

Research on Current Situation and Reform Directions of College Oral English Teaching

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Abstract: Oral English teaching plays an important role in college English teaching. As the society is becoming more and more internationalized, it is urgent to improve college students' oral English. At present, there are some problems in college oral English teaching, such as backward teaching model, inadequate teaching resources and incomplete language environment. It is suggested that the teachers improve classroom teaching model, fully utilize network resources and create a real communication environment.

1. Current Situation of College Oral English Teaching

Since the reform and opening up, more and more attention has been paid to and popularization of English education in our school education [1]. Especially under the strategy of implementing quality education, the reform of English quality education goes hand in hand with the reform of quality education in other disciplines. This has greatly changed the English teaching mode and method. Nowadays, the comprehensive English level of college students in our country has been greatly improved compared with that in the past. However, it is worth noting that while the English proficiency of college students in China is increasing, the oral proficiency of college students is progressing slowly. It is a dilemma for English teaching in colleges in our country that students have a high level of written English test and cannot speak it out. Most college students have made it clear that oral English is the weakest link. In order to solve this problem, some colleges and universities specially arrange the oral English test to supervise the students to improve their oral English level, but the lack of oral environment cannot fundamentally promote the improvement of students' oral English ability. English is an important tool for international communication. It plays an important role in business negotiations, academic exchanges and cultural exchanges. Therefore, more and more people pay attention to the cultivation of oral conversational competence. In colleges and universities, educators have gradually attached importance to oral English teaching. There are four basic skills in English teaching. Speaking is the most basic and crucial of these four basic skills. However, according to the survey, there is an emphasis on reading and writing in College English teaching. As a result, many college students are "dumb" in English, and their practical ability to use English is poor. How to change the current situation and improve students' comprehensive ability to use English in college oral English teaching is an urgent problem for educators [2].

2. Problems of College Oral English Teaching

2.1 Backward Teaching Model

Teacher's professional quality is not high, which is an important factor affecting the effectiveness of oral English teaching. At present, most senior high school English teachers still use the traditional teaching method, thus neglecting the cultivation of student's comprehensive language application ability. Teachers are still the protagonists in College English classes. Their control of the classroom limits student's active participation in the classroom. Teachers regard explaining grammar knowledge as the key point in class. Classroom activities usually imitate and repeat dialogues mechanically, or

even read the text over and over again. Moreover, in the course of classroom communication activities, many teacher's wrong ways of correcting errors have hurt students' self-esteem and discouraged their desire to express themselves orally. This kind of inappropriate teaching strategy in the classroom is of no benefit in improving student's communicative competence. Influenced by traditional English teaching concepts, teachers also focus on the cultivation of reading ability. They prefer to sacrifice less classroom communication activities and devote more time and energy to grammar and vocabulary explanations. College English teaching still lays stress on explaining and emphasizing linguistic points such as vocabulary and grammar, ignoring the improvement and cultivation of spoken English ability in terms of teaching ideas, teaching methods and textbook contents. Teachers believe that in classroom activities, the important role of teachers is still focused on explaining language knowledge and guiding learning methods, which directly leads to the incompatibility between oral teaching and the cultivation of oral application ability. Some colleges and universities do not use textbooks in oral English classes, and some textbooks are outdated. Teachers who copy textbooks have no innovation of their own. The teaching method is stereotyped, the mode is single, the classroom atmosphere is dead, and the attraction to students is not enough. It cannot attract enough attention from students and has little effect. Individual college teachers also carry traditional tape recorders in class, which cannot meet the requirements of oral English teaching in the new era [3].

2.2 Inadequate Teaching Resources

Teacher-centered in the classroom, the teacher will explain the content of the textbook to students, students follow the teacher to read, teachers will focus on the key content of learning exercises, students are always in a passive state in learning. In addition, the knowledge of the textbooks is single and boring, which greatly reduces the student's interest in learning English. Some teachers have not created a good teaching practice environment for students, so that students lack the exercise of spoken English. In College teaching, there are differences in the basic level of English among most students. The teaching methods are too single, students' individualized learning needs cannot be met, and some students with poor foundation are neglected. Student's enthusiasm for reading aloud is not high. As a result, students have a psychological conflict with English, which leads to the decline of teaching quality. Oral assessment is an effective way to promote the development of oral English teaching. Oral English is an important basis for reading and writing. Reading and writing are not only written, but the initial process begins with oral expression, from reading to writing. It's like learning English letters, pronunciation of words, sentences and texts, which lay the foundation for later reading and writing. At present, many higher vocational colleges in China do not have such an assessment system and lack of corresponding incentive mechanism, which makes oral English teaching in an embarrassing situation of teaching without evaluation, and student's oral ability cannot be accurately assessed, thus damaging students' enthusiasm for learning English. Although the existing textbooks contain oral training, they are more concerned with universality rather than specificity. They provide relatively limited topics and resources, and cannot match the requirements of specific students. This has set up a lot of frameworks for students to communicate artificially, which is easy to restrict the freedom of expression of the speaker. This is precisely not in line with the diversity of oral expression [4].

2.3 Incomplete Language Environment

It is very difficult for students who grew up in the Chinese language environment to find a living environment in which they can communicate and communicate completely in English. In the curriculum of College English, most schools still do not pay enough attention to oral English teaching. Especially in the teaching of non-English majors, not only the class hours are limited, but also the large class teaching is adopted. It is difficult for students to exercise their oral expression ability even in the teaching. Most of the knowledge and understanding of oral expression come from the classroom. Teaching. Some schools have set up English Corner and English Association on their own initiative to improve their spoken English. However, due to the lack of professional teacher's

guidance, it is difficult to recognize some common problems, which eventually lead to students not knowing what is wrong. After a long time of efforts, the problems still exist, which not only wastes time, but also discourages their enthusiasm for learning. In current English teaching in China, especially in college English teaching, students have fewer opportunities to speak English actively in class, and daily communication in English is even less common. However, in order to improve spoken English, we must learn to speak. Whether in classroom teaching or in after-class learning, this is very important. How to arouse student's attention to oral training has become the most difficult problem for oral English teachers when oral English proficiency test is neglected by the current English examination system. However, some students reflect that they are not unwilling to speak, but unable to speak. A small amount of vocabulary, simple grammar, poor pronunciation and intonation have become a problem that hinders students from speaking. At this time, students must formulate a scientific and reasonable learning plan to improve their learning methods, in order to improve learning efficiency.

3. Countermeasures of College Oral English Teaching

3.1 Improve Classroom Teaching Model

In college oral English teaching, teachers should improve teaching methods and enrich classroom teaching. In the specific teaching process, teachers can arrange learning tasks for students according to current social hot issues and students' interests, and discuss the content of the tasks. From beginning to end, they can let students' study and communicate with each other in a positive attitude. In the process of completing the tasks, they not only grasp solid knowledge, but also improve the ability of practical application of spoken English. Situational introduction is an effective way to introduce new lessons. A few minutes after class, many students have not yet entered the learning state. If teachers do not attach importance to the introduction of the classroom, and do not properly introduce new courses, students will not easily enter the learning state quickly, thus affecting the teaching effect. Situational introduction can attract students' attention and stimulate their interest in learning, so that students can quickly keep up with the teacher's rhythm and form a good cycle of classroom learning. Take one of the oral English courses in a school as an example. The title of the course is an introduction to English movies. Students are required to describe a movie they like fluently. Teachers can introduce new lessons by using situational introduction methods, such as simulating the scene of film sharing meeting, and divide students into several groups with one student representative in each group. By allowing students to enter the situation of film sharing, to attract students' attention and stimulate students' interest in learning. Promoting transfer is the last link in the design of teaching structure. Teachers finish teaching, from the teaching process to teaching methods are analyzed and summarized to provide direction for the next teaching. Teachers can communicate with their colleagues, share and learn from good teaching experience. Knowledge transfer helps to optimize teaching methods.

3.2 Fully Utilize Network Resources

With the vigorous development of computer network technology, it has brought abundant learning resources for student's autonomous learning and oral English teaching. Some web-based English learning videos, learning websites and oral English practice software enable students to acquire rich knowledge of English culture in a relaxed and pleasant environment. By making use of the attraction of the Internet, English teachers encourage students to collect some content for use in class during the preparation period, so that students can actively preview and mobilize their subjective initiative. We should change the dominant position of traditional English teaching, encourage students to learn independently through the network learning platform, improve student's self-learning ability and develop good habits of self-learning. The assignment of homework by social software can also effectively promote the interaction between students, encourage students to study and discuss in groups, and use voice or chat video to communicate orally, so as to effectively improve student's oral

English level. In classroom teaching, teachers should also prepare more abundant learning materials for students, and lead students to show their pre-class preparation results to everyone, so as to achieve the goal of sharing and communicating with each other. Teachers can make full use of some abundant information resources on the network to create a good learning environment, so that students can read and learn aloud with interesting audio and video, encourage students to group into roles for oral English communication and display, at the same time, establish a scientific evaluation method of oral English practice in class, and reasonably evaluate student's oral English ability. After class, the Internet also plays an important role. Teachers publish some summary experience for students to think through the network communication platform, and interact with students, so as to promote students to better grasp the key and difficult points of classroom knowledge, so as to consolidate classroom knowledge and improve students' oral application ability. Learn from good teaching experience. Knowledge transfer helps to optimize teaching methods.

3.3 Create a Real Communication Environment

Teachers should strive to create a real communication environment for students. In daily teaching activities, teachers can choose some topics that students are interested in and simulate the real language environment, such as parks, schools, supermarkets, shopping malls, stadiums or Internet cafes, cafes and other scenes, so that students can play roles and communicate in English. This is an activity method to simulate reality. It can be the interaction between students and students, teachers and students. In the activities, teachers can consciously integrate vocabulary, spoken language, phrases and sentences commonly used in daily life into each scene, and consciously guide students to carry out special training to help students improve their oral communicative competence quickly. Training vocational ability and practice teaching are inseparable. Strengthening student's practical ability can improve students' communicative competence in the workplace. Vocational skills contest has a contextual communication link, requiring participating students to play a role according to a scenario and conduct one-to-one on-the-spot test with the examiner, which not only requires students to master theoretical knowledge, but also requires certain practical ability. Therefore, in the process of oral English teaching, teachers should pay attention to the cultivation of practical ability, combine the teaching methods of practical training, and highlight the main position of students. In the process of teaching, students are required to think, express and communicate the contents of the course, so as to improve their practical ability. Strengthening the training of teaching skills and strategies has a remarkable effect on oral English teaching. Teachers should persist in organizing classroom teaching in English, speaking more English, creating a spoken English environment for students, and then encourage students to communicate in English. At the same time, teachers should cooperate with students in a polite and encouraging way in class.

4. Conclusion

Oral English learning is a long-term process. In oral English teaching, we must attach importance to the practical training of oral English. While learning oral English systematically, we also need to have a deep understanding of the cultural background of English so as to form a certain mode of thinking in English. In the process of oral English teaching, teachers should combine various effective teaching methods to improve student's enthusiasm for learning. Students will devote themselves to oral English learning and practice oral English in real life, so as to effectively improve oral expression and comprehensive transportation ability.

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