Research on the Combination of Information Technology and Oral English Teaching

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Abstract. The extensive application of information technology, the development of educational resources, the optimization of educational processes, and the improvement of education quality and efficiency in the field of education are the original driving force of education informatization, the promotion of education reform and development, and the cultivation of innovative talents that meet the requirements of the information society. Promote the foundation and premise of educational modernization. With the rapid development of social economy and culture, the integration of information technology in vocational English teaching has become the mainstream. Based on the problems faced by current oral English teaching, this paper explores the possibility of integrating information technology teaching in teaching and the places that need attention, and hopes to provide innovative countermeasures for vocational English teaching.

Keywords: Information Technology, Vocational English, Oral Teaching

1. Introduction

English is an international language. A major criterion for judging whether it is a modern talent is whether it can master the language well. The mastery of this skill is closely related to the job-seeking employment of students. Therefore, the level of English teaching also affects the educational brand of the vocational college and the power of absorbing students [1-3]. In today's society, high-tech has developed rapidly, and its influence has penetrated into every field of social life. The education and teaching methods have also been greatly affected. The reform of teaching methods is also the trend of the times. According to the requirements of the syllabus, the purpose of the course is to train students to master the basic knowledge and skills of English, to have a certain ability of listening, speaking, reading and writing, to use the dictionary and materials for translation work, and to use English in foreign affairs. Simple communication and communication will lay a solid foundation for further improvement of English in the future. It can be seen from the purpose of teaching that application is the ultimate goal of oral English teaching in higher vocational schools, and it is necessary to pay attention to improving students' oral skills in teaching [4-5]. This article starts from the combination of information technology and vocational English oral teaching, and discusses the teaching strategies.

2. Problems existing in current oral English teaching
(1) Teaching materials can't keep up with the form, and oral teaching needs innovation

At present, there is no set of targeted textbooks in oral English teaching in higher vocational schools in China. The current material content is very backward, away from life, only concerned with the use of grammar and neglects the importance of oral English. It is also unreasonable in the arrangement of textbooks. It is difficult for teachers to guide students according to the mainstream form during teaching, and it is difficult to use advanced teaching methods. Students also have no enthusiasm for learning in the classroom. In teaching, grammar translation has long been the focus of teaching. Teachers are used to instructing students by indoctrinating methods. This method is very unfavorable for students' future life practice. What I learned in class. This teaching method focuses on allowing students to study language rather than learning language. This is contrary to the objective law of language acquisition, and it also makes students completely lose interest in learning English. The innovation of English teaching methods is the general trend.

(2) Students' basic language skills are poor, communication strategies are used less, and communication anxiety is strong.

Because of the influence of enrollment expansion in colleges and universities, the quality of students has gradually decreased, and the basic knowledge of junior high school is guided by exam-oriented education. The basic knowledge of freshmen in higher vocational schools is relatively weak. Oral expression requires the use of accurate vocabulary and more standard speech in communication. Due to the weak foundation and the students' unwillingness to answer questions actively in the classroom, students lack confidence and anxiety in English communication, which creates a vicious circle. It is very unfavorable to improve their English speaking skills.

In view of the problems existing in oral English teaching in higher vocational English in the information technology environment, it is necessary to take corresponding improvement measures to promote the level of oral English teaching in higher vocational schools in China. See Table 1 for details.

**Table 1.** Strategies for improving the level of oral English teaching in higher vocational colleges under the condition of information technology

| Preventive solution |
|---------------------|
| 1                   | Applying modern information technology around students and implementing students in accordance with their aptitude |
| 2                   | Use modern information technology around learning content and learning process to avoid primary and secondary reversal |
| 3                   | Integrate teaching resources with modern information technology, integrate teaching with one |
| 4                   | Construct a learning evaluation system that meets the characteristics of the information age |

3. Method of integrating information technology in oral English teaching in vocational colleges

(1) Teachers need to prepare a variety of teaching courseware to fully guide students in the classroom.

In practice, teachers are generally in the dominant position of teaching, and students are the main body of teaching. This method requires teachers to use training as the main line to guide students to learn, and to use “interaction-communication” as the core clue throughout the teaching process, so that students can solve the problem actively, to achieve a good interaction between teachers and students. Teachers should also produce content-rich courseware, provide in-depth guidance to students, constantly set up situations and input language, organize appropriate training programs, and summarize and evaluate them at the end. Courseware can be displayed and imported before the class, or courseware can be displayed in the lecture to inspire students to think. Teachers can also use pictures, animations, etc. to display content related to the course, and use the question and answer method to let students think positively, in order to activate the classroom atmosphere. In this more relaxed and active learning atmosphere, it is more conducive to stimulating students' enthusiasm for learning and improving learning efficiency.
(2) Improve the students' oral skills by using the second classroom
The development of information technology is very rapid. It is impossible to comply with the development needs of the times simply by teaching in the classroom without digging deep into network resources. We should encourage students to use online resources to develop a second classroom. The Internet is used as a communication platform. On this platform, teachers can answer questions and provide individual counseling, and students can use the platform to communicate with students and learn to improve their interest in learning. Teachers can also create an English learning resource for students or recommend an English learning website.

4. Rational use of information technology network teaching
Need to be clear, the courseware is not the teaching itself, it is only a part of the teaching system. A relatively complete information teaching system not only has the support of courseware, but also needs to establish a comprehensive learning management system. It should fully utilize various information tools and resources to support teaching. Therefore, the school should pay special attention to oral English teaching and configure the necessary hardware and software equipment for teaching. Collecting and organizing data production courseware is a very cumbersome process. In order to simplify and simplify, you should use the resources that can be used together to create a courseware resource library to achieve resource sharing.

Using multimedia courseware is a good way to teach, but it's not the only way. In practice teaching, the courseware produced by some teachers is to electronically use the original blackboard. This is just infusion teaching of informationization, which cannot stimulate students to exert subjective initiative. However, some teachers pay too much attention to the setting of courseware. It is only a dazzling skill that distracts the focus of students' attention and cannot improve the oral English level of students.

Traditional teaching methods also have merits. For example, English key grammar knowledge must be linked, and emphasis on communicative skills can not reduce the core position of grammar in English teaching. English grammar is the branch of trees. Without branches, there is no green leaf. When using multimedia technology for teaching, board teaching is still the main method and cannot be ignored. Systematic blackboard is an important way for students to promote perceptual knowledge to rational knowledge. The mere observation of multimedia presentations can't deepen students' memory, which is unfavorable for their abstract thinking training and knowledge system creation. It is also very easy for them to rely too much on images and eventually form thinking inertia.

5. Conclusion
The combination of information technology and English curriculum teaching is the need of the development of the times. The combination of the two can solve the problems that can not be solved in the past teaching. After the new curriculum reform, teachers not only need to improve their teaching theory level, but also need to improve the theoretical level and practical skills of modern educational technology. Teachers are not only the imparters of knowledge, but also the practical practitioners of modern educational technology terminals. The manager of the teaching activities. With the need of development, the future English teachers should be majoring in teaching theory and information technology, and they can become an excellent English teacher only if they have these three qualities, which is in line with the development of English teaching reform.

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