

Building a resource bank of oral English for postgraduate students to tell Chinese stories well in English

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Abstract: Oral English, as an important part of Graduate English teaching, can increase the weight for graduate students' better employment and development. The improvement of oral English teaching is inseparable from the construction of resource bank. This paper discusses the significance of the construction of oral English resource bank, and puts forward corresponding countermeasures in view of some current situations and problems in order to improve Graduate English teaching and make postgraduate students tell Chinese stories well in English with a cultivation of their patriotic sentiment, and enhance their self-confidence and self-reliance.

Key words: graduate students; Oral Graduate English; Resource bank construction; Telling Chinese stories well; Effective countermeasures

In order to meet the needs of scientific and technological development and industrial transformation, colleges and universities should strengthen top-level design from the aspects of curriculum, textbook construction, experimental teaching, teacher training, practical activities and condition guarantee, fully integrate internal and external resources, strengthen overall planning and coordination, improve training efficiency, promote the organic connection between the main position of the university and the society, and provide better and more scientific education for graduate students. We should foster graduate students a scientific spirit, enhance their self-confidence and self-reliance, cultivate their patriotic sentiment, and improve their comprehensive quality.

English for Graduate students, as an integral part of higher education, is a compulsory basic course for non-English majors. The course duration usually varies from university to university and ranges from six months to one year, centering on language knowledge and applied skills, learning strategies and cross-cultural communication, guided by foreign language teaching theory, and integrating various teaching modes and online and offline means.

To cultivate high-end talents with an overall grasp of English knowledge and applied skills, conduct professional research and follow-up development, the mission of Graduate English is to cultivate students' competence of using English language through knowledge and skills transfer and continuous comprehensive training in listening, speaking, reading, writing and translation, so as to prepare graduate students for future professional learning and research using English as a tool.

Its frontier point is to help postgraduates to lay a good language foundation, and strive to combine their professional characteristics, cultivate their ability to use English. Through the study of professional English knowledge, postgraduates can consolidate and improve their existing achievements in English learning, expand their professional vocabulary, and ensure their extensive English reading and translation practice, so that they can truly use English as a tool to acquire and communicate the information needed for their majors. At the same time, they can tell Chinese stories well in English, so that the world can have a comprehensive understanding of a real, multi-dimensional and lovely China.

The focus of Graduate English teaching is to cultivate students' ability to read and translate professional books and periodicals skillfully and to communicate with other countries.

And its difficulty lies in grasping the structure and characteristics of various texts, understanding the writing methods of different themes, clarifying the correlation between the general idea and details of a text, and completing the transition from understanding the surface of the language to understanding the whole text, so as to speed up the conversion from language input to language output, and to achieve rich output languages and diversified expressions. So, Graduate English teaching emphasizes application and professional characteristics, highlighting reading, writing and translation training.

According to the law of language teaching, listening, speaking, reading, writing and translating complement each other. Therefore, it is necessary to pay attention to the cultivation of graduate students' listening and speaking competence, so that their English level can be comprehensively improved.

Oral English, as an important basic module, is a direct reflection of for graduate students' comprehensive English proficiency. According to the survey, postgraduate oral English can be roughly divided into three levels: some graduate students can basically communicate in class in English, and their pronunciation and intonation are basically correct, but their English expression is not standardized, nor authentic, nor smooth. Some others can express their opinions, emotions, state relevant reasons and describe practice in English, and their pronunciation and intonation are smoother, more authentic and standardized. Still others are able to discuss general or professional topics accurately and fluently, and can participate in discussions skillfully in international exchanges.

On the other hand, with the exception of English majors, most graduate students' oral English is relatively poor, which will adversely affect their subsequent development or better employment.

In order to effectively improve Graduate English teaching, it is necessary to speed up the construction of a perfect oral English resource bank and provide rich information resources for students' oral learning and training, so as to promote the cultivation of their oral and comprehensive competence and help them go further and fly higher in the future. Some effective countermeasures are as follows.

1. Significance of the construction of oral English resource bank for graduate students

1.1 Integrate situational teaching to stimulate students' interest in oral English

Interest is the inexhaustible power of learning. If students' interest is higher, they will get twice the result with half the effort. Therefore, oral English teaching should be more interesting in order to stimulate the enthusiasm of postgraduates, improve their learning initiative, enthusiasm, and improve Graduate English. How to effectively use the teaching materials and enhance their timeliness and interestingness is of great importance.

With the support of the construction of English resource bank, English teaching has more abundant teaching resources, and the construction of situational oral teaching mode will definitely stimulate their interest in oral learning and enthusiasm for oral expression, so as to improve the quality of oral teaching.

1.2 Enrich oral English resources to make up for the shortage of Graduate English classroom teaching

On the one hand, the construction of postgraduate oral resources can provide more and more topical, contemporary and thematic resources for oral teaching. The information and resources related to students' daily life can greatly enrich the oral materials of graduate students. The information and network resources in the oral English resource bank are easy to understand and intuitive to display, which is more convenient for the oral English learning and training of graduate students.

On the other hand, the construction of oral English resource bank can provide more learning and practice space, methods and skills guidance, and is an effective supplement to Graduate English classroom teaching.

1.3 Create a second classroom to promote independent learning

The improvement of postgraduates' oral English ability is not only reflected in class, but also closely related to their after-school learning and training. The construction of oral English resource bank opens up the second class, providing high-quality resource bank and diversified channels for post-class autonomous listening and oral English training.

Meanwhile, the construction of postgraduate oral English resource bank can not only promote their independent learning and self-evaluation of their oral English, but also help to cultivate their good learning habits, improve their competence of oral English, and enhance their self-confidence and self-reliance.

2. Current situation of the construction of oral English resource bank for graduate students

The current construction of oral English information resources for graduate students is not scientific enough. On the one hand, it mainly focuses on simple oral practice resources such as courseware and video, and lacks integrated resources for micro-lesson learning and practice, which also affects the quality of oral English learning for graduate students. On the other hand, the construction of network resource bank is still insufficient, the lack of network oral dialogue resources, which also needs to be improved.

At present, quite a number of graduate students have difficulties in English pronunciation and intonation. Many have non-standard accents, heavy local accents, or bad pronunciation habits, which affect their oral English expression. However, there is a lack of construction of oral English pronunciation and intonation resources bank for graduate students, which is obviously not conducive to the improvement of students' oral English ability.

In addition, culture is a convention of a country and a nation, which is formed and developed on the basis of different cultures. Therefore, graduate students with different cultural backgrounds often differ greatly in life customs, religious beliefs and other aspects. On the other hand, language and culture are closely linked, and their development can complement each other. Only by mastering the cultural phenomena in the language can we carry out cross-cultural communication better. In the oral Graduate English resource bank, the construction of cultural resources should be strengthened to avoid Chinglish.

In the graduate education, English education should serve the students' professional learning and development, which also puts forward higher requirements for the construction of oral English resource database. However, at present, the construction of oral English resource bank for graduate students' majors is not enough, and some schools' oral English resource bank is not professional enough, which also affects the interest of graduate students in learning and hinders the improvement of oral English teaching quality.

3. Countermeasures of the construction of oral English resource bank for graduate students

3.1 Science and technology help to construct informatization resource bank

With the deepening of moral education and cultivating talents in the new era, education informatization has become an important direction of graduate education reform. The wide application of information technology has also improved the effectiveness of English teaching, promoted the development of students' comprehensive English ability, and provided a good opportunity for the construction of postgraduate oral English resources. We should make use of the advantages of information and technology in colleges and universities and the power of science and technology to optimize and perfect the construction of information oral English resource bank.

On the one hand, we should improve the connotation and diversity of the information oral English resource bank. While actively expanding courseware, videos and other oral resources, micro-lessons and other oral resources with rich connotation, excellent content and audio-visual can be introduced to build oral scenarios for students and guide them to learn and train efficiently. At the same time, it can enlighten students' thinking through multiple channels, integrate students' learning, thinking and practice, and improve their oral English ability more effectively.

On the other hand, we should construct network resources and actively develop network dialogue resources. For example, through

cooperation with foreign friends and translators, we can build online real-time communication resources for students, so that students can temper their courage in actual combat, exercise and improve their cross-cultural communication awareness and ability, and provide effective help for the overall improvement of their oral English ability.

3.2 Doing a good job in the foundation helps to construct voice and intonation resources

At present, due to the lack of professional oral English practice before enrollment, some graduate students still have many problems in oral English pronunciation and intonation, such as poor pronunciation, inaccurate pronunciation, and inaccurate intonation. Therefore, it is necessary to construct oral English resources including English pronunciation and intonation to help students in need to correct their pronunciation and intonation, and get rid of their wrong pronunciation habits, so as to make their pronunciation correct and accurate, and smooth in their intonation.

In the construction of pronunciation and intonation resources, it is also necessary to ensure the unity of written materials and information materials, so that students can not only output oral English according to the text, but also combine audio and video resources for oral learning and practice, in order to promote their combination of input and output of oral English learning, and then comprehensively promote the cultivation of their oral competence.

3.3 Awareness of cultural differences helps to construct cross-cultural resource bank

Sociologist Hymes once put forward the concept of communicative competence, which plays an important role in cultivating students' comprehensive language ability. As a language subject, the main purpose of Graduate English teaching is to cultivate students' communicative competence. However, due to the influence of mother tongue culture, many graduate students often have awkward communication problems due to wrong cultural understanding, or have cultural shock in their subsequent work and life. Therefore, the construction of oral English resource bank should consider the differences between cultures, pay attention to the phenomenon of cultural differences, build a cross-cultural oral English resource bank, help students to communicate flexibly, and effectively cultivate their cross-cultural communication ability.

On the one hand, from a situational perspective, rich audio and video resources comparing Chinese and foreign cultures can be introduced, as well as situational oral resources with cultural differences, such as "meeting guests", "celebrating festivals", "showing achievements", "academic exchange", and so on, to guide graduate students to study and train in combination with specific situations.

On the other hand, while helping graduate students to feel the foreign culture and appreciate the appropriateness of oral communication behind the culture, they can gradually cultivate their intercultural communication awareness and intercultural communication ability, so as to have a more comprehensive understanding of foreign cultural customs, cultivate their cultural confidence and learn to tell Chinese stories well in English.

3.4 Service for professions helps to construct professional oral English resource bank

In view of the needs of graduate professional learning, oral English resource bank should jump out of the "English" fence and actively expand in the direction of specialization. Oral English resource bank should also pay attention to professional English resources to provide help for professional learning and development.

For example, some professional oral English resources can be searched or designed in cooperation with teachers of specialized courses in combination with the content of professional teaching and the direction of students' employment, so as to improve the service and richness of oral English teaching, stimulate students' interest in English learning and promote their professional oral English ability. In cooperation with computer teachers, oral English resources for computer majors can be developed in combination with professional teaching knowledge, so that students can practice oral English while learning their majors, and empower their subsequent employment and development.

To sum up, it has become an important task for Graduate English teaching to do a good job in the construction and optimization of oral resource bank in the new era. It is necessary to clarify the significance and value of oral resource bank construction, grasp some practical problems, promote the reform and innovation of resource bank construction through new ideas and new methods, and build a modern and scientific resource bank. To provide more adequate support for the improvement of postgraduate students' oral English competence, professional learning and employment development, and train more high-end talents familiar with international rules and familiar with oral English. While proficiently acquiring and exchanging English information required by their majors, they can tell Chinese stories well in English, so that the world can have a more comprehensive understanding of our real, multi-dimensional and lovely China.

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