

Strategies for developing oral English teaching in life-communication

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Abstract. Oral English development for life-communication is a necessary part in language teaching and English course revolution. Life-communication-oriented oral English teaching may benefit students in enhancement of studying motivation, improvement of logical thinking, and increased capability of dealing with interpersonal relationship. Strategies for developing oral English teaching should involve exploration of life-communication-oriented teaching resources, establishment of life-communication-oriented teaching models, and management of life-communication-oriented teaching activities. Establishing the relationship between life-communication and oral English teaching, which extends the scopes of language education, increases the diversity of language practice and homework, and facilitates language teaching. These activities may lead students to a new horizon for feeling, exploring, and developing life-communication-oriented oral English.

1. Introduction

Education and life mutually interact to step forward. Life is the valuable resource and the un-escapable destination for education. From this point of view, routine life plays a critical role in educational teaching. Obviously, the routine life experience and feeling of students will be significantly demonstrated in educational activities [1]. Oral English, a course with theoretic and practical features, may come from life and benefit life. Oral communication is one of the most important sections in English discipline and exhibits its unique and irreplaceable roles in modern life. Life-communication-oriented oral English teaching processes the standard requirement of textbook and curriculum, guides vivid teaching activities based on realistic life, and cultivates the capability of students in listening, observing, expressing, and communication.

2. The significance of life-communication-oriented oral English teaching

Enhancement of studying motivation: Studying motivation is the psychological activity for achieving teaching goals by inducing and maintaining the learning actions. It has been reported that learning processes should include three main studying motivations, i.e. expectation, value, and emotion. These studying motivations may directly influence students' learning achievement [2]. Expectation motivation is the faith that students complete

some studying tasks. Life-communication-oriented oral English teaching model concerns with real life, shortens the psychological span between students and knowledge, positively activates students' self-motivation in study, and increases their studying confidence and self-achievement.

Fantastically, real world-derived teaching may naturally fuse into students' experiences, making interactive promotion between real lives and teaching world and triggering the internal necessity of students. Once it is activated, their studying interest and exploring emotion will be better maintained. In addition, life-communication-oriented oral English teaching may smoothly influence students' original studying concept, i.e. oral English communication study may not only increase the English course scores but also promote its application in real life, establishment of interpersonal relationship, and incorporated into social life. Thus, teachers should adopt the real life-like teaching models, create a scene of language application in real life, and build a vivid course environment. These will enhance oral English teaching efficiency and stimulate students' study motivation.

Improvement of logical thinking: Oral communication is a process that language transits from inside to outside. This process involves selection of words and sentences, oral expression, and thinking activities, such as justify, postulation, and analytic combination. From the genesis point of view, human thinking is low-graded psychological function developed from interpersonal communication under the induction of tools and characters [3]. It suggests that language might stimulate thinking development. Thinking quality can be a marker to determine the capability of a student in thinking. Thinking quality possesses wisdom features of an individual in the activity of thinking. They are profound, flexible, unique, critical, and prompt [4]. Selection of an issue in real life for oral communication teaching often opens the thinking door. The thinking processes starts from description of the familiar scenario, followed by exploration of the theory behind. Some controversial issues for oral communication teaching may produce different viewpoints and subsequent communication techniques, which increase thinking flexibility and criticalness.

Increased capability of dealing with interpersonal relationship: As a member of society, individual development keeps a close touch with the surroundings. Among the multiple ways for communication, language plays a key role. Oral communication is a big part of interpersonal communication. The goals of oral English communication are defined to be capable of routine oral communication, listening, and expression. This requires to establishing the relationship between oral English teaching and real life. Students will have a sense of observing, feeling, controlling the social rules to adapt themselves in the future, and these may enrich their emotions. Thus, teaching models with true life situation in the class indicate communicative interaction, enhancing the capability of interpersonal communication.

3. Strategies for developing oral English teaching

Teaching design is the schematization of teaching activity, determining the goals, contents, methods, and procedures. Life-communication-oriented teaching models contain the combination of teachers and students' cognitive levels and their experience, analysis of teaching processes, and design of integrating real life into teaching [5].

Exploration of life-communication-oriented teaching resources: The most significant character of oral English communication teaching is the contact of students with others in a civilized and natural manner. This suggests that teaching content selection should be real life-like, filling with life sense. During practical teaching, teachers make the best use of textbook, followed by discovering teaching resources related to students practically. Use textbooks for efficiency, because they are the necessity of teaching materials. They are edited by the curriculum standard, exhibiting discipline logic and the features of promoting students' physical and mental health development. The teaching content, figures, and questions in the textbooks are the important tools for teachers in oral communication teaching activity. Students should know about all the content, think about it deeply, and cultivate the ability of self-taught. However, with the development of modern society, teachers should treat these textbooks with a critical manner. For example, there are many unpredictable factors influencing oral communication in real life. Flexible methods must be available for using textbooks, such as paper materials or paperless oral expression promptly. It is determined by the practical situation.

Our world is full with profound teaching resources. This indicates that educational teaching should transit from textbooks and solo classrooms to the colorful life. In the classrooms, oral communication teaching can involve reading, writing, comprehensive studying, and combining with other disciplines, forming a clear teaching goal and topic. Outside the classrooms, students should extend the oral communication teaching to their familiar life scenario, truly understanding it.

Establishment of life-communication-oriented teaching models: Life-communication-oriented teaching models means to be associated with students' life spatio-temporally. Oral communication is originated from life. For students, oral language teaching is a special way of life. Like real life, the teaching activity is required to be colorful and meaningful. However, the classroom unit teaching models with a large number of students will make teaching to be divorced from reality. These are far away from social needs for being capable of interpersonal communication. To overcome these problems, teaching activity shall not be limited in classroom or with single form but extend to natural world and life, which are featured with advanced network. Actually, under the circumstance of digital era, students are deeply involved in virtual network and influenced in their life. Teaching online for oral English communication may easily provide a true and vivid situation, profoundly demonstrating language application. Combination of teaching and life featured as pluralism benefits students to fuse the language with real life.

Management of life-communication-oriented teaching activities: Life-communication-oriented teaching works on the association of studying goals with real life, which put teaching activity into social situation. Studying is a cognitive process with purpose, and situation is the basis for cognition [6]. Many factors in learners, such as cognition, emotion, life background, and language environment, may directly or indirectly influence the understanding of knowledge. Situation related teaching activity may help learners to fuse new knowledge with pre-existed cultural background. The generation and application of oral communication is determined by language environment, which is composed of individuals, place, and time. Teachers should consider all these factors for effectively teaching, when they design a real situation, which leads students to a real feeling of language.

4. Strategies for conducting teaching life-communication-oriented oral English

Input relative students' real life to teaching: Teaching conduction contains a series of dynamic processes, which comply with curriculum standard, teaching design, and teaching/learning situation. Teaching input, prior to teaching conduction, adopt some certain methods to induce and promote students to study. At the initiative stage, teachers start with students' interest through combination of new knowledge and students' life experience. Under such free circumstance, study motivation of students may be triggered, resulting in engagement of oral English communication teaching. For example, when in the topic discussion of "world and country", teachers may mention about the tenacious spirit in Olympic athletes, national day parade memorial, world regional war, and world peace keeping forces. These inputs not only widen students' imagination but also stimulate the emotional application by using language.

Extending teaching to students' real life: The ultimate goals of oral communication teaching are using the learned knowledge for their routine life. When students understand and master all the new knowledge, teachers may create innovative and exploring development, making students to adapt to new different situation for oral English communication. Conduction of oral English communication teaching pays attention to not only pre-class and mid-class in the classrooms but also outside classroom. Thus, application of oral English communication will make students feel better.

Increasing the diversity of language practice and homework. Homework is an extending learning activity, which helps students to consolidate knowledge, enhance capability, and explore thinking. It is also the achievement of learning and cultural connotation. The homework should be associated with the real life. These induce real life-oriented oral English communication by students to an engagement, reasonability, and subsequently internalization.

Conclusively, strategies on real life-oriented oral English communication meet the needs for English course revolution. They may overcome the problems in oral communication teaching in classrooms, enhance the studying motivation, stimulate students' thinking logic, and increase teaching quality. This teaching model is

related to real life situation, increases the capability of interpersonal communication, and satisfies the demands of society.

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