

Spoken English and New Teaching and Learning Approaches Used in Spoken English Class in China

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Abstract

With people's frequent communicative activities occurring among different countries, how some new teaching approaches are employed in Spoken English teaching and learning becomes a heated problem. The traditional methods of teaching Spoken English confines learners to following some patterns to speak based on an oral textbook, which hinders learners' improving their abilities to speak English. This article aims to solve this problem and also offer some new recognitions of this problem as well as some new approaches of teaching Spoken English in class to make an exploration of the new way to improve habits of Spoken English teaching and learning.

Key words: Spoken English; Teaching; Approach; Monologue

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INTRODUCTION

With the rapid development of international communication, Spoken English is treated as an important communicative means by all the speakers in the world. One of the most important contributions of the linguistics to English language teaching in recent years has been the research into how to improve the ability of English speakers as well as their spoken modes of communication. English communication usually includes two categories:

spoken English and written English. Written English is mainly employed in People's communication in the formal occasions such as the writings of legislation documents, thesis, business letters, books, articles issued in magazines as well as the translation of literary documents, etc. Spoken English is widely utilized in trade negotiation, oral translation, people's conversation, the lines of the film in all fields in our social life. So it is valued by each of English Learners. And Spoken English teaching is emphasized in every college and university, for example, Chinese famous linguist Zhang Zhenbang published his new English grammatical book *A New English Grammar Course Book*. In this textbook on English grammar Mr. Zhang builds up his newly grammatical system. He initiates many rules, norms and patters of usages in Spoken English which lay a good foundation of Spoken English teaching. What is important is to re-assent the significance of Spoken English teaching and using new modes of Spoken English teaching in classroom. In China teachers still apply the traditional Spoken English methods in class. There are a lot of written copied materials of Spoken English which issued to students. Some teachers are lagging behind they only teach students the contents they are familiar with by the way of role play of a dialogue given by oral text or the remark from their appreciation and understanding. Their linguistic understanding of Spoken English can be concluded in the following sorts: ignore, prejudice and background. Many English teachers and students in Chinese colleges and universities. So-called "ignore" refers to many students majoring in English and English teachers think "English is English" and writing is speaking. They ignore of specific Spoken English modes they should master. Because of their ignorance of the features of Spoken English, the English learners and teachers do not know how to improve their teaching and learning abilities and habits in Spoken English class in Chinese colleges and universities and mainly embodied in students' poor self-esteem,

working class status, ill learning habits and keeping silence in Spoken English class. Among such ill learning habits, the biggest one is that they dare not speak and convey a message to other learners. Teachers ignore of designing a good teaching approach to teaching in Spoken English class. Aiming to solve these problems, we should apply some advanced teaching theory to design some new teaching methodology and put it into use with a view to improving learners' abilities to speak English.

RECOGNITION OF TEACHING SPOKEN ENGLISH CLASSROOM IN CHINA

Shortcomings and the disadvantages of Spoken English teaching and learning in classroom in China have been discussed above. This article will focus on the recognition of characteristics of English Spoken discourse and use of good teaching approaches in Spoken English class. In Spoken English class, learners are going to adopt good habits in regard to speaking English. They should avoid fulfilling the oral task assigned from some oral text by teachers or echoing teachers' remark on something. Teachers in Spoken English class should make their teaching set-up with the purpose of Spoken English teaching. First, they are supposed to train their students' ears and help them sensitize the nature of the Spoken words used widely in dialogues by the means of listening to the tape of conversions. To make a good use of this initial listening way can render students to pay more attention to the speed and volume of the listening material to experience the process of an English conversation and focus on the characteristics of real oral English. Through this way, students can be comforted to receive teacher's teaching method and conquer their worries about the difficulties they learn to speak in Spoken English class. The second teaching approach used by English teachers in their Spoken English class is to create the aural and visual environment by decorating the classroom based on the teaching content or subject through the written oral material. This approach use can draw students' attention to the places in a real language communication and appeal to their speaking enthusiasm. After listening to the tape, the material and make their feedback in a real conversational contexts created in advance; Students should make their analysis of their speaking contexts, for example students should deal with the topic of "youth" in their Spoken English class, the teacher may prepare a tape of listening material relating to the topic "youth". Before arranging for students to discuss this topic, he or she should give a list of some key words relevant to the topic for one-minute monologues such as Chinese, adolescence, youth hostels, bush-walking bees, daydreams, ideal, goal of life profession, fulfill and execute manager, etc, which can help them to have a good comprehension of the material they are listening to, and also offer them a hint they will

use these words to discuss the topic of "youth". A teacher in Spoken English class should prepare some cards and put the words relating to the topic of oral material on the cards. Such cards available are selected at random then the student who selected a card is requested to read and announce the words on the card. Relying on the key words on the card, other students should make their own monologues for one minute. One minute later, the teacher calls on a student to come to the blackboard to make his monologue in front of the class like this. Youth is a golden period of an individual life. How to make a good use of your adolescence time is a good issue for us to discuss. Every young man or woman has their own dream: to be an executive manager in an influential company in the world; film star, a famous scientist or politician, etc. I have a dream of becoming a high-skilled doctor. I don't know how to make my dream come true. So I would like to listen to you! Quite a lot of such topics can be made. By this way students can not be limited to the fixed patterns of spoken English. They could depend on their own aural and visual abilities to listen to the material and study the key words they can employ in their oral work. The teacher should not assign the whole task for students to fulfill, nor did special instance for students to follow. Teachers should give guidance for their students to start their English conversation based on their own imagination, their interest, their knowledge and their abilities. At the end of each student's discussion, or towards the end of the class, the teacher should first ask their students to make their self-evaluation, and then the teacher should make some necessary individual feedback to the student and give a little comment on their performance. In this mode of spoken English teaching and learning, students and teachers can make sure that they seize more oral English practice opportunities, dealing with a topic of oral work. The teacher's task is to make a design of listening material, and then selecting key words for students to master and employ in their conversion or discussion relating to the topic they should focus on, the last but not the most important is to give their students suitable guidance. The students' task in spoken English class is to speak freely based on their imagination, their knowledge and their abilities in terms of the key words they are given efficiently and fluently and try to find more chance of speaking, exchanging his view to other students. This mode could be re-scheduled a number of times throughout a course to allow for more practice opportunities of speaking, also can cultivate their imagination, and train their abilities to speak English. The teacher should not stop students' monologues and limit their stream of thoughts, but he can make some notes of how to use the mode of speaking for students. For instance, after a student finishes his monologue, the teacher can point out the student's misspelling, miss pronunciation, wrong use of idioms or other inappropriate use, etc. This new

approach of spoken English provides the first effective step for students to break down the limitation of made by the traditional oral textbook and teaching methods. It is benefit to the practical use of them in Spoken English class.

CONCLUSION

This article mainly treats of some Spoken English teachers' recognition of Spoken English teaching modes as well as the design of new approach in Spoken English class, specifically focusing on one small aspect of English conversion. It also deals with students' learning strategies of spoken English. The author of this article has experimented the new teaching and learning approaches of improving students' abilities to speak English by listening to tape of materials relating to some topics. As spoken English teachers we should learn to confront students' ignorance and difficulties in their spoken English subject, try to design a new mode to teach them, explore and create a good environment for students to practice natural Spoken English and encourage them apply English in class, get rid of their fixed speaking modes in Spoken English class. Spoken English teachers will recognize the disadvantages of traditional methodology adopted by teachers in class, break down the limitations of

making dialogue teaching in class, experiment some new communicative conversational teaching approaches to cultivate students' motivation of speaking English. While training students' ears, stimulating students' motivation and interests to speak English, teachers still undertake the demanding work of design Spoken English in class, helping students speak more, listening more and acquiring more knowledge, explore more ways of teaching Spoken English in class in Chinese colleges and universities.

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