

Influence of Minority College Students' Oral Disorders on English Education and Its Solutions

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Abstract: Cultivation of integrated English language competence of Students is the goal of current college English teaching. In particular, the importance of oral communicative competence has become increasingly evident in English teaching. However, teaching level of English listening and speaking still needs improvement due to limited faculty, traditional teaching philosophy and guidance methods, as well as influence of special language, cultural background and various problems of minority college students. The work analyzes the oral disorders of college students from minority areas on English education and its solutions, improving spoken language of college students in minority regions.

1 INTRODUCTION

English educators should improve oral application level of minority college students in teaching process. Students should have fluent oral communication skills to adapt to needs of social development. However, obstacles exist in current college English teaching in minority regions. Therefore, the primary task of educators is to propose rational and effective methods as well as guiding ideology based on English learning difficulties in minority regions. Meanwhile, teaching efficiency of college English should be improved in minority regions. Current situation of spoken English of college minority students was analyzed with its influence on English education. Then, practical recommendations and specific teaching methods were proposed to improve education quality and spoken English of minority college students.

2 FACTORS OF ORAL DISORDERS IN COLLEGE STUDENTS OF MINORITY REGIONS

Minority college students have more significant disorders in spoken English learning than those of the Han nationality. Reasons mainly includes following aspects:

2.1 Environmental Influence of Minority Regions

Frequent speaking is the basis for improvement of English learning ability. Most of Chinese minority regions are located in remote and poor areas, with relatively backward economic and cultural development. Living in a closed environment, people use native national language as common language for communication. Minority college students trained in this environment are shy and afraid of speaking English, or worried to make mistakes. Desired effects cannot be easily achieved only through simple classroom training without daily communication in life environment. Meanwhile, students cannot learn completely accurate and fluent speaking English even in relatively regular college English classes.

2.2 Interference of Local Dialects in Minority Regions

There are various nationalities in minority regions with many kinds of national language. Minority college students are interfered by many dialects. In addition to use of native language in early ages, they have to study Chinese. Therefore, their English learning will be interfered by native language and Chinese. The reaction time in English learning will be extended, with more difficulties in accurately reading English words even after times of practice. Their oral communication is mixed with strong local

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dialect. In addition, constituent structure of native language is greatly different from that of English, leading to huge obstacle for improvement of minority college students.

2.3 Influence of Backward Teaching Methods

Equipment of college English teaching have been improved in minority regions to some extent. However, limited by the level of economic and cultural development, college English teaching has not made full use of advanced teaching methods, such as electronic teaching, multimedia teaching, and computer Internet teaching. Therefore, the overall college English teaching is still very backward, which is not conducive to steady improvement of college English teaching quality in minority regions.

3 ORAL DISORDERS OF COLLEGE STUDENTS IN MINORITY REGIONS ON ENGLISH EDUCATION AND ITS SOLUTIONS

The top priority of English teaching staff is to cultivate talents with spoken language proficiency. However, oral disorders of college students will directly affect the teaching of English in minority regions.

3.1 Interference of Native Language of Minority College Students on English Teaching

Before learning English, minority college students have been familiar with their native language. Frequent use of native language makes negative effects on English learning, which is called negative migration. In initial stage of English learning, the negative migration is particularly significant for minority college students. They usually use the thinking modes of native language to learn a new language, affecting correctness of oral expression. As ideographic language, pronunciation system of native language is significantly different from that of phonetic English language. Therefore, it is necessary to conduct contrastive analysis between pronunciation system of native language and English in oral teaching, especially during early stage of

learning basic skills. Contrastive analysis on pronunciation system is an effective way to avoid interference of native languages, thus nurturing good habits of English learning.

3.2 Optimizing English Learning Environment to Stimulate Spoken English Classroom Combined with Extra-curricular Learning

Traditional teaching mode should be reformed to create optimized classroom learning environment and atmosphere. The ultimate goal of English teaching is to develop oral communication skills. However, different understanding and practice exist on methods achieving the goal. Some educators believe that it is enough to explain English lessons in detail with thorough analysis, accurate translation as well as question answering; minority college students can have good knowledge of English, with the ability of English communication. In fact, oral communication ability should be applied in different locales with creation. In English teaching for minority college students, educators need to help them transform English knowledge into oral communication ability in communicative environment; English grammar should be put into practical use. Therefore, teaching methods with textbook are directly related with teaching effects for minority college students. Educators cannot lead English classes all by themselves. English classroom is like a troupe composed of educators, minority students, English textbooks and teaching activities. In current environment of China, most learners are still in a non-English learning environment, especially for minority college students. Thus, English classroom is an important place for oral practice. Optimization of classroom teaching environment is the key to improving spoken English level of minority college students.

3.3 Cultivating Thinking Habit of English for Minority College Students

Minority college students should cultivate English thinking habit, which is an effective channel to enhance the ability of expressing themselves in English. If without training of English thinking ability, minority students basically convert English into their own native language. When communicating with others, their ideas will subconsciously be transformed into idiomatic expressions of native language, then expressed into

English. English communication will be interfered by native language, leading to incorrect expression as well as disorders and failures in oral exchange. Therefore, educators should guide them to store the hearing and understanding contents of English in the mind, avoiding intermediate conversion; the interference caused by native language should be overcome, promoting students to develop thinking habit of English expression. The understanding and expressions of ideas, as well as absorption and emission of information should be conducted through relevant active and direct brain activities for minority students. In the direct process of thinking and expression, minority college students will obtain accurate and standard oral communication skills.

3.4 Training English-speaking Habit of Minority College Students

Foreign language learning is the process changing from own native language to foreign language. English teaching is committed to development of oral communicative competence for minority college students. Good habits of oral communication should be cultivated, realizing clear expression and meaning with expressive words. At the foundation stage of English expression, minority college students often have following habits: using native language to replace English while encountering difficulties; using pet phrase in English expression. These habits seriously affect accuracy and fluency of oral expression. Therefore, educators should pay attention to good habits of oral expression for minority college students. Recommendations are provided as follows:

Firstly, minority college students should be required to use English expression in daily communication, when their English knowledge and language skills reach a certain level. Teachers can slow down the progress if students find it difficult. Meanwhile, educators should require students to ask questions in English or use other English words, even when students have difficulties expressing their wishes in English. Secondly, educators should cultivate English-speaking habit of minority college students in initial stage of oral expression. If they always come out with fragmentary sentences or repeated words, educators should remind them of correction rather than ignoring the mistakes. Thirdly, minority college students should listen to more tapes with pure pronunciation. Some tongue twisters and rhythm poetics can be used to enhance tongue flexibility, pronunciation accuracy and fluency of English speaking. Finally, minority college students

should practice English speaking in a fixed period of each day. Beautiful and simple English essays can be adopted for exercises, or students can talk to themselves in English.

3.5 Training Pronunciation and Intonation of Minority College Students

Even if minority college students have rich knowledge of English and strong ability of taking examination, they are difficult to master pure and standard spoken English due to poor language foundation. In order to learn pure and standard spoken English, cultivation of pronunciation and intonation should be conducted at initial stage of spoken English learning. It is difficult for students to correct pronunciation once they have been accustomed to non-standard pronunciation. Therefore, educators should emphasize pronunciation and intonation at basic stage of English learning, including words pronunciation, sentence stress, as well as strength and rhythm of reading.

3.6 Cultural Factors

English learning is a process of acculturation. All languages cannot be divorced from culture nor from inherited social practices and beliefs. Cultural linguists believe that language is an important element of culture, as well as the carrier reflecting culture of a nation. Therefore, cultural background knowledge of language should also be considered in English learning. The language cannot be well mastered without knowledge of its culture; appropriateness of language will disappear with communication errors. Therefore, teachers should emphasize relevant cultural knowledge in language teaching.

3.7 Language Environment

Studies of linguisticians have shown that development of language skills is affected by language environment, which is indispensable condition to language learning of humans. English learning will be more effective with convenient language environment for minority college students. Due to limited conditions, minority college students should make full use of simulating environment in English learning. Therefore, educators should provide students with simulating environment for language learning. First of all, educators should give

lessons in English to provide students with opportunities for practice in the classroom. Then, certain extracurricular oral homework should be arranged for students, regularly organizing extracurricular activities for exchange of spoken English. Finally, classroom and campus should be fully used for design of simulating language environment.

4 CONCLUSIONS

With development of the times, requirements for oral English communicative competence will be increased for minority college students. Therefore, educators should conduct teaching reform with strategies based on market requirements, current situation and cause analysis. Classroom reform of spoken English for minority college students should be equipped with communicative, task-based, practical, informative and interesting characteristics. With the core of minority college students, various teaching methods should be flexibly used based on native language and cultural background. Relatively real learning scenarios and interaction opportunities should be created for minority college students. Through continuous innovation of teaching methods with students' continuous efforts, English communication skills of minority college students and English education will be improved under better learning environment.

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