

The Analysis and Solution of the Present Situation of Spoken English Teaching in Higher Vocational College

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Abstract: With the development of economy and the progress of the times, China's international impact has been continuously improved, and the degree of participation in international affairs has been gradually improved. As one of the most widely used languages in the world, English has its own great importance. In the deepening educational reform in China, the reform of spoken English teaching is also deepening, especially for students in higher vocational colleges. In order to promote the development of education reform in China, eliminate the phenomenon of "dumb English" and improve the guarantee for the training of high-tech talents in China, this paper will make an in-depth analysis and discussion on the present situation of spoken English teaching in higher vocational colleges and the solutions to the corresponding problems.

1. Introduction

With China's Reform and Opening-up, not only economic construction is developing in-depth, but also foreign exchanges are expanding day by day. Especially after China joining the WTO, international businesses are increasing rapidly. China's accession to WTO helped China participate in the world economy actively. Furthermore, China could integrate into the trend of globalization of the world economy better. Most important, China has the opportunities to participate in the international economic cycle and make full use of international capital, technology, management and market resources. Meanwhile, it promotes more foreign investment and enterprises to invest in China. Under this circumstance, English will be used as a tool by Chinese people. They will have more opportunities to communicate with other people from other countries. English, especially spoken English, will be used more and more widely [1]. A man who could speak fluent English cannot only be admired by others but also has more opportunities in today's increasingly fierce competition. As higher vocational students, they will be engaged in front-line work in the future. Oral English skills play a prominent role in foreign-related work. English can be used to communicate directly with foreign technicians, or to obtain information. It also become an important criterion for well-known companies' employers to recruit employees. There are many problems in English teaching in higher vocational colleges, especially in spoken English teaching. To a great extent, spoken English teaching in higher vocational colleges is hindered by traditional teaching methods and concepts [2]. It seldom cultivates students' practical ability to speak English. Therefore, although students have studied English for several years, they cannot communicate by using this target language at all. It not only deviates greatly from the essential meaning of language learning but also fails to meet the needs of employers.

2. The Importance of Spoken English Teaching in Higher Vocational Colleges

With the development of society and the change of the times, China's reform has never stopped and has been developing continuously in practice to meet the needs of the times. In the field of educational reform, China has been focusing on changing the mode of educational and teaching mode, vigorously advocating quality education, and cultivating students' practical abilities. In the teaching of spoken English in higher vocational colleges, improving spoken English ability is one of the inherent requirements of China's educational reform [3]. As a language, the purpose of learning English is not only to cope with various examinations and improve the academic level, but

also to use it in daily life to achieve the normal communication by using English. In the process of the deepening educational reform in China, in view of English subject teaching reform, spoken English teaching should be regarded as the key part of teaching, so that students can open their mouths boldly and truly realize the purpose of English teaching, at the same time achieving the fundamental purpose of educational reform [4].

As a subject of education in China, English has taught from the primary education stage to the higher education stage, which shows its importance. With China's increasing participation in international affairs, English as a tool become a language that must be mastered. English is different from the traditional subject and has its particularity [5]. The purpose of learning English is to achieve normal communication, not to cope with each stage of the examination. In practical English communication, as long as the other party can understand the meaning you want to express, the collocation of grammar and phrases is far less stringent than in the examination [6]. Therefore, attaching importance to spoken English teaching can be said to be the fundamental goal of training English talents in our country.

3. Analysis of the Current Situation of Spoken English Teaching in Higher Vocational Colleges and the Solutions

3.1. Problems in spoken English teaching in higher vocational colleges

Many higher vocational colleges still use the old English teaching methods. The traditional teaching mode, which mainly imparts language knowledge, fails to strengthen the cultivation of students' listening and speaking abilities. This is not in line with the current requirements of English course teaching in higher vocational colleges, which are hereinafter referred to as the basic requirements. Seeing from Figure 1 adequate class hour arrangement and rationalized teaching materials are the basis and fundamental guarantee of education and training. The goal of talent cultivation in higher vocational education is different from that in traditional university education. Higher vocational education is based on the cultivation of applied talents and focuses on the cultivation of students' practical abilities [7]. Therefore, in the teaching of any subject, we should take this as the goal and pay attention to the cultivation of students' actual knowledge abilities, especially the ability of practical skills. As a tool of English subject, we should increase the class hours of practical ability training and strengthen the cultivation of practical ability. Besides, the unreasonable choice of textbooks in higher vocational colleges is also one of the reasons. The textbooks in higher vocational colleges have not been selected and set up according to the actual talent training objectives [8]. As far as English textbooks are concerned, they still take words and grammar as the main contents, and the training of spoken English is very little, resulting in insufficient time and space for students to practice spoken English, and at the same time, teachers are unable to teach spoken English and conduct oral English training.

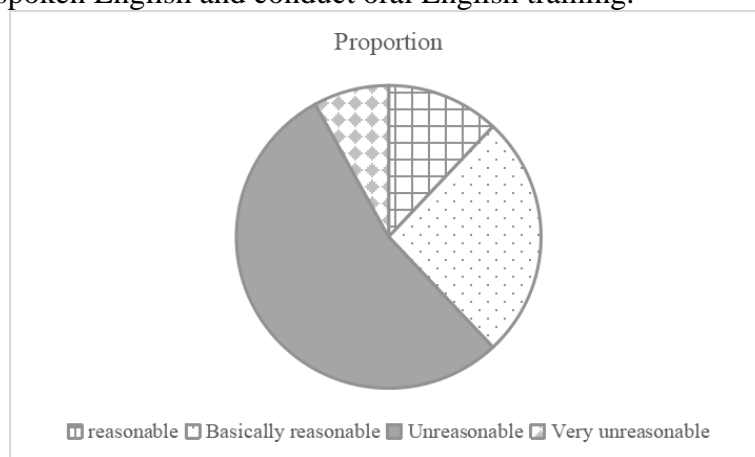


Fig.1. Rationality of course setting

The current evaluation system of English teaching in higher vocational colleges does not match

the teaching objectives, as shown in Figure 2 the most direct manifestation is that in the national comprehensive English proficiency test, oral English does not account for a proportion of the scores, and written test scores become the only criteria to evaluate students' learning situation and teachers' teaching ability. As a result, most of the students only want to pass the written examination, ignoring the current situation of oral skills training. Except for the English majors, there is no oral test in the CEE English course examination, which is limited to written test. This also makes the students accustomed to the examination-oriented education neglect oral learning in the middle school stage [9]. This shows that our existing college entrance examination system also affects the teaching of higher vocational colleges. Under the guidance of this educational evaluation system, students often have insufficient understanding of the importance of oral English. In order to pass the exam, they tend to emphasize written exam rather than oral exam [10]. Because of the shortcomings of the evaluation system of English teaching in higher vocational colleges, it is difficult to guarantee the realization of the teaching objectives of English teaching in higher vocational colleges.

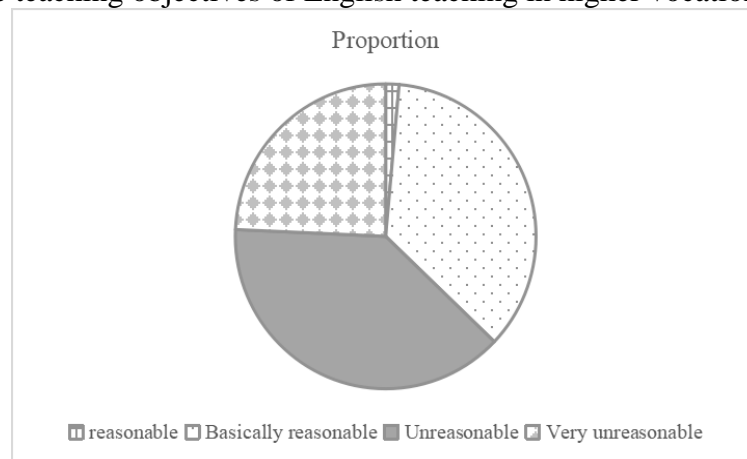


Fig.2. Rationality of English evaluation

In traditional teaching, it is believed that “In the initial stage of learning, it should be the training of accurate expression. That means, the training of accurate expression of meaning in language, should be carried out first.” At the stage when students' vocabulary and grammar knowledge are not yet consolidated, they overemphasize grammar, the accuracy of pronunciation and enlargement of vocabulary. In the process of language practice, teachers frequently interrupt students' oral practice, and make corrections in pronunciation and grammar, and even evaluate students' oral proficiency mainly by the accuracy of pronunciation and grammar. It is undoubtedly a kind of pressure for vocational students who are not confident enough to speak English. It is easy to attack their enthusiasm and self-confidence in speaking English. The most fundamental purpose of spoken English teaching is to cultivate students' communicative competence. It is not fully realized that the teaching requirements of English course in higher vocational colleges are practical rather than theoretical and subject-based. For example, learning English for international trade majors in higher vocational colleges should be mainly trains students' language ability to communicate with foreign businessmen in trade negotiations in English instead of paying too much attention to students' pronunciation standards, or whether their spoken English has reached the perfect level or whether their grammar is correct or not, etc.

The teaching content is out of line with the specialty. In spoken English teaching in higher vocational colleges, the teaching content is very limited, limited to daily communication language or some written language. Many higher vocational English courses are disconnected from the major they are learning, and cannot reflect the characteristics of higher vocational education. Many students go out of school to find that the knowledge they have learned in the classroom cannot be used during their work. For example, in the field of economics and trade, teachers should not penetrate and deepen spoken English of economics and trade. They should select some topics related to foreign economic and trade activities, such as negotiating prices, paying business negotiations, trade fairs, claims, etc. and create business scenarios and conduct situational dialogues.

However, the vocabulary and sentence patterns related to tourism in tourism specialty are not accumulated much, and few people will choose the exercise topics pertinent to tourism, such as hotel booking, air ticket booking, scenic spot introduction, tour guide words, etc., to reflect the vocational characteristics of English teaching in higher vocational colleges.

3.2. Solutions in spoken English teaching in higher vocational colleges

The English curriculum in higher vocational colleges is different from that in general undergraduate education. According to the requirements, the English curriculum in higher vocational colleges should have the characteristics of pertinence, practicability and operability. When reforming the content of English course, we should incorporate the oral English course into its English course series, and divide the English course into four parts, set up oral English, listening, reading and writing, including vocabulary and grammar. We should lay particular emphasis on each part, without neglecting the overall relevance of English knowledge structure and skills, to ensure the input and transmission of knowledge. Integration and coherence of output. Considering the persistence of oral English learning and the shortcomings of higher vocational students themselves, the reference schedule of English courses should be appropriately added to the oral English class hours, and the teaching of vocabulary and grammar of basic English knowledge should be organically combined. The two are inseparable and mutually reinforcing.

We should take into account the particularity of the students in higher vocational colleges, such as the poor foundation of English, the lacking of self-confidence and lacking of initiative in learning. At the same time, we should realize that spoken English is not an objective fact that can be improved in a short time, using educational psychology and pedagogical principles to adjust teaching strategies. Firstly, improve students' spoken English step by step. The improvement of English level can only be achieved through long-term learning. It cannot be achieved in one step. Secondly, respect individual differences of students and teach students in accordance with their aptitudes. Students' classroom performance is often evaluated positively and timely, especially those who are introverted and timid, fully affirming the little progress they have made in oral English learning. We can design some easy questions and let them answer them, so that they can get a sense of achievement in the successful experience of answering questions, and constantly encourage students.

Emphasize the practical teaching of spoken language and cultivate students' communicative competence. Pay attention to the practical teaching of spoken English, the practical and concise teaching of English sentences. In daily life, people communicate with each other through language communication to obtain unknown information. If language activity lacks the communication of unknown information, it will lose the meaning of using language. Similarly, the most important thing in English teaching is to cultivate students' ability to use English for communication.

In the teaching of spoken English in higher vocational colleges, textbooks are very important. Vocational college oral textbooks should aim at reflecting vocational characteristics and cultivate students' oral English expression ability. Therefore, the compilation of spoken English textbooks in higher vocational colleges should take into account the actual situation of weak English foundation of higher vocational students. Firstly, the spoken English textbooks for higher vocational English courses should be moderately difficult, interesting, systematic and targeted. If the textbook is too simple, it is not conducive to the cultivation and improvement of students' speaking skills. Students are prone to fear difficulties and lose interest in learning. Secondly, in terms of the content arrangement, we should go deep and shallow, step by step, carefully design the exercises, and make the forms lively. Oral English textbooks should be interesting, lively and closely related to the development of society and students themselves. The subjects should be topics that students are interested in and willing to talk about, such as making friends online, shopping and so on. Thirdly, vocational colleges mainly train comprehensive applied skilled personnel. Therefore, textbooks should also take into account the professional content they have learned, reflect professional characteristics, and cultivate students' oral English expression ability.

4. Conclusion

Based on the analysis of the present situation of spoken English teaching in higher vocational colleges, this paper summarizes the problems existing in spoken English teaching in higher vocational colleges, such as teachers, students and environmental factors. Combining with practical teaching experience, this paper puts forward a clear aim of spoken English teaching, taking students as the main body, improving spoken English teaching mode, paying attention to the links of listening, writing and organizing colorful extracurricular activities. English activities and other key teaching reform measures. In a word, it is a long-term and arduous task for Chinese economic and social development and international exchanges to improve vocational students' oral English ability, especially in the workplace. It requires teachers and students to work together in teaching practice to explore and research, find out the ways to solve problems and implement them in order to realize vocational education to improve the spoken English teaching level.

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