

Research on the Informationization Reform of Oral English Teaching in Higher Vocational College Based on AI Technology

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ABSTRACT

In the wave of educational informatization reform, the application of artificial intelligence technology will bring significant changes to vocational education. The informationization reform of oral English teaching in vocational colleges based on AI technology can provide students with real and interactive English context through AI technology, and improve their oral English communicative competence. This can also break through the limitations of traditional oral English teaching models and stimulate students' initiative in practicing oral English. This can further guide teachers to adjust teaching content and progress, and improve their teaching efficiency.

KEYWORDS

AI technology; oral English communicative competence; assessment mode; three-in-one; online practice platform

1 Introduction

With the rapid development of technology, AI technology is profoundly influencing the field of education. Vocational colleges carrying out information technology reform and applying it to oral English teaching can inject new vitality into the development of vocational oral English education.

2 The Significance of Carrying Out Informatization Reform Based on AI Technology in Vocational College Oral English Teaching

2.1 Creating English Context to Improve Vocational College Students' Oral English Competence

In vocational college oral English teaching, the informatization reform based on AI technology can provide students with a real and interactive oral English environment. This is of great significance for students to enhance their oral communicative competence. AI technology can simulate real scenarios such as shopping, asking for directions, and making appointments, allowing vocational college students to experience the authenticity of the language environment while completing oral English dialogue tasks. This further enables vocational college students to apply the knowledge learned in the classroom, thereby enhancing their language proficiency. English teachers using AI technology to guide students to engage in oral communication through role-playing can provide students with more realistic practical opportunities, enabling them to experience the application of English in real-life scenarios, thereby stimulating their interest and motivation for learning, and helping to enhance the oral communicative competence of vocational

college students. AI technology can also analyze students' oral communicative competence and provide targeted teaching resources for them. For example, for some students who have fluent oral English expression, the system may increase the complexity of the context, or use more advanced vocabulary and sentence patterns during oral conversations with the student; For students with weak English speaking foundation, the system can simplify the dialogue context or provide voice and sentence prompts to maximize the improvement of each student's oral English communicative competence.^[1]

2.2 Stimulating the Initiative of Learning and Breaking Through the Limitations of Traditional Teaching Models

In vocational college oral English teaching, informatization reform based on AI technology can transform students' thinking and cognition, stimulate their initiative in learning, and improve their self-learning ability. Integrating AI technology into oral English teaching in schools can greatly improve the effectiveness of students' oral English learning. This helps to enhance students' confidence and motivation in speaking English, form a correct attitude and encourage them to invest more time in practicing, forming a virtuous cycle. In the traditional oral English teaching mode, students are often in a passive learning state and need to undergo oral imitation training according to the goals and requirements set by the teacher; This affects students' self-learning and creative abilities. By introducing AI technology in the classroom, teachers can attract students to actively participate in oral English practice through intelligent interaction and personalized feedback functions. They no longer need to strictly follow the teacher's requirements for oral imitation training, but have a certain degree of autonomy; Their ability to independently learn spoken English will be significantly improved.^[2]

2.3 Understanding Students' Learning Situation and Improving the Teaching Efficiency of oral English Teachers

The use of AI technology by vocational college teachers in teaching can help optimize the teaching process and improve teaching efficiency. AI technology can automatically record students' English speaking practice data and enable teachers to easily obtain first-hand information, thereby forming a comprehensive and accurate understanding of students' actual oral English situation. Based on this, teachers can adjust teaching content and progress in a targeted manner, and focus teaching on areas where students' English speaking skills are weaker, in order to help students break through bottlenecks and improve their English communicative competence through personalized guidance. In summary, teachers using AI technology in oral English classes can further improve their teaching efficiency while saving time and energy.^[3]

3 Problems in Oral English Teaching in Higher Vocational Education

3.1 Traditional Teaching Philosophy and Single Teaching Mode for Vocational oral English Teachers

Some vocational college English teachers have a more traditional teaching philosophy, focusing more on cultivating students' reading and writing abilities compared to oral English practice. This results in English teachers' classrooms mainly focusing on grammar explanations and written exercises, neglecting the training of students' English speaking abilities. Under the influence of teachers, students' interest and enthusiasm for oral English learning are suppressed, and they will

gradually underestimate oral English skills from the past. In terms of teaching mode, some English teachers still use the indoctrination teaching method of "teacher explanation, student listening". This results in students having to passively accept oral knowledge and engage in mechanical conversations or repetitive exercises, which is not conducive to improving their oral skills. Even some teachers fail to provide students with practical opportunities for oral communication, resulting in students falling into the dilemma of "mute English".

3.2 The Lack of Atmosphere of Spoken English in Vocational College Campuses

There are a variety of campus activities in vocational colleges, but relatively few activities related to English speaking. In the campus environment where the English speaking atmosphere is not strong, vocational college students do not have opportunities and scenes to use English for dialogue or communication, and their English pronunciation, or grammar, will not be improved. Over time, the English speaking literacy of college students will gradually decline, forming a vicious cycle. And vocational colleges have not created an atmosphere that values English communication, for example, the entire campus slogans are all in Chinese; The school has not developed any platforms or equipment to improve students' English speaking skills, which makes it difficult for students to develop a mindset of valuing English speaking. In the classroom, English teachers rarely use English as a coherent language, and students also rarely use English to answer questions, which further reduces students' practical opportunities to practice English speaking. In addition, the differences in students' oral proficiency can also make it difficult for them to engage in effective conversations with peers in the classroom. Students' English speaking ability will gradually decline in classrooms and campus environments with a weak English speaking atmosphere, and their confidence in English speaking will also be constrained as a result.

3.3 The oral English Evaluation Mode Needs to be Updated

The traditional evaluation of oral English teaching is mainly based on teachers, who focus their attention on the correctness of pronunciation, grammar, and vocabulary, lacking a diversified and comprehensive perspective. This results in students' oral proficiency not being fully demonstrated. The evaluation method is single and the content is one-sided, with the teacher as the center and ignoring the subject status of students in the learning process. It only relies on the subjective judgment of teachers, resulting in a "What I say goes" teaching mode that cannot accurately reflect students' oral proficiency and progress. The evaluation mechanism has failed to effectively supervise students' oral learning, and students lack systematic guidance and feedback after class, resulting in poor learning outcomes and difficulty in stimulating students' learning enthusiasm and persistence.^[4]

4 Specific Measures for the Informatization Reform of Vocational oral English Teaching Based on AI Technology

4.1 To Innovate the "Trinity" Teaching Model of Students, Teachers and the Internet

English teachers in higher vocational colleges need to break the traditional teaching mode, innovate teaching methods, and implement the "trinity" behavior oriented teaching method of "teacher led, student centered, and Internet assisted" to continuously extend oral English classroom teaching. Before class, English teachers can use online platforms to push English speaking related learning resources to students, allowing them to familiarize themselves with the real language

environment, accumulate English speaking vocabulary, and increase their language input; In the classroom, teachers encourage students to communicate freely in English. During the process of student communication, teachers assist and help students correct pronunciation and grammar errors; After class, teachers guide students to practice independently through human-computer interaction, strengthen their language skills, and improve the accuracy and fluency of their oral expression.^[5]

4.2 To Build an Online English Speaking Practice Platform and Set up Regular English Corners

Vocational colleges introduce or develop online oral English practice platforms with speech recognition and dialogue functions to ensure that students can schedule oral practice according to their personal time. In this process, teachers need to integrate course and textbook resources, assist information technology teachers in enriching the resource library in the online oral English practice platform, and form a teaching resource library that matches the course and textbook to meet the different needs of students from basic to advanced levels. Vocational colleges should organize English speaking practice corners to provide students with a relaxed and interesting English communication environment, in order to help them overcome English speaking barriers, improve their English proficiency, and create a good English learning atmosphere throughout the school. At the same time, English teachers or foreign teachers should be arranged to guide students in the English speaking practice corner, correct students' pronunciation or grammar errors, and improve students' practice effectiveness.

4.3 To Correct Errors According to Real Time Feedback and Assessment Based on AI Technology

Vocational colleges should expand the functions of AI technology to provide real-time feedback and assessment of students' oral practice. One of them is a speech recognition and analysis system that improves AI technology. When students use AI technology to practice oral English, they should be able to accurately evaluate their pronunciation, intonation, speed, and other aspects. A speed adjustment function should be set up to serve students with different levels of English speaking proficiency. Students with poor English speaking skills may feel frustrated when using AI technology for oral practice due to speaking too fast and unable to understand or communicate effectively. However, slowing down the pace can help students gradually adapt to the rhythm of the English language and enhance their enthusiasm for English speaking practice. And some students with strong English speaking abilities can adjust their pace appropriately to maximize their learning effectiveness.

5 Conclusion

In previous vocational oral English teaching, there were problems such as outmoded teaching concepts, single teaching models, teachers and students' disregard for oral English skills, the need to update oral English assessment models, and low efficiency in oral learning. Therefore, vocational colleges should carry out teaching informatization reform based on AI technology to break the traditional teaching mode, enhance students' English speaking ability, and optimize the effectiveness of students' English speaking practice. The specific methods include adopting the "trinity" behavior oriented teaching method of "teacher led, student centered, and Internet

assisted", building an online practice platform for oral English, organizing oral English practice corners, creating a positive campus atmosphere, and using AI technology for real-time feedback and evaluation. It aims to give full play to the advantages of AI technology and improve teaching quality.

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