

Strategies for improving oral expression abilities in higher vocational English teaching

Guangming ZHANG

Jilin General Aviation Vocational and Technical College, Jilin 132000, China

Abstract: This article explores the improvement of oral expression abilities in higher vocational English teaching. It analyzes the difficulties faced by higher vocational students in oral learning, such as weak language foundation and lack of language environment. It also elaborates on a variety of effective strategies, including situational teaching, diversification of oral practice activities, and utilization of modern educational technology, aiming to improve the oral expression abilities of higher vocational students and enhance their comprehensive English qualities.

Key words: higher vocational English; oral abilities; teaching strategies; language environment

1 The importance of oral expression abilities in higher vocational English teaching

1.1 The position of oral expression abilities in English learning

Oral expression abilities occupy a crucial position in English learning. Firstly, oral language is the most direct way of language communication and can help students communicate better with others and enhance their confidence. In higher vocational English teaching, cultivating students' oral expression abilities enables them to communicate more fluently with international friends and partners, enhancing their cross-cultural communication abilities. Secondly, good oral expression abilities contribute to improving students' listening skills. Through more speaking and practicing, students can better understand others' pronunciation and expression methods, thus improving their listening comprehension abilities. In addition, the improvement of oral expression abilities also has a positive impact on students' reading and writing abilities. Oral expression requires the use of vocabulary, grammar, and logical thinking, and the improvement of these abilities will also be reflected in reading and writing, enabling a comprehensive improvement of students' English abilities [1]. Finally, possessing strong oral expression abilities can increase students' competitiveness in the workplace. In the context of globalization today, many enterprises have higher requirements for the English oral abilities of their employees. Therefore, improving the oral expression abilities of higher vocational students will lay a solid foundation for their future career development.

1.2 The impact of oral expression abilities on career development

In today's globalized work environment, possessing good oral expression abilities is crucial for the career development of higher vocational students. Firstly, oral expression abilities are the key to effective communication. Whether it is collaborating with colleagues, communicating with clients, or participating in business meetings, clearly and accurately expressing one's own ideas and views is the basis for success. Good oral expression abilities can help students better convey information, avoid misunderstandings, and improve work efficiency. Secondly, oral expression abilities also

have an important impact on career advancement. In the workplace, being able to express one's own opinions and suggestions confidently, and demonstrate one's professional abilities and talents is more likely to gain recognition and appreciation of superiors and colleagues. This will provide students with more promotion opportunities and career development space. In addition, oral expression abilities are also essential skills for cross-cultural communication. With the increasing frequency of international cooperation, higher vocational students may face opportunities to cooperate with people from different cultural backgrounds. Possessing good oral expression abilities can help students better understand and adapt to different cultures, establish good interpersonal relationships, and expand their international vision. The importance of oral expression abilities in higher vocational English teaching cannot be ignored. It is not only a key factor for students to succeed in the workplace but also an important part of cultivating students' comprehensive qualities and cross-cultural communication abilities. Therefore, in higher vocational English teaching, attention should be paid to the cultivation of oral expression abilities to lay a solid foundation for students' career development.

1.3 The enhancement of oral expression abilities on personal comprehensive qualities

In higher vocational English teaching, the importance of oral expression abilities cannot be ignored. It not only has a positive impact on the enhancement of personal comprehensive qualities but also lays a solid foundation for students' future development. Firstly, good oral expression abilities can enhance students' confidence. When students can fluently express their own ideas and views in English, they will feel more confident and proud, thus being more willing to actively participate in classroom activities and communicate with others. Secondly, the improvement of oral expression abilities helps to cultivate students' cross-cultural communication abilities [2]. In the context of globalization, cross-cultural communication capabilities are becoming increasingly important. By improving oral expression capabilities, students can better understand and respect people from different cultural backgrounds, then effectively conducting cross-cultural communication. In addition, the improvement of oral expression capabilities is also an important means for students' career development. Whether it is in an interview, a work report, or communicating with international clients, fluent oral English can bring more opportunities and competitive advantages to students. The cultivation of oral expression abilities helps to improve students' thinking abilities and creativity. When expressing their own views and ideas, students need to organize language, clarify ideas, which helps to cultivate their logical thinking and creativity. In view of the importance of oral expression ability to the improvement of personal comprehensive quality, it is necessary to pay attention to oral teaching in higher vocational English teaching and provide more oral practice opportunities for students to help them improve their oral expression abilities and prepare for their future development.

2 Analysis of the current situation of oral expression abilities in higher vocational English teaching

2.1 The current situation of students' oral expression abilities

In higher vocational English teaching, there are some problems with the current state of students' oral expression abilities. Firstly, many students lack confidence in oral expression. They are afraid of making mistakes or being laughed at by others, so they do not dare to actively participate in spoken word activities. Secondly, students have deficiencies in aspects such as pronunciation, intonation, and speech rate, which affect their oral expression effects. In addition, students have limited vocabulary and grammar knowledge, resulting in difficulty in accurately conveying their own meanings when expressing themselves. Finally, students lack an authentic language environment and practical opportunities, making it difficult to improve their oral expression skills effectively. In response to these problems, teachers need to adopt corresponding teaching strategies and methods to help students improve their oral expression abilities.

2.2 The current situation of teachers' teaching methods

In current higher vocational English teaching, some teachers' teaching methods are relatively traditional, lacking innovation and diversity. Many teachers still adopt a teacher-centered teaching model, focusing on the explanation of grammar and vocabulary while ignoring the cultivation of oral expression abilities. This teaching method leads to a lack of opportunities for students to practice speaking and to really improve their oral expression abilities. In addition, some teachers lack interactivity in teaching and do not fully mobilize the enthusiasm and initiative of students, making students lack interest in oral learning. At the same time, the evaluation method of oral language by teachers is also relatively single. Of course, only focusing on aspects such as students' pronunciation and introduction while ignoring the content of students' expression and fluency is not conducive to students' comprehensive improvement of oral expression capabilities [3]. Teachers need to continuously update their teaching methods and adopt differentiated teaching means, such as situational teaching and role-playing, to provide more opportunities for students' oral practice. Meanwhile, teachers should also focus on interacting with students, encouraging students to actively participate in classroom activities, and improving students' interest in oral expression. In addition, teachers should establish a scientific and reasonable evaluation system to comprehensively evaluate students' oral expression abilities and provide targeted feedback and suggestions to help students continuously improve their oral expression levels.

2.3 The current situation of teaching environment

In current higher vocational English teaching, the teaching environment has an important impact on the cultivation of students' oral expression capabilities. However, there are some deficiencies in the actual situation. Firstly, there may be deficiencies in teaching facilities, such as a lack of modern voice equipment and multimedia resources, which limit the opportunities and effects of students' oral practice. Secondly, the teaching atmosphere is not active enough. Teachers may focus too much on knowledge transmission and ignore the creation of a relaxed and positive oral communication atmosphere, resulting in students lacking the motivation and confidence to express themselves. In addition, a large class size may also affect the teaching effect. It is difficult for teachers to pay attention to the oral development of each student, and there are relatively few opportunities for students to interact and collaborate with each other. Besides, the uneven distribution of teaching resources is also a problem. Some schools may not be able to provide rich speaking materials, foreign teacher resources, or language practice activities, which poses a certain obstacle to the improvement of students' speaking capabilities. In summary, the current situation of the teaching environment restricts the development of oral expression capabilities in higher vocational English teaching to a certain extent, and corresponding measures need to be taken to improve it.

3 Strategies for improving oral expression abilities in higher vocational English teaching

3.1 Innovating teaching methods to stimulate students' interest

In the strategies for improving oral expression capabilities in higher vocational English teaching, innovative teaching methods to stimulate students' interest is a critical part. Teachers can adopt a variety of innovative teaching methods, such as situational teaching, role-playing, and group discussion, to let students learn English in a relaxed and pleasant atmosphere. Situational teaching can let students experience the actual application of English on the spot, enhancing their language sense and language expression capabilities. Role-playing allows students to play different roles, exercising their oral expression and communication capabilities. Group discussion can promote the communication and cooperation among students, cultivating their team spirit and oral expression capabilities. In addition, teachers can also utilize multimedia teaching means, such as English movies and English songs, to stimulate students' learning interest. Through these innovative teaching methods, students can participate more actively in English learning and improve their oral expression abilities.

3.2 Creating a real context to improve students' oral expression abilities

Creating a real context is an important strategy for improving students' oral expression capabilities. In higher vocational English teaching, teachers can create real contexts for students in many ways so that students can practice oral expression in actual situations. First, teachers can utilize multimedia resources, such as English movies, TV shows, and songs, to create a real language environment for students, so that they can feel the pronunciation, intonation, speed of speech, expression of English in the process of watching and listening to the original English version to improve their oral expression skills. Secondly, teachers can organize English speech competitions, and English drama performances to provide a real language communication platform for students. Students are encouraged to actively participate in these activities and communicate with others in English, so as to improve their oral expression abilities and communicative abilities [4]. In addition, teachers can also utilize classroom teaching to create a real context. In classroom teaching, teachers can adopt situational teaching methods and task-based teaching methods to let students learn and use English in actual situations and improve their oral expression abilities. Creating an authentic context is an important strategy for improving students' oral expression abilities. Teachers can create authentic contexts for students in many ways so that students can practice oral expression in actual situations, thus improving their oral expression abilities and communicative abilities.

4 Conclusion

4.1 Summary of research results

In higher vocational English teaching, improving students' oral expression abilities and carrying out activities such as situational simulation, group discussion, and role-playing can stimulate students' learning interests and enhance their oral practice capabilities. Secondly, it is also crucial to create a favorable language environment. Teachers can allow students to actively participate in English partner activities, English speech competitions, etc., to increase their opportunities to use English and improve the fluency and accuracy of oral expression. In addition, personalized teaching can meet the needs of different students. Based on students' English proficiency and learning characteristics, a targeted teaching plan is formulated to help them overcome difficulties in oral expression. Finally, teachers' professional qualities and teaching abilities play an important role in students' oral improvement. Teachers should continue to improve their own English level and teaching methods to provide better guidance and examples for students. Through the comprehensive application of diversified teaching method, the creation of a language environment, the development of personalized teaching, and the improvement of teacher qualities, the oral expression abilities of higher vocational students can be effectively improved, laying a solid foundation for their future development.

4.2 Deficiencies and prospects of the research

In this research, we have been committed to exploring strategies for improving oral expression capabilities in higher vocational English. However, we also realize that there are some deficiencies in the research. First, the limits of the research sample may affect the universality of the results. Second, the research time is relatively short and may not be able to fully reflect the long-term development of oral expression capabilities. In addition, our research mainly focuses on teaching strategies and may not be able to consider factors such as student individual differences and learning environment. Looking forward to future research, we suggest further expanding the research sample to improve the representativeness of the results. At the same time, we can extend the research time to track the long-term changes of students' oral expression capabilities. What's more, future research can pay more attention to the influence of student individual differences and learning environment on oral expression capabilities in order to formulate more personalized teaching strategies. Finally, we hope that future research can be combined with actual teaching to verify and improve our proposed teaching strategies

through practice, providing more effective methods and approaches for improving oral expression capabilities in higher vocational English teaching.

Conflicts of interest

The author declares no conflicts of interest regarding the publication of this paper.

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