

# An Exploration of Spoken English Strategies in Secondary Vocational Schools from the Perspective of Core Literacy

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**Abstract:** The core literacy of student development is an important content of promoting education reform and has an important effect on adapting the strategy of developing English talents in the future in our country. The cultivation of English core literacy depends on the innovation of teaching methods, the improvement of teachers' professional ability and the application of information technology, which is integrated into the training of listening, speaking, reading and writing skills. At present, the emphasis of English teaching is mainly placed on reading and writing, ignoring the cultivation of students' oral English, and students' awareness of oral communication is very weak, which is not conducive to the comprehensive development of students' core English literacy. English teachers should start from the concept of core literacy, develop targeted oral learning strategies for students, broaden the learning channels for students, and promote the improvement of students' oral English ability. This paper analyzes the present situation of oral English teaching and discusses the strategies to improve the oral English of secondary vocational students under the concept of core literacy.

**Keywords:** Core Literacy; Secondary Vocational English; Oral English Teaching; Teaching Strategy.

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## 1. Introduction

Under the background of economic globalization and informatization of social life, the importance of English has become increasingly prominent. The state attaches great importance to the cultivation of citizens' English skills, and sick leave is placed in a prominent position in the development strategy of basic education. However, in the English teaching of secondary vocational schools, teachers pay more attention to students' reading and writing, thus neglecting the oral teaching of students. As a result, there are not many secondary vocational students who can communicate fluently in English. "Dumb English" has gradually become a criticism of English learning. At present, there are still great problems in oral English teaching in secondary vocational schools, which require teachers to properly adjust the teaching mode and strategies to make students speak English boldly, so as to provide students with oral English communication ability. In oral English teaching, secondary vocational English teachers need to create a good communication environment for students and a harmonious atmosphere for oral communication. Students should be guided to think deeply in the process of oral English practice. At the same time, teachers should also combine professional curriculum resources to create a new oral English teaching model, enrich students' knowledge reserve, and improve the quality and efficiency of oral English teaching in secondary vocational schools.

## 2. An Overview of Core Literacy

In April 2022, the English Curriculum Standards for Secondary Vocational Schools issued by the Ministry of Education stipulated the core qualities of English subjects, including workplace language communication, perception of thinking differences, cross-cultural understanding and independent learning. Workplace language communication refers to the ability of students to flexibly use English

language knowledge and skills to effectively communicate and communicate on the basis of "listening, speaking, reading and writing"; The perception of thinking differences refers to the sensitivity of students to perceive the expressions of Chinese and Western languages in the process of learning English, so as to comprehend the thinking differences, and to know and perceive the world from multiple angles and dimensions. Cross-cultural understanding refers to students' correct knowledge and understanding of the excellent traditional Chinese culture and foreign culture, improving their own cultural discrimination ability, and then forming a correct cultural attitude and stance; Independent learning refers to cultivating students' initiative and enthusiasm in learning English, stimulating students' internal power in learning English, and promoting sustainable development.

Core quality is the essential character and key ability that students gradually form in the process of receiving the corresponding section of education to meet the needs of personal lifelong development and social development. It is a combination of students' knowledge, skills, emotions, attitudes, values and other requirements. It is process-oriented, focusing on the students' understanding in their development process, rather than result-oriented. The educational goal of English education is not only to teach students knowledge and livelihood skills, but also to treat English as a tool of communication, so that children can develop the habit of analytical thinking in English from an early age, give full play to personal strengths, and actively solve various problems encountered in life, so as to promote the development of thinking and cognition.

## 3. The Necessity of Oral English Reform of Secondary Vocational Students under the Core Accomplishment

Oral English expression includes four aspects: the

construction and application of language, the development and improvement of thinking, the inheritance and development of language and culture, and the appreciation and creation of aesthetics. For secondary vocational students, both their basic cultural courses and specialized courses should serve their professional practice. Only by adhering to this idea can students' core qualities be fully developed. All schools emphasize that language is for use, not for dealing with exams. More and more teaching content is serving the professional practice of students. Only when the teaching material is closely related to the actual life of students, students can flexibly put what they have learned into practice and realize the integration of knowledge and action. On the contrary, in today's English classroom, teachers mainly focus their time on reading and writing, and neglect the training of students' listening and speaking, which is not conducive to the training of students' thinking, and is not conducive to the training of students' innovative thinking and critical thinking. In class, students are just a "machine" that simply accepts knowledge, and do not know how to use and innovate.

In addition, unlike ordinary high schools, students in secondary vocational schools need to learn their professional courses and practical training courses in addition to learning basic cultural courses. Most of the English classes in secondary vocational schools are about two to three periods a week, which is obviously not enough for students. Students cannot fully absorb the content stipulated in the textbooks, and some students have weak English foundation. As a result, their self-discipline and initiative in learning English also decline. What is more serious is that some schools directly focus on professional courses and practical training courses, and in the concept of most students, the chosen major is to serve their future employment, and then students' ideas have also undergone a certain change, from the previous emphasis on cultural courses to focus on professional courses. Therefore, schools should pay attention to the cultivation and improvement of teachers' professional knowledge and skills. Teachers should update their teaching concepts in time, return the classroom to students, change their teaching methods in time, stimulate students' initiative and enthusiasm in learning English, and make full use of internal and external resources to promote students' all-round development. For students, they should learn to overcome their shortcomings, face their own shortcomings, learn and choose their own learning strategies, and stimulate their own internal motivation.

## **4. The Problems Existing in the Cultivation of Oral English Ability in Secondary Vocational Schools under the Core Quality**

### **4.1. Imbalance in the Teaching Process**

The classroom links created by teachers still need to be optimized, and many links are unscientific, such as lack of evaluation mechanism, difficulty in stimulating students' interest, and too much attention to paper scores. In secondary vocational English teaching activities, teachers are the main participants and designers, whose task is not only to design the teaching content, but also to supervise the implementation of teaching. In the design of teaching content, teachers have the initiative. In the teaching of English subjects, teachers should reasonably arrange the proportion of oral English teaching and effectively guide students in class, so as to

improve students' oral English ability and achieve the goal of oral English teaching. Under the influence of exam-oriented education, Chinese students' oral English learning has not received enough attention. Many middle school English teachers spend most of their classroom teaching time on teaching words, teaching grammar, and analyzing the structure of articles and sentences, and seldom pay attention to the improvement of students' oral English ability. It is difficult for students to rely on only 40 minutes in class to absorb English knowledge thoroughly. From the current situation of English examination in secondary vocational colleges, the examination pays more attention to students' listening, writing and reading abilities, and usually ignores the test of students' oral ability. As a result, some teachers do not attach importance to oral English teaching and rarely conduct oral English training in class, which makes it difficult to carry out oral English teaching. Thus can not effectively improve students' oral communication ability. In addition, teachers put colloquial homework after class for them to complete. However, due to the poor self-discipline of most students and the fact that they have other written homework to complete, they do not spend time to practice oral English for various reasons. Moreover, teachers have great difficulty in checking non-written homework, and some teachers simply ignore it. As a result, this kind of homework is useless, students' oral English can not be exercised, and in the long run, students' oral English ability will be difficult to improve.

### **4.2. Loss of Oral Environment**

Whether learning English or other languages, we need to have a good learning environment. Compared with other languages, English learning has higher requirements for the learning environment. When the English learning environment is satisfied, students can truly integrate into the language environment, get rid of the deeply rooted awareness of their national language, and make their way of thinking more international, so as to carry out oral English training and improve their oral English level. Compared with other colleges and universities at the present stage, the creation of language environment is relatively backward, and the best language environment is mainly reflected in English classroom teaching. Students have few opportunities to communicate in English after class and in daily life, and lack of oral training for a long time will make students lack of English communication ability, cultural awareness and dialectical thinking ability. This has a certain impact on improving students' comprehensive literacy.

From the psychological point of view, we know that the environment is the external condition of human physical and mental development, which has an important influence on human physical and mental development. The communicative environment is large and small, so the context also has a narrow sense and a broad sense. Context in the narrow sense refers to the environment before and after the appearance of a language unit, and the context (or language before and after), including what is heard and seen. They are mainly the scene of language activities, which is a factor in language signs. The broad context refers to the occasion of communication and the background of language communication, including the historical and historical background and social and cultural background of language use. Students' oral communication mainly takes place in the classroom and belongs to the narrow context. In daily life, students seldom speak English, resulting in insufficient

communication space for students and unable to be influenced by native oral English. Take our native language - Chinese for example, because we have just been born, in the big environment to feel the baptism of Chinese, so our Chinese expression will be very smooth. Similarly, if we have an environment for English communication and use, oral English will also improve. Especially in some relatively backward central and western regions and rural areas, school facilities and equipment are still relatively backward, due to lack of funds and other reasons, schools can not hire foreign teachers for students like those developed areas in Beijing, Shanghai, Guangzhou and Shenzhen, so that students can feel the original English, resulting in some students' oral English ability can not be improved.

### **4.3. Lack of Teaching Resources**

The shortage of teaching resources mainly manifests in two aspects: human and financial resources. On the one hand, the number of English teachers is insufficient, especially in some remote areas and some secondary vocational schools. Due to the unsatisfactory geographical location of these schools, most teachers are reluctant to teach and educate people due to their own and family reasons. As a result, a teacher usually has to teach English for several classes and also teach other subjects. Therefore, the teaching task is very heavy, so that only a small number of students can be taken care of in class and after class. Secondly, the training of English teachers in many schools is not enough. Even if some English teachers are good, their oral English level has not been greatly improved because they have not learned new oral English for a long time, which limits students' oral English learning. On the other hand, some schools have poor teaching infrastructure, and a large number of school classrooms are still not equipped with whiteboards. Even if some schools have whiteboards, many teachers do not use them to the maximum extent, resulting in fewer opportunities for students to listen to English, which results in a significant reduction in students' exposure to English.

### **4.4. The Singularity of Teaching Methods**

At present, there are many humanized teaching methods in oral English teaching, which can innovate teaching methods to a certain extent. When teachers apply new teaching methods, they need a period of adaptation. At this stage, teachers still use the original single teaching method for oral English teaching, and students can have access to few oral English training methods. This has a certain impact on improving students' initiative and enthusiasm in learning oral English, and it is difficult for students to improve the effect of oral English training. In the secondary vocational stage of English learning, the scope of English is gradually expanded, not only learning simple English content, but also extending the content and type of the article. At this time, students can not understand the content of the article through the traditional learning method, which will have a certain blow to their self-confidence in learning oral English. In addition, in oral English teaching, reading aloud is a relatively common way, which has considerable advantages in the beginning of English learning. However, with the improvement of students' knowledge level, this method will reveal its disadvantages, such as students can not learn and use what they have learned actively and do not have the overall application ability, which hinders the improvement of students' communication ability.

An important reason for the lack of improvement in

students' oral English ability is that teachers' teaching methods are too rigid and stereotyped. Although the core quality concept is emphasized by all schools, teachers do not have a deep understanding of its essence. Many middle school English teachers still use more traditional English teaching methods, that is, "cramming" teaching methods. The teacher said on the platform that students passively accept knowledge, ignore the play of students' dominant position, and ignore the cultivation and development of students' core English quality. Oral teaching usually starts after reading and listening. Students listen to audio or video under the guidance of the teacher, or the teacher leads students to read after them, which is similar to this mechanical oral teaching. The lack of targeted oral practice leads to problems such as imperfect accent and non-standard pronunciation in oral communication. In addition, students have no chance to communicate in the context of the whole class. The whole class is boring, students have no interest in it, and sometimes they get sleepy. As a result, students' oral ability can not be improved.

### **4.5. Students' Fear of Difficulties**

For most students in secondary vocational schools, lack of oral communication environment, little time to learn English, weak grammar foundation, insufficient accumulation of vocabulary and insufficient learning resources are all huge obstacles in their oral learning process. As time goes by, they are afraid of speaking English and making mistakes in public. For some introverted students, They are afraid that their pronunciation is not authentic enough and their sentences are not logical enough and their meanings are not clear, which will cause them to be laughed at by classmates and teachers. As a result, they are reluctant to speak English in public and rarely express their opinions. In English classes, students who are partial to certain subjects choose to do other things, and whenever teachers ask questions, many students will lower their heads and dare not participate. As a result, only a few students answer questions every time, and over time, these students will be marginalized, so for these reasons, most secondary vocational students usually learn only dumb English, in their view, they only need to score in the exam, but as everyone knows, English is an application subject, it is the medium of communication. Only by daring to express ourselves can our English ability be fully developed.

## **5. The Strategy of Oral English Teaching in Secondary Vocational Schools under the Concept of Core Literacy**

### **5.1. Modernization of Teaching Idea**

Under the guidance of the concept of core English literacy, teachers must be aware of the importance of oral English teaching to the all-round development of students. Learning oral English well can not only broaden students' horizons, improve students' comprehensive ability, facilitate them to communicate with foreign friends, but also exercise students' thinking ability, reaction ability and memory. Students can have a comprehensive understanding of the differences between Chinese and Western cultures, better spread the excellent traditional culture of China, let people from other countries understand the real China, improve our cultural soft power, and then improve our comprehensive national strength.

Therefore, secondary vocational English teachers are required to update their teaching concepts, improve their oral expression ability, take students as the main body, and have a more comprehensive understanding of the physical and mental development characteristics and ability level of current secondary vocational students, so as to design scientific teaching programs under the background of core literacy, and reasonably allocate their teaching time. Improve students' oral expression ability in English teaching. In addition, excellent oral English ability is a particularly important skill for students to enter the society. Teachers should play the role of teaching and solving doubts, give full play to students' dominant position and their subjective initiative, create a good classroom learning atmosphere for students' English communication, and no longer let oral English teaching become an accessory of reading class.

## **5.2. Diversification of Communication Environment**

The cultivation of oral English ability is a cumulative process. Under the background of core literacy, it is more important to develop students' ability to communicate and think in English, which cannot be achieved only by relying on 40 minutes in class. Therefore, English teachers should pay more attention to the extension of classroom teaching. More English contests can be held, such as English speech contest, English singing contest, drama contest, etc. Through these interesting activities, students can not only be interested in speaking English, but also improve their oral skills and develop their core qualities. In addition, teachers can also use the first three minutes of class, let students poetry recitation, dubbing, English tongue twisters and other small games, to mobilize students' enthusiasm for learning. Finally, as far as the school is concerned, some English books, periodicals, English pictures or foreign literary works can be placed in the library, reading room or book corner of the class for students to browse. Students can use their spare time to read and communicate, so as to maximize the use of students' fragmented time. In order to improve students' learning enthusiasm antibacterial oral communication ability.

At present, English teachers need to use digital technology and information technology in oral English teaching in secondary vocational schools to bring students into oral practice situations. In order to further enhance students' cultural communication awareness during oral practice and cultivate students' language thinking ability and learning ability, teachers can guide students to conduct immersive learning and exploration during oral practice with the help of simulation virtual technology, VR, AR and situational equipment. Teachers can create virtual reality scenes for students with the help of relevant virtual equipment. Guide students to conduct oral dialogue and communication in virtual reality scenes, communicate and interact with virtual characters, and meet students' learning needs anytime and anywhere. Therefore, teachers need to fully find the deep integration of modern technology and curriculum teaching in oral English teaching, so as to provide students with more abundant oral practice experience, so as to enhance students' language learning ability and improve their comprehensive language literacy, so that oral English teaching can rise to a higher level.

## **5.3. Multidimensional Teaching Resources**

Teaching resources are another important factor affecting

students' oral communication ability. Teachers should fully integrate teaching resources inside and outside the school to promote the maximum utilization of resources. First, teachers should make good use of teaching resources in the school. Secondly, teachers can recommend some film and television resources suitable for practicing oral English or English speech competitions for students to watch at home in their spare time, such as *Forrest Gump*, *Dead Poets Society*, *The Shawshank Redemption*, etc. These are some inspirational English movies. While training students' oral English, it can also cultivate their good will quality. This kind of film and television resources can let students understand what authentic pronunciation should be like, help them correct their pronunciation, so that students can unconsciously develop correct pronunciation habits. Finally, from the perspective of schools, schools can organize teachers to communicate, for example, pooling wisdom for lesson preparation is a good way, teachers can speak freely and share their own methods, at the same time, they can also put forward their doubts and difficulties, and teachers can work together to solve the problem.

Training students' oral ability is a gradual process from simple to deep. Teachers need to help students develop good oral practice habits during teaching, and guide students to learn, think and explore more scientifically and efficiently during practice. In today's digital era, secondary vocational English teachers need to further enrich students' knowledge reserves in oral English teaching, and make use of students' fragmented time to explain and penetrate fragmented oral knowledge to students. Since oral knowledge involves a large number of fragmented items, it is difficult for teachers to achieve good teaching results if they unilaterally carry out relevant teaching activities in class time. At this time, teachers can summarize relevant fragmented knowledge points and make each knowledge point into a short video. With the help of related media software platforms, teachers can make a short video. The relevant English knowledge points are set into interesting videos to guide students to further enhance their oral ability and enrich their language knowledge reserve by watching videos after leisure and entertainment. Therefore, in oral English teaching and training, teachers should also adhere to the concept of educating students in the whole period and carry out fragmented teaching in combination with students' fragmented time, so as to significantly improve the quality and efficiency of oral English teaching.

## **5.4. Scientific Teaching Methods**

Traditional classroom teaching is usually taught by the teacher alone, and students passively accept knowledge. English classroom often presents the phenomenon of "one word". Under the guidance of the core quality of English subjects, English teachers should follow the principle of innovation to carry out innovative oral communication teaching, expand the teaching dimension based on the content of teaching materials, provide students with more English knowledge, and promote the innovation of oral communication teaching content, teaching methods and teaching models. We should take students as the main body and give full play to their subjective initiative. Teachers can group students in the class and pay attention to methods when grouping, that is, each group should have excellent oral English students and students with learning difficulties, so that they can promote each other and make progress together. When assigning tasks after grouping, teachers should also pay

attention to the difficulty of tasks step by step. Don't give students unfamiliar topics or situations to complete at the beginning. This will not improve their oral communication skills, but will hurt their self-confidence and make them feel frustrated. At the same time, the topic given by the teacher can also be the current real-time hot spots, so that the enthusiasm of students can be mobilized, and they can also express their opinions and ideas freely with each other. In addition, through group work, students will be more willing to speak English, because they are more familiar with each other, so they will be less worried about making mistakes when speaking English. Special attention should be paid to the fact that students should be allowed to communicate in English as much as possible when discussing, which requires teachers to use simple words and sentences to communicate with students in classroom teaching, such as some simple instructions and cohesive words, which are often repeated in students' ears to influence and drive students imperceptibly.

### 5.5. Students' Expression of Confidence

In the process of oral English teaching in secondary vocational schools, English teachers need to focus on stimulating students' interest in learning. To this end, English teachers should adhere to the idea of "teaching through lively activities", introduce interesting teaching elements into the process of oral English teaching and training, and combine effective interesting teaching methods to help students make greater breakthroughs in the process of oral English learning. In oral English teaching, English teachers should innovate the existing teaching mode, provide good space and time for students to learn oral English, guide students to conduct in-depth exploration and thinking in the learning process, so as to enhance students' learning ability. In this process, teachers can ask students to imitate the plot fragments involved in American TV series or classic film and television animation through the form of plot performance and plot interpretation, and let students restore the story scenes in English. For this purpose, teachers can divide students into different study groups, and let students in each study group select excellent dialogue fragments in the process of thinking, learning and exploration. And carry on the plot interpretation, plot imitation, play the role image of the characters, carry out language communication dialogue. With the help of this method, teachers can fully mobilize the subjective initiative of secondary vocational students in the process of oral practice, but also promote students to form a good cooperative communication thinking during oral practice, help students find like-minded friends in the learning process, and make the oral teaching of secondary vocational schools more interesting, hierarchical and efficient. At the same time, with the help of scene performance, plot imitation and other activities, students' desire for performance and display can be fully satisfied, so as to improve the quality and efficiency of oral English teaching.

In classroom oral communication, many students are afraid of making mistakes, so they are ashamed to express their opinions. Therefore, in classroom teaching, teachers should carry out targeted teaching according to students' personality differences and other reasons, so as to teach students according to their aptitude. For example, for some students

with lively and cheerful personality, Teachers can point out their oral mistakes in a timely manner, and they will readily accept them. However, for some more outgoing students, timely correction will make them feel uneasy. Therefore, teachers should adopt incentive teaching and put the correction process after students have expressed their opinions, so as to avoid their self-esteem being frustrated. Secondly, as far as students are concerned, students themselves should realize that the primary purpose of learning English is to communicate. Only by learning more and reading more and speaking more can they learn English better and better. Blindly brushing the questions will only make them fall into a dead end.

## 6. Conclusion

In oral English teaching, vocational school English teachers should first change their single teaching method, make comprehensive use of various teaching resources, adopt diversified teaching methods, teach students according to their aptitude according to their different characteristics, at the same time, give play to students' subjective initiative, and comprehensively cultivate and develop students' core quality of English subject. In addition, English is a communicative language, English teachers should attach importance to oral English teaching in the classroom, should not make oral English become an accessory to reading and writing, fully mobilize students' enthusiasm for learning English, let students communicate in the situation; Finally, teachers should constantly innovate their teaching methods, create a positive, lively and relaxed classroom atmosphere for students, encourage students to speak more and practice more, and improve students' oral English communication ability.

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