

The Implementation of Workplace Role Playing in the Project-based Teaching of Spoken English in Higher Vocational Colleges

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Abstract: Today, with the increasing frequency of foreign-related activities, the requirement for students to use English knowledge skillfully to communicate in various foreign-related environments is becoming higher and higher. Taking the role-playing teaching model as a teaching method can change the single, rigid and weak interaction of traditional teaching into pluralism, flexibility and strong interaction. Enable students to actively participate in classroom activities to enhance students' learning ability and enthusiasm. Improve students' oral English. This kind of full participation, learning and learning from each other allows all students in the class to speak English through specific roles, which is conducive to the creation of a good oral expression atmosphere. Studies have shown that after continuous practice, we find that using the "role-playing method" is very helpful to improve students' oral English.

1. Introduction

Role-playing is one of the effective methods in oral English teaching [1]. In role-playing, teachers carefully arrange and design scenes, roles and students' performance process, and make timely and objective evaluation of students' performance [2]. Create colorful classroom activities, including situational dialogue, group activities, topic discussion, interesting English, short play performance, interviews and so on, so that students can learn to use language knowledge in the real language environment [3]. English teaching in higher vocational colleges should reflect its "workplace, practical" characteristics, should pay attention to its oral teaching practice, and effectively enhance the practicality of English as a communication tool. Improve the English communication ability of vocational college students, truly embody the principle of "practical and adequate use" in vocational English teaching [4]. The more effective the expression is expressed in a variety of ways, the higher the level of colloquialism. For example, textbook performances, character simulations, etc. are all conducive to the training of oral communication [5]. Therefore, it is very important to create a practical communication environment and strive to form a strong learning atmosphere [6]. Let them imitate the behavior of the characters in the workplace, to specifically feel the emotions and attitudes of the characters, and let the students enter the specific situation [7]. This can effectively link the language with the specific role mentality and behavior, allowing students to feel the application of language changes in specific situations [8].

2. Materials and Methods

Integrating the practical corpus in relevant textbooks, designing and compiling practical oral textbooks according to professional characteristics, and creating natural language environment, especially training opportunities, for students as far as possible. According to this thinking, the language actions and situational content that the participants want to perform have been thoroughly designed in advance, the draft is prepared in advance, and the communication activities are started according to the script prompts. It can simulate jobs in hotels, travel agencies, subways, etc. in the workplace. Participants are already familiar with the performance before they play.

Pre-class activities can preheat students' minds and thoughts, and arouse their enthusiasm. Students have a basic understanding of the content and general situation of the new course and can accept the teacher's instruction. And can achieve in-depth understanding of teaching content,

actively participate in classroom teaching activities. Among them, English teaching should implement the principle of “practicality and sufficient use”. It is necessary to train students to have the necessary basic knowledge of language, and also to emphasize the ability of students to use English for daily communication. Therefore, in order for teachers to achieve good results in the role-playing method, teachers must learn to change their roles. They must not only regard themselves as teachers of students, but also regard themselves as friends of students and draw closer to students.

Simulate the real workplace scene, let students learn oral English in real life environment, practice oral English. Classroom is the place of "simulated life scenes", and students are the roles involved in the scenes. Role-playing is conducive to creating a visual and auditory language environment. It can make students feel immersed in the learning environment. It is easy for students to get perceptual materials and connect theory with practice. Only in a specific learning and living environment, students can better learn a certain knowledge or ability. With a sense of reality, this method greatly mobilizes the enthusiasm and initiative of students' oral learning, so that students can practice words repeatedly in the context of true verbal communication. Language knowledge such as sentences, improve the recurrence rate of new knowledge, increase the input of language, and effectively turn language knowledge into oral communication ability.

3. Result Analysis and Discussion

Language is constantly updated and progressing. In this open situation, teachers are required to ensure flexibility in teaching, and teaching activities should be designed according to the actual situation of students to promote teaching and learning. Make the teaching mode more interesting and contemporary, and on this basis, increase the practicability of knowledge. Develop your own goals within the scope of the classroom and determine the final evaluation criteria. Therefore, the use of the student contract can make the student's performance closer to the learning goal. Being close to life is more conducive to the study and review of students' professional knowledge. During the performance, the teacher must control the classroom order. When the students on the stage perform, they guide the students under the stage to observe and study carefully, and they should not let them stay out of the way. At the same time, we must give full play to the role of teachers.

The whole process encourages students to use appropriate gestures, expressions, tones and objects as far as possible to embody the authenticity of communication. Then, let the students go to the front desk to show their results. The other members of the group watched the study carefully. Being an active participant, teachers' timely guidance can effectively remedy the defect of poor English foundation of Higher Vocational students, and strengthen the ability of language application. In order for students to truly learn and be responsible for the learning direction they have developed, it is necessary for students to develop self-evaluation criteria and learning objectives in order to achieve rapid realization of self-learning purposes. At the same time, a learning atmosphere should be created so that the thinking and wisdom of the teacher and each student can be shared by the entire group, thus completing the meaning construction of the knowledge learned. This can also enable teachers to effectively teach in practice, and deal well with the dialectical relationship between English classroom learning and acquisition, so that students can enhance their English practice ability.

Correctly handle the role of students and teachers. Teachers and students, students and students need to work together to explore the problems in the simulated workplace environment. Teachers and students are equal in communication and cooperation in hotels, travel agencies, subway, subway and other simulated posts. In the role-playing, let the students handle it themselves, forming an environment for students to explore independently, and let the students discover the answers to the questions independently. In this way, students can taste the hardships and joys of independent research, which is more conducive to the study of spoken English. Teachers sum up their opinions and provide timely and comprehensive comprehensive feedback on the former group. The feedback content should include the content of language communication such as pronunciation, intonation and language use, as well as non-verbal communication such as expression, action and plot design.

Classroom summaries can help students sort out the knowledge and better link the classroom knowledge with the extracurricular expansion, which helps to understand and remember the knowledge.

4. Conclusion

This paper focuses on the implementation of role-playing in the project-based teaching of spoken English in Vocational colleges. In order to increase students' language output, promote cooperative learning and consolidate their knowledge, the role-playing method is very effective in oral English teaching. Role-playing is conducive to arousing students' interest in learning English. Interest is the best teacher. Only when students are interested in learning spoken English can they achieve twice the result with half the effort. The traditional teaching based on input has injected new vitality and vitality into the English oral English class, and achieved good teaching results. Effectively promote the improvement of students' comprehensive use of language. Teachers and teaching administrators are required to change the concept of education and teaching, establish an educational concept for students' professional success and comprehensive development, and develop the learning ability required for students' professional ability, professional quality and professional development.

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