An Analysis of Oral English Teaching Strategies for Non-English Majors in Higher Vocational College

Li-Ping ZHANG
Sichuan Vocational and Technical College, Suining, Sichuan, China

Keywords: Oral English, Teaching Strategies, Non-English Majors, Application Ability

Abstract. After years of development, English teaching in higher vocational colleges in China has made remarkable achievements. However, there are still some problems. At present, students in vocational colleges and universities generally have the problem that their English scores reach the standard but their application ability is poor. Basically, this is due to lack of training. Therefore, in the teaching process, on the one hand, we need to improve and enrich the teaching content and change our teaching strategies. On the other hand, the teaching methods of speaking should be improved to improve students' practical ability. Then, this paper will focus on discussing an analysis of oral English teaching strategies for non-English major in higher vocational college.

1. Introduction

Human communication is inseparable from language. The purpose of language learning lies in communication. As the most widely used language, English plays an increasingly important role in social communication. Listening, speaking, reading and writing are still the focus of English teaching and learning in higher vocational colleges. Oral English is the most direct and effective way of interpersonal communication. How to improve the English application ability especially the oral expression ability is particularly important. Trying to put oral English teaching into written expression is an opportunity. Trying to integrate the four abilities of "listening, speaking, reading and writing" to highlight oral expression will become a very important research topic and important content of teaching and learning. [1] At the same time, changing the evaluation method is also an effective way.

2. Analysis of Oral English Teaching Strategies

Different scholars have different opinions on how to improve students' oral expression ability. Finding suitable teaching strategies for students and applying them effectively is the key to oral English teaching.

2.1 Changing Teaching Concept

Summary of current situation and reasons of oral English: in the teaching process, in order to enable students to pass the English level examination, teachers often focus on the content of the examination, but ignore the ability to "speak". At present, the examination of spoken English, because of a variety of reasons, cannot be widely implemented, also become one of the reasons to limit the development of spoken English. The main reason is that students are lack of interest, lack of oral English communication environment. Solution overview: aiming at the problem of weak spoken of, the teacher wants to expand effective class specific practice, the realistic situation and simulation environment in the classroom, with "oral written English teaching" as the center to take a variety of teaching methods, stimulate students' interest, let the students themselves effectively realized the importance of oral English, causing the initiative, make students willing to improve myself. At the same time, we should choose a good topic to practice oral English and combine it with the actual teaching content, and practice through a variety of classroom activities to improve the practical ability of oral English.
2.2 Changing the Evaluation Method

Changing the original evaluation method will be an effective way to improve oral English teaching. Take formative evaluation as an example: Formative evaluation attaches great importance to students' learning process, and the focus of oral English teaching is to make students dare to speak, express and speak well through teaching activities. In oral English teaching, formative evaluation is applied to evaluate the tasks of each link of students' participation in teaching activities. The two complement each other, which will effectively improve students' initiative in oral English learning and improve their independent learning ability. College spoken English is an organic whole integrating phonetics, vocabulary and grammar, emphasizing the process and achieving effective communication between the two sides. Formative evaluation is applied to oral English teaching in college, and the evaluation of each link is integrated to form the overall evaluation of the task, which will effectively urge students to participate in the activities of each link, motivate students to study voluntarily, and thus cultivate students' independent learning ability. Taking “My favorite food?” oral classroom teaching as an example: The teacher sets the task to conform to the actual situation of students, can maximize the resonance of students. Optimize the application of formative evaluation, so that students can feel their own progress, gradually build learning confidence, so as to learn more actively. In the task list of appeal, the teacher first asked the students to collect the English expressions of their favorite food, which not only aroused their curiosity and enthusiasm, but also prepared the basic knowledge for the theme exchange. This part is evaluated by teachers: teachers can help students with pronunciation and build confidence for further communication. On the part of the students, the food was their favorite and they wanted to know their English expressions, and the teacher's evaluation emphasized the need for participation. The teacher's evaluation depends not only on the accuracy of pronunciation, but also on the observation of students' participation. Then the teacher explains the food and the sentence patterns related to the meal. Let the students learn how to use vocabulary. This part is jointly evaluated by teachers and students: teachers can observe the effect of students' vocabulary application and timely evaluate and encourage students. In terms of students, with the vocabulary foundation, they have more confidence in the single sentence expression, and they also participate in the evaluation. When they see their progress, they look at their shortcomings more rationally and start to reflect on them and try to correct them. After the students dare to speak and can use sentence patterns correctly, the teacher begins to carry out the task of level 3 to encourage students to interact with each other. This part is by the student mutual evaluation. The core of oral English teaching is to cultivate students' communicative competence. On the one hand, the participants in the exchange will be more active in preparation so that the other can better understand them. On the other hand, teachers do not participate in the evaluation, but let both sides of the communication evaluate each other. While, students can reflect on how much they understand and how much information they are understood. Whether the communication is smooth, can let the students find their own more shortcomings objectively cause the study reflection. When students are able to open their mouths and interact with each other, teachers will carry out the last teaching activity—communication in group. This part consists of teacher evaluation and intra-group evaluation: teachers observe students' performance in inter-group communication and reflect on teaching effect; Students from dare to open their mouths to be able to open their mouths to communicate with confidence gradually increased. Inter-group mutual evaluation makes students realize the importance of being understood and able to understand, thus encouraging students to be more actively familiar with the phonetic expression of vocabulary and the application of sentence patterns, and pay more attention to whether their own expression is clear and accurate. Multiple ways to evaluate the learning process, so that students can timely find problems and see the effectiveness of learning; Participate in the evaluation, change the identity of learning, so that students more active learning, in an imperceptible way to cultivate students' independent learning ability.
2.3 Changing the Teaching Structure

The subjects selected in the oral English practice can still be used in the practice of written expression to solve students' Chinglish and expression problems. Integrating writing into oral English teaching is an effective way to develop students’ spoken English. The teacher can guide the students to write down the selected topics, circulate them among the class at the same time, let the students evaluate their own English programs and classmates, and modify them according to their own situations, which exercises the students' writing ability. Therefore, oral English practice should also focus on "simulating the context, expressing the situation, introducing the class and stimulating interest". We simulate the real situation of textbooks in and out of class, so as to guide students to conduct writing practice and carry out dialogue and communication. Effective contact and perception through a variety of senses, encouraging students to "have the courage to write, have the courage to communicate, be willing to communicate, and take the initiative to communicate". [2]This is the soft power in the application of English, which needs to be realized by adopting situational teaching method and creating real life scenes. In the actual teaching process, we can proceed from two aspects: The first is the expansion of peripheral knowledge within the scope of English. The second is the improvement of concept and personality, which can stimulate interest and initiative comprehensively. The former is for students' metacognition and capacity of knowledge, while the latter is for students' strangeness and introversion of English, which is the morbid psychology formed by "vague cognition". By expanding the scope of knowledge and improving the concept of learning, both speaking and writing should be paid equal attention to gradually improve students' learning ability.

English writing is an important aspect of English teaching and learning. However, simple writing exercises are boring and difficult to arouse students' interest. From this will write the application of oral practice, the knowledge within and outside the subject to give appropriate expansion, at the same time closely follow the tutorial content, will be efficient, effective. For example, there is an oral topic “Making Hotel Reservations”, which teaches students how to book rooms. Teachers can make a writing outline, let students write, talk about their views, and then communicate with each other in oral form. For example, the teacher Outlines the following: 1. Have you ever booked a room yourself? 2. How do I book a room? 3. What should I pay attention to when booking a room? Above is a writing outline. The teacher asks the students to write first and then communicate in groups. In this way, students' interest and ability to practice writing can be improved and their confidence in oral expression can also be enhanced because of the writing practice in advance. Finally, the students are encouraged to form good habits and improve their comprehensive English ability.

2.4 Using Modern Teaching Methods

In modern English teaching, multimedia teaching is an important and indispensable means, which can mobilize and stimulate students' various organs, make them fully involved in English learning, improve students' interest, teach through fun, and cultivate students' English application ability by imperceptibly. For example, teachers can display the topic in the form of pictures and sounds, or play a video for the topic, so that students can understand the topic visually and audibly first, then discuss the topic in a group, then describe it in writing, and finally communicate in oral form. This deepens the student's impression, makes the student easy to master the residence request knowledge goal, is easier to establish the student own knowledge system. The application of information teaching technology, such as cloud class, has greatly improved the oral teaching environment, so that students can always say, everywhere can communicate. Online voice task allows teachers to find and correct students' voice problems in time. Complete the exercise in the form of voice to create mobile communication conditions for students, fully mobilize the enthusiasm for learning.
3. Conclusion

To sum up, in the oral English teaching of higher vocational colleges, it is very important for teachers to change their ideas, apply the evaluation methods suitable for oral English teaching, and adjust the teaching strategies for the improvement of oral English teaching. At the same time, students use information means to carry out online dialogue and communication practice and classroom communication, can greatly improve the effect of oral learning. Students through a variety of senses for effective contact and perception, training students "dare to write, love to write, dare to say, love to say" character is very important. Both speaking and writing should be paid equal attention to cultivate students' English application ability.

References

[1] Cook, Vivian. English teaching method. Foreign language teaching and research press, 2000.
[2] Tanhui. An empirical study on constructivist teaching strategies. Yunnan university press, 2010.
[3] You-Hong Xia, Application of formative evaluation in English teaching in secondary vocational schools [D]. Shanghai normal University, 2010.
[4] Wen-Zhong Zhang, Research status of second language fluency abroad [M]. Beijing: foreign language teaching and research press, 1999.
[5] Xiao-li Feng, Research on classroom reading teaching strategies in higher vocational college [D]. Lanzhou: Lanzhou University, 2014.