The Teaching Methods of Technical College Oral English Classes

古禕玼

（安康职业技术学院，陕西 安康 725000）

Abstract：With the development of childhood education, the importance of the speaking skills has been addressed.However, the oral English classes always drive less attention when comparing with other subjects.In this essay, the effective language teaching methods will be discussed specifically.

Key Words：Second Language Acquisition; Technical College; Oral English Class; Language Teaching Methods

Language is one of the most uniquely human capacities that our species possess, and one that is involved in various factors including psychology, social issues and culture backgrounds.As one of controversial research fields, the study of second language acquisition （SLA） always attracts not only linguists but also educators' attention.

Starting from the late 1960s, the studies of SLA emerged as an interdisciplinary enterprise that relates widely to other fields, ranging from language teaching, linguistic to psychology.And within the theoretical framework of SLA, the language teaching pedagogy has been developed at the same time, from the audio-lingual, grammar-translation method to the communicative approach recent years.And the practical teaching outcomes of these language-teaching methods, at the same time, brought counter force on the development of SLA theory as well.

In this essay, one speaking class for Chinese technical college students who majored in childhood education is going to be investigated as a sample, the communicative approach, scenario as well as peer feedback method that have been adopted in this class will be evaluated specifically.

Scenario teaching method, as this class used, is one of the most typical communicative teaching methods （Di Pietro, 1987; Sung, 2010 and Shapiro & Leopold L, 2012）.Although AI-Arishi （1994） argued that role-play usually results in "surreal-play" instead of "real-play" （p.339）, this method still has been applied largely to facilitate a deeper and more critical understanding of course

material （Shapiro & Leopold, 2012）.As for the speaking class, it is appropriate to use this method since this approach scaffolds students to communicate, express their feelings, enrich their vocabulary and appraise their existing knowledge （Magos & Politi, 2008）.And the setting for this scenario is also a common occasion for students.Acting this scene which may be occur in students' following real academic life might provide them a safe environment to practice firstly, thereby offering them an pleasant language-learning experience.

Apart from that, peer feedback, as one of the central components at the reviewing and revising stage, has captured the interests of second language （L2） researchers.Students are required to do the peer feedback and group discussions, which provide learners with scaffolding opportunities （Jacobs et al., 1998）.More specifically, when interacting with their peers, learners could be provided opportunities for negotiation of meaning and advancement in learners' ZPD （Vygotsky, 1978） in English.

Although other studies （E.g.Tsui and Ng, 2000 and Yang et al., 2006） have argued that the quality of peer responses was not specific even lacked elaborations or explanations that might not facilitate revision, it is undeniable that peer feedback, as a kind of "middle path" approach （Lee, 2015）, could be constructed as an element that supplements rather than supplants teacher feedback, which has been regarded as a significantly efficient method for language learning （Levi Altstaedter, 2016）.

Besides, communicative approach, as Ferris & Tagg （1996） claimed, allows learner to experience languages as well as to analyze it, which is more suitable to be adopted in speaking classes. Although detractors argued that the artificial nature of classroom-based interactions make communicative approach an oxymoron, it is undeniable that producing language is a skill and improvised settings are required when we learn a skill （Savignon, 1987）.

Role-play, as one of the most popular communicative methods, has been widely used in the second language teaching class, particularly in the early days when teachers were seeking how to move from pre-

scripted dialogues to more improvisational interactions （Paulston，1975）.Although criticisms of role-play method always focus on the "reality" of the scenario （Al-Arishi，1994），the cognitive benefits of role-play with adult language-learners cannot be ignored.At the same time，adopting this method is still creating the conditions for improved linguistic competence （Paulston，1975）.Hence adopting role-play in English class should not be simply "safe" or "fun"，but rather it is both intellectually and linguistically challenging（Shapiro & Leopold，2012）.

This essay through the demonstration of one oral class，specific teaching methods such as role-play and peer feedback have been examined thoroughly.Being concentrated on the oral class，this paper may provide a different perspective for the further research about oral English classes in technical colleges.

References

Al-Arishi，A.（1994）.Role-play，real-play，and surreal-play in the ESOL classroom.ELT Journal，48（4），pp.337-346.

Di Pietro，R.（1987）.Strategic interaction.Cambridge [Cambridgeshire]：Oxford University Press.

Magos，K.and Politi，F.（2008）.The Creative Second Language Lesson：The Contribution of the Role-play Technique to the Teaching of a Second Language in Immigrant Classes.RELC Journal，39（1），pp.96-112.

Paulston，C.（1975）.Developing communicative competence. Pittsburgh：The University Center for International Studies，University of Pittsburgh.

Shapiro，S & Leopold，L.（2012）.A critical role for role-playing pedagogy.（Perspectives）（Report）.TESL Canada Journal，29（2），120.

作者简介：古禅玭，硕士研究生，助教，安康职业技术学院。

图文无关