

Problems and Strategies of Oral English Teaching for College Students

Li'na Zhao, Xinyu Dong

Xi'an Peihua University, Xi'an, China

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Abstract: The requirements of oral English teaching in colleges are becoming more and more important: through listening, speaking, reading, writing and reading activities, Students need to further understand the information expressed in oral and written texts, and create new texts by using the knowledge we have learned through oral expression. Now most teachers do not pay attention to oral English teaching, students are weak in foundation and lack self-confidence, unwilling to communicate face-to-face in English. In the long run, students have lost their curiosity and interest in English, and their oral communication ability has become increasingly low. In English teaching, teachers should change their roles, with students as the main body and teachers as the assistant, actively encourage students to play their initiative and enthusiasm, cultivate students oral communicative competence, create a relaxed and lively classroom atmosphere, build a reasonable oral communication situation, encourage students to speak, and gradually eliminate students' anxiety. Improve the teaching effect, enhance students' communicative competence, and meet the requirements of the new national curriculum standards. This thesis focuses on teachers and students, through questionnaires, interviews and other forms to understand the current situation of students' oral English, and deeply explores how to make students speak English and improve their oral English expression ability.

The present era' themes are globalization, knowledge economy information, lifelong education and learning. With the rapid development of our country, college's education departments at all levels pay more and more attention to the high quality of education. Learning and using English have become an indispensable part of personal development. Therefore, it is particularly important to improve the oral English level of college students, whether for the further development of the national open policy or for the students themselves to have a higher level of knowledge. It is of great research value to carry out practical teaching experiments and explorations on college students' spoken English. Specifically, there are two aspects as follows: First, at the theoretical level, carrying out practical exploration on college students' spoken English teaching can enrich the current theory of quality education to a certain extent. Under the background of carrying out quality-oriented education in depth. The ability of oral English of college students is also an important part of quality education. Therefore, it is of great significance to study the teaching of oral English ability of college students in actively promoting quality education, which can further enrich and enrich the theory of quality education. Secondly, the choice of oral English teaching for college has important practical significance. As a bridge of communication and information exchange, English has become an indispensable tool for international exchange and domestic development. At present, with the increasing frequency of trade activities between China and foreign countries, there is a growing demand for talents who can understand spoken English. It is necessary to train a large number of talents who can adapt to the development of foreign trade and foreign language exchange in China to meet the requirements of economic globalization in China. In China, oral English teaching has always been a weak link in college English classroom. How to effectively improve students' oral communicative competence is an urgent problem faced by every English teacher. Many English teachers think that it is difficult for students to speak English in class. On the one hand, teachers pay too much attention to the interpretation and imparting of language knowledge and neglect the cultivation of language application ability.

1. Literature Review

Chinese scholar Hu Chundong and others put forward the teaching method of “listening before speaking” (Hu Chundong, 1900) on the basis of comprehensible input hypothesis. In the early 1990s. This method follows the teaching principle of combining listening and speaking. Researchers have proved through a large number of foreign language teaching practices that the more students listen, the stronger their oral ability. Hu Chundong and others put forward six basic forms of oral practice, such as sentence pattern exercise, speech performance exercise, discourse structure exercise, situational expression exercise, paired dialogue exercise and text flexibility exercise.

Peng Hongbing discussed the application of task-based teaching method in oral English teaching in college. He analyzed the advantages of Task-based Teaching from three aspects: stimulating students' motivation to practice oral English, increasing students' chances to use language, and changing teacher-student relationship. He also found some good ways to stimulate students' interest in oral English. Improve their oral English.

The Professor of psychology at the University Of San Joseph California in 1966, Total physical response method was proposed by James Asher. Teaching foreign languages through body movements and this approach advocates linking language with behavior. Whole-body counter-advocacy is first to learn and listen, and then develop into the ability to speak, and then develop into the ability to read and write. The main characteristics of the whole body reaction method are as follows: Listening comprehension is the leading method. Firstly, students' listening comprehension ability is trained, and then students are required to express themselves in spoken language. Students should improve their comprehension through their body's reaction to language. This physical response should be controlled by the teacher with planned instructions. Students act according to teachers' instructions, so as to perceive and understand the mastery of language. Students are allowed to speak in advance. Teachers do not force students to speak. Teaching should emphasize the meaning rather than the form of teaching, so as to reduce students' tension. As a simple, operational, vivid and intuitive teaching method, the whole body reaction method is worth trying in teaching practice.

Emotional Filtering Theory Krishan (1977), an American linguistic educator, argued that the process of second language acquisition was also influenced by affective factors, in the early 1980s. Emotion is regarded as a hub or funnel, which plays an important role in promoting or hindering the transformation of language acquisition. With the introduction of the theory of emotional filtering, researchers began to pay attention to emotional factors, which are important non-intellectual factors, so as to take them as an important research topic for in-depth study. It has been proved by research that language input can only be transformed into language inhalation through affective filtering, and affective factors play an important role in promoting or hindering the process of language input. In this context, researchers began to pay attention to the influence of affective factors on language learning. There are many emotional factors discussed, such as attitude, motivation, personality, anxiety, empathy, self-confidence, and so on, which opens up some new research fields related to emotional factors.

Krishan, an American applied linguist, put forward the Input Hypothesis in the early 1980s. He believed that large quantities of “comprehensible input” played a key role in language acquisition. Therefore, the main focus of teaching should be on providing students with the best language input. Without high-quality language input, there will be no high-quality language output. Krishan also put forward the Input Hypothesis in his second language acquisition theory. He believes that language acquisition cannot be separated from language input, which is a necessary condition for language acquisition. Correct and appropriate language input will greatly improve the effect of language learning.

In fact, most of these studies are based on oral practice and put forward relevant problems and countermeasures. There are many places worth learning and popularizing, which are conducive to English teachers' better oral teaching and research. The enlightenment of the above oral English teaching methods to oral English teaching in China is to attach great importance to a large number of language input, first input and then output, by the students themselves fluent oral English. Pay

attention to the combination of listening and speaking, and promote the interaction between listening and speaking. In oral English classroom teaching, learner-centered approach should be adopted to give students more opportunities and time to speak. In order to make students speak happily, first of all, let students have something to say, that is to say, the topic of oral training should be close to students life and knowledge background. But these studies also have some shortcomings: firstly, they are one-sided and lack of systematization, and tend to focus only on one aspect, ignoring the coordination between the various elements of oral ability training; secondly, more studies focus on classroom teaching of oral English, and less on other aspects.

2. Thoughts on Oral English Teaching in College

Having clear and continuous learning motivation and self-learning consciousness Can exchange information on familiar topics, put forward questions and state their opinions and suggestions. Ability to read abbreviated English books and English news thesis for college students. Learn initial practical writing skills, such as business notices and invitations. Under the guidance of teachers, they actively participate in the planning, organization and implementation of language practice activities. It can actively expand and utilize learning resources, obtain information from multiple channels, and use the information obtained by N to express clearly and systematically. It has strong self-evaluation and self-regulation ability, and basically forms learning strategies suitable for itself. Understand the cultural differences in communication and initially form the awareness of cross-cultural communication.

Following is a detailed description of the specific requirements of these four standards, and what exercises can be used to achieve these requirements:When speaking English, pronunciation and intonation are the first impressions, and the representation of one's English level. Accurate intonation and pronunciation can give people confidence, thus greatly improving students' interest and enthusiasm in practicing oral English. One of the simplest criteria for correct intonation and pronunciation is authenticity, which means the same taste as foreigners.

3. Research and Design of Oral English Teaching in College

Since the reform and opening up, China's economy has entered a period of rapid development, and its external exchanges have been expanding and cooperation has been frequent. With the increase of international exchanges, cultural and linguistic exchanges among countries are also increasing, such as trade activities, international exchanges of visits, cooperation between Chinese and foreign enterprises, tourism activities and so on. Language exchanges are needed. Nowadays, many enterprises and institutions require graduates not only to obtain various certificates, but also to have good oral English ability, to express clear and fluent views in English. The ability of oral English is related to college students' job hunting and communication after graduation. Both the requirements of the Ministry of Education and the needs of the society force us to improve our oral English.

Based on the teaching practice, the author takes three teachers to research their class' situation. as the research objects, and makes a survey and analysis of the current situation of students' oral learning and teachers' oral teaching and its causes. This thesis mainly discusses how to change the current teaching situation, create a good educational atmosphere, stimulate students' learning motivation, explore suitable oral learning methods or teaching modes for senior high school students, establish a reasonable English evaluation system, open up the second classroom and broaden the channels of oral learning.

In order to reveal the reasons for the low oral communicative competence of college students, the author designed the Questionnaire on Oral Communicative Competence of college Students to investigate teachers and students respectively. At the end of November, 2018, 120 students in the third grade of college conducted a questionnaire survey. A total of 120 questionnaires were sent out and 114 valid questionnaires were collected. In order to enable students to understand the content of the questionnaire more accurately and improve the accuracy of the measurement results, the

Chinese version of the questionnaire is adopted.

4. Reasons of Oral English Teaching and Analysis of the Problems in College

It weakens students' initiative in learning spoken English and opportunities for oral expression. Due to the limitation of traditional educational thinking mode, oral English classes are mainly explained by teachers, who usually explain grammar and write sentences. Students take good notes in class and seldom have the opportunity to discuss topics. Therefore, students can only write, not speak. In the long run, students have become accustomed to this passive way of learning. They are unwilling to spend time thinking independently or even listening to things related to spoken English. Most of them are accomplished through teachers' explanations and notes. They are not combined with spoken English, which improves the learning level more effectively.

It is still the main task in our country. Teachers neglect the cultivation of students' spoken English. Under the enormous pressure of examination-oriented education, students' test scores have become the only criterion to measure students' scores. In order to improve the enrollment rate and make students achieve good results in the examination, most teachers are accustomed to teaching in Chinese. Teachers often pay attention to typical problem-solving methods or exercises in teaching in order to cope with the examination. Spoken English is not included in the college examination, so it is inevitably neglected. In this way, students may show little or even be silent in spoken English.

Although the economic development of our country is getting better and better, people pay more and more attention to education, but education is still difficult to meet the current needs, the level of teachers is uneven, some teachers may not be professional English teachers, have not received professional learning, so some teachers cannot and do not want to use English to teach. Although there are also teachers who teach in English, they are basically a combination of Chinese and English.

It leads to students' low loss of interest and participation in learning. Because the teaching and training methods of spoken English are single, students have no interest in learning spoken English. Although some college English teachers begin to pay attention to the cultivation of students' oral expression ability, the training methods are basically the same that is, arranging students to imitate and read, doing some simple sentence pattern exercises, interpolating some simple questions and answers in listening class, and lacking the real sense of conversational communication. The teaching's knowledge has completely replaced the cultivation of English communicative competence. Students are gradually unwilling to devote their energy to English and lose their curiosity about English.

We are accompanied by our mother tongue from birth, so we have enough language environments, but English is different, it has no corresponding language environment, students can only communicate in the dull classroom. However, when students are asked to engage in dialogue or discussion, they are always silent and refuse to speak. This is called psychological barrier. Because of the inadequacy of oral training, students' oral thinking is immature and prone to oral errors, which causes students to worry and even avoid psychological barriers, thus consciously or unconsciously resisting oral training and participating in enthusiasm is not good.

5. Solutions to oral English teaching for College students

Teacher-centered teaching model is no longer suitable for college English teaching in China. Therefore, it should be transformed into a student-centered and teacher-assisted teaching model. Teachers should arrange students to preview before class, and students should understand and organize information before class. In the classroom, teachers are organizers, collaborators and instructors, and students are the center. As the main body, fully mobilize the enthusiasm of students, so that students really become masters of learning. Encouraging students to express their opinions and ask questions cannot only stimulate students' interest, but also make them feel satisfied in self-study. In addition to assigning written assignments after class, you can also organize various English activities so that they can enter into life, such as videotapes, introducing your favorite food,

English attractions, or simply communicating with foreigners, taking photos, etc.

College should be set up some English interest classes to expand the classroom and make students like English more and more. In the interest class, students can play roles, give oral speeches, learn English songs and tongue twisters, and watch English movies... College students, learning pressure is increasing. Opening interest classes can not only help students relieve pressure, but also learn some extra-curricular knowledge. They may also be able to alleviate their fear and anxiety and gradually become confident and energetic in their activities.

With the deepening of teaching reform and the renewal of teaching methods, multimedia audio-visual teaching, as the representative of the means, has been more and more widely used in oral English teaching. It can give full play to the advantages of intuition and efficiency and inject vitality into the traditional oral English teaching. Multimedia audio-visual teaching means can effectively combine audio-visual through a large number of audio, pictures, animation, and so on, further activate students' thinking, thus focusing more on students' attention.

Teachers should make continuous progress, consciously improve their academic level, renew their educational concepts and explore boldly. Teachers are examples for students to learn, so as teachers, they should pay more attention to their teaching accomplishment and behavior. There is no end to learning. Teachers, who lack confidence in spoken English teaching can further learn, improve their teaching level and effectiveness. After the completion of classroom teaching, classroom reflection is conducive to summing up experience and learning lessons, and better optimizes classroom teaching.

6. Conclusion

Everyone has different views on oral English. However, the development of economy and culture has made our need for oral English clearer and clearer, and the importance of improving college students' English has become a general consensus. In this study, two classes and three teachers are selected as the subjects of this study. Questionnaires are used to analyze the problems of oral English among college students from the perspective of data, and some suggestions are given for English language teaching. Teachers should put the improvement of students' interest in the prominent position of English learning, abandon the teaching methods of indoctrination and forced memory. As the main body of learning, students should not only passively accept the teacher's output in the classroom, they can participate in the classroom and learn with the teacher. Reform and improvement are not achieved overnight, which requires teachers and students to gradually realize in reflection and practice. The reform of spoken English teaching still has a long way to go, but we have reason to believe that through the joint efforts of teachers and students, teachers can better train students with comprehensive English language abilities, and students can also carry these skills to a more confident society.

Of course, due to the limitation of ability, there are inevitably some problems in this study: Firstly, due to the limitation of conditions, the subjects of the questionnaire used in the study are all from some colleges, and the number is small, so the sample is not widely representative. Secondly, although problems are summarized through surveys and interviews, and solutions are given to the problems, the results of the reform cannot be seen in the future. Thirdly, the scope of the study is not comprehensive enough, only for teachers and students.

In a word, the problems in oral English teaching in college hinder the smooth development of English teaching. Whether English teachers or students, they should pay attention to finding effective ways to make English teaching easier, so as to improve the overall teaching level. In an active atmosphere, students can not only acquire knowledge, but also improve their abilities, so that they can really learn and apply what they have learned.

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