

Research on the Development of College English Teaching Lectures in Higher Vocational Colleges

Yan Zhang^{1,*}

¹Shanghai Industrial and Commercial Polytechnic, Shanghai 201806, China

*Corresponding author. Email: 956224230@qq.com

ABSTRACT

According to the characteristics of higher vocational colleges and their students, this paper believes that it is imperative to develop a set of colloquial English teaching lectures that are complementary to the textbooks. In the process of designing college English lectures, not only the vocational students' demand for the English level test should be considered, the background of new era in which English is widely used in the later-on career should also be considered, integrating the content of basic knowledge of English language and practical skills into the classroom. Higher vocational colleges should integrate spoken language, test vocabulary and practical skills of English language using throughout the entire process of college English teaching. Aiming at the design of college English lectures in vocational colleges and universities, this article proposes three important principles, namely the principle of combining spoken language with test-taking vocabulary, focusing on the combination of graphics and text in word compilation and the principle of combining classroom English teaching with practical usage in different working conditions. The students in higher vocational colleges are different from the students in general colleges and universities, so the design of college English lectures should not only take into account the spoken language level at the time of employment, but also consider the passing rate of the English grade certificate, and pay more attention to the thoughts of practicality, so as to promote the construction of a new "student-centered" classroom teaching model and enable students to both have English-speaking skills to meet the needs of employment and have a heart to contribute to society.

Keywords: higher vocational colleges, college English, lecture studies, practical skills

I. INTRODUCTION

This article mainly innovates the way of word compilation and arrangement, combining graph image memory and adding word memory methods such as syllable memory method, root affix memory method, joint idea and contextual memory method; on the other hand, the reform of the lectures focuses on the cultivation of students' oral expression skills. The theme of each unit of the textbook is matched with the corresponding oral topic to form lectures and to implement oral training in the classroom, so that students can truly feel the importance of language learning, and the oral topic is selected from the students' actual life, and its content is added to the focus of the test vocabulary can stimulate students' interest and enthusiasm in learning English, thereby improving learning efficiency and learning habits. In addition, this

article advocates the comprehensive development of students who are required to practically use English language in different situations.

II. OVERVIEW OF THE CURRENT DEVELOPMENT OF COLLEGE ENGLISH CLASSROOMS AND LECTURES IN COLLEGES AND UNIVERSITIES

Judging from the actual situation in China at present, there is no complete set of college English lectures or teaching materials specially tailored for students in higher vocational colleges, and it can even be said that the lectures or teaching materials currently used are all unified, the content is too old-fashioned and formalized, and little attention is paid to the combination of spoken language and vocabulary, and the importance of practical use of English language is seldom emphasized.

The Soviet educator Pavlov mentioned and emphasized the principle of "step by step" in his educational works. He believes that people's cognitive

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ability is a gradual process from shallow to deep, so we should pay attention to applying this principle when writing lectures or teaching materials, so as to achieve the planning, systemic and gradualness in the process of teaching knowledge. But the fact is that most of the content in college English textbooks is isolated at present. The combination of spoken language and test vocabulary is not combined, which makes students prone to boredom, and the old content does not emphasize the practicality of language, which is not conducive to students in terms of developing a better future career.

In the classroom, students can only accept what the teacher are saying mechanically and passively, but cannot devote themselves wholeheartedly. It is difficult to transform a "classroom" mainly based on "awarding" into a "school" mainly based on "knowledge". As we all know, a correct understanding often needs to go from practice to understanding, and from recognition to practice many times to complete this truth. If the content of the lectures deviates from the students' cognitive level, it will inevitably suppress their enthusiasm for learning, consciousness of knowledge seeking, and initiative of thinking, and they will not be able to develop good learning habits.

For the instructor, if the content of the lecture is isolated in the classroom, it is difficult to complete the basic teaching tasks in the limited class time. At the same time, it presents the situation that the teacher speaks too much and the student participates less, which is difficult to achieve the reform of college English teaching and the construction of an ideal classroom teaching model of "student-centered". If college English teachers fail to unify the oral, vocabulary and practical skills, a considerable part of the students will not be able to carry out extended learning, and it will be more difficult to develop students' efficient learning ability.

III. BASIC PRINCIPLES OF COLLEGE ENGLISH LECTURE DESIGN IN HIGHER VOCATIONAL COLLEGES

This article proposes three important principles, that is, the combination of spoken language and test-taking vocabulary, the word compilation focuses on the combination of graphics and text, and the principle of combining classroom English teaching with practical usage in different working conditions.

The first is the principle of combining spoken language and test vocabulary. Students listen to classes and memorize words is an input, and class organization oral training is an output, so on the one hand, this article proposes to combine oral and exam vocabulary, arrange the key word compilation of grade exams into oral training, and make oral training into classroom

teaching as a part of it, making students can strengthen their memory of key vocabulary while training in oral English, and increase their vocabulary in the test while improving their oral English. As in the lecture notes, when talking about "holidays", "Ask for directions", "transportation", "pets", "at the restaurants", "shopping", "sightseeing", the relevant topic vocabulary is attached to the dialogue design of oral communication and after the topic during the training of topical speaking topics, in order to expand humanistic knowledge, enhance fun, and attract more students to actively participate in the classroom.

The second is the principle of combining pictures with text emphasized in the word compilation. This article proposes to include pictures and text on the word compilation and attach the corresponding word memory method. For example, when studying the third unit of "21st Century College English Comprehensive Course 1" "Magellan's Sailing", this article advocates drawing the sailing route map at that time in English version, including the oceans, continents and specific place names along the way. When learning the nouns of spices, pictures of various spices and the English counterparts are seated, so that the words are taught in pictures and texts, designed to create intelligible input, so that students can more easily absorb and accept.

The third is the principle of combining classroom English teaching with practical usage in different working conditions. This article proposes to adopt the way and skills of actually using the language into the classroom of higher vocational education, and tries to emphasize the practicality of language teaching when explaining the text of each unit, so that the students will be consciously influenced by the practical skills and indeed put the skills into actual working conditions. For example, the theme of the first unit text is "freshman", so set up a scenario in which two freshmen meet in front of the teaching building for the first time, and make a dialogue for the students to practice just as in the real life; the theme of second unit text is "faith", let the students make a dialogue by themselves talking about their own dreams and faith; the theme of the third unit text is "exploration", set a task that requires a spirit of exploration and let the students collaborate on it; the theme of the fourth unit text is "English as a universal language", set a scenario in which a new foreign employee in the company is invited to have lunch with the employees, and let the students be the employees and discuss the similarities and differences between Chinese and Western food with the new employee. College English teaching should give full play to the role of teachers for a long time who should pay attention to creating real situations for students as many as possible, improve students' skills in using English, and strengthen students' ability in using English.

IV. THE SIGNIFICANCE OF DESIGNING COLLEGE ENGLISH LECTURES FOR HIGHER VOCATIONAL COLLEGES

This article advocates the design of new lecture notes that complement and extend the college English textbooks of vocational colleges in the new era. It integrates fun, practicality, and timeliness, and fully considers vocational colleges. The current English level of the school's students not only helps to strengthen the students' basic language skills and improve the pass rate of the English Applied Ability Test (PRETCO) in colleges and universities, but also helps to cultivate students' daily spoken language, improve their communicative ability, and thus increase the employment rate. Besides, by putting real working situations into college English classrooms, emphasizing the establishment of language practicality is conducive to the cultivation of higher-quality talents, and ultimately achieves the simultaneous improvement of "knowledge transfer and ability enhancement ". This article mainly innovates the way of word compilation, combining graph image memory and adding word memory methods such as syllable memory method, root affix memory method, joint idea and contextual memory method; on the other hand, the reform of the lectures focuses on the cultivation of students' oral expression skills. The theme of each unit of the textbook is matched with the corresponding oral topic to form lectures and to implement oral training in the classroom, so that students can truly feel the importance of language learning, and the oral topic is selected from the students' actual life, and its content is added to the focus of the test vocabulary which can stimulate students' interest and enthusiasm in learning English, thereby improving learning efficiency and learning habits.

V. CONCLUSION

The lectures designed according to this article can supplement the college English courses of the entire higher vocational colleges. Its fun and practicality can effectively stimulate students' enthusiasm and resonance, and improve students' fear of refusing to remember words. The moral education thought is well integrated into classroom teaching, so it can receive good practical results and can realize the construction of a new model of "student-centered" classroom teaching.

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