On the Necessity of College Oral English Test

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Abstract

Under the background of rapid social development, English, as an international language, has received more and more attention and is an important skill for college students. Oral English is an important component of English and an important criterion for judging students' actual English learning. Teachers can also reform the content and methods of English teaching and promote the implementation of English teaching reform according to students' feedback in oral English tests.

Keywords

1. INTRODUCTION

The implementation of oral English test can promote students' communicative ability, improve students' English reading ability and writing ability, and abandon the disadvantages of traditional teaching mode. At the same time, oral English test in colleges and universities can promote the cultivation of students' autonomous learning consciousness and autonomous learning ability. During the test, a variety of methods such as man-machine test and teaching software can be used, thus enabling students to gradually enhance their confidence and interest in English learning during the test [1].

2. CURRENT SITUATION OF ORAL ENGLISH TEST IN COLLEGES AND UNIVERSITIES

Most college students have the problems of fear of communication and lack of expression and practice in the process of English learning. The English learning before entering the college is mainly to deal with the examination. The students only have written examination ability, but the oral training is relatively lacking. However, in the early stage of English learning, the oral English foundation is not good, which makes it difficult for students to speak and adapt to the change of learning focus after entering universities. Some students did not have any oral practice before they formally entered the university, and their oral foundation was relatively weak. At the same time, students still have the problem of difficult integration of knowledge and skills in the process of learning English. After mastering English knowledge, most students find it difficult to apply it to their major or real life. The main reason for this problem lies in the lack of attention to spoken English. In colleges and universities, through the regular implementation of oral English tests, students' English learning ability in all aspects can be more perfect, and thus better promote and cooperate [2]. The emphasis and strengthening of students' spoken language ability is in line with the actual needs of the society for talents in colleges and universities, and can promote students' comprehensive competitiveness to a greater extent. Generally speaking, it is necessary to carry out oral English test in colleges and universities, which requires relevant staff to actively discuss and study.

3. THE NECESSITY OF COLLEGE ORAL ENGLISH TEST

3.1. Make the English Test More Complete

English belongs to a language discipline. In essence, it is spoken first, followed by written words. Oral English plays an important role in English learning. No matter in life or work, spoken English occupies the first place in English learning and is most direct and effective in communication. At present, in the process of talent selection, enterprises will set up the interview item, which shows that oral expression is very important [3]. Under the background of world economic integration, the formation of good spoken English ability can enable students to occupy a place in social incentive competition. At the same time, English is both technical and instrumental, and the process of learning English is actually the process of learning tools and skills. Students only rely on the understanding of the content in their study, and it is difficult to grasp the specific methods. The degree of mastery of skills is measured by using the method of use. Therefore, the test of language skills needs to be reflected in use. This method can provide a more real and scientific basis for talent selection. Finally, in more formal language tests, such as TOEFL and IELTS, oral tests will be conducted.

3.2. To Promote the Realization of Teaching Objectives

As far as college English teaching is concerned, under the background of teaching reform, attention should be paid to the cultivation of students' comprehensive abilities, especially listening and speaking, which are important tools for students to exchange information in their future work. Therefore, listening and speaking should also be highlighted in the examination so as to better realize the overall teaching goal of college English.

3.3. It Is Conducive to the Performance of Its Baton Function

English is an important course for college students to learn, and the country has also invested more material and human resources to promote the overall English level of the Chinese people. As far as the current social development is concerned, dumb English is obviously unable to meet the actual needs of the society and is an important aspect that affects the overall social adaptability of students. Social needs, language potency and certificate motivation are important factors affecting students' English learning at present, but the form of English learning driven by certificates is relatively passive and may have a negative effect on English learning. The implementation of oral English test can make English test obtain positive refutation effect, promote the improvement of students' actual English output ability, enhance students' actual English application ability, and is more conducive to the selection and training of talents, and enable students to apply what they have learned to their practical use, thus enabling English to play its full role in life and work.

4. MAIN APPROACHES TO ORAL ENGLISH TEACHING IN COLLEGES AND UNIVERSITIES

4.1. Oral Exercises Are Conducted in Class

In the process of English teaching, teachers can regularly test the students' oral English in class, such as once every two weeks, to track the changes of students' oral English level in real time, and then make appropriate adjustments to the subsequent courses according to the changes of students' level, so as to achieve a focus [4]. At the same time, after the test is finished, the teacher not only needs to evaluate the students, but also can talk with the students or communicate with other teachers to propose rich oral teaching forms, thus making English teaching and forms more diverse. In the specific implementation, different oral tests can be put forward according to the different grades of students. For students who have not been enrolled for a long time, they can be guided in their daily expressions, and the oral tests of daily

expressions, such as traffic, sports events, weather, environment, dress, etc., can be strengthened. During the tests, the students' basic English learning level can be improved to a certain extent. For senior students, they face the pressure of employment. Therefore, when taking oral English tests for students, they can pay more attention to relevant professional contents and strengthen their professional knowledge. For tourism students, they need to master knowledge of tourist attractions and matters needing attention. For students majoring in education, it is necessary to master the professional terms related to teaching. This way of establishing the connection between oral test and major can enable students to have good communication ability in future employment. When taking oral tests in class, teachers can help students to play roles in the relevant situations. At the same time, as the number of tests increases, the difficulty gradually increases, and students are encouraged to have free communication and discussion, so that students can feel the charm of English in communication, and have the courage to express themselves and show themselves in situations, thus promoting the improvement of the effectiveness of students' oral English learning.

4.2. Use the English Language Lab

The improvement of students' oral English ability requires a lot of practice in daily learning, and it is better to do it in a dialogue scene. It is difficult for students to create an English learning environment at other times except in English class. Apart from the way teachers test in English classes, which enables students to conduct self-tests, students find it difficult to find their own problems in their daily learning. Therefore, teachers can encourage students to use phonetic teachers to create good conditions for students to practice and test their spoken English [5]. In the specific implementation, teachers can regularly assign self-examination homework to students, and students need to complete the role in the pronunciation teachers. In this process, students can practice repeatedly for their own problems, and at the same time, they can check their pronunciation and expression through dialogue between software and other students. The method of self-test in English pronunciation classroom has higher practical requirements for students, which requires students to have strong self-control ability during the test, and teachers should supervise and guide in the early stage to promote students to develop good learning methods and habits. At the same time, this method is of great help to students with poor English foundation and difficulty in opening their mouth. Students can try to express themselves in the pronunciation classroom and strengthen their English learning foundation.

4.3. Using Mobile Terminals

Under the background of rapid development of information technology, people's life, work and learning methods have changed to a great extent. The development and use of smart phones have improved the functions of mobile phones. Under this influence, students' learning has also become more intelligent. In English teaching, teachers can let students use mobile terminals to practice oral English at any time. In specific implementation, students can install software related to oral English practice. The content of the test includes basic knowledge, phrases, sentences, etc. The test can be carried out in a way of breaking through the customs, giving appropriate rewards to students who successfully break through the customs. This test method has strong interest, can mobilize the enthusiasm of students for oral practice and testing, and give full play to the active consciousness in learning. In view of the current problem of more APP, besides considering the interest and the actual needs of students, it is also necessary to pay attention to the choice of situations so that the oral test can be helpful for students to find jobs in the future. At the same time, when selecting specific content, students can choose corresponding categories according to their own interests and hobbies, thus enabling students to obtain better learning effects in oral tests.

5. PROBLEMS TO BE NOTICED IN ORAL TEST

5.1. Test Questions

In the actual oral test questions, it is necessary to ensure the representativeness and extensiveness of the content and topics, to choose as many kinds of questions as possible, and then to test and inspect the students' actual oral ability from various angles. In oral English tests, the more common types of questions include description pictures, question and answer, role playing, comments and retelling. In oral English tests in colleges and universities, the actual situation of students' learning can be taken as the basis, scientific and reasonable test materials and types can be selected, and then students' oral English level can be comprehensively investigated.

5.2. Scoring Method

When scoring oral English tests, the two scoring methods used include overall scoring and decomposition scoring. The overall score is mainly based on the overall impression or grade of the students in the test. This scoring method is relatively general in judging the tester and is suitable for the primary level of oral test. The decomposition scoring method will divide pronunciation and intonation, vocabulary, grammar, interaction, fluency and application, and then use this as a starting point to score the overall performance of students. The overall scoring method is mainly to score the actual oral performance of the students as a whole, while the decomposition scoring focuses on each element of oral English. When scoring oral English tests in colleges and universities, a combination of overall scoring and decomposition scoring can be used to ensure the overall impression and prevent any element from being ignored. In scoring, teachers need to play an active role. On the one hand, teachers should score the overall situation of students; on the other hand, teachers should score students by decomposition, thus making the overall score more comprehensive. And in the scoring process, the stability of scoring standards and methods is ensured.

5.3. Teacher Factor

Speaking test is actually subjective, and the final score is easy to be influenced by the subjective reasons of the raters. Therefore, teachers should establish a unified understanding of the test scoring standards and methods when conducting speaking tests. After being familiar with relevant standards and methods, the students' oral test will be graded. In this case, the differences between different teachers in the grading can be avoided. At the same time, in the oral test, teachers need to use concise and relatively colloquial language to ask questions to students to avoid language deviation, which can reduce the probability of influence on students' test results due to teachers' reasons. In addition, teachers should encourage and guide students in testing so as to make students more dynamic.

6. SUMMARY

In short, the implementation of oral English test can better meet the actual needs of the current society for talents, so colleges and universities should give full attention to oral English test. In actual teaching, teachers can use classroom practice testing, voice classrooms, mobile terminals and other methods to implement oral practice and testing for students, expand the scope of students' oral practice, enhance the practical effectiveness of students' oral learning, and enhance the social competitiveness of students in future employment.

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