

The Practice of Recitation in Business English Teaching in Higher Vocational Colleges

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Abstract: To meet the new needs of social development, business English teaching is becoming more and more important in higher vocational education system, but the quality of teaching can not meet the social expectations. Under the background of all walks of life trying to solve this problem, what the first-line Business English teachers can do is to try different teaching methods to strengthen the teaching effect under the existing conditions. Based on the long-term teaching practice, this paper boldly puts forward the significance and practical approach of Recitation in Business English Teaching in higher vocational colleges, which can be used as a reference for business English teachers.

1. Introduction

The "one belt, one road" initiative has set off a wave of development of higher vocational education. On the one hand, "business English" majors are springing up in higher vocational colleges, and the number of applicants and students is increasing. At the same time, in response to the development of the times, business English, as professional English in the non-English talent training program, is also growing rapidly. Therefore, the overall audience of business English teaching is growing rapidly, and the detection and supervision of the teaching effect is also more extensive. On the other hand, with the implementation of Higher Vocational enrollment expansion policy and the popularization of individual enrollment mode, the overall quality of students in higher vocational colleges has declined, and their basic level of English is generally low. Under such a dual background, the quality of business English Teaching in higher vocational colleges is facing severe challenges. Business English teachers are facing a common problem, that is, how to effectively improve the quality of business English teaching and strengthen the teaching effect. Recitation, the most universal method in the initial stage of language acquisition, has thus entered the research and practice of foreign language teachers.

2. An Overview of Recitation

It is believed that every Chinese is familiar with the picture of a group of children in ancient private schools shaking their heads and chanting ancient articles with their teachers rhythmically. In the initial stage of learning to speak and read, no one has ever bypassed reading aloud. And, almost all language beginners have experienced the period of reading and reciting. No matter in any era, language acquisition is inseparable from reading or chanting. Reading aloud is, for the participants, a process of transforming words into sounds, understanding the materials through the rhythm of sounds, and then reorganizing and innovating what they read into specific situations and meanings in their consciousness. It is a process calling for the participation of eyes, ears, mouth and brain. And also, it is an essential information input process in language acquisition. Because it can mobilize people's various senses, the real participation of people in the process of reading will naturally increase. A high degree of participation means that information in this process will leave a deep impression on people's mind, and the degree of memory will be improved. Thus, the process of information input and memory is naturally completed. This method plays an irreplaceable role in the

primary stage of language acquisition and even in the whole process of language acquisition. However, the research on the method of Recitation in the educational field focuses on the process of mother tongue acquisition. In the second language teaching, the introduction of recitation is relatively less, and more concentrated in the primary and secondary school stage. So far, there are few researches on the use of Recitation in the second language acquisition in higher vocational education.

3. Difficulties in Business English Teaching in Higher Vocational Colleges

At present, in Business English Teaching in vocational colleges, both colleges and teachers are facing the same dilemma, that is, the teaching effect is obviously not up to expectations. According to the feedbacks of employees from the employers, business English application ability has been criticized by many parties, so the teaching ability of colleges has been questioned. Colleges repeatedly emphasize the quality and effect of business English teaching to teachers. Teachers try every means and models to improve the teaching effect, but the result is always unsatisfactory. To be specific, there are several common problems in Business English teaching that make teachers at a loss.

3.1 Students' Participation in the Teaching Process is Very Low

According to the results of many peer teachers' exchanges, combined with their actual teaching experience and discussion at all levels, the most difficult problem that teachers generally face in Business English teaching is that no matter how the teachers organize the teaching, the students' general reflection is irrelevant. For the guidance and questioning of teachers, students take the same way as response--silence. More than half of the students will not participate in the situation simulation and project arrangement activities. Any content related to the teaching content, or just the reason for not participating, is also responded in silence.

3.2 The Gap between Students' English Foundation and Teaching Objectives is Too Large

According to the relevant documents of the education system, there are certain teaching standards for business English major in higher vocational colleges. Under the guidance of this standard, each higher vocational college has its own detailed professional standards and teaching objectives, which are the programmatic documents of business English teaching. Guided by these documents, the talent training program specified the standards for their own professional teaching. However, those who make rules ignore the students' lower English foundation. The current overall situation of students in higher vocational colleges determines that the students' English base is generally lower than the default starting level of the teaching standard. Teachers are faced with the extremely contradictory situation -- after the completion of the teaching task of 32 to 64 hours in a semester, students need to pass a certain level test (such as A-level of College English application ability test), and the current English level of students is no more than the level of Primary school students. If students are organized to supplement the basic knowledge of middle school, the class hours are too limited; if teachers ignore the students' English foundation and teach directly according to the teaching materials of higher vocational education, students' interest in learning will be completely lost, and the passing rate of examination will also be far lower than expected.

3.3 Business Simulation Training Equipment is Too Short

Among a small number of students whose English foundation is relatively close to the starting point of higher vocational education, the most prominent objective restriction in Business English teaching is the lack of business training venues. In many vocational colleges, the proportion of business courses is small. Those that have been set up are mostly concentrated on oral explanation. Simulation training is too difficult to carry out. Teachers can only use a variety of effective descriptions to assume the scene, but the training effect is greatly reduced.

4. The Practice of Recitation in Business English Teaching in Higher Vocational Colleges

As first-line Business English professional teachers, after a long period of repeated experiments from teaching practice, we found that as long as the method is appropriate, recitation has a unique effect on the improvement of business English teaching effect in higher vocational colleges, which not only helps to solve the above three dilemmas, but also improves students' interest in learning and changes the overall learning atmosphere.

4.1 Ask Students to Repeatedly Read Simple Materials Aloud, to Improve Their Participation in Teaching

For the students who are accustomed to silence, teachers can temporarily ignore all kinds of objectives of business English Teaching in Higher Vocational Colleges at the beginning. Select simple English materials suitable for students' level, and organize them to read aloud repeatedly. As for the meaning of these materials, new words and syntax, it is not necessary to explain in depth and memorize forcibly for the time being. In this way, thinking and memory can be avoided to an extreme extent, and only mechanical repetition is needed, students' resistance to the teaching content will be reduced to a certain extent, and thus their possibility of participating in teaching activities will be increased. Participation is the beginning of breaking students' silence. In the process of mechanical repetition, students are gradually guided to be used to the language and correct their pronunciation, and gradually start to imitate the intonation of native English speakers, so as to gradually perceive their progress, gain self-confidence and generate interest. As long as students can participate in reading activities, it is the beginning of changing students' learning state.

4.2 Let Students Read and Recite the Selected Materials for Information Input and Knowledge Reserve

For students who have a certain foundation of English knowledge and have a relative interest in English learning, but their knowledge base cannot meet the starting point of business English Teaching in higher vocational education, teachers can choose materials suitable for their knowledge level and ask them to recite as much as possible on the basis of repeated reading. Reading and recitation is an excellent way to increase students' vocabulary and sentence pattern accumulation. As the saying goes, "read a hundred times, and its meaning is self-evident", recitation will, to some extent, reverse the traditional "memory based on understanding" into "understanding in the process of memory". Under the multiple restrictions of various teaching objectives such as examination certificate, extremely limited teaching hours and students' lack of basic knowledge, recitation can solve the contradictions of all parties to the greatest extent. In the process of forcibly increasing students' language information input and reserve, examination oriented education and quality education are organically combined to improve the teaching quality.

4.3 Play Audio-Visual Teaching Materials and Ask Students to Imitate Them, So As to Make Up for The Lack of Practical Training Caused by The Lack of Site and Equipment

In view of the shortage of business simulation training equipment, teachers can try to play the selected audio-visual teaching materials on business English, with the help of ordinary multimedia equipment. By having students repeat and imitate the dialogue, we can create a relatively realistic scene. When students are lazy to participate in tasks such as scenario simulation and project arrangement, this method can strengthen students' perception of business scenes in the process of forced repetition, make students familiar with real business scenes through sounds and pictures in the absence of training room, and master common English and etiquette in business occasions.

4.4 Organize Students to Read Aloud Regularly to Cultivate Their Sense of English Language

The teaching starting point of business English in higher vocational colleges should be the level of high school graduates. But with the growing popularity of independent enrollment, the knowledge level of higher vocational students is declining, and their learning habits are getting worse. In other words, the high school education of most vocational students is relatively unsuccessful. At present, in terms of English, less than 30% of vocational students can reach the high school level. Their overall interest in English learning is low, and their learning habits are poor. Therefore, it is

necessary and obligatory for higher vocational colleges to organize and arrange their own teaching activities innovatively under the premise of the laws and regulations of higher vocational education system, so as to help students develop good learning and living habits while awarding knowledge. Business English is an English major. Colleges can arrange early reading. The teacher selects reading materials and requires the students to read aloud repeatedly at a given time. As long as the reading materials are suitable for the students' current level, repeated reading can cultivate the students' sense of language, and help the students eliminate the conflict to the language learning unconsciously, and then change from passive mechanical reading to active learning gradually.

4.5 Select Classic English Materials for Students to Read and Chant, to Cultivate Their Core Quality.

Although the overall English foundation of vocational college students is poor, but there are a few students whose English education in high school is effective. These students have a relatively solid basic knowledge of English and a strong interest in learning English. For these students, teachers can select classic English materials and organize them to read in addition to business English teaching tasks. Classic reading can enable students to feel the beauty and power of English language and the subtlety of English national culture in the process of reading, guessing and chanting, and then stimulate students' interest in exploring and learning, cultivate their autonomy and enthusiasm in learning, and strengthen their core quality.

Language acquisition is a long-term process. Vocational college students have their own characteristics, while business English has its specific requirements and uses. Reading aloud has many advantages in the teaching process of business English for vocational college students. However, the ways and methods of reading in business English teaching still need to be explored and practiced by all business English teachers.

5. Problems to be Solved

Reading aloud has a certain effect in Business English Teaching in higher vocational colleges, which can solve many problems in teaching to a great extent. But most English teachers in Higher Vocational Colleges dare not use it too much, because there are problems that cannot be solved by teachers

5.1 Conflict between Teaching Objectives and Teaching Hours

As mentioned above, the characteristics of vocational education make higher vocational colleges pursue the rate of students obtaining evidence, but to a large extent, they ignore the gap between the starting point of students' knowledge and the level of knowledge required for obtaining evidence. Due to the limited arrangement of class hours, teachers are not allowed to organize teaching based on the actual starting point of students' knowledge. So most teachers have to strengthen the training of students' examinations. In such a real situation, recitation, which takes up a lot of time in the early stage, is a method that teachers naturally dare not choose.

5.2 Division of Student Groups

Due to the wide gap between students' levels, the choice of reading materials needs to vary from person to person. In order to provide students with appropriate reading materials accurately, it is necessary to divide students into different groups according to their own English levels. However, in higher vocational colleges, it is suspected of treating students differently. This is also a problem that teachers dare not handle without permission.

The solution of these problems needs the support of the college level and even all levels of education management departments. Here, these problems are put forward for discussion by relevant departments and practitioners.

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