

The Cultivation of Oral Expression Ability in the Process of Learning English in Secondary Schools

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Abstract. In the context of globalization, the English proficiency requirements for middle school students are no longer limited to simple listening, reading and writing, and the importance of spoken language is becoming increasingly apparent. Secondary school is also an important period of language acquisition, so it is particularly important to develop students' oral expression skills in the process of learning English in secondary school. So for secondary school English learning, how do we intersperse the development of oral expression skills? This article will examine the importance of oral learning, what is an effective and innovative oral learning method, as well as the design principles of oral classrooms, and the basic skills of oral expression. It aims to provide some effective oral expression training methods and classroom design ideas for the majority of secondary school English teachers, so as to improve the oral English expression ability of secondary school students.

1. Introduction

In the context of globalization, English has become a widely used language, and the ability to express oneself orally in English is considered an important skill for learners to communicate with the world. According to a study conducted by Woodfield and Earl (2012), students with strong oral communication skills perform better academically than those without this ability. Additionally, oral communication skills are crucial for social interactions such as making new friends, networking, and participating in group activities.

However, since the process of learning English tends to focus on the mastery of grammar and vocabulary, oral communication skills are often neglected. Therefore, the purpose of this paper is to examine the cultivation of oral expression ability in the process of learning English in secondary schools, and to explore how to improve learners' oral expression ability through innovative oral learning methods and oral practice in practice.

The research objectives of this paper are (1) to analyze the shortcomings of traditional oral learning methods and introduce innovative oral learning methods; (2) to discuss the training methods of oral expression skills; (3) to explore the role of practice and reflection in oral learning; (4) to summarize the research results of this paper and look forward to the future trend and development direction of oral language learning.

Through the research in this article, the author hopes to provide effective oral learning methods and practical

opportunities for middle school English learners, promote their oral expression ability, and better adapt to the needs of globalized society and the workplace.

2. Analysis of Different Methods of Learning Spoken Language

2.1 The importance of oral practice

2.1.1 The Contribution of Oral Practice to Language Learning

Oral practice is an important component of language learning and an indispensable contribution to it. Firstly, through oral practice, students can better understand and master knowledge of English pronunciation, intonation, grammar, and vocabulary. At the same time, oral practice also helps improve students' listening skills, helping them better understand and cope with various challenges in real language environments.

2.1.2 How to improve expression skills through oral practice

So how can we improve our expression skills through oral practice? Firstly, the author believes that students should participate more in oral practice and increase the time and opportunities for practice. In addition, students should also pay attention to the quality of oral practice, especially in

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the classroom. They should carefully listen to the teacher's explanation and guidance, and actively participate in classroom interaction and discussion. In addition, students should also utilize various resources for oral practice, such as using online voice chat tools, joining language exchange clubs, etc., to increase opportunities for oral communication with native English speakers.

In addition, there are also some effective oral practice methods that can help students improve their expression skills. Firstly, imitation is one of the effective methods to improve oral expression skills. Students can improve their language perception, pronunciation, intonation, and expression skills by imitating celebrity speeches, news anchors, etc. Secondly, recitation and reading aloud are also effective oral practice methods, which can help students enhance their language sense and fluency in oral expression. Once again, voice recording is also an effective method of oral practice, where students can listen to their pronunciation and expression through recording and continuously improve and improve.

2.2. Inadequacies of Traditional Speaking Learning Methods

Oral expression ability is one of the most important parts of English learning, but the traditional oral learning methods often have some shortcomings. The first one is that the classroom design of traditional oral learning methods lacks sufficient interaction and practice opportunities, and students can only passively listen to the teacher's explanations and imitations, but it is difficult to realize real communication and interaction. Language acquisition involves both input and output, and the unilateral input of the teacher alone is not enough for students to express themselves. At the same time, we find that traditional speaking methods often focus on the mastery of grammar and vocabulary, but lack the simulation and practice of actual communication scenarios.

2.3. Introduction of innovative speaking learning methods

In order to solve the shortcomings of traditional speaking learning methods mentioned above, innovative speaking learning methods have emerged. Innovative speaking learning methods emphasize learners' initiative and interaction, focusing on students' oral communication in an authentic language environment. For example, language exchange programs organized by schools allow students to have authentic language exchanges with students from other countries, thus enhancing their oral expression skills. In addition, interactive activities such as games and role-playing can also be applied in the classroom, allowing students to improve their oral expression abilities in a relaxed and enjoyable atmosphere. According to a study by foreign scholars Chan and Li (2018), role-playing activities can improve students' fluency, accuracy and self-confidence in speaking English.^[1] Therefore role-play activities also provide students with

the opportunity to practice oral communication skills in a safe and controlled environment.^[2]

Individualization is also very important in an innovative approach to oral learning. Each student has different oral expression skills and needs, so teachers need to develop individualized oral learning plans according to students' characteristics so as to better help them improve their oral expression skills.^[3] For example, for students who have outstanding pronunciation problems, teachers can use group practice, so that they can correct each other's pronunciation errors in the group, so as to better improve their oral expression ability.

In conclusion, we have noticed the limitations of traditional methods in oral language learning. Teachers need to flexibly apply different methods and strategies in their teaching practice. Changing the approach to oral language learning is an important way to improve students' oral expression skills.^[4]

3. Designing the secondary oral language classroom

3.1. Design Principles for Oral Classroom

For middle school students, the classroom is one of the important ways to approach and learn spoken English. In the classroom, teachers unconsciously cultivate students' oral expression abilities. At the same time, teachers will make specific and reasonable arrangements for each teaching link in the classroom.

We believe that educators need to follow the following principles when designing classrooms. Firstly, educators should focus on improving students' enthusiasm and participation. This can be achieved through the use of interactive teaching methods, such as group discussions, role-playing, group competitions, etc., allowing students to actively participate in a good and relaxed atmosphere, thereby improving their English oral expression skills.

Secondly, the author believes that educators should pay attention to the structure and coherence of the curriculum. An effective oral classroom should have clear course objectives and a clear teaching structure, and help students gradually master and apply oral expression skills through reasonable teaching processes and appropriate teaching steps.

Another important point is to focus on improving students' practical application abilities. In addition to mastering basic oral expression skills, students also need to have the ability to apply these skills in practice. Therefore, when designing oral classes, it is important to focus on cultivating students' practical application abilities, such as through simulated situational exercises, practical communication, etc., to enable students to apply the knowledge they have learned in practice and improve their practical application abilities.

In addition, evaluation and feedback are also an essential part of oral learning. Evaluation and feedback can help students identify their shortcomings and progress in a timely manner, further improving their oral expression skills. When designing an oral classroom, appropriate

evaluation methods and feedback mechanisms should be established, such as personal speeches, group discussions, teacher reviews, etc., to help students identify their problems in a timely manner and make improvements.

3.2. Example Analysis: How to design an effective oral English class

Based on the aforementioned design principles, we can design a specific effective oral class. Here is an example analysis: I will provide a specific example analysis for reference by educators of English in secondary schools.

Firstly, an effective oral class should include the following stages: introduction, warm-up, main body, summary, and evaluation.

During the introduction phase, teachers can engage students by introducing topics, asking questions, or playing short videos to stimulate their interest and ignite their desire to learn. In the warm-up phase, teachers can provide necessary knowledge and skill support to students through explanations and exercises related to vocabulary and grammar, preparing them for subsequent oral expressions. In the main phase, teachers can design appropriate teaching activities based on the teaching objectives and students' actual situations.^[5] For example, students can be involved in group discussions, role-playing, or group competitions to enhance their oral communication skills.

3.2.1 Warm-up (5 minutes)

During the first 5 minutes before the class starts, engage the students in a simple warm-up activity, such as group discussions or completing simple language exercises. The purpose of this activity is to stimulate students' interest in learning, adjust their mindset, and lay the foundation for the upcoming lesson.

3.2.2 Introduce the topic (10 minutes)

Next, the teacher can present the theme of the lesson and provide students with some background knowledge and vocabulary support. The purpose of this activity is to make students understand the objectives of the lesson and help them establish the corresponding language knowledge framework.

3.2.3 Demonstrating Expression (15 minutes)

As a teacher, I can provide examples through methods such as recording videos or performing live demonstrations to showcase how to correctly express the main theme of the lesson. The purpose of this activity is to help students understand and master the proper ways of expression and language skills.

3.2.4 Practice Training (30 minutes)

During this activity, teachers can offer various classroom exercises such as Q&A sessions, role-playing, or scenario

simulations for students to practice and apply what they have learned. This will help students improve their language knowledge and skills.^[6] Teachers can provide real-time feedback and guidance based on students' performance to help them identify and correct their mistakes, ultimately enhancing their expression abilities.

3.2.5 Summary and Review (10 minutes)

In the final stage of the class, the teacher can provide a summary and review for the students, evaluating their performance and providing encouragement. The purpose of this segment is to reinforce the students' learning outcomes, stimulate their interest in learning, and lay the foundation for the next class.

Through the classroom design mentioned above, we can engage students actively in the class in a pleasant atmosphere, rapidly improve their oral expression skills, and achieve the learning objectives.^[7]

4. Training in oral expression skills

4.1. Basic Oral Communication Skills

In the previous discussion, we talked about methods of learning oral communication and the teaching design by educators. As one of the most important abilities in English learning, oral communication skills are crucial for English learners. With good oral communication skills, they can greatly enhance their English expression ability in middle school. Here are some basic oral communication skills that I consider important:

The first aspect is pronunciation, as correct pronunciation is the foundation of effective spoken expression. Learners should pay attention to the pronunciation rules of English and practice them repeatedly.

The second aspect is intonation. Intonation can affect the meaning of a sentence and also impact the fluency of language. Learners should learn how to control their intonation to make their language more fluent and natural.

After addressing the issues of pronunciation and intonation, students should start learning how to use appropriate speaking speed. Speaking too fast or too slow can both affect the effectiveness of spoken expression. Students should gradually increase their speaking speed while maintaining clarity and accuracy.

Using precise and appropriate vocabulary is crucial in making language more persuasive and authentic. Learners should strive to select appropriate words and practice using them in the correct context.^[9]

4.2. How to train students' oral expression skills

In the above mentioned context, there are several ways to practice and improve spoken English. Here are my thoughts:

Imitation: Imitating can help students better understand English pronunciation, intonation, and speed, thereby improving their oral expression skills.

Shadowing: Shadowing allows learners to feel the changes in pronunciation, intonation, and speed, and improve their sense of language and fluency.

Oral exercises: Oral exercises is one of the most effective ways to improve oral expression skills. Students can practice with teachers, classmates, or speech software.

Extracurricular activities: Participating in English speech contests, English corners, and other extracurricular activities can help learners improve their oral expression skills. [8]

5. Conclusion

Through the analysis of the development of oral expression ability in the process of learning spoken English in secondary schools, we can see that there are some shortcomings in the existing methods of oral learning. Traditional methods of oral practice lack practical application and creative thinking training, while new innovative methods of oral learning emphasize diverse teaching methods and personalized learning experiences. In this trend, the future of oral English learning in secondary schools will pay more attention to innovation and practicality, focusing on improving students' autonomous learning ability and diverse learning experiences.

This paper discusses how to enhance oral expression skills in the process of learning English in middle school through innovative speaking learning methods. In this process, we analyze the shortcomings of traditional speaking learning methods and introduce new innovative speaking learning methods, as well as how to use these methods to train students' oral expression skills. This paper provides useful guidance for the practice of oral English learning in middle school through the introduction of basic speaking skills and training methods.

In conclusion, it is necessary to adopt more diversified oral learning methods and teaching strategies, while emphasizing the cultivation of students' practical application and creative thinking. In the future, in the context of oral English learning in middle school, we should also focus on cultivating students' self-learning abilities. As teachers, we should play a guiding role in improving students' speaking skills in order to better adapt to the development trend of English globalization.

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