Research on Oral English Teaching Strategies in Junior High School Based on Communicative Language Teaching

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Abstract
The purpose of teaching English is to develop students' practical and communicative skills in English. However, in the actual oral English teaching, "speaking" as an essential language skill for students has not received enough attention, and the phenomenon of "dumb English" has emerged endlessly. Although many students have a solid knowledge of grammar and a certain amount of vocabulary foundation, they dare not open their mouths. This phenomenon also explains why some students can get high scores in the traditional English test, but their oral expression skills are very poor. The emergence of Communicative Language Teaching method provides a new teaching method for the teaching of oral English and breaks the stereotype of traditional oral English teaching. Based on the Communicative Language Teaching method, this paper analyzes the current situation of oral English learning in junior high school through questionnaire, summarizes the existing problems and then give some oral English teaching strategies and suggestions.

Keywords
Communicative Language Teaching, Junior high school English, Oral English teaching

1. Research Background
The standards of the Compulsory Education English Curriculum stipulate that language skills are an important part of language use ability, mainly including listening, speaking, reading, writing and the comprehensive use of these skills. Of the five language skills, listening and reading are comprehension skills, and speaking and writing are expressive skills (Ministry of Education, 2011). In students' language learning and communication, these four skills are mutually reinforcing, and the lack of any one skill will affect normal communicative activities (Ministry of Education, 2018). So, students should promote the development of their language skills through a large number of specialized and comprehensive language practice activities. As one of the language skills, speaking is one of the important forms of communication that people communicate through language, so it is particularly important to pay attention to the cultivation of students' oral English.

Compared with traditional teaching methods to develop students' communicative competence, such as Audio-Lingual Method, the introduction of Communicative Language Teaching method provides a new direction for oral English teaching and most of English teachers began to use it (Xu Xu, 2020). Communicative Language Teaching is an innovative language teaching method and introduced in China from the late 1970s to the mid-1980s. Communicative language teaching meets the demands of oral English teaching, which plays a positive role in promoting students’ communicative competence.
2. Communicative Language Teaching

2.1 The origins of Communicative Language Teaching

The emergence of Communicative Language Teaching has a long history. Its emergence is not only the need of the education department, but also the requirement of the economic development of West countries. The origins of Communicative Language Teaching are to be found in the changes in the British language teaching tradition dating from the late 1960s (Harris et al., 1978). And the British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time—the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

2.2 The concept of Communicative Language Teaching

Communicative Language Teaching is also called Communicative Approach, Notional-Approach, Functional-Approach or Notional Functional-Approach (Bai Yu, 2020). It is a teaching method that used to bridge the gap between classroom language teaching and real-life language use and it takes language function as the core. The goal of Communicative Language Teaching is to cultivate students’ communicative competence, which includes both the knowledge about the language and the knowledge about how to use the language appropriately in communicative situations. This means that speakers not only have to know functional meaning of the language but also the social context where the message is given (Wang Qiang, 2006).

2.3 The Characteristics of Communicative Language Teaching

According to the theoretical basis of Communicative Language Teaching method, it has the following characteristics.

First, it focuses on learner-centeredness and the teachers’ acts as organizers, managers, resources providers and so on. Second, it aims to cultivate communicative competence (Bai Yu, 2020), and clearly states that the goal of language teaching is to cultivate the ability to use language creatively to communicate, which requires not only the correctness of the language, but also the propriety.

Third, the teaching process is interactive, and teaching activities are based on real situation and emphasizing the application of the language.

Fourth, it focuses on the fluency and there is a certain tolerance for language errors that occur in the learner's learning process.

2.4 The principles of Communicative Language Teaching

The main purpose of the use of Communicative Language Teaching in the teaching of oral English is to stimulate the use of appropriate language for communication (Yi Liqun, 2020). Therefore, in order to cultivate this ability of students, it is necessary to follow the three principles, namely, communication principle, task principle and no intervention (Wang Qiang, 2006).

First, communication principle. Make sure that all the activities are around communication. That means the activities carried out in the class should take the communication as the core, which can promote learning. In addition to this, try to reproduce the real communicative process in our life. Therefore, teachers should try to create a real communication context for students, and then stimulate the ability of using the language. Besides, it is also necessary to ensure that every student has an equal opportunity to participate in the communication.

Second, task principle. Try to design activities in which language is used for carrying out meaningful task. According to the task-based language teaching, the task should be the core unit of language teaching so that language can be learned as close as possible to how it is used in real life. In this case, students can learn language in the context and their communicative competence can be developed to a certain extent.

Third, no intervention. Do not interrupt students too often in order to correct mistakes, especially grammatical errors. Teachers should have a more tolerant attitude towards students’ language errors so that to protect their courage to speak and ensure the fluency of communication.

3. Oral English Teaching Strategies in Junior High School Based on Communicative Language Teaching

Based on the basic principles of Communicative Language Teaching method, the teaching strategies are as follows.
3.1 Teach learning strategies to improve learning efficiency

Teachers should teach students some oral learning strategies to improve their oral learning efficiency.

First, make reasonable use of review. Only by constantly reviewing can students understand and grasp what they have learned more thoroughly.

Second, use artificial intelligence to assist learning and cultivate interest in learning. With the development of artificial intelligence technology, many applications that help with oral English learning have emerged in the market, such as Speaking English Fluently. These applications have a full range of functions, such as sentence reading, pronunciation analysis and correction, evaluation feedback, tracking learning progress, etc., which are of great help to students' oral English learning (Yu Jiaona, 2021). However, this language learning software also contains a lot of paid items, so teachers must remind students to establish a reasonable consumption concept in the process of using them.

Third, learn authentic oral expressions from English films. By watching English movies, students can not only learn authentic oral expressions, but also broaden students' horizons and their knowledge. Moreover, all learning starts from imitation, so students can also imitate the English pronunciation of movie characters, feel their authentic expressions in a real language environment, exercise their language expression ability, train their own intonation, and learn the oral communication culture of English-speaking countries (Liu Qing, 2020).

3.2 Update teaching ideas and innovate teaching methods

In order to improve the quality of oral English teaching and cultivate students' oral English ability, teachers should update their teaching ideas and innovate their teaching methods (Zhang He, 2021).

Firstly, determine the level of oral English teaching. In oral English teaching, teachers can divide it into three levels, one is to be able to read aloud simply; the second is to master intonation, stress, continuous reading, weak reading, etc.; the third is smooth circulation and natural expression. Teachers should clarify the level of students' oral expression skills, and then teach them step by step (Wang Dongran, 2021).

Secondly, a variety of teaching methods are carried out in parallel to carry out targeted oral English teaching. Different learners have different learning methods, and their knowledge acceptance and oral expression skills are also very different. Therefore, teachers should adopt different teaching methods according to the differences of learners, and carry out oral English teaching in a targeted manner.

Third, use modern technology and artificial intelligence to assist teaching, to provide students with a large number of learning resources, to cultivate students' multiple language skills. Teachers can retrieve a large number of oral English teaching materials through the Internet, providing students with up-to-date and interesting English oral English learning resources, thereby ensuring the freshness of oral English learning resources and making students' interest in oral English learning online for a long time (Yu Jiaona, 2021). At the same time, teachers can also train students' audiovisual skills and improve their proficiency in oral expression by playing relevant videos, role-playing, continuing speaking, and reading along.

3.3 Create a good atmosphere and language environment

A good classroom atmosphere can eliminate students' tension and anxiety, so that learning and communication can be carried out in a relaxed and harmonious atmosphere (Wang Chao, 2016). Teachers can inspire students' desire to express and build confidence in expression through encouragement and praise. In addition, the ultimate goal of language learning is application, so teachers should also provide a real language environment for students (Wang Huanju, 2021). Communicative Language Teaching method emphasizes language's authenticity. In oral English teaching, teacher should filter the activity that really used in students' real life to train them so as to help students naturally apply knowledge to real life and improve their oral English ability.

In view of the lack of language environment, teachers should first encourage students to speak boldly, create a relaxed and democratic oral English learning atmosphere, and increase their enthusiasm for learning. Secondly, the ultimate goal of language learning is application (Feng Haiyan, 2016), and teachers should also create a real language environment for students to help students naturally apply knowledge to real life, so as to improve their oral expression skills. For example, through English recitation competitions, English song competitions, English storytelling and other class and school-level English competitions, students can be provided with a stage to display their talents, and create a relaxed and harmonious language environment for their oral English learning.

3.4 Appropriate error correction and feedback

The applied linguists believe that it is inevitable that students will make mistakes when communicating in a foreign
These mistakes do not indicate the level of students’ language ability, on the contrary, they will make students continuously improve themselves and gradually learn to communicate in standard and correct language (Wang Qiang, 2006). Generally speaking, during fluency-based activities, it is better not to interrupt students unless the communication breaks down. If the students have got most of his language right but has made a trivial mistake, it is wise to let the mistake pass. And if there are some common mistakes that other students might also have problems with, the teacher can take a note in mind and try to do the correction after the student’s performance. So, the teachers need to correct the errors alternatively or ignore some errors that students made at that time.

3.5 Design extracurricular activities

Extracurricular activities can provide students with more opportunities to communicate in English (Ma Zhanhua, 2015). For example, English speech contest, scene display, English debate, etc. This not only stimulates students’ enthusiasm for learning, but also allows students to truly apply what they have learned and improve their oral communication skills.

3.6 Integrate oral communication into life

Combining English with students’ life can not only allow students to be exposed to the all-English environment all the time, but also encourage students to speak English and develop their speaking habits. Teachers can communicate with students in English after class, design English board, etc., to drive students' enthusiasm for English learning and help them improve their oral level rapidly.

4. Conclusion

In summary, Communicative Language Teaching method is an effective way to improve students' oral English ability, which will play an increasingly obvious role in improving the overall quality of English of junior high school students, and will surely be valued and favored by more and more people, and will also become a good way for English oral teaching and students to learn spoken English. Although there are many uncontrollable factors and problems in the implementation of Communicative Language Teaching method, it is still undeniable that it plays a great role in improving the effectiveness of oral English teaching in junior high school.

References


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