

The Application of Discourse Knowledge in Oral English Classroom Activities

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Abstract

This paper aims to explore the application of discourse knowledge in oral English classroom activities. Through the detailed analysis of relevant theories and practical teaching cases, this paper holds that the effective application of discourse knowledge can significantly improve students' oral and communicative abilities, and help them communicate more naturally with language. Specifically, discourse theory not only helps students understand the coherence and cohesion of language, but also enhances their ability to use language in real situations. On this basis, this paper puts forward some concrete teaching strategies and methods, such as role playing, group discussion and oral presentation and other diversified classroom activities, to stimulate students' learning interest and provide more practical opportunities. In addition, two practical teaching cases are used to demonstrate the application and effect of discourse knowledge in oral English teaching. This paper hopes that these suggestions can provide useful reference for oral English teaching, so as to promote the all-round development of students' language ability.

Keywords

Discourse Knowledge; Oral English; Oral English Classroom Activities.

1. Introduction

1.1. Research Background

Oral English teaching has been in a relatively weak position in Chinese English education for a long time. The traditional teaching mode often focuses on the teaching of grammar and vocabulary, but neglects the cultivation of students' practical language application ability. Such a teaching style leads to a lack of confidence and fluency in the face of practical communication. In recent years, with the development of globalization and the increase of foreign communication, the society has higher and higher requirements for oral English ability. Therefore, how to improve students' oral English ability has become an important goal of English teaching reform.

1.2. Research Purpose

The purpose of this paper is to explore how to apply effective discourse knowledge in oral English classroom activities in order to improve students' oral expression ability and practical application ability. By introducing discourse knowledge, teachers can help students better understand and use the language, thereby improving their oral communication ability. Through the discussion of relevant theories and the analysis of practical teaching cases, this paper will propose specific teaching strategies and methods in order to provide useful references for oral English teaching.

2. Theoretical Basis

2.1. The Definition of Discourse Knowledge

Discourse knowledge refers to the understanding and mastery of language in practical use, including the understanding of discourse structure, coherence and context. Discourse knowledge includes not only knowledge of vocabulary and grammar, but also an understanding of the rules and strategies of language use in a particular context. By mastering discourse knowledge, students can better organize and express their thoughts in practical communication, and improve the coherence and accuracy of language expression.

2.2. Discourse Analysis Theory

Discourse analysis theory emphasizes the social function of language and holds that language is not only a tool of communication, but also a carrier of social interaction. By studying the use of language in different contexts, discourse analysis reveals the structural and functional features of language. Through discourse analysis, students can understand how to use language to communicate effectively in different contexts, thereby improving their practical communication skills.

2.3. Positive Discourse Analysis

Positive discourse analysis is a method of discourse analysis that emphasizes the positive role of language in social interaction. Positive discourse analysis believes that language not only reflects social reality, but can also shape and change social reality. Through positive discourse analysis, students can understand how to carry out effective social interaction through language, thereby improving their social communication skills.

3. Application of Discourse Knowledge in Oral English Classroom Activities

3.1. Classroom Activity Design

3.1.1. Role Play

Role-playing is an activity in which students use their discourse knowledge to communicate through simulating the role playing in real situations. Through role play, students can practice language application in simulated real situations and enhance their fluency and confidence in language expression. Role-playing activities can be designed into various forms, such as situational dialogue, simulated interview, simulated press conference, etc. Through different roles and situations, students can practice different language expression ways and strategies.

3.1.2. Group Discussion

Through group discussions, students can understand and apply textual knowledge in an interactive manner, promoting the practical use of the language. Group discussion can not only improve students' language skills, but also enhance their teamwork and problem-solving skills. Group discussions can be structured around specific topics, during which students can practice how to use language to communicate effectively in specific contexts. Teachers can design different types of discussion topics, such as problem solving discussion, opinion expression discussion, case analysis discussion, etc., to help students practice different ways of language expression.

3.1.3. Oral Presentation

Students are able to use discourse knowledge to construct coherent language outputs in the preparation and conduct of oral presentations. Oral presentations can help students practice how to organize and express their thoughts and improve the coherence and logic of language expression. Oral presentation can be designed in a variety of forms, such as speech, report,

introduction, etc. Through different forms of presentation, students can practice different ways of language expression and strategies. Teachers can set up different presentation topics, such as personal experience introduction, problem analysis report, project introduction, etc., to help students practice different ways of language expression.

3.2. Teaching Strategy

3.2.1. Contextual Approach

Teachers should create real or simulated language context in teaching to help students understand and apply the text knowledge. By creating real language situations, students can better understand the practical application of language and improve the practical communication ability of language. Contextual teaching can be achieved in a variety of ways, such as scenario setting, case analysis, role playing, etc. Through different context Settings, students can practice different ways of language expression and strategies.

3.2.2. Feedback and Evaluation

Teachers should give timely feedback after students' oral activities, and promote students' progress through positive evaluation. Through feedback, students can understand their shortcomings and improve on them in subsequent exercises. Teachers can give feedback in a variety of ways, such as oral feedback, written feedback, student evaluation, etc., through different feedback ways, to help students understand their own language expression problems and improve. Evaluation can be carried out in a variety of ways, such as process evaluation, final evaluation, formative evaluation, etc. Through different evaluation methods, students can understand their own language expression ability and improve it.

4. Case Analysis

4.1. Practical Teaching Cases

Case 1

In a high school English class, the teacher asked the students to communicate with each other by using their knowledge of the discourse through role-playing activities. Students have improved their fluency and accuracy in simulated dialogues in real situations, and their oral expression ability has been significantly improved. In this case, the teacher designed a simulated interview situation, and the students played the roles of the interviewer and the job seeker respectively, and practiced the language expression and strategy in the interview through dialogue. Through role-playing, students not only improve their language skills, but also enhance their self-confidence and communication skills.

Case 2

In a college English class, teachers use the form of group discussion, and students improve their understanding and application of discourse knowledge through interaction. During the discussions, students not only learn how to use the language in different situations, but also develop confidence and expression skills. In this case, the teacher designed a discussion topic about environmental protection, and the students were divided into groups to discuss different environmental protection issues, through which they practiced their language expression and communication skills. Through group discussions, students not only improve their language skills, but also enhance their ability to work in teams and solve problems.

5. Conclusion and Suggestions

5.1. Research Conclusion

The effective application of discourse knowledge plays an important role in improving students' oral and communicative competence. In today's educational environment, by actively

introducing discourse knowledge into oral language teaching, teachers can build a solid bridge for students to understand and use the language more deeply, thus significantly improving their ability in practical communication.

Discourse knowledge covers a wide range of fields. It is not only limited to the basic level of vocabulary and grammar knowledge, but also includes the precise understanding of the rules and strategies of language use in specific contexts. For example, in different social situations, the expression and tone of language will be different.

It is through a solid grasp of discourse knowledge that students can better organize and express their thoughts clearly in the actual communication scene. They can avoid the confusion and disorder of expression, make the language expression more coherent and accurate, so as to effectively convey their intentions, reduce misunderstandings and communication barriers, and establish a more smooth and effective communication with others.

5.2. Teaching Suggestion

5.2.1. Pay Attention to the Application of Discourse Knowledge

Teachers should consciously introduce discourse knowledge in the classroom to help students understand the actual use of language. By introducing discourse knowledge, students can better understand the structure and function of language, thereby improving their practical communication ability. Discourse knowledge includes not only the understanding of the word and sentence level, but also the overall structure, context and cultural background of the discourse. In the teaching process, teachers can analyze the text, discuss the theme and structure of the article, simulate the real situation dialogue, etc., so that students can use the language in the specific context. Such teaching methods help students not only to get good results in exams, but more importantly, to express their thoughts and opinions confidently and fluently in daily communication, so as to really improve their language skills and communication skills.

5.2.2. Design a Variety of Teaching Activities

Through a variety of activities such as role playing, group discussion and oral presentation, students can significantly improve their oral communication skills. Different forms of activities not only help students practice different ways and strategies of language expression, but also improve their flexibility and adaptability of language expression. For example, role-playing activities allow students to simulate various situations in real life, such as ordering food, asking for directions or shopping, and develop their communication skills in real contexts. Group discussion encourages students to exchange views and express their views on specific topics, thus enhancing their logical thinking and teamwork skills. Oral presentation exercises can improve students' presentation skills and self-confidence. In addition, teachers can also set tasks of different difficulties and topics, so that students can continuously improve their language level in the challenge. Through these diversified teaching activities, students can not only master more abundant means of expression, but also use the language more freely in practical communication.

5.2.3. Provide Timely Feedback and Evaluation

Teachers should give timely feedback to students after oral activities to help them find and improve their shortcomings. Through feedback, students can understand their shortcomings and improve on them in subsequent exercises. Teachers can give feedback in a variety of ways, such as oral feedback, written feedback, student evaluation, etc. Oral feedback can be given immediately in class, so that students can immediately understand their own language expression problems and quickly adjust; Written feedback can be more detailed and specific, teachers can conduct in-depth analysis of students' performance after class, and put forward targeted suggestions for improvement; Student assessment allows students to learn from each

other and make progress together. In addition, teachers can also combine situational simulation, role playing and other activities to provide students with diversified forms of feedback to improve their comprehensive language application ability. Through different ways of feedback, it helps students to fully understand their own language expression problems, and improve their oral English ability through continuous practice and improvement.

5.2.4. Encourage Students to Study Independently

Teachers should actively encourage students to study independently outside of class, which includes not only reading English books and articles, but also watching English videos and movies, listening to English radio and podcasts and other ways to improve language skills. In addition, students can participate in activities such as English corners and English clubs organized by schools or community organizations to practice their language application ability by communicating with others. In these activities, students have the opportunity to apply their knowledge in a real context to further consolidate and develop their language skills. Teachers can also guide students to use a variety of online resources, such as English learning websites and apps, to provide rich learning materials and interactive exercises. Through these independent learning activities, students can arrange their learning time more flexibly, choose learning content according to their own interests and needs, and gradually improve their practical English communication ability. At the same time, independent learning helps to cultivate students' self-discipline and learning initiative, making them more confident and efficient in the process of language learning, so as to comprehensively improve their comprehensive language ability.

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