

Study on the Necessity for Foreign Teachers to Introduce Oral English Teaching; Write

He Hao

Gansu Normal University for Nationalities, Hezuo, 747000, Gansu, China

Keywords: Oral english teaching, Foreign teachers, The necessity, The university english

Abstract: All the time, oral education activities in foreign language teaching are relatively important. However, Chinese English teachers may not have a special understanding of foreign culture or pronunciation, which results in the failure of English teaching. To this end, many schools have adopted the way of introducing foreign teachers to create an ideal speaking environment for students.

1. Introduction

English is an important language for communication around the world, and it attracts a great deal of attention in all countries of the world. Therefore, people pay more attention to their ability to communicate in English, the study of oral English is imminent. In the English training market, there are many well-known training institutions or books. For example, New Oriental English, Crazy English. Such training departments and related books are favored by most Chinese college students. In “college English curriculum requirements”, the Ministry of Education according to the international environment puts forward a new teaching aim of college English teaching, college English teaching should be “intercultural communicative competence” as the direction of English teaching, in order to “let the student in study, work and social activities can effectively use English for communication, to cater to China's socialist development and the basic requirement of international exchange.” As a result, many universities employ a large number of foreign teachers whose native language is English. Only foreign teachers can produce standard and standard English language and diversified foreign cultures, so as to improve college students' oral English ability on the one hand, and their cross-cultural communication skills on the other hand.

2. The Situation of Oral English Teaching in College

Now many college students' English ability can reach a very high level, and some students have also passed cet-4 and CET-6. However, most of them have a poor level of spoken English and have a strong “dialect cavity”, showing the typical characteristics of “Chinglish”. For a long time, college students' oral English situation is particularly worrying. As you can imagine, when they graduate and enter many professions, how worrying it is to speak broken English to foreigners. Moreover, Chinese and English concepts will be quite different. Chinese students learn Chinese as a child, and subconsciously start from Chinese thinking before expressing themselves, which makes it difficult

to avoid speaking Chinglish. As we all know, The Chinese language is put forward euphemically because it is relatively influenced by traditional Chinese culture. But English culture has a direct character. To take a brief example, when a Chinese person complimented her on her beauty, she would immediately say, “There is nothing you can do about it. I am not as beautiful as you.” Not so with foreigners. Others say she's beautiful. We often hear 'Thank you so much'. Therefore, the different concepts between English and Chinese hinder the communication. In oral English teaching, too little attention is paid to the introduction of British and American culture. Chen Shu once put forward that “learning a foreign language without understanding its culture is equivalent to remembering a large number of meaningless symbols, which are difficult to use effectively and often make mistakes”. Therefore, college Oral English class should not only use oral English teaching, but also make students understand the English cultural environment and improve their vision.

3. The Necessity of Introducing Foreign Teachers to Give Oral English Teaching

3.1 The Language of Foreign Teachers is Relatively Standard

The foreign teachers employed by the university take English as their mother tongue, and their pronunciation is more standardized. In an oral English class, a foreign teacher is used as a basic guide. Students first listen to the foreign teacher and then learn how to pronounce the words by imitating their pronunciation and intonation.

3.2 Foreign Teachers Have Basic Thinking of English

After listening to foreign teachers for a long time, it can have an impact on students' oral English thinking. Because Chinese students are more influenced by the concept of Chinese, speaking English is bound to be not so native. However, in the relevant classes taught by foreign teachers, students are immersed in standard English, which promotes the cultivation of students' basic habit of thinking in English, and then the information they know is stored in their brains in English, so as to effectively overcome the interference of Chinese and make the language form positive transfer.

3.3 Foreign Teachers' Understanding of English Culture is Relatively More and More Authoritative

By learning a language, you can learn about the cultures of other regions and countries. On the contrary, if you have a relatively better understanding of the culture of the target language, you can better learn the target language. Therefore, when teaching oral English, it is necessary to introduce American and American culture at the same time, so as to improve students' understanding of English culture and language. Because foreign teachers have grown up in English-speaking countries, they have a relatively good knowledge of their cultural background. Therefore, foreign teachers in the course of the Culture of English-speaking countries, not only to understand the key points, more important is true and authoritative, especially representative. This is not only helpful for students to speak standard English, but also can prevent the occurrence of pragmatic negligence. More importantly, it can help students understand the cultural background of English-speaking countries well.

3.4 Foreign Teachers Teach in a Variety of Ways

Because of the influence of European and American culture, many foreign teachers are relatively

cheerful, like to talk with people, funny humor. As a result, their humorous language, exaggerated facial expressions and larger body language allow students to learn English in an easy context during lectures. Considering the teaching quality, the way of teaching is also a concern of foreign teachers. During the class, they will try their best to use a variety of means to attract students' attention, stimulate their enthusiasm for learning English, and guide students to speak English. In addition, foreign teachers also attach great importance to the establishment of teaching AIDS, such as vocabulary CARDS, character pictures, etc. The interestingness of teaching AIDS can strengthen the intuitiveness of English teaching and help improve students' interest in learning English.

3.5 Foreign Teachers Pay Special Attention to “Listening, Speaking” to Promote “Reading, Writing”

In oral English classes, foreign teachers attach great importance to cultivating students' innovation ability with the help of some listening and speaking activities, so as to promote the cultivation of students' reading and writing ability. When foreign teachers teach, students need to focus on the meaning rather than the absolute acquisition of forms. In listening and speaking class, students are encouraged to speak out their own ideas, which is especially beneficial to reduce the psychological barriers for students to learn foreign languages. The classroom includes not only the personal guidance of the foreign teachers, but also the practice of the students, which helps the students to transform knowledge into abilities and promote their reading and writing abilities with their listening and speaking abilities.

4. Strategy

4.1 Graded Teaching in Oral English Class

Bloom's theory of mastery learning suggests that all students can acquire the same knowledge as long as sufficient time and support are provided

Learning content. As the same learners, they have many differences in learning process rather than performance, which provides theoretical support for 1:3 language course grading teaching.

4.2 Advocate Result-Oriented Curriculum Teaching Mode

The requirements or objectives of oral English teaching should be unified, specific and detailed as far as possible, and the oral English test questions, selected teaching methods and teaching contents should be conducted under the requirements of the course teaching. Adhere to the result-oriented, in order to test the students' mastery of the learning object to test the students' learning effect. In addition, it provides timely feedback to teachers' teaching and students' learning, so that both sides of the teaching can timely find the deficiency. At the same time, by providing a unified standard, education authorities have the basis to evaluate the overall quality of oral classes.

4.3 Strengthen the Cooperation between Chinese and Overseas Teachers

When learning a foreign language, one should master the basic skills, that is, listening, speaking, reading and writing. Similarly, in the oral English class, we should also pay attention to the cultivation of other abilities. Nowadays, listening, reading, writing and other courses are generally taught by Chinese teachers, while speaking courses are taught by foreign teachers. Due to the differences in cultural background, life experience and education system, foreign teachers seldom pay attention to the educational documents issued by the Ministry of Education of China, nor can

they deeply understand the requirements of oral English teaching. Local teachers have a clear understanding of Chinese students' learning characteristics and examination system because they have been influenced by domestic culture for a long time. Therefore, they can implement measures that can stimulate their learning enthusiasm. However, local teachers also lack a deep understanding of foreign culture and language. The author believes that under the international environment, Chinese and foreign teachers should communicate with each other as much as possible, constantly eliminate misunderstandings between them, and create a harmonious learning environment for students.

4.4 Introduce Multimedia Teaching

With the rapid development of network and information technology, multimedia teaching can not only provide students with relatively perfect information, but also produce sound, shape, image and other relatively vivid experience for students. Multimedia teaching can not only improve the learning content, increase the teaching information, improve students' vision, but also with the help of sound, shape, image stimulation, improve students' enthusiasm for learning.

5. Conclusion

In a word, foreign teachers have the advantage and positive effect in the course of oral English teaching which cannot be replaced by Chinese teachers. Therefore, the school should try to create a good teaching environment for students, introduce good teachers, give full play to the advantages of foreign teachers, improve the quality of college Oral English teaching.

References

- [1] Wang Zhenhuan, Lu Xiaolei, Yuan Xin, Cheng Fengsheng. *Investigation and Research on the Implementation of Communicative Teaching method in Oral English Teaching by Chinese and Foreign teachers [J]. Overseas English*,2019(10):168-169.
- [2] Qin Yuangang. *Exploration and Reflection on evaluation Criteria of Oral English Teaching Quality for Foreign Teachers [J]. Education Modernization*, 2015,5(35):106-107.
- [3] Wang Mei. *A Brief Analysis of problems and Improvement Measures in Online English Education -- An example of Oral English Teaching Platform for Non-English Teaching [J]. Chinese Journal of Multimedia and Network Teaching (Mid-Ten-day edition)*,2018(08):72-73.