

EFFECTIVE ORAL ENGLISH ACTIVITIES FOR THE ESL CLASSROOM

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EFFECTIVE ORAL ENGLISH ACTIVITIES FOR THE ESL CLASSROOM

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Abstract

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This research paper studies the history of the English Language Teaching System in China, and classroom speaking activities applied in current Communicative Learning Teaching methodology. The review of literature mostly focuses on analyzing the changes on English pedagogies in China and the speaking barriers of Chinese English learners accompanied with the reform, the planning of oral activity, how to use oral activity planning effectively, and the aspects of evaluating the effectiveness of oral activity. The research result shows that the following factors should be adopted during an effective oral activity application, which are, accurate planning, proper application, and timely evaluation of an oral activity. The research result also helps ESL teachers to organize their class materials and teaching plan, and to improve the quality of language teaching. Major problems exist in Chinese ESL classes such as students' limited exposure in target language and their unwillingness of oral English practice will be further discussed in this research paper.

TABLE OF CONTENTS

	PAGE
APPROVAL PAGE.....	i
TITLE PAGE.....	ii
ABSTRACT.....	iii
TABLE OF CONTENTS.....	iv
CHAPTER I. INTRODUCTION.....	1
Introduction	
Statement of the Problem	
Definition of Terms	
Delimitations of Research	
Method of Approach	
CHAPTER II. REVIEW OF LITERATURE.....	4
Brief History of Chinese ELT System and the Importance of Oral Activities	
Problems Existed in Oral Classroom Activities	
Effective Oral Activity Planning	
Using oral activities effectively	
Evaluation of effective oral activities	
CHAPTER III. CONCLUSIONS AND RECOMMENDATIONS.....	17
REFERENCES.....	20

CHAPTER I

INTRODUCTION

Oral English has always been a major problem for Chinese English as Second Language (ESL) students. Due to the traditional “teacher lecturing – student note-taking” teaching method, most Chinese students do not practice oral English very often. Their reading and writing abilities improve but not their oral expression. However, language is a system that includes both words and sounds for communicative use. Neither can be neglected. Practical and effective classroom activities in an ESL class will help students to enhance their English speaking and listening ability, and link their word skills with practical performance.

While there are a hundred forms of classroom activities, the usage of the most effective oral activities has become a serious issue for ESL teachers. As an example, the choice and design of classroom activities should consider various elements, such as student backgrounds (age, culture, proficiency level, and students’ interests), class materials, as well as other aspects of teaching. Teachers’ motivational methods will also effect on students’ interest of participating in oral activities.

The review of research for this paper provides evidence of effective oral ESL activities. It first explained the change on Chinese ESL teaching methods for the past twenty years and how oral practices become important in the CLT method. It is the only way to accomplish the communicative objective of English learning after the “Open-Door policy” adopted in China. Then the research gives Chinese ESL teachers an understanding of the factors that should be considered when selecting/planning oral activities, applying activities in ESL class based on student groups, and evaluating oral activities effect. It also listed some examples for proper practices.

The conclusion part of this research paper includes research results based on library-based research. It concludes the literature includes the reform of the Chinese English Teaching System; the problems existed since the current CET method applied; and how these problems will affect Chinese students in English learning. The findings, recommendations, and related teaching experience will also be analyzed in this part.

Statement of the Problem

The problems expressed as questions are, “How did China’s English Language Learning methods change in the past years”, “Why is oral activity practice becoming more and more important in Chinese ESL classrooms”, “What is the relationship between class activities and EFL (English as a Foreign Language) students’ oral proficiency?”, “How to design/apply oral activities effectively under different class conditions (e.g. students’ proficiency level, class size)?”, and “How to evaluate the effectiveness of oral activities?”

Definition of Terms

Activity. Natural or normal function as a similar process actually or potentially involving mental function; specifically: an educational procedure designed to stimulate learning by firsthand experience (Merriam-Webster, 2010).

Oral. The spoken words. (Merriam-Webster, 2010).

EFL. Abbreviation for the term English as a foreign language.

ESL. Abbreviation for the term English as a Second Language.

ELT. Abbreviation for the term English Language Teaching.

CLT. Abbreviation for the term Communicative Learning Teaching.

Delimitations of Research

The research will be conducted in and through the Karrmann Library at the University of Wisconsin-Platteville, over sixty (60) days. Primary researches will be conducted via the Internet through EBSCO host with ERIC, Academic Search Elite and Google/Google Scholar as the primary sources. Key research topics include “oral activities”, “classroom management”, and “ESL”.

Method of Approach

The research result is based on library-based research, with no data collection process. The content of the review of the literature includes the reform of the Chinese English Teaching system, the problems existed since the current CET method applied, and how these problems will affect Chinese students in English learning. The research result also shows effective methods in planning, applying, and evaluating oral activities in Chinese classrooms.

The findings will be summarized in the conclusion part of the research. And recommendations will be made and will be compared with personal teaching experiences related to the research result of effective oral activities. Other problems existing in current teaching experience will also be mentioned and further developed.

CHAPTER II

REVIEW OF LITERATURE

Brief History of Chinese ELT System and the Importance of Oral Activities

According to researcher Ye (2006), the modern Chinese English Language Teaching (ELT) system was first founded in the late 1860s during the Ming Dynasty of Chinese history. Starting from the early 1900s, English gradually became the “preferred foreign language” of the modern Chinese Educational System. “From 1966 to 1976 and several years before that, the ‘open door schooling’ was the policy of education in China... Therefore, 1977 was the beginning of a new era of education including ELT in China.” Since 1977, the ELT system has developed rapidly, and English soon became one of the major subjects in modern Chinese Educational System.

The early Chinese ELT system was structure based and grammar and vocabulary focused. Students were evaluated by grammar test results (including grammar, reading, and writing problems) and expected to meet vocabulary memorizing requirements. “Traditional methods of grammar teaching only took the students’ skill of examination as the teaching aim, thus introduce one single pattern of teaching and arranged the classroom activities in a teacher-centered way... The method leads to the fact that the students had few chances to use English for communication” (Song, 2009).

As researcher Hu (2005) marked in his research work, the Chinese government also adopted a new Communicative Learning Teaching (CLT) method in the late 70s, instead of the previous grammar-translation methodology (GT), and the audiolingualism methodology (ALM). Ng and Tang (1997) as cited in Yu (2001) explain that “In this teaching method, classroom teachers focused on grammar and structure, which produced unsatisfactory results. Students had little ability to speak and understand English” (p. 195).

After the CLT method adopted into the Chinese ELT system since the late 70s, listening, speaking and culture studying practices had been gradually added into the CLT syllabus in the late 90s. Other than grammar and vocabulary practices, students have also been taught to repeat sample conversations, and practice listening exercises with tape recorders. Teachers started to use English movies, songs, magazines, and other materials to teach English culture and history at this period (Ye, 2006).

Starting from the year 2000, the latest ELT reform further adopted the idea of “teaching English for communication”. “A standard English course is being used to replace the former teaching outline... This has changed the old style of teaching, which attached importance to grammar and vocabulary... The new method will place less stress on ‘reading’ and ‘writing’, in favor of ‘listening’ and ‘speaking’”(Lin, 2002) .

The change on Chinese ELT system does not only appeared on teaching methods, but also some other aspect in English education accompany with the communicative objective of the new ELT system. Jiang (2006) explained in her book that there were changes on teaching resources, teaching facilities, and even teachers’ educational background ever since the Open-Door policy that Chinese government adopted in the 80’s. Jiang (2006, p.15) said “...which made more political, economic and cultural exchanges between China and foreign countries possible and necessary. In the meantime, various types of teaching methods found their way into Chinese English classrooms. Through academic books and journals, teachers who taught English in China were exposed to teaching methods such as the Audiolingual Method and the Communicative Approach. They have had access to numerous methods or approaches.”

In result of the Open-Door policy, classroom activities became student-centeredness instead of the traditional teacher-centeredness. There were also changes on language instructions, that student-participation oriented instructions became the majority

method applied in English teaching. “The classroom activities take on various forms, such as: group discussion, role plays, pair work, monologue, games watching videos” (Jiang, 2006, p.15). Therefore, students are encouraged to speak more in English in these classroom activities.

According to Jiang (2006), the importance of applying speaking activities in ELT classrooms is also shown on the reform of China’s *College English Syllabus*, which is now called *College English Curriculum Requirements*, since 1985. She further explained the changes made in different versions of *the Syllabuses* and *the Requirement*: “... we can see an obvious trend that has emphasized speaking. In the 1985 and 1986 versions, speaking is ranked as the third in the five skills with ‘basic competence in writing and speaking;’ in the 1999 version, the original three levels of skills were rearranged into two levels. Speaking and writing are emphasized, and they are upgraded to the same level as listening. In the 2004 version, listening and speaking are given the first priority” (p.27). That shows how has the importance of speaking ability changed in the ELT system step by step in the past twenty years.

Problems Exist in Oral Classroom Activities

With the application of the new widespread CLT method, more and more problems exist in Chinese ELT classrooms. The two major problems are that students are exposed in the target language, which is English, for a very limited amount of time, and students always shy away from oral English practice.

The first problem is the short class periods for college ESL classes. It causes Chinese students only have limited time to expose in an English environment. It is actually a common problem which most English learners in China have encountered. According to Yu (2006), for most university students in China, non-English majors, the required ELT teaching time is about four hours a week, generally 4 class periods each week. In some areas the class hours are even

lower to one to three hours each week (Lai, 1993). The problem is, “(the) medium of instruction is Putonghua [Mandarin Chinese] in China and students are exposed to English only during classtime. Hence, the amount of English input given by teachers is an essential variable contributing to acquisition of the target language” (Lai, 1993, p.94).

Another problem is that students who have been trained by the GT method since they were little showed insufficient oral expressive ability. They were used to the teacher-lecturing method and lack of speaking practices in and outside of classrooms. Finally it turned into a fear of verbal expression in English because of lack of verbal communication. As Ye (2006) mentioned in his research that teachers today commonly complaining about their students’ unwillingness of speaking up in class. “My students won’t talk” is becoming the major problem in today’s ESL/EFL class. Ye (2006) also noted in his book, the main reasons that students won’t talk in class are afraid of inaccuracy in grammar and pronunciation. What’s more, there are no speaking requirements in general English exams (final exams, or the College English Test (CET)) is also a reason that blocked students away from spoken English practices.

Speaking English drills have always been a controversial issue that has been discussed very often in Chinese English education, especially in recent years. It is obvious that based on current students’ exposure to the target language is not enough to support great improvement on communicative abilities especially oral abilities. It is also very hard to evaluate and grade students’ oral English ability following one standard criterion. However, Chinese English teachers are seeking for more effective ways to apply oral classroom activities for students to practice on the “real” English. (Jiang, 2006)

Effective Oral Activity Planning

Oral activities applied in ESL classes were purposed to improve students' listening and speaking abilities based on the CLT method, and to solve the problems mentioned above. Students' oral skills can be well practiced when practicing in class activities. Oral activities are also used to combine students' knowledge of the course material and the language skills needed in daily conversations. In this case, oral activity planning is not a random selection, but a systematic project based on several factors because "the core of any approach to instruction are a set of strategies (techniques, methods, sequences, media, and other means) that are used to present and reinforce information and skills in a systematic way that is intended to achieve specific outcomes" (Literacywork International, 2009).

The design of ESL oral activities should consider three core issues. "The first is what kinds of speaking skills the course will focus on. The second is to identify teaching strategies to 'teach' (i.e. provide opportunities for learners to acquire) each kind of talk. The third issue involved in planning speaking activities is determining the expected level of performance on a speaking task and the criteria that will be used to assess student performance" (Richards, 2006, P.6.).

According to Richards (2006), there are generally three functions of speaking on regular bases: talk as interaction which refers to what people usually understand as "conversation"; talk as transaction, which refers to situations focused on what is said or done (e.g. asking for directions and shopping for something); talk as performance, which refers to public announcements such as presentations and speeches. Each function requires different teaching strategies and the goal of class activities. Talk as transaction and performance can be practiced with activities as group conversation and presentation. Talk as interaction is actually the most difficult function to practice out of all, since it could be very complex. Repeating naturalistic

dialogues and intonations and try to apply them into different conversations is a useful way for ESL students to practice.

In addition, Richards (2006) also suggested ESL teachers to answer following questions before planning an oral activity for self evaluation:

- *What will the focus of the activity be: talk as interaction, transaction or performance?*
- *How will the activity be modeled?*
- *What stages will the activity be divided into?*
- *What language support will be needed?*
- *What resources will be needed?*
- *What learning arrangements will be needed?*
- *What level of performance is expected?*
- *How and when will feed back be given?*

Above questions helps ESL teachers to focus on the course purpose, and is able to use oral activities to help students to develop and review course materials.

Using Oral Activities Effectively

For effective oral activities application, two major elements should be considered. First, to distinguish students groups from different learning aspects. It helps ESL teachers to design highly achieved course objectives. Second, motivational methods applied in oral classroom activities to ease students' fear of oral practices. At last, "group-work" and "pair-work" activities are highly recommended by researchers and professionals.

First of all, to use effective oral activities for quality teaching effort, ESL teachers could choose different activities based on student groups. Students groups are generally separated by the age of students, their proficiency level, and the learning goals and interests (Arnold et al.,

1997, p.54). Each group has its own characteristics. When ESL teachers are choosing and planning activities for each group of students, the feature of each group should be considered, to achieve the best result.

ESL students usually divided into two groups by age: kids and adults. Class activity planed for kids should be less complex, easy to understand, and enjoyable. Timing is also a key word for practicing oral activities for ESL class for kids. “The class time directly after the morning break is good learning time. It’s a good time for the teacher to introduce the more difficult parts of the program. The last half hour before lunch, however, is a tired, very low energy time, a time when ESL classroom games can help. The afternoon follows a similar pattern to the two morning periods” (Stocker, 2008). Learning English songs and short cartoon role-play games are good models for oral activities for ESL kids. In addition, teachers could also use colorful props to help attract student’s interests.

Adult students are more self-control and mature comparing with kids, and they mostly attending ESL classes for clear needs (e.g. communication, work, and/or education). To motivate adult students, class activities should maintain following factors: to be relevant, maintain enjoyment, and make progresses. With adult students, teachers can try variety kinds of activities to practice students’ oral ability. Role-play under scenarios, group conversations, and brainstorming can be used in adult classes (Graham, & Walsh, 1996).

Students are also separated by different proficiency levels of English language. Researchers and teachers usually address the levels as: beginners, intermediate (and/or high intermediate), and advanced learners. Proficiency level is an important point that teachers need to focus on when planning activities and preparing course materials. According to Vygotsky’s concept of the “Zone of Proximal Development”, "It is the distance between the actual developmental level as determined by independent problem solving and the level of potential

development as determined through problem solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p86). Students will either lose concentration if the activity material is too hard for them, or feel bored quickly if it is too easy. ESL teachers could adjust the oral activities used in class based on students' language level, that students of each level could be all well practiced. Associate with students' progress to upper levels, teachers can add vocabularies and grammar concepts gradually to each level of practice. The common suggestion is to motivate and encourage beginners and intermediate learners to start and develop speaking practices, and to enhance advanced learners' comprehensive oral abilities such as grammar and vocabularies. Teachers could use activities as phonetic exercises for beginners, and personal presentation for advanced learners.

Varela (2008) explains in her article, some good activities share same efforts on all levels of students, such as read-aloud. "Read-alouds are important for ELLs (English Language Learners). Listening to the target language helps students sharpen their listening skills and hear the phonetic variations of the English language, which in turn helps them improve their reading, writing, and oral skills" (Varela, 2008).

Another segmentation of ESL student groups is the class goal. According to Graham and Walsh, students enroll into ESL classes for different purposes: for survival, when they realize that learning English is essential to satisfy their most basic physical and social needs; for job enhancement, when they need to be able to speak English in order to get a job or to advance in their employment; for education, on the purpose to attend college; for social interaction, so that some of them may enjoy meeting and getting to know new people, and the ESL class is a place where they can fulfill those needs (Graham, & Walsh, 1996). To make class activities effective, teachers should consider the purpose of each kind of students, especially when all students share

the same goal in one class. There are oral activities (business meeting conversations for students with employment purposes) are specially designed for certain use.

Some assisting equipment and techniques could also be used to improve efforts in classroom activities. Tape-record students' conversations or readings and play back is a good way to help students to compare and to develop their pronunciation, intonation, and fluency. It could be used as individual practice or as an accessorial tool to another activity.

The second important part of applying oral activities effectively is for ESL teachers to motivate students to participate in classroom activities. Jiang (2006) has pointed out that the teachers' role has changed from an Instructor to a Facilitator in the CLT pedagogy. The traditional teacher-centered teaching methods set teachers up to a very high position in classroom. Teachers were supposed to know everything and students were not allowed to discredit or obey what teachers had said. In the CLT pedagogy, "the teacher facilitates the communication process between all participants in the classroom, and between these participants and the various activities and the text (Breen and Candlin 1980:99)" (p. 130).

Cohen & Weaver (2006) quoted Dornyei (2001a, 2001b) and Cohen & Dornyei (2002) in their research of the four principal aspects of motivational teaching practice: 1) Creating the basic motivational conditions; 2) Generating initial student motivation; 3) Maintaining and protecting motivation; 4) Encouraging positive retrospective self-evaluation (p. 80). With these aspects, ESL teachers will set effective learning objectives for the learners, stimulate and encourage learners to better practice in oral classroom activities, and they also help to protect learners' self-esteem, gain their confidence, and arouse their enthusiasm in practices.

To achieve motivational result, ESL teachers may also follow the four steps suggested by Jiang (2006) in applying oral activities:

1. *make sure that the students understand the directions clearly*

2. *it is necessary to give students a little push*
3. *tell the students what they have to do after their discussion*
4. *give the time limit for the activity*

The steps help students to follow the activity process and ensure students' participation in these activities. The little "push-up" stimulates students when encouragement needed. What's more, the time limit adds a little pressure in a positive way.

Last but not least, researcher Macaro (2008) noted that quality "teacher-fronted" interaction and "learner-learner" interaction ensure learners in large-sized classes to improve their oral language acquisition by talk. He also emphasized that large-sized classes usually adopt task-based teaching approach, in which the learner-learner interaction could be one of the major class participations. The task-based teaching approach also requires high on teachers' qualification in teacher-fronted (teacher-whole class / teacher-centered) interaction.

Macaro (2008) cited Varonis and Gass (1985) in his work that the three different types of speaker interaction, which are: native speaker-native speaker interaction (NS-NS); NS-nonnative speaker interaction (NS-NNS); and NNS-NNS interaction. After comparing these interactions in different age groups, Varonis and Gass (1985) found that NNS-NNS interactions produce more negotiations between the meanings of the conversation than NS-NNS interactions, while NS-NS interactions produce the least negotiation. NNS-NNS interaction creates most meaning differences that need to be negotiated, and less embarrassment occurred in interactions between NNSs.

Knapp (2010) has also suggested the NNS-NNS interaction during language learning. He listed some reasons in his book: first, students have more opportunities to talk practice with Chinese people than with westerners; second, Chinese people sometimes can better explain and identify the grammar mistakes in conversations, they could also explain the grammar

mistakes in Chinese for better understanding; third, talking with Chinese people reduces nervousness in conversation, which allows learners to listen carefully for the mistakes; at last, a close friend may point out your errors while some foreigners may not because they do not want to embarrass the learner.

Macaro (2008) also mentioned the importance of qualified teacher-fronted interaction in large-sized classes, which means qualified teacher-whole class interaction. According to Macaro (2008), teacher-fronted interaction is an important element in the traditional presentation, practice and production (PPP) teaching model. It contains high requirement on teachers' qualification on the following elements: "1. it should be serving the needs of the vast majority of, if not all, the students in the class; 2. it should be ensuring psycholinguistic progression – developing the learners' interlanguage – by providing cognitively challenging mental processing; 3. it should be providing the learners with sufficient time and space in which to decode, retrieve and process information; 4. it should take into account sociolinguistic factors such as the creation of positive an enabling classroom identities and discouraging peer-pressure to the contrary; 5. it should take into account the evidence that teacher feedback has a measurable impact on 1,2,3 and 4. Teachers may not be aware of the gap between their perception of the kinds of feedback they have given and what they actually gave (Tsui 1992;89)." (p.197).

Evaluation of Effective Oral Activities

According to the researchers, the evaluation of class activities is important for ESL teaching. It shows the effectiveness of class activity design directly. By collecting students' response to class activities and the progress made by practicing, teachers could adjust activity design to make them better achieving the course purpose. The progress made by oral practices

also most motivates students' interest of ESL study, which begins a virtuous cycle of students' ESL study.

The evaluation of the effort of an oral activity does not only limit on students' speaking skill improvements. ESL teachers usually evaluate students' oral activity results under five categories: grammar, vocabulary, listening ability, voice and non-verbal communication ability, and fluency on conversation (Trotta, 2003). By ranking student's skills on above categories, teachers can test on students' understanding of course materials comprehensively.

Grammar and vocabulary are examining students' improvement on grammar learned in class and ability to express idea eloquently. Listening abilities could be evaluated by students' response to questions. The improvement shows as students' timely and appropriate answer to the question. Students fluent in conversation have no difficulties understanding questions, no frequent pauses, and are able to maintain the conversation and help it flow and develop. Voice and non-verbal communication evaluates the students' pronunciation, inflection, body language, and facial expressions. Graham and Walsh (1996) listed in their book that "the most important problems about pronunciation of ESL students are voicing, mouth, tongue, and lip position, stress and rhythm, and intonation" (p.10). These are also the important factors to evaluate the students' speaking abilities.

In addition, students' feedback should also be considered in the evaluation of oral activity. Researcher Geng (2007) explained in his article that based on cooperative style, which he referred as a "healthy English teaching and learning style", "it is essential to establish a cooperative relationship between teachers and students. Both of them are equal in cooperation. Teachers are responsible for macro design and students are real participants of the operation. Both of them have the right to decide what and how to teach and learn. The standard mode is

cooperation and discussion, taking diversity and efficiency of teaching and learning into full consideration.”

CHAPTER III

CONCLUSIONS AND RECOMMENDATIONS

In conclusion, oral activity is a tool that associates the class materials. It was adopted around the 70s based on the necessities of the CLT system, and aimed to teach English for communication. It helps students to practice and review the language skills (especially oral skills) they've learned in class. It helps teachers to manage class hours, motivate students, and evaluate teaching result. Effective oral classroom activities can be also applied to reduce the two major barriers existed in the CLT system: students' weakness in communicative oral ability caused by their limited exposure to the target language and their fear of speaking English with others.

Effective oral activities are supported by accurate activity planning based on class achievement and material support; proper application based on student groups (the age of students, their proficiency level, and the learning goals and their interests) (Arnold et al., 1997, p.54), timely evaluation on grammar, vocabulary, listening, voice and non-verbal communication, and fluency in oral practices. During oral activity planning, Vygotsky's concept of the "Zone of Proximal Development" should also be considered for better effort. The above research results give instructions to activity planning, applying and evaluating for ESL teachers.

For the past academic year, I applied some of my research result into my current teaching plans, and it showed a visibly improvement on students' English oral ability. The students I am working with are college students (both English and Non-English majors) from age 18 – 20. Classroom sizes vary from 15 to about 100 students. Therefore a great variety of oral activity methods and skills need to be applied in different types of classes. The basic problems I have personally experienced in my classes are: large-sized classrooms and students' motivation to open-up in oral activities.

For large classes, I tried to use group-work and pair-work tasks to ensure most students in class have chances to practice on oral English through a learner-learner interaction. For example, I usually assign groups or have students seat in pairs at the beginning of the class session. Instead of regular student-centered oral activities applied in smaller sized classrooms, I choose to encourage students to frequently discuss class contents in pairs or in small groups. Here is an example: in an intensive reading class, students are required to seat in pairs at the first day of the class. They are asked to discuss the reading materials following some discussion question after reading each piece of the article. The course syllabus also contains group projects for homework so students will have to discuss about the reading content after classes. These strategies maximized the amount of time students contributes to oral English practices.

The only problem here is that, in large-sized classes, it is still very hard to evaluate students' learning progresses. To solve this problem, I tried my best to observe student's pair-works and group-works and talk to some of my students periodically, in order to keep tracking on their progresses.

Another problem is that the most of Chinese students tend to use those so-called "advanced words" or "high-level words" they memorized from their vocabulary lists (there are vocabulary lists published for English qualification exams such as CET-4 and CET-6, and most of Chinese college students are required to past at least CET-4 to achieve their Bachelor Degrees). That makes their oral English sounds a little awkward. A personal example given by Knapp (2010), an experienced foreign English teacher in China, that one of his students use the sentence "We have arrived" when helping him as a tourist guide. Knapp (2010) wrote: "Maybe that doesn't sound very funny to you, but to a native English speaker it really sounds strange. It sounds more like the announcement on the train than a real person" (p.31).

As I was talking with my students, I learnt that the word choices have actually being one important reason that students turned down oral practices or made them feel afraid of talking in class. Some students even have to write what they want to say in Chinese first, and then translate it into English, and read the English sentence out of their little note-pads. That takes a lot of time writing the sentences and in real life people do not communicate through pencils and note-pads. To solve the problem, I encourage my students to use simple words in oral language for starting up, instead of using “advanced words” or “high-level words”. In fact, there are many basic words in English, for example the word “get”, can cover various situation in oral language. For instance, I explained the word “get” in different sentences such as “I got you”, “I will get the phone”, and “I will get the door”. The word “get” in these sentences functions as “to understand”, “to trick”, “to answer”, and “to open”. Then I asked them to try to express simple thoughts first instead of willing to have in-depth communication immediately. The key point here is to keep telling students to start with short sentences as “yes, I did” and “no, I didn’t” won’t make them seemed like a fool. They are exactly what they need to start practicing. Motivational and encouraging teaching skills mentioned in my research result are also well-applied in these classroom practices.

There are still problems remaining, such as the evaluation of students’ oral abilities in large-sized classes and the study of motivating students to expose in English environment actively after class hours. It still takes further research and requires examinations on effective oral classroom activities application.

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