the incentive function. Only when the goal is clear can the students be motivated to constantly strive towards the goal and finally complete the practical activities with joint efforts. Finally, the goal can play a role of aggregation. As the first link of teaching activities, having a clear goal can make the whole practical activities compact and orderly. Therefore, teachers should pay attention to the goal when conducting English teaching practice activities, and form a clear practical goal according to the teaching hours, curriculum standards, English textbooks and reference books. Only in this way can students strive with goals in practical activities and constantly improve their English learning ability.

### 2.3 Analysis of the Authenticity of Practical Teaching

English teachers should ensure that the language and situation of the activity materials are true, so that students can realize the real charm of English through scientific English practice activities. They need to screen the learning materials of teaching activities accordingly. For example, teachers can use the network or simulation teaching software to select dialogue scenes in life and work scenes in the workplace for online learning, which can make students feel the context used in English and deepen their understanding of English words and articles. At the same time, cooperate with enterprises to carry out offline practice activities by using practical training courses or post internships. The teacher assigns situational exercise tasks to strengthen students' practical use of words and sentence patterns, so that students can master English skillfully in real situations. Only in this way can we guarantee the authenticity of practical activities and English practice, make English more valuable and attractive to students.

### 2.4 Analysis on the Efficiency of Practical Teaching

English practical teaching activities need the joint efforts of teachers and students to constantly improve the efficiency of English learning in communication and cooperation, and truly cultivate practical English talents. On the one hand, teachers should attach importance to the efficiency of teaching, make a comprehensive plan for English practical teaching activities, and combine their understanding of English knowledge, pass key English knowledge to students through activities, so as to do a good job in the transmission of English knowledge. On the other hand, students should be good at internalizing English knowledge transferred by teachers in practice, changing their habitual memorization mode, and understanding English knowledge through deepening understanding and combining with practice. Only in this way can they absorb English knowledge efficiently.

## 3. An analysis of the Problems in College English Teaching Practice

### 3.1 The Practice Teaching Environment Lacks A Positive Atmosphere

Although English is a compulsory course for vocational undergraduates, students do not pay enough attention to English courses due to the unsatisfactory overall learning atmosphere of the school. The practical activities carried out by some teachers are lack of originality, and students are not actively engaged in practical activities to learn, but rather perfunctorily submit English homework. In such an environment, it is easy for students to lose their enthusiasm for English learning, just to cope with the task, and can not get the knowledge they want from English practice. Therefore, teachers should actively adjust their activity design according to students' interests, and make use of innovative practical activities to let students truly feel the charm of English learning and fall in love with English learning.

### 3.2 Low Integration of Theoretical Knowledge and Practical Activities

The purpose of teaching activities is to enable students to have a deep understanding of the theoretical knowledge learned in English classes and to combine theory with practice. However, some college English teachers do not attach importance to the connection between theoretical knowledge and practical courses, resulting in the failure of practical application of English learning knowledge. The main reasons are as follows: First, teachers do not attach enough importance to practical activities. They do not give detailed consideration to the design of practical activities, the selection of textbooks and the form of implementation, just to ensure that there are practical activities in English courses. Second, the lack of corresponding systems and assessment indicators in practical activities leads to the failure to carry out practical activities in accordance with the corresponding process. At the same time, the lack of assessment indicators is not conducive to teachers' understanding of students' English knowledge through practice. Third, the development of practical activities is lack of practicality. The activities should focus on students' hands-on practice. It is obviously difficult for students to accelerate the absorption of knowledge if they still simply answer knowledge. Therefore, teachers should strengthen the design of English practice activities, so that activities can link up with English knowledge, use practice to deepen students' absorption of English knowledge, and improve the efficiency of English learning.

### 3.3 The Forms of Practical Teaching Does not Match the Theme

The forms of English practical teaching activities are various. Teachers should choose different forms of activities according to different English learning contents. However, some vocational undergraduate college English teachers are often unable to make reasonable activity design according to the theme when choosing English practice activities, which leads to unclear teaching objectives of practical activities and makes students unable to learn English knowledge that teachers want to impart in practice. Therefore, English teachers should choose appropriate teaching activities according to the teaching content, so that teaching activities can better adapt to the teaching theme, and achieve the effective combination of the two. English knowledge contest, English movie dubbing, foreign enterprise business drill, English

bilingual poster design, etc. are typical English practice activities.

## 4. Measures to Optimize College English Teaching Practice

### 4.1 Creating a Relaxed and Pleasant Teaching Practice Environment

The relaxed and happy practical teaching environment can better promote the communication between teachers and students, enhance the understanding between both sides, so as to constantly improve the process of practical activities, so that students can obtain the knowledge they lack in practical activities. Teachers can create the atmosphere in the form of group cooperation, and establish the relationship and communication between students and teachers and students through practical activities. For example, teachers can use the food for different countries around the world as the background to let students share the food they like by making and introducing their favorite food. Through English learning, students can prepare the expressions of the names and characteristics of food, which is conducive to understanding the food culture of various countries. At the same time, when sharing, students can learn more expressions of food and feel the fun of sharing with others. This kind of food sharing and exchange meeting can not only enhance the practical application ability of English knowledge and improve students' interest in learning, but also experience the food culture of more countries, deepen students' cultural understanding of other countries, and better promote the learning of English knowledge.

### 4.2 Clarify English Teaching Objectives and Activity Themes

Only by making clear the teaching objectives can teachers guide students' English learning correctly. Different theme activities may have different goals to achieve. Therefore, teachers should pay attention to the mutual unity of teaching goals and themes when designing teaching activities. For example, the school carries out oral English competition, which mainly tests students' practical English application ability and enhances students' English literacy. In the oral English contest, students can use English stories, daily communication, English songs and other forms of presentation. For the contestants, they can increase their English application ability and creative ability. For non contestants, they can also improve their listening level and enhance their English knowledge reserves by listening. Another example is that the school carries out English calligraphy competition activities to cultivate students' good writing habits and correct writing norms. By selecting high-quality writing works, students can become aware of the standards of English writing and stimulate students to work hard towards high-quality works.

### 4.3 Promote High-quality English Teachers and Practical Methods

The design and development of teaching activities cannot be separated from high-quality English teachers. If teachers want to improve teaching activities, they must promote high-quality English teachers and practical methods. On the one hand, schools should train English teachers in practical skills and clarify the importance of English practical activities. In this way, teachers can design practical activities and select reference materials according to English knowledge, so as to make the overall activities more orderly. On the other hand, the school should regularly hold practical activity experience exchange meetings, invite experienced English teachers to share and discuss activities, constantly summarize experience, constantly improve methods, and use diversified and comprehensive practical activities to help students learn English, so that practical activities can better help English teaching.

### 4.4 Carry out Diversified English Teaching Practice Activities

The diversified practical activities carried out by the school can attract more students to participate and increase their English literacy from different aspects. In the school, the training base can be used to carry out group exercises, English knowledge contests and other activities, set up English knowledge bulletin boards, students take turns to design, and make beautiful posters of English key knowledge, social hot spots, Chinese and foreign cultures, etiquette and customs for regular updates and display. Let students know more about English through hands-on design, compare the cultural differences between the East and the West, and promote the excellent traditional Chinese culture with their English knowledge. Outside the school, students can take advantage of the resources of school enterprise cooperation to visit the enterprise, and make their own English profiles according to the characteristics of the enterprise's products. This can not only improve students' English writing ability, but also cultivate students' practical application of English, and become more competitive when students enter the society for employment.

## 5. Conclusion

To sum up, teaching practice is an indispensable part of college English teaching for vocational undergraduates. Through diversified teaching activities, English teaching can be more valuable and achieve the teaching objectives of college English. In the process of teaching practice, English teachers should pay attention to the development of teaching activities, set college English teaching goals according to students' learning conditions, and match teaching practice activities through English teaching goal setting. In this way, students can constantly stimulate their English application ability and understanding ability in a high-quality English teaching environment. At the same time, the innovation of the teaching practice activity system can also bring a new development direction for English courses, make English courses more in line with students' learning needs, enhance students' motivation for independent learning, and enhance the value of college English teaching.

## References:

- [1] Liu Jing Research on the Theoretical Basis of College English Education and Teaching in the Information Age [J] Journal of Shanxi University of Finance and Economics, 2021 (S01): 4
- [2] Zhang Yueqi The Path of Constructing College English Classroom Teaching Mode Based on Learning Community [J] Journal of Mianyang Normal University, 2021, 040 (003): 73-76,83
- [3] Rosa Research on task driven hybrid teaching model in colleges and universities [D]. West China Normal University, 2020