

# Research on the Innovation Path of Oral English Teaching in Higher Vocational Colleges

Liyang Liu

Shangrao Preschool Education College, Shangrao, Jiangxi Province, 334000, China

**Keywords:** higher vocational college; English; spoken language; layered teaching; innovation

**Abstract:** Under the background of global economic integration, the exchanges and collisions between the economy and culture in the world have also been deepened. The community has higher requirements for spoken English. The stratified teaching method for oral English in higher vocational colleges can be used. To a large extent, it can make up for the lack of traditional oral teaching, and it has positive significance for promoting the improvement of oral English teaching. In this paper, aiming at the teaching status of oral English in higher vocational colleges, this paper puts forward the value of hierarchical teaching in spoken English, and attempts to explore the innovative path of stratified teaching in spoken English in higher vocational colleges, specifically by constructing a layered system and realizing teaching. Openness and diversification, stratification guidance inside and outside the classroom, using the Internet skillfully and creating a diversified teaching evaluation system. At the same time, it proposes the necessary safeguards for tiered teaching practice, hoping to help the stratified teaching of oral English in higher vocational colleges. beneficial.

## 1. Introduction

In recent years, the state has paid more and more attention to vocational teaching, and local government and education departments have also strengthened the construction of vocational teaching. However, based on the vocational education system, the student source situation is more complicated, including not only the unified recruitment. Students also include enrolled students, high-ranking students, and high-level students. In this context, higher vocational college students have higher requirements for English education because of the different levels of enrollment. English oral English is an important part of English teaching, and students' oral English ability training is also affected. . In the “Basic Requirements for the Teaching of Higher Vocational Education Courses” (hereinafter referred to as “Requirements”) promulgated by the Higher Education Department of the Education Department in 2000, it puts forward clear requirements for English teaching in higher vocational colleges, and stipulates that English teaching should be divided into A and B. At the two levels, individualized guidance and training for students with different learning abilities<sup>[1]</sup>.

In addition, with the deepening of the process of global economic integration, in the current social environment, there is an increasing need for professionals with strong English practice and application skills, which means that oral English teaching needs to be carried out according to the English level of different students. Strong and targeted oral English instruction and teaching. The stratified teaching of oral English in higher vocational colleges can effectively help higher vocational colleges solve the problem of oral English teaching, and has a high matching degree with the English teaching requirements of higher vocational colleges. From another perspective, the stratified teaching of spoken English also reflects the modern teaching principle of people-oriented and teaching students in accordance with their aptitude in higher vocational education, which helps to improve the practical effect of the training system for higher vocational education. At present, the traditional oral English teaching method can not meet the development and changes of the social environment. Higher vocational colleges must pay attention to this. Through innovative oral English teaching methods, it will contribute to the development of higher vocational education.

## 2. The status quo of oral English teaching in higher vocational colleges

Affected by the source factors, the oral English ability of vocational college students shows an overall level of unevenness. The students' English speaking skills have large gradients and long spans. If the school's focus on the teaching of spoken English is shifting to a lower level, it is easy to cause the starting point of oral English teaching to be too high. It is not only unable to keep up with the progress of the education department on English teaching in higher vocational colleges. At the same time, it is easy to cause strong oral English skills. Students with high levels are adversely affected in their studies. However, if only students with good academic performance and strong oral English ability change their oral English teaching plan and transfer them to a higher level, it will lead to only some or even a very few top students in higher vocational colleges in spoken English. After learning the knowledge in the course, oral English teaching gradually became a course for only a few students, which greatly affected the enthusiasm of other students, resulting in some students with poor oral English and the loss of students with relatively weak learning ability. Learning the initiative of spoken English, even less dare to speak English in front of outsiders, the ability of oral English practice can not be effectively cultivated or even declined. Based on this, it is not difficult to find that the current oral English teaching in higher vocational colleges needs to be optimized and innovated. By selecting a new teaching method suitable for the actual situation of higher vocational college students, the effect of oral English teaching can be improved, and then vocational education can be realized. Applying more talents to the society for the needs of the times<sup>[2]</sup>.

## 3. The Value Significance of Layered Teaching of Spoken English in Higher Vocational Colleges

In the process of conducting oral English teaching activities, English teachers adopt a layered teaching method, which is an innovation based on traditional oral English teaching methods. It combines different students' oral English learning situations and sets different teaching objectives for them. Stronger teaching prevention, so that each student's level of oral English knowledge can be improved to varying degrees<sup>[3]</sup>. Hierarchical teaching has four distinct characteristics: student level, learning objectives, teaching methods, and multiple levels of rating mechanisms. The stratified teaching of spoken English in higher vocational colleges reflects that the subjective status of students in teaching activities is fully valued. Teachers aim at the differences of different students, so that English oral teaching can be targeted to help students get rewards every day. The value of English oral stratification teaching in higher vocational colleges is mainly reflected in the following aspects(As shown in Figure 1):

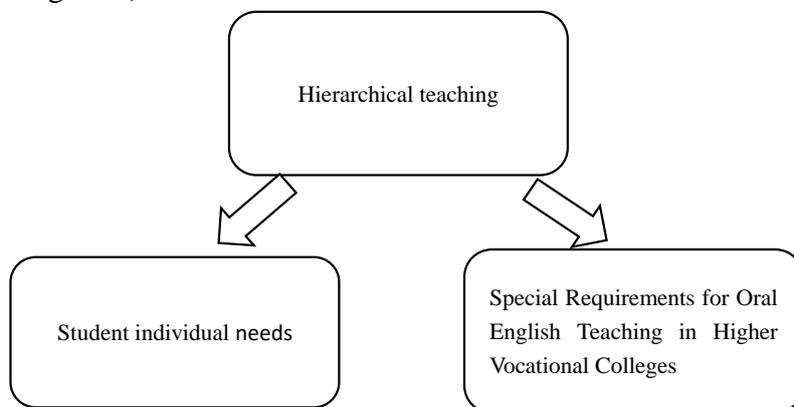


Figure 1 The value of layered teaching

### 3.1 Meet the individualized learning needs of students

Professor Krashen of the University of California, USA, believes that only when the learner is exposed to “understandable language input” and a second language input that is slightly above his

current level of language skills, he can focus on meaning. Language can be learned smoothly when the understanding of national information is understood rather than the understanding of structure. The “understandable language input” as used here is expressed by the formula as “i+1”. If the language input and the language learner's ability are greatly deviated, it is easy to cause students to become tired of learning or lack of self-confidence. At present, many high vocational colleges in China pay close attention to the differences in students' language acquisition ability in the process of oral English teaching. Students have obvious differences in basic knowledge of English and oral English. The teaching method and the implementation of the same standard of oral training obviously do not match the actual situation of the students. By implementing oral English stratified teaching, this problem can be better solved. Based on the characteristics of hierarchical teaching, teachers will help students at different levels to better in the process of multi-functional teaching according to their own characteristics and learning ability. The understanding and acceptance of spoken English knowledge, so that students' individualized learning needs can be effectively met.

### **3.2 Meet the special requirements of oral English teaching in higher vocational colleges**

Due to the particularity of oral English teaching in higher vocational colleges, it is different from the teaching work of other disciplines. English teachers cannot rely on solidified scores and data to measure students' true English level, especially the ability to use and understand spoken English. The teaching evaluation method requires more frequent interaction and communication between teachers and students. It is necessary to maintain a high degree of participation. In the absence of either party, the effectiveness of oral English teaching in higher vocational colleges will be affected. At present, the traditional English oral classroom teaching method can not meet the teaching requirements of oral English in higher vocational colleges. The use of layered teaching can better compensate for the shortcomings of the traditional teaching mode. Teachers can adapt the curriculum content and teaching activities of students at different levels according to the special needs of oral English teaching. This teach model pays more attention to the individualized development of students. The students' teaching status is fully reflected in the teaching activities of different students. The teachers actively interact with the students. At the same time, English teachers will pay attention to students' learning progress and knowledge in real time before class, during class and after class, and whether their application ability is effectively cultivated and improved. When teachers find various problems in the process of layered teaching, they will analyze this in depth, adjust the student plan in time and further optimize the teaching plan, and improve the acquisition of spoken English for higher vocational college students. It is not difficult to see that hierarchical teaching can effectively meet the special requirements of oral English teaching in higher vocational colleges.

## **4. Innovative path of oral English teaching in higher vocational colleges**

### **4.1 English oral class, extracurricular stratification guidance**

If you want to ensure that students' oral English ability can be effectively cultivated. Oral English teaching in higher vocational colleges. It is necessary to maintain double tutoring in and out of class. In terms of in-class tutoring, most teachers usually do better, but for tutoring, teachers start. The extracurricular tutoring is also combined with layered teaching. Not in the majority. Some teachers even believe that there is no need to develop a layered approach after class. In fact, extracurricular guidance is not just simple. The content of the in-class study extends to the outside of the classroom. Nor is it. Increase the learning burden for students. It is by understanding the different levels of the students. Provide more targeted after-school tutoring. For example, for students with lower oral English, English teachers. Pay attention to psychological counseling, let students dare to speak English with others, and be willing to communicate with other people in English, so as to enhance their self-confidence. At the same time, you can communicate with others in a simple English conversation. For students with a medium level of learning. At the same time as the after-school tutoring, the oral practice after class should be properly arranged. Let these students

use simple oral English to imitate the way of reciting English and American. Improve spoken English. Students are encouraged to participate in spoken English. Extracurricular activities. For students with better learning levels, they should pay more attention to the learning methods of oral English learning. Actively guide students. How do you know? Quickly and easily grasp and understand the content.

#### 4.2 Construction of English Spoken English System in Higher Vocational Colleges

When conducting stratified teaching in oral English teaching in higher vocational colleges, a layered system should be constructed. The specific implementation steps are: when the high vocational college students enter the school stage, they set up a test course of listening and speaking in English, and evaluate the students' spoken English. Then the students are initially divided into the performance of the students in the evaluation. The team members were further rationally allocated according to the actual number of people, and an English learning group was constructed. Specifically, it can be divided into three groups(As shown in Table 1).

Group A: Students are good at speaking English. They not only have smooth oral expression and pronunciation standards, but also know how to use spoken language idioms and grammatical structures to accurately grasp the semantics. When conducting oral English communication, the ideas are clear and the language is consistent. Words are appropriate to maintain smooth communication with people.

Group B: When students are speaking in English, they are mainly expressed in a standard pronunciation or with a little accent, which will not affect the overall communication and sentence understanding. It is more natural to use some complex clauses and advanced vocabulary, and the semantic expression is accurate.

Group C: When students are speaking in English, the pronunciation is not accurate, the English grammar knowledge is not deep enough, the vocabulary accumulation is too small, the tutor's expression is relatively rigid, and there is also a way of expressing Chinese English. In the process of the overall English conversation, it is impossible to communicate smoothly, and the thinking jumps, the semantic expression is unclear, and there is a lack of coherence.

Table 1 Characteristics of different layered members

Group	Characteristics
Group A	Spoken language is fluent, pronunciation standard, clear thinking, language coherence, proper wording
Group B	The pronunciation is more standard or slightly accent, knowing to use some complex clauses and advanced vocabulary, the semantic expression is accurate in place.
Group C	Inaccurate pronunciation, low vocabulary, inability to communicate smoothly, and jumping of thoughts, unclear semantic expression, lack of coherence

In addition to the above stratification methods, other forms of stratification can be used. In addition to the necessary content tests for students, the English teachers in higher vocational colleges need to learn interest, emotional will and personality. Intellect and non-intellectual factors such as features, memory and thinking are fully considered. This requires high communication and interaction between English teachers and students in higher vocational colleges to improve the accuracy of stratification. All in all, the stratified teaching of spoken English in higher vocational colleges should be a dynamic and developmental teaching method, which is not static. With the deepening of layered teaching, students' oral English level is in the process of continuous development and progress. The use of rolling tiered placements also allows students to re-stratify their actual spoken English.

#### 4.3 Building a Diversified and Layered Teaching Evaluation System

In many vocational English teaching evaluation systems, there are usually too simple evaluation forms, but the evaluation mode pays too much attention to testing, which leads to the evaluation of English oral stratification teaching only pay attention to the results, ignoring the teaching process and the evaluation of teaching methods. . Usually only English oral test is used to test whether the

student has mastered spoken English. This kind of test-based teaching evaluation system makes it easy for students to pay too much attention to testing. And see learning as a burden. At the same time, on another level, it also leads to the noise of spoken English teaching objectives, students can not really understand the practical use of learning spoken English. This kind of oral English stratified teaching in higher vocational colleges can't match the current environmental English stratified teaching requirements. In the process of teaching reform, a new layered teaching evaluation system for spoken English should be constructed. Prior to this, it is necessary to have a multi-level evaluation subject, diversified evaluation objectives, and a variety of evaluation tools, not only to give different evaluation methods for students at different levels, but also to fully implement dynamic evaluation methods.

## **5. Conclusion**

Because the stratified teaching of English in higher vocational colleges is still in the preliminary exploration stage, its practical experience needs to be strengthened. Therefore, the application of oral English stratification teaching needs to be further improved. Therefore, each teacher should practice a lot to construct a multi-dimensional, multi-level scientific and rationalized teaching system, thus improving the overall teaching level of oral English in higher vocational colleges.

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