

# Measures for Cultivating Students' Speculative Ability in English Speech Teaching for College Students

Yangqian Lu

Changsha Normal University, Changsha 410100, China.

---

**Abstract:** Speculative ability is an essential English practical thinking ability for college students. Only by possessing good speculative ability in English learning can students achieve independent analysis and judgment of English subject knowledge. The overall implementation idea of English speech teaching is to promote college students to gradually develop good English thinking ability, encourage students to actively participate in the process of English subject competition speech activities, and exercise students' English thinking ability and language expression ability. The implementation process of English speech teaching should be able to achieve the goal of optimizing and improving college students' English critical thinking ability. Interesting and vivid speech activities should be adopted to stimulate students' enthusiasm for speech participation, thereby reflecting the internal connection between English speech teaching and English practical ability training. Therefore, this article explores the necessity of English speech teaching for cultivating college students' good thinking ability, and proposes a specific implementation plan for improving English speech teaching in a reasonable manner.

**Keywords:** English Speech Teaching for College Students; Students' Critical Thinking Ability; Key Points of Training Measures

---

## Introduction

The ability of college students to demonstrate good English critical thinking skills in autonomous learning of English courses is fundamentally related to the formation of students' English practical awareness, and has a significant impact on their ability to independently express themselves in oral English and organize language. The implementation process of English speech teaching should be able to achieve the goal of optimizing and improving college students' English critical thinking ability. Interesting and vivid speech activities should be adopted to stimulate students' enthusiasm for speech participation, thereby reflecting the internal connection between English speech teaching and English practical ability training. (Qiaoyi Liu,2022)The English critical thinking ability of college students is mainly reflected in their awareness of independent thinking in English knowledge, organizational ability in oral communication and expression, and ability to judge right and wrong. Teachers should conduct long-term training and training for college students' comprehensive English abilities, adopting the form of English speech competition organization to achieve the above goals.(Jing Guo,et al.2022)

## 1. The Basic Meaning of English Speculative Ability

For English curriculum teaching, the essence of English speculative ability is that students can adopt the logical thinking of the English subject to accurately analyze and judge the attributes of things, thereby achieving the goal of evaluating the characteristics of things and answering English questions. The basic components of speculative ability should include the application of logical analysis, hypothesis formulation of English problems, selection of reasoning and induction perspectives, obtaining problem conclusions, judgment and evaluation effects, etc.(Ling Chen.2021) English speculative ability must reach a level of logicity, accuracy, and clarity. Therefore, in the teaching practice of the English subject, the evaluation of the overall teaching effectiveness of English courses should focus on the optimization and improvement of students' thinking ability. Both logical English thinking and critical analytical thinking should be included in the scope of critical thinking ability. Through teaching practice measures to cultivate English critical thinking ability, students should gradually develop good habits of independent analysis of English problems, ensuring that their comprehensive English practical literacy can be more fully exercised.

Therefore, for the practical teaching process of college English, the basic purpose of English speech teaching is to cultivate the ability of college students to integrate the basic elements of unit courses, and guide them to independently and deeply explore the theme and connotation of English speech.

## **2. The necessity of English speech teaching for college students in cultivating their critical thinking ability**

### **2.1 Inspiring students' logical thinking in English**

Whether college students can achieve a good level of English critical thinking ability in practical learning of English courses will have an undeniable impact on their overall English literacy. The teaching of speech in English courses can adopt a lively form of organizing competition activities, attract students to participate in speech competitions, and train students to quickly analyze and judge English problems in a short period of time. By independently participating in the practical activities of the speech class, college students will continuously consolidate and improve their existing oral expression skills, while also achieving a good implementation effect of cultivating logical thinking awareness and training oral organization ability objectively. Therefore, it can be seen that inspiring college students to form logical thinking abilities in the English subject must be based on the in-depth development of speech teaching.

### **2.2 Enhance students' reasoning and analytical skills**

The skills of English reasoning and analysis are concentrated in students' independent thinking and induction of English course questions, and then obtaining corresponding course question answers. At present, college students are accustomed to passive learning of English knowledge for a long time, resulting in a general lack of independent analytical awareness in English logical judgment. Only by actively participating in practical English speaking activities can college students autonomously apply their knowledge of the English subject to accurate reasoning and analysis, ensuring the formation of better English logical thinking. From this, it can be concluded that the comprehensive improvement of college students' existing English logical analysis and logical reasoning abilities should focus on the use of English speech course training teaching methods. Teachers can promote the consolidation of English reasoning and analytical thinking by encouraging students to engage in deep thinking in English learning.

## **3. Optimization Measures for Cultivating Students' Speculative Ability in English Speech Teaching**

The good thinking ability of the English subject is not quickly formed in a short period of time, but requires repeated training in speech teaching. At present, speech teaching courses should reflect more effective classroom design measures, inspire students to complete the learning tasks of English speech through independent speech language organization, and thus achieve the goal of cultivating students' good self-directed learning awareness. English speech teaching involves many practical teaching elements, and teachers should pay attention to the following improvement measures of classroom mode in the implementation of English speech:

### **3.1 Design the teaching process for reasonable English speeches**

The specific course design plan for English speech should promote improvement. Only by innovating the classroom teaching plan for English speech can college students develop a strong interest in autonomous participation in the entire process of speech delivery. Reasonably optimizing the design of classroom implementation plans for English speeches should focus on creating a good atmosphere for teacher-student interaction, while also adopting flexible classroom organization (Yan Lin, 2020). English teachers should cleverly arrange and design the classroom introduction of English speeches to guide students to develop a better interest in English practical learning. We should adopt an information-based form of online media speech teaching to ensure that students can play classic English speech scenes. Then guide college students to combine themselves and the content of the speech, and arrange their own speech methods. During this process, teachers should pay attention to guiding students' speech pronunciation and emotional tone, further improving the effectiveness of English speeches, and strengthening college students' participation and experience.

### **3.2 Creating a lively and lively English speech classroom atmosphere**

If the classroom teaching of English speech lacks an active atmosphere for speech participation, students will feel that the English speech classroom is very boring, leading to a loss of enthusiasm for independent participation in the speech learning process. In order to prevent students from feeling bored in the learning process of English speaking, innovative speech topics should be designed to create a good interactive atmosphere and inspire students to independently organize their oral expressions during the speech process. Teachers should patiently correct students' current speech and oral expression errors to avoid hitting or criticizing students. The overall atmosphere of English speech classes should be full of harmony and friendliness, enhancing the emotional attraction of speech teaching to students.

For example, in the implementation process of the "Introduce yourself" speech course teaching, students from various speech groups should be encouraged to analyze and answer the following speech thinking questions: "Please describe your main personality traits"; In order to improve their own personality, then students need to start from what aspects to change? "Through the above speech question thinking, college students will form a clearer understanding of the ideas and clues of English speech, and improve the overall implementation effect of English speech classrooms. Teachers and students should engage in more in-depth communication of speech classroom information to ensure that they can share valuable English course learning resources together during English speeches.

## **Conclusion**

After analysis, it can be seen that the good thinking ability of college students must be gradually cultivated in the practical activities of English speaking. In the current implementation of English speech course teaching, the key is to present a vivid and active English speech atmosphere, inspire students to think independently and associate the basic knowledge of the English course they have learned. On this premise, English teachers should conduct comprehensive training on the thinking ability of college students, create a more interesting and vivid English speech implementation environment, and enhance oral communication between teachers and students in English speech classrooms.

## **References**

- [1] Liu QY. (2022)Exploration of a blended teaching model for English speech courses based on the cultivation of critical thinking and speaking ability [J]. Overseas English, (22): 145-147.
- [2] Guo J, He Y. (2022) Action research on Improving Students' Thinking Ability in College English Speech Teaching -- Taking Non English Majors of Xinjiang University of Finance and Economics as an Example [J]. English Square, (14): 80-85.
- [3] Chen L. (2021)A Study on the Strategies for Cultivating English Majors' Speculative Ability and Innovative Spirit under the Hybrid Teaching Model: Taking the Course "English Speech and Art" as an Example [J]. Journal of Anhui Electronic Information Vocational and Technical College,20 (05): 87-90.