

# **Research on the Management Model of English Oral Skills Competition in Higher Vocational Colleges**

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**Abstract:** The English oral skills competition in higher vocational colleges is an important platform for improving students' English application ability and has significant implications for cultivating skilled personnel who meet the needs of the new era. Based on this, this study conducts an in-depth analysis of the current management status of English oral skills competitions in higher vocational colleges and finds that there exist problems such as unstable organizational management teams, inadequate organizational mechanisms, imperfect systems, and unpractical competition project settings. In response to these problems, this study proposes optimization strategies such as constructing multi-level competition systems, perfecting scientific judging standard systems, strengthening faculty training, and building comprehensive basic support systems. the study shows that a scientific and reasonable competition management model can effectively enhance students' participation and promote teaching reform innovation, thereby improving the quality of personnel cultivation. the study has important theoretical and practical significance for promoting the reform of English oral skills teaching in higher vocational colleges and improving the quality of personnel cultivation.

**Keywords:** English Speaking Contest; Management Model; Vocational Colleges

## **1. Introduction**

In today's era of rapid globalization, spoken English communication skills have become an important competitive advantage for college students in terms of employment and career development. English speaking skills competitions, as an effective extension of classroom teaching, have unique advantages in enhancing students' practical application of

English. However, the current management model of English-speaking skills competitions in vocational colleges still has many problems, which affect the effectiveness of the competition and the educational outcomes. Therefore, making the participation process more scientific, informatized, and efficient has become an urgent problem that needs to be solved by vocational colleges.

## **2. Research Background**

With the deepening of vocational education reform in China, English teaching in vocational colleges is facing new opportunities and challenges. the Implementation Plan for National Vocational Education Reform clearly proposes to cultivate high-quality technical and skilled talents with an international perspective. In this context, English oral competitions have become an important platform for showcasing teaching achievements and promoting teaching reform. In recent years, various English-speaking competitions have flourished, such as the "21st Century Coca Cola Cup" National English Speech Competition and the "Foreign Language Teaching and Research Press Cup" National English Speech Competition, providing a stage for vocational college students to showcase their language talents. However, the competition management mode needs to be improved, and how to better play the role of competition in talent cultivation has become an urgent problem to be solved.

## **3. The Significance of Strengthening the Management of English Oral Skills Competitions in Vocational Colleges**

### **3.1 Theoretical Significance**

The research on the management mode of English oral competitions can help enrich the theoretical system of vocational education. By systematically exploring various aspects of competition management during the competition process, a competition

management theoretical framework that is in line with the characteristics of higher vocational education can be constructed, providing new perspectives and ideas for related research. At the same time, it innovatively combines competition management with professional construction, forming a theoretical model of "promoting teaching and learning through competitions", providing useful reference for other universities. In addition, the research results can provide theoretical support for improving the English teaching evaluation system in vocational colleges.

### **3.2 Practical Significance**

Oral competition has important practical guidance significance for improving the quality of English teaching in vocational colleges. By optimizing the competition management mode, students' enthusiasm and initiative in English learning can be enhanced. Usually, some vocational colleges establish a hierarchical competition system to enable students with different English proficiency levels to find suitable competition platforms, effectively improving student participation. Meanwhile, the research findings can provide reference for teachers to carry out English teaching reform and promote the organic integration of classroom teaching and competition activities.

### **3.3 Social Significance**

Strengthening the management of English-speaking competitions has a positive effect on enhancing the employment competitiveness of vocational college graduates, especially in the current context of increasing internationalization. Enterprises urgently need technical talents with good English-speaking abilities. By participating in competitions, students can not only improve their language expression skills, but also enhance their awareness of cross-cultural communication. According to surveys conducted by some vocational colleges, students who have participated in English speaking competitions perform more outstandingly in the job search process, and the quality of employment is significantly improved.

## **4. Analysis of the Current Situation and Problems of English Oral Skills**

## **Competition in Vocational Colleges**

### **4.1 Unstable Competition Organization and Management Team**

At present, the organization and management of skills competitions in many colleges and universities are often carried out by teams composed of temporarily selected personnel from teaching and research departments or departments, lacking specialized fixed management institutions and personnel. A survey shows that in recent years, over 65% of participating universities have to reorganize their competition management teams every year, resulting in a lack of accumulation and inheritance of work experience. Frequent turnover of management personnel not only affects work efficiency, but also easily leads to work disconnection and discontinuity. At the same time, due to the lack of professional training, the management personnel temporarily selected are not familiar with the competition rules and procedures, which can easily lead to operational errors. This unstable management team seriously affects the quality and level of competition organization.

### **4.2 The Competition Operation Mechanism Is Not Perfect**

The imperfect operation mechanism of competitions is mainly reflected in organizational coordination, resource allocation, supervision and management. Most participating universities have not established a complete competition management system, and competition work is mostly based on experience and temporary decisions. For example, the lack of clear budget and approval processes in the use of funds leads to low efficiency in the use of funds; the lack of standardized and systematic work procedures in pre competition training and post competition summary makes it difficult to ensure the quality of the competition. In addition, unclear division of responsibilities among participating departments and poor communication and coordination mechanisms have affected the smooth progress of the competition.

### **4.3 Unrealistic Competition Project Settings**

At present, the setting of some competition projects has not fully considered the characteristics of regional industries and

market demand, and there is a problem of "emphasizing form over effectiveness". Through research on multiple vocational colleges, it was found that about 40% of competition projects have low relevance to local leading industries, making it difficult to reflect the characteristics and advantages of vocational education. At the same time, some competition content is too academic or theoretical, neglecting the practical requirements of vocational skills. For example, in some regions, vocational college English oral competitions overly emphasize the standardization of language, while the assessment of workplace communication skills is insufficient, making it difficult to meet the demand of enterprises for compound skilled talents.

#### **4.4 The Competition Supporting System Is Not Sound**

The supporting system construction for English oral competitions in some vocational colleges is currently lagging behind, with deficiencies in reward mechanisms, funding guarantees, and achievement transformation. For example, some universities lack a complete competition incentive system, the workload of teachers guiding competitions cannot be reasonably recognized, and the credit conversion policy for students participating in competitions is also unclear. In addition, the promotion and application mechanism of competition results is not perfect, and many excellent competition experiences and innovative achievements are difficult to transform into teaching resources. Some universities have not even established a competition file management system, resulting in incomplete preservation of competition materials over the years and inadequate experience summary.

### **5. Optimization Strategies for the Management of English Oral Skills Competitions in Vocational Colleges**

#### **5.1 Build a Competition Teaching System**

To comprehensively enhance students' ability to apply English in the workplace, the English oral skills competition of the National Vocational College Skills Competition can be used as a starting point to carry out the English oral competition teaching mode of

"competition promotes teaching, competition integrates teaching" in vocational English oral teaching. This innovative teaching model organically integrates competition elements into daily teaching, which can stimulate students' interest in learning and improve teaching effectiveness.

For example, incorporating English skills competitions into the practical system of vocational English oral teaching, based on the key and difficult points of unit teaching combined with students' specific learning situations, the three stages of workplace description, situational communication, and workplace debate in the English oral competition are integrated into each unit teaching design. In the workplace description stage, teachers guide students to learn professional vocabulary and expressions, cultivate their ability to accurately describe workplace scenarios, workflows, and professional operations, and strengthen the integration of students' theoretical knowledge with practical workplace situations; In the situational communication segment, students' oral communication skills are enhanced in different workplace situations through role-playing, simulated conversations, and other forms; In the workplace debate segment, design professional related topics to cultivate students' critical thinking and improvisational expression abilities. Through this teaching model, students can experience a competitive atmosphere in the classroom and enhance their ability to apply workplace English in practice. Teachers can timely identify problems and adjust teaching strategies based on students' performance in various stages, achieving continuous optimization of teaching effectiveness. At the same time, this teaching model also provides a good foundation for selecting and cultivating English speaking competition participants, forming a virtuous cycle of talent cultivation mechanism. Through the teaching mode of "promoting teaching through competition and integrating competition and teaching", not only has the English-speaking level of students been improved, but their competitiveness in the future workplace has also been enhanced, laying a solid foundation for vocational colleges to cultivate professional talents with good English communication skills in the workplace.

## **5.2 Diversified Teaching Modes**

The assessment point of the oral competition is focused on students, but the improvement of students' English workplace application ability depends on effective guidance from teachers. Therefore, in order to guide students to stand out in oral competitions, teachers must first have a solid foundation in English, which not only includes proficient oral expression ability, but also requires mastery of authentic English pronunciation, intonation, and speed, as well as a deep understanding of workplace English language and business etiquette. At the same time, teachers should be good at enhancing the use of information technology in teaching, fully utilizing modern educational technology, and relying on smart vocational education platforms to set up diverse and content rich group activities. For example, oral practice tasks can be assigned through online learning platforms, and students can engage in independent practice and peer evaluation using audio and video recording functions; Using virtual scenario simulation software to create a realistic workplace environment, allowing students to immerse themselves in English communication scenes in the workplace; Using artificial intelligence speech recognition technology to help students correct pronunciation problems.

In addition, teachers need to provide in-depth guidance to students after class, including personalized pronunciation correction, guidance on expression skills, and on-site performance strategies. Teachers can develop targeted training plans based on the language proficiency and personality traits of different students, and help them overcome psychological barriers and build confidence through one-on-one tutoring or group discussions. At the same time, teachers should also focus on cultivating students' cross-cultural communication awareness, guiding them to understand cultural differences between the East and the West, and mastering appropriate workplace communication etiquette. Through the professional guidance and all-round guidance of teachers, students can not only achieve excellent results in oral competitions, but also truly enhance their English application abilities in the workplace, laying a solid foundation for their future career development.

## **5.3 Establish a Multi-Level Competition Management System**

To ensure the effective implementation of English oral skills competitions in vocational colleges, schools should establish a comprehensive multi-level management system. Establish a dedicated competition work leadership group at the school level, which is coordinated by multiple departments such as the Academic Affairs Office, Public English Teaching and Research Office, and secondary colleges, to develop detailed competition management systems and implementation plans. At the same time, establish a hierarchical management mechanism, refine the competition work to each teaching unit, clarify the division of responsibilities and assessment standards. On this basis, develop a scientific competition management process, including stage goals such as pre competition training, preliminary selection, semi-final promotion, and final sprint.

Vocational colleges can establish incentive mechanisms by linking competition results with teacher performance assessments and comprehensive student evaluations, to stimulate the enthusiasm of teachers and students to participate. In addition, attention should be paid to the construction of information management platforms, the development or introduction of competition management systems, and the implementation of information operations in registration, training, scoring, and other aspects to improve management efficiency. In addition, a competition resource library should be established to collect and organize competition questions, excellent cases, and participation experiences from previous years, providing reference for subsequent competitions. Regularly organize seminars on competition management, summarize experiences and lessons learned, and continuously optimize management models. Through a multi-level and comprehensive competition management system, we ensure that competition work is carried out in a standardized and orderly manner, fully leveraging the positive role of competitions in enhancing students' English application abilities in the workplace.

## **5.4 Improve the Scientific Evaluation**

### **Criteria System**

A scientifically reasonable evaluation standard is the key to ensuring fair and just competition. Vocational colleges can establish a multidimensional evaluation index system and refine the evaluation criteria into specific dimensions such as pronunciation and intonation, vocabulary usage, grammar accuracy, fluency of expression, and workplace etiquette based on the actual needs of workplace English application. Differentiated scoring criteria are set for different events, such as workplace descriptions focusing on the accuracy of professional vocabulary and logical description, situational dialogues emphasizing the naturalness and appropriateness of communication, and workplace debates focusing on the persuasiveness and adaptability of arguments. At the same time, establish a quantitative scoring mechanism, scientifically allocate the weights of each evaluation dimension, formulate detailed scoring rules, and reduce subjective evaluation factors.

In this process, modern evaluation methods can also be introduced, such as speech recognition technology to evaluate pronunciation accuracy, artificial intelligence assisted evaluation of expression fluency, etc. In addition, the establishment of a professional evaluation team should include both English teaching experts and industry and enterprise experts to ensure that the evaluation criteria meet both teaching requirements and practical workplace needs. Regularly conduct training for judges, unify evaluation criteria, and improve the consistency and reliability of evaluations. Establish a feedback mechanism for evaluation results, provide detailed evaluation opinions to participants in a timely manner, help them identify and fill in gaps, and continuously improve.

### **5.5 Strengthen Teacher Professional Training and Support**

As the main body of competition guidance, teachers' professional abilities directly affect the effectiveness of the competition. Vocational colleges should establish a systematic teacher training mechanism, regularly organize specialized training activities, and enhance teachers' English oral teaching ability and competition guidance level. the training content should include the latest

oral teaching methods, application of information technology teaching tools, interpretation of competition rules, analysis of scoring standards, etc. Encourage teachers to participate in high-level vocational training and certification, such as the International English Teacher Qualification Examination.

At the same time, establish a teacher competition guidance studio, set up a teacher competition guidance team, promote experience exchange and resource sharing among teachers, provide necessary support for teachers, encourage teachers to carry out competition related teaching research, transform competition experience into teaching results, and include competition guidance in teacher workload calculation. Set up a special reward fund to commend excellent guidance teachers. In addition, a school enterprise cooperation mechanism can be established to invite enterprise experts to provide workplace English training for teachers, enhancing their understanding of the practical application of workplace English. Through a comprehensive teacher support system, we continuously improve the professional abilities and guidance level of teachers, providing strong guarantees for the smooth development of competitions.

### **5.6 Build a Comprehensive Basic Guarantee System**

A sound foundation guarantee is an important support for the smooth development of the competition. Vocational colleges should first strengthen the construction of hardware facilities, equip professional voice laboratories, simulated workplace scenario classrooms, recording classrooms, etc., provide a good hardware environment for competition training, introduce advanced language learning software and competition training systems, and provide students with convenient practice platforms. Secondly, establish a competition fund guarantee mechanism and set up special funds for competition organization, venue construction, equipment procurement, teacher training, and other aspects. At the same time, develop a reasonable plan for the use of funds to ensure the maximization of fund utilization efficiency.

At the same time, establish a comprehensive competition file management system to record the entire competition process in detail, including participant information, training



process, competition results, etc., providing data support for competition management. Higher vocational colleges should also strengthen the publicity work of the competition, expand the influence of the competition and create a good competition atmosphere through campus network, WeChat official account and other channels. And establish an emergency plan mechanism, develop detailed disposal plans for possible emergencies, and ensure the safe and orderly conduct of the competition. By building a comprehensive basic guarantee system, a solid foundation is provided for the standardized and scientific management of competitions.

### **6. Conclusion**

In summary, the English oral skills competition in vocational colleges is an important way to enhance students' language application ability, and a scientific and effective competition management model plays a key role in achieving the goal of competition education. This article analyzes the current problems in competition management and proposes diversified optimization strategies. the implementation of these strategies requires the collaborative efforts of various forces to continuously promote and improve. In the future, with the deepening of vocational education reform, the management mode of English oral competitions will continue to

innovate and develop, making greater contributions to cultivating high-quality technical and skilled talents with international competitiveness.

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