

# An innovative exploration of oral practice teaching for non-English majors in vocational colleges

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**Abstract:** With the development and progress of society, the demand for talents is becoming increasingly diverse and complex. The traditional education model is no longer able to meet the needs of today's society. This article introduces innovative ways of English oral practice teaching for non-English majors in vocational colleges, including teaching methods based on real-life cases, using film and television materials as the main content, integrating oral teaching with online teaching, and adopting a competitive mode to stimulate students' interest in learning. These methods and techniques can help non-English majors learn English speaking skills more easily and improve their expression abilities in English communication. With the help of these innovative teaching methods, the English oral teaching for non-English majors in vocational colleges is expected to become more colorful and achieve ideal results.

**Key words:** higher vocational colleges; English oral communication for non-English majors; practical teaching

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## 1 Introduction

For students in vocational colleges, good oral English proficiency for non-English majors can help them better adapt to future work environments and enhance competitiveness. However, at present, oral teaching in vocational colleges faces many challenges, such as weakened student interest and lack of knowledge, which significantly affect teaching effectiveness, making it difficult for students to effectively improve their oral proficiency. Therefore, educators need to continuously explore new teaching methods and educational models to meet current educational needs.

## 2 The necessity and existing shortcomings of oral practice teaching for non-English majors

### 2.1 The necessity of oral practice teaching

Spoken English for non-English majors is an essential component of English language teaching, and it is also one of the most fundamental and necessary skills in practical communication. In higher vocational colleges, speaking English as a language ability for non-English majors, needs continuous improvement through practice. Only through continuous oral training can students master correct pronunciation, fluent intonation, and appropriate language expression, thereby forming their unique style of speaking English for non-English majors. English speaking teaching for non-English majors can not only help students improve their English proficiency but also cultivate students' comprehensive qualities. Through oral training, students can enhance various abilities such as confidence, communication skills, interpersonal skills, etc. At the same time, with the acceleration of the globalization process and frequent international exchanges, English has become one

of the most widespread languages in the world. In the future work environment of higher vocational students, having fluent English speaking ability for non-English majors can help them better adapt to the work environment and enhance competitiveness. In addition, English, as an international language, has a rich cultural background and connotation. In English oral teaching for non-English majors, introducing the cultures and customs of different countries can help students enhance their understanding and awareness of other countries and regions, facilitating better cross-cultural communication. This is also beneficial for the future employment of vocational college students. It is not difficult to see that the necessity of English oral teaching for non-English majors in vocational colleges is very apparent. Only through ample practice and innovative teaching methods can we effectively improve students' oral expression abilities in English for non-English majors [1].

## 2.2 Shortcomings of existing spoken language teaching methods

There are several shortcomings in the current oral teaching methods. Firstly, traditional English oral teaching for non-English majors often simply involves having students memorize some sentences and dialogues, lacking real situational simulation. This teaching method cannot enable students to use their knowledge freely in actual communication. It also emphasizes mechanical repetitive practice, neglecting the cultivation of students' thinking and creativity. Such practice methods can make students lose interest in learning English, affecting the learning outcomes. At the same time, many oral teaching methods for non-English majors focus on the separation of listening and speaking, often improving students' speaking skills through listening exercises. Although this approach has some effect, it cannot help students acquire genuine English oral expression skills for non-English majors. Lack of feedback is also common in teaching; many methods do not provide timely feedback to students, preventing them from understanding their strengths, weaknesses and progress. This teaching method cannot meet the needs of students and is challenging to ignite their enthusiasm for learning. In conclusion, the current methods of teaching English oral skills for non-English majors have various shortcomings. There is a need to employ more effective teaching methods and strategies to enhance students' interest in learning and their proficiency in spoken English for non-English majors.

## **3 Innovative exploration of English oral practice teaching in non-English major vocational colleges**

### 3.1 Teaching method based on real-life cases

Teaching methods based on real-life cases involve guiding students to understand and analyze real-life scenarios, encouraging them to communicate in English. These cases are usually related to students' daily lives, sparking their interest and increasing their participation and enthusiasm. Real-life cases also allow students to encounter various problems when simulating dialogues in real scenarios, helping them develop practical problem-solving skills. Through personal experiences, students can grasp more practical oral expression, thereby improving their listening, speaking, and reading comprehension abilities. In teaching, it is important to choose suitable cases that are relevant to the curriculum and students' needs, such as social issues, historical events, technological innovations, etc. Teachers can create their own teaching cases or refer to existing ones. Additionally, corresponding teaching materials, such as PPTs and exercises, should be prepared. During the teaching process, teachers can introduce selected cases to students and guide them in discussions. By analyzing cases, students can learn how to apply English in practical situations. It's important to note that when teachers implement teaching methods based on real-life cases, they should choose relevant cases according to different teaching content and flexibly utilize various teaching methods and forms.

### 3.2 Teaching method focusing on audio-visual materials

The teaching method centered around audio-visual materials is a modernized approach based on multimedia

technology. It utilizes films, television shows, audio, and video materials as the primary tools and resources for instruction. The advantages of this teaching method lie in the ability of audio-visual materials to create more realistic, vivid, and imaginative teaching scenarios through captivating performances, special effects, and music elements, making it easier to capture students' attention. Simultaneously, through the comprehensive use of various methods such as listening, speaking, reading, and writing, it can help students learn and apply language in a natural language environment, enhancing their language communication skills. During teaching, teachers can select audio-visual materials based on the content of the lesson. For example, they can choose English movies, English news, etc. Subsequently, based on the selected audio-visual materials, a corresponding teaching plan should be developed. The teaching plan should include aspects such as teaching objectives, teaching content, teaching activities, teaching methods, etc. In the teaching process, teachers can guide students' learning by showcasing audio-visual materials. Teachers can choose suitable segments or programs, allowing students to imitate and analyze along with visuals and sounds, thus gaining insights into English grammar, context, and related knowledge. After presenting the audio-visual materials, teachers can conduct various related teaching activities, such as vocabulary exercises, reading comprehension, oral practice, etc. These activities can help students gain a deep understanding of the content they see and hear, enhancing their language and cognitive abilities [2].

### 3.3 Conducting spoken language teaching in conjunction with online teaching

Conducting oral teaching in conjunction with online instruction is a new teaching model that combines internet technology with traditional teaching methods. It can enhance oral proficiency and cultivate adaptability in language communication. When implementing this teaching method, it is important to first determine the goals and content of oral instruction based on the students' proficiency and needs. For example, for students at the beginner level, starting with basic pronunciation, vocabulary, and sentence patterns can be effective. For students at intermediate to advanced levels, teaching methods such as situational dialogues and debates can be employed. Subsequently, before conducting online oral teaching, it is necessary to choose appropriate tools and platforms. Common online tools include Zoom, Tencent Meeting, WeChat video, etc. When making a choice, factors such as network stability, call quality, and user-friendliness need to be considered. During online oral teaching, teachers can engage in real-time communication and interaction with students through video calls, guiding them in oral exercises and providing correction feedback to enhance language proficiency. Teachers can design corresponding teaching activities, such as role-playing, debates, and simulated dialogues, based on the lesson plan. It is essential for teachers to be mindful of the online environment and equipment conditions to ensure teaching quality and effectiveness. At the same time, it is important to focus on stimulating students' interest and enthusiasm for learning, encouraging their participation in classroom interactions and discussions, and enhancing their oral expression and language communication skills.

## 4 Conclusion

With the acceleration of the globalization process and frequent international exchanges, English has become one of the most widely spoken languages in the world. Therefore, mastering English has become a mandatory course in the present era, and the English speaking skills of non-English majors are an essential part of mastering English. For students in higher vocational colleges, a good command of English speaking skills for non-English majors can help them better adapt to future work environments and enhance their competitiveness. However, there are still many shortcomings in current oral English teaching, mainly due to insufficient scientific methods, leading to situations such as the lack of scenario simulation, and the separation of listening and speaking. Therefore, it is necessary for us to innovate to improve the level of English oral teaching and help students enhance their speaking abilities.

### **Conflicts of interest**

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

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