



Exploration of the Application and Practice of IELTS Oral Teaching under the Sino-Foreign Joint Training Model in Private Colleges

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Abstract: The influence of the Chinese-foreign joint training model on IELTS oral teaching is reflected in various aspects, such as “enhancing teaching strength”, “actively educating people atmosphere”, “maintaining the advanced nature of teaching” and so on. This article mainly focuses on the in-depth analysis of the two aspects of “the influence of the Sino-foreign joint training model on IELTS oral teaching” and the “effective strategies for IELTS oral teaching in private colleges under the Sino-foreign joint training model”. The optimization strategy of college IELTS oral teaching is dedicated to reforming the traditional IELTS oral teaching philosophy and teaching mode, adjusting the impetuous and utilitarian psychology of students, and enabling students to maintain a more active and healthy learning attitude.

Keywords: Private Colleges and Universities; Sino-Foreign Joint; IELTS Oral; Teaching Strategies

In recent years, students, parents, and companies have all shown great enthusiasm for IELTS. But what is the goal and significance of learning IELTS? Some students are not clear, nor have they thought about it seriously, they are just pushed away by the social atmosphere. Under the Sino-foreign joint training model, private colleges and universities can learn more mature experience, convey information that keeps pace with the times to students, and further enhance the scientific nature of IELTS oral teaching. Under such a talent training model, students are no longer blind and passive, but are actively engaged in learning with their own professional ideals and personal ambitions. As teachers in private colleges and universities, they must actively participate in the Sino-foreign joint training model, learn more, practice more, and sum up more.

1. The influence of Sino-foreign joint training model on IELTS oral teaching

1.1 Enhance teaching strength

Under the Sino-foreign joint training model, domestic teachers and foreign teachers can establish contacts, develop in-depth exchanges on IELTS oral English, and jointly develop education plans. Bringing together the wisdom of different teachers is conducive to enhancing the strength of IELTS oral teaching and leading students to experience higher quality and internationally compatible IELTS oral teaching. In addition, based on the Sino-foreign joint training model, domestic education conditions and foreign education conditions are no longer a separate and independent state, and various high-quality educational conditions can be coordinated together^[1], changing the traditional IELTS oral teaching mode, teaching environment. With more complete education conditions, students can practice IELTS oral English very conveniently, learn relevant knowledge at ease, and continuously improve their comprehensive English ability.

1.2 Active educational atmosphere

The influence of the Chinese-foreign joint training model on IELTS oral teaching can be reflected in the overall

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atmosphere. Specifically: On the one hand, increase learning activities. Through the Sino-foreign joint training model, teachers in private colleges can brainstorm and organize various Sino-foreign joint “IELTS oral learning activities” to adjust students’ over-stressed and over-negative mental states, reduce students’ learning pressure, and make the atmosphere of the IELTS classroom more active; On the one hand, spread foreign information. Affected by the Sino-foreign joint training model, private college students can access a large amount of foreign information, re-examine IELTS learning with new perspectives and new thinking, and establish a strong interest in learning^[2], instead of passively and step-by-step participation learn.

1.3 Maintain the advanced nature of teaching

In the process of Sino-foreign joint training, domestic educational concepts and foreign educational concepts have some similarities and many different connotations. This kind of differentiation may bring about multiple collisions, constant collisions, and constant updates, which is conducive to maintaining the advanced nature of IELTS oral teaching in private colleges. In addition, in the process of constructing a Chinese-foreign joint training model, teachers at home and abroad can focus on the same education goal, concentrate resources and wisdom, and study the new content and new methods of IELTS oral teaching together, giving IELTS oral teaching contemporary characteristics, Social characteristics. Technological characteristics [3]. Generally speaking, the Chinese-foreign joint training model is more integrated, which can absorb a large number of emerging concepts and promote the continuous improvement of IELTS oral teaching in private colleges.

2. Effective strategies for IELTS oral teaching under the Sino-foreign joint training model in private colleges

2.1 Build a Chinese-foreign joint teaching resource library

In the offline environment, based on the Sino-foreign joint training model, private colleges and universities can actively build a “Chinese-foreign joint offline IELTS oral teaching resource library” through “offline academic conferences”, “offline school visits”, “offline IELTS practice”, etc. In the link, collect IELTS resources at home and abroad, and enrich the category and information of the resource library. In the online environment, private colleges and universities can establish a “Chinese-foreign joint online IELTS oral teaching resource database” to aggregate domestic and foreign online IELTS resources, including: “online course resources”, “online case resources”, and “online resources”. “On activity resources”, etc., allow students to cross national borders without leaving home, easily browse high-quality IELTS resources at home and abroad, and establish a networked learning model suitable for them^[4].

2.2 Set Chinese-foreign joint teaching goals

With the help of Chinese and foreign joint training channels, private colleges and universities can obtain effective suggestions to improve the goals of IELTS oral teaching. Specifically: on the one hand, establish IELTS speaking ability goals. In IELTS oral learning, what level must a student achieve in order to be qualified and excellent? Private colleges and universities can set up a reasonable evaluation standard based on the suggestions of foreign schools and foreign companies, and establish a scientific “IELTS speaking ability target”; on the other hand, establish an IELTS speaking quality target. In IELTS oral teaching, some private college teachers easily ignore the quality problem, thinking that “good oral English” and “good quality” are not closely related. Private colleges and universities can use the Sino-foreign joint training model to introduce foreign quality education concepts to make teachers understand that the basis of “good oral English” is “good quality”, and the quality of students can be reflected in oral expression, and the “IELTS oral quality target” should be established in time “.

2.3 Strengthen Chinese-foreign joint teaching activities

Under the concept of Sino-foreign joint training, private universities can highlight practical links and plan a variety of IELTS oral teaching activities. For example, centering on English expression, the “Chinese-foreign joint English speech contest”, “Chinese-foreign joint English fun quiz”, “Chinese-foreign joint English opera performance”, etc. will

be carried out, so that students can fully experience the joy of English expression and a sense of accomplishment, and they can devote themselves more seriously. IELTS learning. In addition, centering on English understanding, organize “Chinese-foreign joint English film translation competition”, “Chinese-foreign joint English song solitaire game”, “Chinese-foreign joint English masterpiece appreciation activity”, etc., to create more “listening to English” and “thinking English”. Opportunities to improve the understanding of English in private colleges and universities.

4. Conclusion

In summary, under the Sino-foreign joint training model, private colleges and universities should be good at leveraging various advantages to improve the comprehensive teaching quality of IELTS oral English. Specifically, private colleges and universities should pay attention to: (1) build a Chinese-foreign joint teaching resource library to enrich and accurate IELTS oral teaching; (2) set Chinese-foreign joint teaching goals to highlight all aspects of education and international education (3) strengthen Chinese and foreign joint teaching activities, so that IELTS oral teaching has more vitality, more innovation, and arouse students’ interest in learning. In addition, private colleges and universities must continue to optimize the structure of teachers, reserve an excellent and stable teaching team for IELTS oral teaching, and ensure the level of IELTS oral teaching.

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