

A Study on the Optimization Strategies of Oral English Teaching in Secondary Vocational Schools under the Second Language Acquisition Theory

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Abstract: With the deepening of economic globalization, the relationship between countries in the world has become increasingly close. English, as the common language of communication among countries in the world, plays a very important role in the world. At present, China is in a critical period of educational reform, and universities are constantly improving teaching methods and teaching quality. In English teaching, oral English teaching is an important link. Improving the quality of oral English teaching can comprehensively improve students' English learning ability. Second language acquisition theory, as a new teaching concept and teaching method, has an important impact on the educational reform of major universities in China. Therefore, colleges and universities can try to apply the second language acquisition theory to oral English teaching to further improve students' oral English ability. Based on the second language acquisition theory, this paper deeply analyzes the current situation and problems of oral English teaching in secondary vocational schools, and puts forward corresponding optimization strategies for these problems, aiming at providing reference for secondary vocational English teaching.

Keywords: Second language acquisition theory; Secondary vocational English; Oral English teaching; Optimization strategy; Reform in education

1. Introduction

As we all know, English is a universal language, which plays a very important role in daily life, work and study all over the world. As the only official language of our country, English has been popularized and used in our country for several decades. During the process of learning English, teachers should focus on cultivating students' language ability and try to improve students' spoken English level. As one of the most widely used and widely used languages in the world, English plays an important role in our educational reform. Along with the deepening of reform and opening-up, the economic situation is constantly changing and the social development puts forward higher requirements for talents [1]. Therefore, colleges and universities should reform and innovate their talent training programs, and take oral English teaching as an important part. Oral English teaching has been popularized and used vigorously in Chinese colleges and universities, which has achieved remarkable results. But at the same time there are still some problems [2]. For example, in oral English teaching, students' enthusiasm is not high, teachers' level is limited, teaching methods lag behind and so on. These problems have seriously affected the improvement of our spoken English teaching level. Therefore, China's major universities should constantly optimize teaching methods, improve the level of teachers, improve teaching quality, improve teaching evaluation system and other aspects, in order to better cultivate high-quality talents. The theory of second language acquisition is one of the most concerned theories in the world [3-4]. It mainly studies the theory that people acquire language competence in the process of second language acquisition. Applying second language acquisition theory to English teaching in secondary vocational schools can make students more deeply aware of their shortcomings and problems in language learning. English teaching in secondary vocational schools should grasp the educational concept of "student-oriented", stimulate students' interest in English learning, and make them actively participate in English learning. Teachers should pay attention to improving students' oral English expression ability and autonomous learning ability, and promote the all-round development of secondary vocational students.

2. Overview of second Language acquisition Theory

The theory of second language acquisition (SLA), which is developed in the course of second language learning and teaching, mainly studies the psychological and physiological mechanisms of learners in learning a second language. From the concept of second language acquisition, second language acquisition refers to the mutual transformation between human language ability and natural acquisition. In the process of second language acquisition, learners need to experience a certain period of learning before they can master a language. In the course of the study, researchers found that learners' brains change with the language environment during the learning process. Therefore, second language acquisition theory is a dynamic learning process. Because different learners will have different degrees of language barriers in learning foreign languages, the researchers put forward corresponding countermeasures. Therefore, second language acquisition theory is mainly divided into the following aspects: first, the relationship between second language acquisition and first language; Second, study on second language learning skills and methods under the theory of second language acquisition [1].

3. The current situation and cause analysis of oral English teaching for secondary vocational students

As an international common language, English is widely used in the world, and requires more and more comprehensive ability of students. At present, China's education system is constantly improving. Under the background of quality education reform, English teaching in secondary vocational schools has been highly valued by all sectors of society. There are hundreds of millions of secondary vocational students in China, but the general English foundation is weak, and some students do not like learning English. Teachers should strengthen the cultivation of students' interest in English learning and improve students' oral English expression ability through various ways.

For oral English teaching, teachers should first improve their oral English ability, be able to use the knowledge of flexible, secondly, to develop a scientific and effective teaching plan. However, at present, most secondary vocational schools carry out oral English teaching in accordance with the traditional mode of "full classroom irrigation", with teachers as the leading and books as the focus, and do not stimulate students' interest in learning, and students do not actively participate in oral English learning. Oral English learning content is too monotonous and boring, lack of interest. Secondly, teachers lack sufficient understanding and respect for secondary vocational students. Secondary vocational students because of the exam results are not ideal or other reasons can not enter the ideal school, and when entering the school, the younger age, not much experience, so in the psychological will have a sense of inferiority, depression. Lack of interest and passion for oral English teaching. In addition, there are still some problems such as backward teaching ideas and outdated teaching methods.

4. Problems in oral English classroom teaching

According to relevant statistics, the oral English level of students in secondary vocational schools in China is generally not high. In the actual process of oral English teaching, teachers mostly use traditional teaching models and methods. Although some results have been achieved, there are still many problems in the actual teaching process. The main reasons are as follows:

First of all, the quality of students in secondary vocational schools is generally not high. Due to the poor quality of students, some students lost interest in learning and confidence in English learning because of the difficult family conditions.

Secondly, there are some problems in teaching materials used in English courses in secondary vocational schools. At present, the English textbooks used by many secondary vocational schools are mostly written by ordinary universities or key universities. There is no scientific and reasonable design for English language expression and oral learning methods in textbooks. At the same time, teachers explain the content is too boring. Many English teachers in secondary vocational schools are too boring and lack of interest in their lectures, which leads to students' low enthusiasm for learning.

In addition, most English courses in secondary vocational schools are taught in the form of dialogue. Although some teachers will make classroom content into multimedia teaching materials such as animation or video for students to watch and learn, most teachers do not take into account the actual level of students, but blindly instill knowledge points into students, which can not fully arouse the

enthusiasm of students to learn oral English. In addition, classroom management is not in place. The management of most secondary vocational schools is relatively strict. Some teachers can't understand the urgency of students to learn oral English well, and often criticize students by scolding. This can not only solve the problem, but also cause students' rebellious psychology, resulting in weariness of learning.

At the same time, many secondary vocational schools have poor classroom discipline, classroom disorder, these phenomena are not conducive to the orderly conduct of oral English teaching. Thirdly, some teachers' oral English teaching methods have problems, lack of communication between teachers and students, and the classroom atmosphere is tense. Most oral English teachers in secondary vocational schools tend to focus on teaching grammar and vocabulary while ignoring the cultivation of students' oral English ability. And the English course arrangement is relatively compact, students can not have enough time for oral English training. The lack of communication between teachers and students can not adjust the teaching methods according to the actual situation of students, which makes the classroom learning atmosphere tense, students can not complete the oral English learning task.

Finally, secondary vocational school students also have certain problems. Many secondary vocational students do not have a good language environment, lack interest in learning, and lack confidence and motivation in English learning. Therefore, for the above reasons, secondary vocational students seldom use oral English to express their thoughts and ideas in daily life.

5. Methods of second language acquisition in oral English class

Secondary vocational schools should further update their ideas, improve teaching conditions, perfect teaching facilities and enhance the quality of teachers on the basis of the existing. In addition, teachers should establish a scientific teaching evaluation mechanism to cultivate students' interest in English learning and stimulate their enthusiasm in oral English expression. At the same time, schools should pay attention to strengthen the basic knowledge and basic skills of English training, strengthen students' listening and speaking training. In addition, schools can also develop students' oral expression ability through extracurricular activities. For example, schools can regularly hold English corner activities, English speech contests and so on. In addition, some oral training activities can also be carried out in combination with the actual situation in the teaching process. For example: learn English daily language, understand some simple daily conversations, do a simple self-introduction in English and so on. These training activities can effectively improve students' oral expression ability and expression skills. In order to make students better use of second language acquisition in oral English class, teachers can optimize oral English class according to the actual situation of students. For example, teachers can use multimedia technology to teach in class, which can not only enhance students' interest in learning, but also stimulate students' enthusiasm for learning, so that they can better participate in oral English learning. Teachers can use multimedia technology to provide students with rich English knowledge explanation and words, sentences, etc., so that students can better master English words, phrases, sentences, etc. In addition, teachers can also use multimedia technology to play some English songs or movies. When playing these English songs or films, teachers should pay attention to the speed of playing within 15 words per minute as far as possible, so that it can better arouse students' interest in learning. In conclusion, in order to better use the second language acquisition theory to improve students' oral English ability, teachers should pay attention to some teaching methods and teaching skills in class to improve students' oral English ability.

5.1. Strengthen the connection between "listening and speaking" and "reading and writing", and strengthen oral training

"Reading and writing" is an important way of second language acquisition, especially oral expression, which depends not only on "listening" but also on "speaking". Therefore, in teaching, teachers can design some communicative activities to guide students to express themselves orally. For example, after learning Unit 2 in China, teachers can rewrite the text. Then ask students to find relevant short sentences around the topic of the article and organize them into a coherent English dialogue. Teachers can divide students into groups, and then complete the task through group cooperation. In this process, the teacher should guide the students to find out the relevant words or short sentences according to the content of the article, and then conduct sentence building exercises. Teachers should also guide students to learn English sentence structure and grammar knowledge. When students accumulate a certain amount of vocabulary, they can begin to learn simple grammar knowledge. For

example, after learning "Unit 2 in China", students can be organized to retell and complete sentence structure division and grammar knowledge accumulation by group cooperation. In this way, students can master more language knowledge in practice.

5.2. Enrich teaching methods under second language acquisition theory

Teachers should be good at using various teaching methods flexibly according to different teaching contents and different teaching objects. For example, when teaching oral English, teachers can use situational teaching method. This method is mainly based on the characteristics of oral English learning, combining English learning with real life, so that students can internalize English knowledge in specific situations. In addition, teachers can also use communicative methods to cultivate students' language communicative competence, and help students better learn English knowledge when conducting communicative activities. In addition, task-based teaching method can also be used to improve oral teaching efficiency. Task-based teaching method is a kind of classroom activity mode centered on language learners, which can help students better master English knowledge and improve oral English learning effect. Therefore, oral English teaching in secondary vocational schools should be combined with the current learning situation and characteristics of students. In addition, we should combine theory with practice, and constantly summarize experience and lessons in the actual oral English learning process, so as to better improve the quality of oral English teaching in secondary vocational schools.

5.3. Improve students' oral ability

In oral English teaching, teachers should proceed from the actual situation of students, constantly improve and innovate teaching methods, help students to improve their oral ability, and promote the comprehensive quality of students. In the process of English teaching, teachers should combine the content of textbooks and formulate reasonable oral training programs for different chapters. For example, when teaching Unit 2 Written by Public Health in New Concept English Book 3, teachers can organize students to play roles. Under the guidance of the teachers, the students consolidate and review the vocabulary and phrases in the textbook of New Concept III by acting out the dialogues, so as to effectively improve their oral English ability. Teachers should pay attention to the actual situation of students in a reasonable arrangement of training plans, provide students with more practice opportunities, constantly improve oral English ability.

6. Conclusion

Second language acquisition theory has an important impact on English teaching and can provide new methods and models for students' English learning. Therefore, major colleges and universities should actively use second language acquisition theory in teaching. For secondary vocational students, English is the focus and difficulty of their study, so colleges and universities should pay attention to improving their oral English ability and take effective measures to improve their oral English ability. This paper mainly expounds the importance of second language acquisition theory and oral English teaching in secondary vocational schools, and discusses the effective strategies that colleges and universities can adopt in oral English teaching under the second language acquisition theory.

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