

## Research on the Evaluation Method of Oral English in Higher Vocational Colleges

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**Abstract:** Improving the oral English expression ability of vocational students, strengthening the training of students' oral skills, and enabling vocational and technical students to have a certain level of oral English has become an important issue faced by many vocational colleges. Through the analysis of the current situation of oral English expression of vocational and technical college students, the necessity, form, procedure and influence of oral English test on classroom teaching are explored.

### 1. Introduction

Oral English, as an important way of daily foreign communication, is one of the main contents of basic English education in higher vocational colleges. With the development of society, employers pay more and more attention to the actual oral English ability of graduates in the two-way selection of interviews between graduates and employers. Employers are also increasingly demanding oral English skills. The oral English test, as a means of awakening students' awareness of language use and a pointer to test students' language proficiency, has attracted the attention of the entire society and education circles. As a higher vocational college, in the era of fierce job hunting competition, we should strive to improve the oral communication level of students, and lay a solid foundation for students to go to work in the future.

### 2. The Necessity of Oral Test for Students in Higher Vocational Colleges

As we all know, English is one of the most widely used languages in the world, and its status as a world language cannot be replaced by any other language. Many countries in the world have included English as the backbone of their higher education; most of the information published and exchanged on the Internet is in English. If you do not understand English, you will not be able to understand and obtain the latest information. At present, China is in a period of rapid development. All walks of life are catching up with me and are developing vigorously. The gross national product is getting higher year by year. The people's lives are getting richer and the people's living standards are improving. More Chinese people are eager to go out of their homes and go abroad to see and see how foreign people live. But when they arrive in a foreign country, they find it difficult to move forward, and everything goes wrong: some people want to go abroad to work and visit relatives, but just living Without the language barrier, good wishes are hard to come true. If our vocational and technical college students learn spoken English well, they can use their knowledge to bring convenience to others and create opportunities for themselves. In addition, more and more foreign friends come to China to travel, visit, visit or work. Many of them do not understand Chinese or know very little. Life and work are extremely inconvenient. If we can provide them with suitable The foreign language talents in China not only make it convenient for them, but also provide our students with a chance to find a job. Why don't we do this kind of thing that kills two birds with one stone? Secondly, China has joined the World Trade Organization, and more and more foreign companies will come to China to invest, set up factories, and conduct business in China. There will also be more and more joint ventures. If our graduates cannot communicate in English, they will They will be at a disadvantage in the market competition, and many opportunities will pass in front of them. It's not a pity to miss them.

In recent years, in China's higher vocational colleges and universities English teaching, there has been a widespread phenomenon of emphasizing reading and translation rather than listening and speaking. It is understood that in some higher vocational colleges, public foreign language courses do not offer oral English courses, and some do not even offer listening courses. Only students majoring in English have the opportunity to learn oral English. Therefore, most of the vocational and technical college students in the country have poor oral English ability. However, according to the survey, most students in higher vocational colleges want to learn English well, and they especially want to learn spoken English well. They believe that after they learn spoken English well, they can not only communicate freely with foreigners, but also learn more about foreign customs, history and culture, and more importantly, they can find a satisfactory job and have more Opportunities to exercise themselves, develop themselves, show their ingenuity, play their potential, and make greater contributions to the motherland and society.

### **3. Modes and Methods of Oral Test**

The oral test is divided into direct oral test, semi-direct oral test and indirect oral test. Direct oral examinations are also called interviews, which are conducted by trained examiners and graded on the spot, including dialogues, discussions, and role performances. The semi-direct oral test is also called the recording test. It uses unified recording materials and written materials to obtain samples of the examinee's spoken words and record them immediately. Then, the examiner listens to the tape for scoring. The direct oral test can better simulate daily communication situations and has a high surface validity. However, the direct oral test is easily affected by factors such as the character, gender, task-role relationship, communication purpose and scene of the examinee and examiner. Semi-direct oral test has unified test questions, and the oral test process is separated from the scoring process, so it is not easily affected by factors such as the difficulty of the test questions, and has high validity. However, this method lacks interactivity and has low surface validity. The two forms of oral examinations are quite different in terms of communication strategies and discourse characteristics. In the semi-direct oral test, the examinee pays more attention to the correctness of the speech output, and the output speech is more formal and closer to written expression; while the direct oral test allows the examinee to integrate into the communication of words, and the examinee pays more attention to it. It is the communicative interaction and the transmission of meaning. The indirect oral test is to measure the test taker's oral proficiency through the written test. For example, examine candidates' verbal expression ability by identifying sounds and completing dialogues. Practice has proved that it is impossible to really test the oral level of candidates through the written test. In the practice of college English oral test, the direct oral test is more common and should be a better choice. The form of face-to-face communication between the examiner and the examinee is more free, which enables the examinee to integrate into daily communication and play a more effective role in communication. Teachers are not only bystanders but also participants. But "participation" is not necessarily the same as "interaction". The key lies in how much the teacher participates in the oral test. The purpose of our oral test is to reproduce the real language level of students. Therefore, it is necessary to create a relaxed and natural communication scene. In this case, the interaction between the examinee and the teacher is realized. At the same time, students are also informants of information, and various problems that students appear in the test also prompt teachers to reflect on and summarize all aspects of teaching. Therefore, the result of the interaction is mutually beneficial, and this test form can achieve the effect of the test.

To effectively carry out oral testing in higher vocational colleges, it can be carried out from the following aspects: First, clarify the purpose. That is, it is clear whether the nature of the test is the achievement test (achievement test) or the level test (proficiency test); determine the object of the test, that is, the teacher must know which grade the test taker is in and what level of oral English test is required for the test taker to pass; at the same time, determine the test The level of oral exam preparation is to test whether the level of students' cognitive level is based on knowledge and understanding, or based on application, analysis and comprehensive ability. Second, determine the format of the exam. What kind of oral test is used, whether it is a direct oral test or a semi-direct

oral test. In view of the limited number of our students, we adopt a direct oral test. Because the latter two are mainly suitable for large-scale oral English tests, the reliability, validity, difficulty, and discrimination of the test will be affected to different degrees compared with the direct oral test. Third, determine the test content, language ability requirements, and time to answer questions, mainly based on the purpose of the test and the cognitive level of the students. Fourth, determine the scoring standards, including the corresponding scoring standards for each major and sub-topic. The scoring criteria should include language content and language expression skills. Candidates in the direct examination must be conducted individually or in batches. In order to avoid leaking questions, multiple sets of questions with the same difficulty and validity are required.

After the oral test is completed, write an exam report, analyze the reliability, validity, difficulty, distinction, etc. of the exam, put forward suggestions for improving the test, filter and classify the exam questions, enter the computer, according to the specific situation of the student (age, grade, original Basics, progress of teaching materials, key points and difficulties of teaching, etc.) gradually build up a question bank for spoken English tests. The specific question types are designed as follows: 1. Read the sentence aloud. Let the examinee read aloud some carefully designed sentences that contain the phonetic phenomenon or phonetic difficulties to be tested. 2. Retell the story. Some aspects are more useful than reading aloud, and it can detect the examinee's voice mastery ability, and the examinee's initiative is also enhanced. 3. Oral report. Candidates can make oral presentations for 5 to 10 minutes. They can use slides, blackboards, and card content to ask students to express their opinions, clarify their reasons, and then answer questions.

#### **4. The Impact of Oral Testing on Classroom Teaching**

The teaching goal of college English is to cultivate students' comprehensive application ability of English, especially listening and speaking ability, so that they can use English to communicate effectively in oral and written information in future work and social interactions, and at the same time enhance their independent learning ability and improve comprehensiveness. Cultural literacy to meet the needs of China's economic development and international exchanges. Through the oral test to strengthen the college English classroom teaching, the comprehensive quality of the students is improved, and learning English is easier. Cultivating students' interest in learning, fully mobilizing their learning enthusiasm, and tapping their learning potential is the key to improving students' quality. Teachers stimulate their interest in learning English through oral tests. Students learn more actively. Some grammar items are often mastered through continuous practice. Of course, teachers should pay attention to the learning process of students, and solve the difficulties encountered by students in time. If necessary, they can concentrate on training to make up for vacancies. Encourage, care and help students who have difficulty in learning more, and encourage mutual help and learning among students. Practice has proved that the oral test has brought us a comprehensive improvement in the level of English classroom teaching. Students have changed from passive learning to active learning, and from "do not know how to learn" to "know how to learn", which fundamentally mobilizes students' enthusiasm for learning. . This will not only be conducive to the reform of English teaching in higher vocational colleges and improve the overall level of English teaching, but also can encourage students to pay more attention to the cultivation of oral English ability during school, and lay a good foundation for smooth job selection in the future. We believe that as long as we adhere to the correct teaching concept, follow the rules of language learning, and be student-oriented, we will surely achieve good results.

#### **5. Conclusion**

The oral English test has its own unique characteristics. The content and ability tested, the method and method of the test, and the scoring standard are many different from the listening test and the written test. The proposition and implementation are more difficult than the listening test and the written test. It is not good. operating. Previous oral English exams often set an oral score based on the student's listening and speaking performance in the intensive reading class, or let the

student prepare a piece of content and stand on the podium to talk, or set a topic for the student in advance, let them prepare afterwards , Speaking on this topic one by one, then scoring and so on. But from the analysis of the test results, it is obvious that these test methods and means are difficult to objectively, comprehensively, accurately and effectively reflect the true level of students' oral ability.

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