On the Strategies for English Viewing, Listening and Speaking Teaching in Vocational Colleges and Universities under the Network Platform

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Abstract: With the improvement of the domestic economic level, the phenomenon of cross-regional exchange of different national cultures has become increasingly common. Society and schools have placed higher demands on students' English listening, speaking, and comprehension skills. In light of this, schools should keep pace with the times, innovate the teaching methods for English listening and speaking, and depart from the traditional forms of English instruction in higher education institutions to meet the needs of contemporary development while enhancing teaching efficiency. The transformation brought about by advanced technology has diversified teaching methods, allowing teachers to utilize online platforms for instruction. This paper will analyze teaching strategies for English listening and speaking at vocational colleges and universities within the framework of online platforms.

Keywords: Online Platforms; Vocational Colleges and Universities; Listening and Speaking Instruction

Introduction

At present, cultural exchanges between different countries are becoming increasingly frequent. English has emerged as an indispensable tool in this context. Numerous universities have introduced English language courses, aiming to equip students with the ability to proficiently use English in work-related activities and their respective fields of study. However, the actual effectiveness of teaching English in achieving these goals has often fallen short of expectations. When vocational teachers explain English language concepts in the classroom, they should fully harness the power of the English language and design teaching programs for English listening and speaking. This will create a foreign language teaching environment for students where they can apply the knowledge they have learned to address real-world problems.

1. The Importance of Online Platforms in English Listening and Speaking for Vocational Colleges and Universities

At present, network technology has covered the majority of vocational colleges and universities, playing an immensely significant role in English education at these institutions. On the one hand, it has improved the teaching environment for English, and on the other hand, it has enhanced the quality of English instruction. English instruction conducted through online platforms represents a novel teaching method that brings forth more possibilities for English education. Empowered by these platforms, teachers continuously encourage student engagement, cultivate a collective consciousness, and promote self-directed learning.

Moreover, the instructional approach offered by online platforms combines audio, text, and video content, injecting new vigor and vitality into the traditional teaching models. Lessons become more enjoyable, fostering a stronger connection between teachers, students, and electronic devices. This helps students integrate into the learning environment, enabling them to discern hidden meanings within language through physical actions, facial expressions, and other cues. In a specific instructional context, students can experience real-world situations, fueling their enduring curiosity for the English subject.

In addition to these benefits, online platforms offer a wide array of English teaching resources, providing great convenience for teachers, students, and parents. Students can independently choose content that piques their interest, thus elevating their proficiency in English listening and speaking.

2. Challenges in English Listening and Speaking Instruction at Vocational Colleges and Universities

2.1 Insufficient Enthusiasm for English Learning among Students

Vocational college and university students often have lower scores, and for many of them, English is a significant obstacle during their academic journey. Most of these students have weak English foundations, poor study habits, and a lack of strong self-discipline. In vocational schools, they primarily focus on technical education, paying less attention to subjects like English. This situation not only negatively affects students' attitudes towards learning but also hinders the smooth progression of teaching plans for teachers.

2.2 Unreasonable Class Scheduling

In the context of English instruction in vocational and technical colleges, there exists the issue of unreasonable class scheduling. Faced with the daunting task of teaching, many English teachers tend to stick to traditional methods, pushing through the curriculum. Unfortunately, this often disregards the varying learning abilities of students. Furthermore, in courses focused on listening and speaking skills, instructors tend to teach these aspects separately, following the textbook and delivering knowledge points with limited interaction between teachers and students. Due to the influence of cultural differences, students often have limited knowledge of foreign cultures. This lack of cultural understanding results in a less profound comprehension of certain aspects of the subject matter.

2.3 Lack of Innovative Teaching Models

Currently, English instruction in China is still primarily teacher-centered, with teachers leading the class in vocabulary and grammar instruction, analyzing the details of words and phrases when reading English texts, and explaining grammar rules while dissecting the overall meaning of the text. Many English teachers in vocational colleges and universities previously taught at secondary vocational schools, and some schools with limited resources hire foreign teachers. Many of these instructors have never received relevant professional training, and their knowledge of English may not be comprehensive. Additionally, during the early stages of the vocational college and university education reform, many teaching resources remained outdated, and online learning platforms were not established. This led some teachers interested in implementing a flipped classroom model to doubt their capabilities, which did not favor the normal progress of teaching.

3. Strategies for Implementing College English Listening and Speaking at Vocational Colleges and Universities Through Online Platforms

3.1 Enhancing Classroom Instruction Management

In the past, vocational colleges and universities primarily relied on traditional classroom methods for teaching English listening and speaking. This approach was too one-dimensional, often involving the use of recorded materials for reading and listening exercises. Teachers would lead the class, and students were passive recipients of instruction, leading to a lack of autonomy in students during English materials' listening and speaking. Utilizing advanced information technology, innovation in teaching methods can occur through online platforms. This allows for the integration of multimedia materials for listening and speaking into the curriculum. The disjointed use of listening materials, oral exercises, and short video clips can be eliminated, allowing for the application of English listening, speaking, and comprehension within the context of classroom management and a rejuvenated teaching approach.

3.2 Enhancing Independent Reading Practices

Leveraging online technology can help build a platform for sharing English learning resources. Building upon the existing educational resource platforms in schools, students can upload English course materials, listening exercises, audio and video files, foreign cultural content, and extracurricular reading materials. Students can then choose appropriate materials based on their learning needs, fostering a sense

of autonomy in their learning. Additionally, the development of online English listening and speaking assessment systems can help students gauge their proficiency, enabling them to plan subsequent English learning strategies.

3.3 Diversifying Teaching Activities

To enhance the English listening, speaking, reading, and writing proficiency of students at vocational colleges and universities, the first step is to recognize the students' central role in the classroom. During this process, teachers must clarify the learning objectives and contents, ensuring students actively participate in English listening, speaking, reading, and writing activities. It is essential to set clear teaching goals and content in each unit of study and ensure students comprehend English language concepts. Teachers should devise novel teaching activities and organize various forms of English activities. However, English language learning is inseparable from specific language environments, so teachers should create an English language environment to align with the teaching content and improve teaching strategies. They should make extensive use of teaching conditions to complete classroom instruction.

3.4 Advantages of Conducting English Listening and Speaking Instruction on Online Platforms

Leveraging online platforms for English listening and speaking instruction offers several advantages. It enhances interaction between teachers and students by providing channels such as forums and email for timely communication of ideas. Students can also select English content that aligns with their personal interests and hobbies, customizing their learning experience. Online platforms provide vocational and technical college students with access to a wealth of learning resources, such as CNN, 21st Century, and more. These diverse learning materials can help elevate the English proficiency of vocational and technical college students.

4. Conclusion

In conclusion, when conducting English listening and speaking instruction in vocational and technical colleges, it is essential to revolve around students' learning situations and utilize technological means to enhance the English teaching methods. This approach increases students' autonomy in learning and stimulates their interest in English, ultimately improving the quality of English instruction. This, in turn, contributes to the education of highly skilled and versatile talents for society.

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