How to Improve Spoken English Teaching in College English Class

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Spoken English teaching is an important part of college English teaching. With the enhancement of emphasis on the education level, the importance of spoken English teaching in college teaching is obvious. In the face of problems in spoken English teaching, how to use various means to actively and effectively improve the quality of college oral English teaching has become the main task and responsibility of the college English teacher.

Keywords: spoken English, teaching, college English

Introduction

With the development and progress of society, the comprehensive talents need is larger and larger. At the same time, international exchange and communication demands English professional talents urgently, especially pays attention to people’s oral communication ability. However, English speaking in college English teaching is often downplayed or ignored, because most of the school’s energy is mainly used in English listening, reading, writing, and translating, to cope with the so-called CET-4 (College English Test Band 4) and CET-6 (College English Test Band 6). This drastically affects the students learning oral English skills, and the students’ spoken English ability cannot be played and applied.

The Importance of Learning Spoken English

Language is an important means of communication; the ultimate goal of learning language is to be able to put it into use, and can better communicate with people. People will be restricted in the actual work when they only learning to listen and read, without communicating oral English in daily life and study. Besides, it is difficult to have a workplace in today’s highly competitive situation. National development and progress also need a large number of comprehensive talents with knowledge, quality, and ability. Therefore, the purpose of college English teaching is to improve the ability of oral communication training on the basis of improving students’ ability in listening, reading, writing, and translating.

Problems Existing in the Spoken English Teaching

Teachers Factors

Teachers’ factors in spoken English teaching mainly include the following three aspects:

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First of all, China’s foreign language teaching has been given priority to teachers for a long time, and make teachers as the center in the classroom teaching mode ignoring the training of the students’ language skills. Influenced by traditional education, many teachers ignore the regularity of language teaching and the cultivation of the students’ listening and speaking skills in the classroom instruction, but overemphasize the accuration of the language foundation knowledge and grammar exercise. This old and backward teaching ideas and methods are difficult to effectively improve students’ oral English ability.

Secondly, classroom activity design is lack. Classroom activities carefully designed by teacher can effectively stimulate the initiative of students to participate in the oral training class. But many teachers do not understand the principles of classroom activities design, which results in little effect, and causing many oral English activities are still confined to talk to a great extent. Besides, because most activity scenes are away from the real life, students have no interest in talking about the topic, and are unable to stimulate their motivation to improve their spoken English; they cannot make them consciously use existing language resources to deal with the practical problems in communication. Sometimes, classroom communication means maybe inform a fixed form, that is, teachers play as the center asking the students to answer, which absolutely within the framework teachers set in advance, thus teachers become the monopoly in communication. It seems that innovating the pattern of English classroom teaching activities is necessary to really improve the students’ oral English ability.

Thirdly, the behavior of continuous enrollment expansion of colleges brings increasing pressure to the English teaching, and the pressure teachers withstand is far beyond their current ability. This phenomenon causes the teachers’ imbalance of in quality, ability level, and teaching tasks. Besides, college attaches great importance to the education only, and ignores the quality of oral English teaching; many teachers’ variety ability should be improved, such as pronunciation, grammar, culture, and teaching method. Besides that, many young teachers have no experience in teaching before, and rarely have the chance to study language ability, which directly affects the effectiveness and enthusiasm of student in learning English. Under above causes, most students are unable completely to meet the requirement of oral English teaching in the new period.

**College Students Factors**

English foundation of college students is weak, which mainly performs varies aspects, including: (1) Subject use frequently makes a mistake; (2) Voice and tense application is incorrectly; and (3) misnomer. Besides that, students come from different cities, so does language level, and the lack of students’ language knowledge system will produce barriers to oral English greatly. At the same time, as beginners to learn the international phonetic and pronunciation rules, many students speak English with different dialects, which greatly affects the students’ enthusiasm for spoken English. Because of the lack of a lot of reading, students cannot fully grasp vocabulary, sentence patterns, and ways of expression, which results that college students have serious psychological barriers, and are lack of confidence in their oral English ability. Thus, they dare not speak, are afraid of making mistakes and fear of ridicule, thus it is difficult for students to speak and express smoothly. In the long term, it is easy for students to produce psychological barriers to oral English class, and make a serious influence on oral English teaching and the improvement of students’ oral ability. Not only that, due to the promotion and popularity of the CET-4 and CET-6, English teaching goal focuses on the pass rate, and does not pay attention to the cultivation of oral English ability. It is because of this that many students ignore the improvement of speaking ability.
External Environment Factors

English course system, course structure, and course setting in College oral English teaching has not been paid attention to; colleges are lack of enough understanding in the oral English class, and the teaching aids are imperfect. Not only that, wright, the advocates of the communicative teaching thought hold the view that, the success of language learning lies in putting students in the language communication context which needs to use the target, so that students’ ability of judgment and understanding language and meaning combining with the context language will be cultivated. It is an essential condition for students raising their oral ability to make a language input and output of language communication environment. Most college oral English teaching environment in China is limited due to the class hour and the number of students. It is difficult to provide students with sufficient language input or output, and other oral English communication environment outside of the classroom is less, such as English corner activities, whose role in helping improve the majority of students oral English level is limited.

Measures to Improve the Quality of Classroom Teaching

Change English Teaching Concept, Improve Teaching Method, and Design Classroom Activities

The contemporary education theory holds that, learning depends on the students’ active participation in the learning process, and learning activities is the best way to acquire knowledge. It is very important for teacher to guide spoken language activities regarding the students as the center. Therefore, teachers must change the traditional English teaching ideas and adjust or formulate syllabus suitable for students.

Improve teaching methods. Teachers have more time to teach knowledge in the traditional teaching method, while students have less time to practice language. In order to effectively improve students’ oral English teaching effect and quality, teachers should teach earnestly, and guide students to communicate from the existing life experience through a variety of activities, such as answering questions, group dialogue, discussion, retelling, and so on.

Equipped With the Appropriate Faculty

When choosing spoken English teachers, colleges should choose those who have rich related teaching experience and new teaching ideas and thinking ways. At the same time, teachers’ English oral pronunciation and intonation should be standard and words fluency. Teachers should be given the opportunity to further study, broaden their knowledge field, and improve their spoken English. Thus, the spoken English teaching will be certain instructive and targeted for students. Teachers themselves should better be lively and affinity, because they can quickly melt into a whole with students, further to encourage students to be brave in speaking.

Break Through Psychological Barriers of College Students

Teachers should create a good classroom environment for students, try to make every students speak English in each class, even if only one or two words. The thinking of oral English classes are just for a few students whose basic English are good is wrong; teachers should make students know that teachers do not ignore any classmate, even their results are very poor. After a classmate answering “sorry, I don’t know ” when asked some difficult questions, teachers should guide him/her to give the right answer instead of asking him/her to sit down and to listen to other students’ answers. Teacher can try to give him/her hints, a recall for example, or give him/her a sentence to finish making sentences. As long as the students dare to say, teachers should give
them praise, thus cultivate the students’ courage and confidence at the same time. The most important is that
teachers not only help the students to recall, but also help students to memorize and deepen the previous
knowledge during this period. It is certain that students play the role of main body in oral English teaching, and
they themselves should give correct learning attitudes, make proactive efforts in study, so that the oral English
is fluent and normative.

Pay Attention to Spoken English Class

Spoken English classroom teaching should make students become the “leading role”, and make all kinds
of games as far as possible in the process of classroom organization, thus enrich the classroom training mode,
and avoid boring repetitive practice, arouse the enthusiasm of the students. With the wide application of
network technology and multimedia teaching, oral English teaching method has been enriched. Teachers make
English program for students to watch to learn authentic language; edit film or video to make students guess,
and dub according to the content of speculation; choose English newspaper magazine articles and topics,
expand students’ knowledge aspect and increase the language input through discussing. Also, language is the
carrier of culture, one of the important purposes to learn a language is to prepare for the understanding and
culture communication. Teachers should give students British and American culture material and data, design a
variety of real life situation from different countries, thus strengthen their cultural awareness by teaching
students to analyze the two different cultures. On the other hand, it is suitable to open English corner activities,
because those will train the courage and confidence of speaking English, stimulate students’ interests in
learning, and effectively improve their language ability and quality.

Conclusion

This paper concludes three factors which have an effect on college spoken English through the
understanding of the current status in China, namely teachers, students, and teaching environment. The author
finds some solution countermeasures through the analysis of these problems. In a word, teachers should strive
to improve their own quality in the teaching process, and create language environment from the specific
situation of students, thus developing a simultaneous with cultural background, customs, language, basic
knowledge and skills, and eventually improve students’ oral communication ability. The improvement of the
effect of college oral English teaching and language application in language theory remains to be further
research, which is also a difficult and lengthy process, relying too much on students and teachers’ work
together to success and be perfected.

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