

Research on Innovative Strategies for Adult English Oral Teaching from a Multimodal Perspective

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Abstract: *This article aims to explore innovative strategies for adult English oral teaching from a multimodal perspective. Through the analysis of the current situation of adult English oral teaching, it is found that traditional teaching methods have limitations and cannot meet the learning needs of adult learners. Therefore, this study proposes a series of innovative teaching strategies, including using multimedia teaching resources to create real contexts, constructing interactive teaching environments, and implementing personalized teaching strategies. These strategies aim to improve learners' oral proficiency and enhance learning outcomes. This study not only provides new ideas and methods for adult English oral teaching practice, but also contributes to the development of English oral teaching theory.*

Keywords: *Multimodal; Adult English; Oral teaching; operational research*

1. Introduction

In the context of globalization, English speaking ability has become one of the important standards for measuring individual comprehensive quality and international competitiveness. Adults are the backbone of human development, and the improvement of their English speaking skills is of great significance for personal career development, international communication, and the overall competitiveness of a country. However, traditional English oral teaching methods often focus on a single language input and output, neglecting the integration and utilization of multimodal information, resulting in unsatisfactory teaching results. Therefore, exploring innovative strategies for adult English oral teaching from a multimodal perspective has become an urgent issue in the current education field[1]. Multimodal teaching is a teaching method that fully utilizes multiple information channels and teaching resources, with the aim of promoting learners' understanding and expression of language through various sensory systems such as visual, auditory, and tactile senses. In oral English teaching, multi-modal teaching can create a more real and vivid language environment, so that learners can improve their oral ability in simulated practical communication. At the same time, multimodal teaching can also stimulate learners' interest and enthusiasm in learning, and promote their active participation and independent learning. Through in-depth analysis of the current situation and problems of adult oral English teaching, this paper proposes targeted innovative strategies to provide new ideas and methods for adult oral English teaching practice [2]. This paper also helps to promote the application and development of multimodal teaching in other language teaching fields, and provides strong support for cultivating talents with international vision and cross-cultural communication ability.

2. Analysis of the current situation of oral English teaching for adults

With the continuous deepening of globalization, English speaking ability has become an essential skill for adult learners to enhance their professional competitiveness and broaden their international perspective. However, the current adult English oral teaching is facing many challenges and problems, and its current situation is worrying.

There are significant individual differences among adult learners in English oral learning. Due to differences in age, education level, career requirements, and learning objectives among adult English learners, there are significant differences in the time and progress required in English learning[3]. However, in previous English oral teaching, there was a common "one size fits all" model, which ignored the differences between learners and made it difficult to adapt to their actual needs. This not only limits the enthusiasm of learners for learning, but also limits the improvement of adult learners'

oral skills.

In adult oral English teaching, the lack of real context has become a major obstacle. In the ideal process of English learning, especially the improvement of oral skills, the real environment is very important. This kind of environment can simulate the daily communication situation, enable learners to train language skills and cultivate their Chinese ability in the simulated practice. However, at present, many adult oral English teaching classes still use more traditional teaching methods, mainly teachers' one-way explanation and students' mechanical reading. This model ignores the importance of context for language learning and lacks effective creation and Simulation of real context. Oral English teaching without real context cannot cultivate the ability to deal with the actual communication situation. In such an environment, learners often can only master some isolated vocabulary and grammatical structures, but can not flexibly apply them to practical communication. This teaching method not only limits the improvement of learners' oral expression ability, but also makes it difficult for them to really experience the fun of language learning.

In adult oral English teaching, the lack of interaction and cooperation has become an important factor restricting the improvement of learners' oral expression ability. In oral English learning, it is essential for learners to fully interact and cooperate, which can effectively promote the improvement of oral expression ability through communication, discussion and cooperation. However, the current situation of adult oral English teaching is not satisfactory. In most classrooms, teachers tend to occupy an absolute dominant position, while students are relatively passive and lack sufficient opportunities to speak. This teaching mode makes the interaction between teachers and students become rare, and students' participation is greatly reduced. In addition, due to the lack of interactive activities such as group cooperation and role play, learners are often unable to fully exercise their oral expression ability in the actual communication scene. This lack of interaction and cooperation not only limits the improvement of learners' oral expression ability, but also deprives them of the opportunity to experience the fun of language learning. In the absence of interaction, learners often can only passively accept knowledge, but can not really integrate into language learning. This will not only affect their learning enthusiasm, but also lead to their boredom with oral English learning.

The lack of personalized teaching strategies in adult oral English teaching is particularly prominent. Each learner has its own unique learning characteristics and needs. For example, some people are better at absorbing knowledge through hearing, while others prefer to understand through reading. Therefore, an ideal teaching environment should be able to flexibly adjust teaching strategies and methods according to the specific situation of each learner, so as to achieve personalized teaching effect. However, the application of individualized teaching strategies in adult oral English Teaching in China is still insufficient. Teachers are often limited by traditional teaching methods and unified teaching materials, and it is difficult to carry out differentiated teaching according to the individual differences of learners. This "one size fits all" teaching method not only ignores the individual needs of learners, but also fails to fully stimulate their learning potential. In this case, many learners have encountered many difficulties in oral English learning. Some people may feel confused because the teaching content is inconsistent with their learning habits, while others may be unable to keep up with the pace because the teaching progress is too fast or too slow. These problems lead to learners' slow progress and even frustration in oral English learning.

Adult oral English teaching is still plagued by the lack of teaching resources in reality. Although modern scientific and technological means, such as multimedia and Internet, have brought unprecedented convenience and possibility to oral English teaching, in practice, many adult oral English classes are still faced with the embarrassing situation of outdated teaching equipment and lack of teaching resources. On the one hand, some adult oral English classes still use old teaching equipment, which not only has limited functions, but also often has problems such as complex operation and difficult maintenance. On the other hand, high-quality teaching resources are also scarce in adult oral English teaching. Although there are a large number of oral English learning resources on the Internet, there are few practical and targeted resources that are really suitable for adult learners.

3. Innovative strategies for adult oral English teaching from a multi-modal perspective

3.1 Integration and utilization of diversified teaching resources

The integration and utilization of diversified teaching resources play a crucial role in adult English oral teaching. With the rapid progress of the Internet, the learning content of English courses is no

longer limited to the traditional paper textbooks, but becomes more and more colorful. In this era of information explosion, how to cleverly integrate these diverse teaching resources and efficiently apply them to actual teaching to improve the quality of adult English oral teaching has become an urgent issue in the current education field.

Integrating diverse teaching resources not only helps to enrich teaching content, but also injects new vitality into teaching forms[4]. Traditional English oral teaching is often limited to textbooks and classrooms, with relatively single teaching methods that are difficult to meet the diverse needs of adult learners. Diversified educational resources, such as audio-visual materials, picture materials, and online courses, provide broader space and more possibilities for English oral teaching. Audiovisual materials, such as English soundtrack films, documentaries, and news broadcasts, can provide students with a real language environment, helping them become familiar with and master authentic English oral expressions. By watching and imitating, students can have a more intuitive understanding of the rhythm and intonation of the English language, improving the fluency and naturalness of oral expression. Picture materials can visually display various scenes and situations, helping students establish the connection between language and real life. With the assistance of picture materials, students can have a deeper understanding and mastery of the usage of English words and phrases, improving the accuracy and richness of oral expression. Online courses provide students with flexible learning methods and study time. Through online platforms, students can learn spoken English anytime and anywhere, and engage in real-time interaction and communication with foreign teachers or other learners. This learning method not only breaks the limitations of time and space, but also helps students expand their international perspectives and improve their cross-cultural communication skills.

Utilizing diverse teaching resources helps to create a realistic language environment, which is an indispensable part of English oral learning. A real language environment can enable learners to have a more intuitive exposure and understanding of the practical application of English speaking, thereby better mastering language skills. Diversified teaching resources can simulate various real-life communication scenarios, making learners feel as if they are in a real context. For example, using video resources, we can showcase dialogue scenes from different cultural backgrounds, allowing learners to observe and imitate real language communication methods. This dual stimulation of visual and auditory stimuli can deepen learners' understanding and memory of language. Meanwhile, audio resources are also an important tool for creating a realistic language environment. Through listening training, learners can be exposed to authentic English spoken pronunciation and intonation, improving their language perception ability. In addition, audio resources can also simulate various daily conversation scenarios, such as shopping, traveling, work, etc., allowing learners to practice oral expression in simulated contexts, thereby enhancing their confidence and fluency in oral communication. These authentic language environments not only help learners better understand and use oral knowledge, but also stimulate their learning interest and enthusiasm. In simulated contexts, learners can actively participate in oral practice, consolidating their knowledge through imitation and practice. This interactive learning approach can not only improve learning outcomes, but also cultivate learners' autonomous learning ability and collaborative spirit.

The integration and utilization of diversified teaching resources can also promote learners' autonomous learning and personalized learning. Modern teaching resources are often interactive and personalized, and learners can choose suitable learning materials according to their own needs and hobbies. In addition, these resources can provide learners with immediate feedback and assessment, so that learners can better grasp their own learning status and make corresponding improvements. This kind of self-directed learning and personalized learning helps to stimulate learners' learning motivation and improve the learning effect of adult learners.

However, in order to effectively integrate and utilize diverse teaching resources, teachers need to possess certain information technology and resource integration abilities. Teachers need to be familiar with the characteristics and usage methods of various teaching resources, and be able to choose and integrate them based on teaching objectives and learner needs. At the same time, teachers also need to pay attention to the update and change of teaching resources, and timely introduce new teaching resources and technical means to maintain the timeliness and progressiveness of teaching.

3.2 Creation of interactive teaching environment

The creation of an interactive teaching environment plays a crucial role in adult English oral teaching. This approach can not only stimulate learners' learning enthusiasm and increase their participation, but also help them better master language skills. The following is a detailed discussion on

creating an interactive teaching environment.

The creation of an interactive teaching environment requires the establishment of a positive interactive relationship between teachers and students. Teachers should abandon the traditional teaching method of "one talk" and become guides and participants, allowing learners to actively participate in the classroom[5]. Through questioning, discussion, feedback, and other methods, teachers can timely understand the learning progress and confusion of learners, and provide targeted guidance and assistance. This interaction not only enhances emotional communication between teachers and students, but also improves teaching effectiveness.

Student-student interaction is an important part of interactive teaching environment. Teachers can promote communication and cooperation among learners through group cooperation, role play, debate and other forms. In group cooperation, learners can complete tasks together, share learning experience and experience, so as to improve oral expression ability and teamwork ability. Activities such as role playing and debating allow learners to practice their oral expression skills in simulated real situations and enhance their self-confidence and coping skills.

The application of modern information technology creates a good interactive atmosphere for the creation of interactive teaching environment. In the teaching process, teachers can make full use of multimedia teaching equipment, network teaching resources, etc., to provide learners with a variety of different teaching materials and interactive platforms. For example, through the online education platform, teachers can organize remote discussions, real-time interaction and other forms of interaction, so that learners can learn at any time and anywhere. At the same time, teachers can also use teaching software, apps and other tools to develop a targeted learning path and feedback for learners, which can better adapt to the needs of learners.

In the process of creating an interactive teaching environment, teachers should also pay attention to creating an atmosphere. Creating a relaxed, joyful, and active classroom atmosphere is conducive to mobilizing the enthusiasm of learners and promoting their learning. In order to enable learners to learn English in a relaxed and enjoyable atmosphere, teachers can create a good teaching environment by using humorous language, vivid examples, and timely encouragement.

3.3 Formulation of individualized teaching strategies

Due to significant differences in age, educational background, career needs, and learning motivation among adult learners, traditional one size fits all teaching methods are no longer able to meet the personalized needs of adult learners. Therefore, in order to improve the quality of adult English oral teaching, targeted educational strategies must be implemented.

The development of personalized teaching strategies requires a deep understanding of individual differences among learners. By conducting questionnaire surveys and interviews with learners, we aim to understand their basic information, learning objectives, learning methods, interests, and hobbies. These pieces of information help teachers more accurately grasp the characteristics of learners and provide strong basis for the development of subsequent teaching strategies.

On the basis of understanding the individual differences of learners, teachers should design targeted teaching programs according to the different situations of learners. The teaching plan should include teaching purpose, content, method and evaluation method. For example, for learners with weak oral English foundation, teachers can design more oral practice and pronunciation correction sessions; For learners who are fluent in oral expression but lack practical application experience, teachers can arrange dialogue exercises and role playing activities that simulate real scenes. With a personalized lesson plan, teachers can ensure that each learner can progress on their own.

The development of individualized teaching strategies should also pay attention to the cultivation of learners' autonomous learning and cooperative learning ability. Teachers can use online teaching platforms, learning apps and other tools to provide learners with a large number of learning materials, and choose a suitable method for learners' learning. At the same time, teachers can also promote cooperation and communication among learners through group cooperation and project-based learning, and cultivate the teamwork ability and innovative spirit of adult learners.

The development of personalized teaching strategies requires teachers to continuously adjust and optimize in practice. Teachers should pay attention to the progress of learners, and based on their feedback, identify existing problems and make targeted adjustments. At the same time, teachers should also communicate and cooperate with other teachers or experts, share experiences and insights on

personalized teaching strategies, and jointly promote the development of adult English oral teaching.

4. Conclusion

The research on innovative strategies for adult English oral teaching from a multimodal perspective is not only an innovation of traditional teaching methods, but also a deep response to the personalized needs of adult learners. By integrating diversified teaching resources, creating interactive teaching environments, and developing personalized teaching strategies, a new path has been successfully opened up for adult English oral teaching. However, this is only the beginning of exploration, and the future path is still full of challenges and opportunities. In the future, this article looks forward to further exploring more advanced and practical teaching methods and means within the framework of multimodal teaching. At the same time, this article also hopes that adult English oral teaching can pay more attention to the actual needs of learners, so as to provide more personalized and refined education for adult learners.

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