Original Paper

Research on Innovation and Practice of English Speaking Teaching in the Context of Globalization

XueTing Ren[1]

[1] Xi'an FanYi University, College of Art and Design, Shaanxi, Xi'an, China

Abstract

With the deep development of globalization, the status of English as a global language is becoming more and more important. In this context, the innovation and practice of English speaking teaching is especially crucial. The purpose of this paper is to discuss the current situation, existing problems and the path of innovation and practice of English speaking teaching in the context of globalization, with a view to providing theoretical support and practical reference for improving the quality of English speaking teaching.

Keywords

globalization, English speaking teaching, innovation, practice

1. Introduction

Globalization is the main trend in today's world, prompting closer ties between countries. In this context, the importance of English, as a global language, is becoming more and more prominent. As an important way to communicate with people, the teaching of spoken English is also facing new challenges and opportunities in the context of the era of globalization. This paper will discuss the innovation and practice of oral English teaching from the perspective of globalization, aiming to improve the effectiveness and adaptability of oral English teaching.

2. Analysis of the Current Situation of English Speaking Teaching in the Context of Globalization

2.1 Impact of Globalization on English Speaking Teaching

Globalization has had a far-reaching impact on English speaking teaching. As the process of globalization accelerates, the status of English as a global universal language becomes more prominent, thus posing new challenges and opportunities for English speaking teaching.

First of all, globalization promotes the frequent occurrence of transnational and cross-cultural

communication. People need to communicate more in spoken English in business, academic, tourism and other fields. This increased demand has prompted spoken English teaching to pay more attention to the cultivation of practical application and communication skills rather than just the learning of grammar and vocabulary. Secondly, globalization makes the teaching of spoken English more diversified and open. Educators can take advantage of the convenience of globalization to introduce elements of cross-cultural communication and practical activities to help students better understand the norms of language use and communication styles in different cultures, so as to improve their oral expression and cross-cultural communication skills. In addition, globalization has also promoted the innovation of English speaking teaching methods. With the development of science and technology, such as the wide application of online teaching platforms and voice recognition technology, students can practice and practice speaking more conveniently, so as to improve their speaking skills. This innovative method not only improves teaching efficiency, but also increases students' motivation and participation.

In general, globalization has brought broader development space and richer teaching resources for English speaking teaching. Educators should seize this opportunity to continuously innovate teaching methods, strengthen the practice of cross-cultural communication, and cultivate students' independent learning ability in order to improve the quality and effect of English speaking teaching, so that students can better adapt to the language needs and cross-cultural communication challenges in the era of globalization.

2.2 Problems and Challenges of English Speaking Teaching in the Background of Globalization

In the context of globalization, spoken English teaching faces a series of problems and challenges that need to be addressed and solved by educators and teaching institutions together.

First of all, there are limitations in the traditional mode of teaching spoken English. Traditional teaching often focuses on the teaching of grammar and vocabulary, while neglecting the cultivation of oral expression and practical communication skills. This leads to students' lack of confidence and fluency in actual oral communication, and their inability to effectively express their views and ideas. Secondly, it is a common problem that students' oral skills are uneven. Due to the imbalance of teaching resources and the singularity of teaching methods, some students have a low level of oral proficiency and lack opportunities for actual oral practice and application. This imbalance leads to gaps in speaking ability among students, and more personalized and differentiated teaching methods are needed to meet the needs of different students. In addition, the disconnect between intercultural communication skills and speaking skills is a challenge. Students often focus only on the language itself when learning spoken English, ignoring the cultural, customary and social context behind the language. This disconnect leads to possible misunderstandings and communication barriers in cross-cultural communication, which affects students' oral expression and communication effectiveness. In addition, the way in which speaking ability is assessed is also a cause for concern. Traditional oral assessment often focuses only on the accuracy of grammar and pronunciation, while ignoring aspects

121

such as communication skills, expressive skills and emotional expression. This kind of assessment fails to reflect students' speaking proficiency in a comprehensive way, and more comprehensive and diversified assessment methods are needed to accurately assess students' speaking proficiency.

To sum up, English speaking teaching in the context of globalization faces many problems and challenges. In order to better cultivate students' oral expression and cross-cultural communication skills, educators need to adopt innovative teaching methods, strengthen practical teaching, focus on personalized teaching, and promote students' independent learning, so as to cope with the challenges of oral teaching in the era of globalization and provide students with more effective oral education.

3. Exploring the Innovative Path of English Speaking Teaching in the Context of Globalization

3.1 Using Scientific and Technological Means to Promote Oral Teaching

Under the background of globalization, English speaking teaching needs to be constantly innovated and make use of scientific and technological means to promote the development of speaking teaching. The following are some innovative paths to explore.

Online voice communication platform. By utilizing the online voice communication platform, students can have real-time oral communication with native speakers around the world. This kind of communication can help students improve their oral expression ability, enhance their practical communication skills, and at the same time improve their understanding of different cultural backgrounds. Speech Recognition Technology. Speech recognition technology can be used to assess students' oral expression, helping teachers to more accurately understand students' speaking level and provide targeted feedback and guidance. This helps personalize instruction to meet the learning needs of different students. Virtual Reality Technology. Through virtual reality technology, various real-world situations can be simulated, such as travel, business meetings, etc., so that students can practice and communicate with their speaking in a virtual environment. This approach can provide a more realistic practicing experience and help students better cope with real-life oral communication challenges. Mobile apps. Develop mobile apps for speaking learning that provide speaking practice, listening training, speaking assessment and other functions. Students can learn speaking anytime and anywhere via cell phones or tablets, increasing the convenience and flexibility of learning. Establish an online speaking teaching resource library, including speaking practice materials, practical activities, teaching videos and so on. Students can choose appropriate resources for learning according to their needs and interests, enriching the content and form of speaking learning. Social media platform. Utilize social media platforms to establish speaking learning communities, where students can share their learning experiences, exchange speaking skills with each other, and improve their motivation and enthusiasm for learning. Teachers can also interact with students through social media platforms to provide guidance and support.

Through the above innovative paths, the use of technology to promote oral English teaching can provide a more diversified and personalized learning experience, enhance students' motivation and

interest in learning, and improve the effectiveness and efficiency of oral teaching. Educators and teaching institutions should actively explore and apply these innovative methods to meet the needs of oral language teaching in the era of globalization and to cultivate students' ability to better adapt to cross-cultural communication.

3.2 Strengthen Intercultural Communication and Practice

In the context of globalization, strengthening intercultural communication and practice is an important direction for English speaking teaching. The following are some innovative paths that can help students better adapt to intercultural communication and improve their oral expression ability.

Intercultural communication courses. Specialized intercultural communication courses are offered to help students better understand and adapt to different cultural environments by teaching communication styles, habits and values in different cultural contexts. This helps to improve students' cross-cultural communication skills and reduce cultural conflicts and misunderstandings. International Exchange Programs. Organize students to participate in international exchange programs, such as overseas study and cultural exchange activities. By experiencing first-hand life and communication in different cultural contexts, students can gain a deeper understanding of the challenges and opportunities of cross-cultural communication and enhance their cross-cultural communication skills. Virtual intercultural communication platform. Using a virtual platform to simulate communication scenarios in different cultural contexts, students can practice intercultural communication in a virtual environment. This approach can help students experience intercultural communication in a safe environment and enhance their understanding of and respect for different cultures. Cultural experience activities. Organize students to participate in various cultural experience activities, such as folk culture display, foreign film and television appreciation. Through these activities, students can feel and experience the charm of different cultures, expand their horizons, stimulate their interest in learning, and promote the improvement of their oral expression skills. Intercultural teaching resources. Provide rich cross-cultural teaching resources, such as cases of cross-cultural communication, introduction of cultural background, cross-cultural communication skills and so on. Students can learn about the differences and commonalities between different cultures through these resources, laying a solid foundation for cross-cultural communication. Cooperative Learning Program. Promote students to participate in cross-cultural cooperative learning projects, working with students from different cultural backgrounds to complete tasks or projects. Through cooperative learning, students can learn to respect others' viewpoints, coordinate and cooperate, and improve their intercultural communication and teamwork skills.

Through the above innovative paths, English speaking teaching can better strengthen intercultural communication and practice, help students adapt to the needs of the globalization era, and improve their oral expression and intercultural communication skills. Educators and teaching institutions should actively explore and apply these innovative methods to provide students with richer and more diversified learning experiences and to cultivate talents with an international outlook and intercultural

communication skills.

3.3 Cultivate Students' Independent Learning Ability

In the context of globalization, developing students' independent learning ability is one of the important tasks in teaching spoken English. Here are some innovative paths that can help students develop independent learning ability.

Personalized learning plan encouragement. Students make personalized learning plans and choose learning contents and learning methods according to their own learning goals and interests. Personalized learning plans can stimulate students' motivation and initiative in learning and improve their learning effectiveness.

Enrichment of learning resources. Provide rich and diversified learning resources, such as online courses, learning apps, speaking practice platforms, etc., so that students have more choices and opportunities for independent learning. Students can choose suitable resources for learning according to their own needs and learning styles. Learning feedback mechanism. Establish an effective learning feedback mechanism, including regular learning assessment, oral practice feedback and so on. Through timely feedback, students can understand their own learning progress and problem areas, adjust learning strategies and improve learning efficiency. Learning Skills Development. Students are taught how to study and manage their time effectively, how to improve their learning efficiency and memory, and how to develop their learning skills. These skills can help students to learn better independently and improve their learning outcomes. Learning Goal Setting. Students are guided to set clear learning goals and milestones so that they are clear about their learning direction and efforts. Setting goals can motivate students to stay motivated, strengthen their confidence in learning, and improve their learning autonomy.

Learning teamwork. Encourage students to engage in teamwork and mutual learning in learning. Through mutual communication, discussion and cooperation, students can motivate each other, make progress together and cultivate the spirit of cooperation and teamwork. Learning reflection and summarization. Encourage students to reflect and summarize in the learning process to find problems and improve methods in time. Through reflection and summarization, students can improve their self-knowledge, constantly improve their learning strategies, and improve their learning results.

Through the above innovative paths, students' independent learning ability can be effectively cultivated, their learning interest and motivation can be stimulated, and the effectiveness and efficiency of oral teaching can be improved. Educators and teaching institutions should actively explore and apply these innovative methods to provide students with more opportunities and support for independent learning, help them become learners with independent learning ability and adapt to the educational needs in the era of globalization.

Reference

Guan, Y. (2023). Exploration of English course mode in the context of market economy. *Economist*, *2023*(05), 206-207.

Li, C. J. (2023). Exploration of Accounting English Course Teaching for Non-Accounting Majors under the Background of Economic Globalization. *Modern Business Industry*, *44*(07), 145-147+176.

Li, L. (2024). A New Model of College English Speaking Teaching Integrated with Mobile Learning. *English Square*, *2024*(03), 90-93.

Li, Z., & Zhang, X. W. (2023). The application of business English in agricultural trade enterprises under the background of economic globalization. *Journal of Shandong Agricultural Engineering College*, *40*(07), 90-94.

Wang, F. Q. (2024). Exploring the Feasibility of Contemporary University English Speaking Teaching. *Journal of Hebei Open University*, *29*(02), 73-75.

Wu, Z. L. (2024). Exploring the Status Quo and Countermeasures of English Speaking Teaching in Higher Vocational Colleges. *The road to success*, *2024*(04), 113-116.

ZHANG, J. S., & ZHANG, L. L. (2024). Implications of the Input, Interaction, and Output Hypothesis for Oral English Teaching in Junior High Schools. *Overseas English*, *2024*(03), 185-187.

Zheng, C. L. (2024). Optimization Strategy of College English Speaking Teaching Based on Affective Filtering Theory. *Heilongjiang Education (Higher Education Research and Evaluation)*, *2024*(04), 92-94.

Zhou, Y. (2022). Exploration of cross-cultural communication path of English news in the context of globalization. *Journalism Research Guide*, *13*(10), 47-49.