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Recommendations for English-Speaking Course in Higher Education in China

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Abstract: A blended approach to learning is crucial for future English-Speaking courses. This study explores the application of TESOL six principles in English language instruction for blended learning. The recommendations include online questionnaires, conducive learning environments, quality lessons, student progress monitoring, and fostering collaboration. Implementing these principles can effectively support student speaking course in higher education. Further research is needed to explore their implementation in different contexts and address challenges in English language education.

Keywords: Higher Education; TESOL Six Principles; Blended English-Speaking Course

1. Introduction

Virtual classrooms are becoming an increasingly popular teaching method. Although face-to-face teaching is still the mainstay of Chinese universities, the importance of blended teaching methods for English language teaching is becoming more and more emphasised.

Spoken English courses in higher education aim to teach effective communication in English, focusing on listening, speaking, and effective communication in work and social settings (Wang, 2009). To fulfill the primary goals, university English spoken courses should emphasize comprehensive learning, flexible methods, and interactive teaching, including effective interaction in digitalized teaching (Bernard et al., 2021). Further research is needed to explore productive interaction in a blended approach to teaching and learning.

The dedicated instructors contribute to improving education quality (Jia, 2019). Therefore, the success of blended teaching depends on instructors effectively utilizing internet-based instructional technologies, instructional actions, and pedagogical innovations. In this study, the author applies six principles of TESOL to offer suggestions for English speaking instruction, considering these factors.

2. Literature Review

2.1 The six principles of exemplary teaching in English teaching

The "Six Principles" framework provides guidelines for effective English teaching and learning. These principles encompass understanding students, creating inclusive environments, delivering high-quality lessons, adapting instruction, monitoring language development, and fostering teacher collaboration (TESOL, 2018). They also serve as benchmarks in adult education and career development, supporting language goals and cultural adaptation (Blok et al., 2020; Hellman et al., 2019; TESOL, 2018). Further research is needed to explore their implementation in different contexts.

2.2 The blending teaching in higher education

Blended learning combines face-to-face and online instruction, providing flexibility and supporting long-term education goals (Oliver & Trigwell, 2005; Míguez-Álvarez et al., 2022; Carla et al., 2020). It enhances the learning experience, improves accessibility, and benefits both teachers and students in higher education (Míguez-Álvarez et al., 2022). Instructors play a crucial role in integrating online technology, and blending can take different forms based on specific demands and settings (Lin & Wang, 2012; Alammery et al., 2014). Careful planning and customization are necessary for effective blending at various impact levels (Alammery et al., 2014). Exploring the implementation of blended English language education allows for leveraging the advantages of both online and face-to-face instruction (Míguez-Álvarez et al., 2022).

2.3 The English-speaking course

In oral English teaching, factors like fluency, pronunciation, interaction, turn-taking, and grammar impact instruction (Thornbury, 2011; Carter & McCarthy, 2017). The goal of English instruction in China's higher education is to develop conversational and discussion skills (Higher Education Institution College English Teaching Advisory Committee, 2014). Challenges include exam emphasis, proficiency and confidence

issues, and an unfavorable learning environment (Gan, 2013; H. S. Wang, 2013). Furthermore, English Medium Instruction (EMI) faces obstacles like low student confidence and language difficulties (British Council, 2020). Barriers to improving oral communication skills include vocabulary and grammar limitations, pronunciation, coherence, fluency, and lack of practice opportunities and resources (Xie, 2020). Seminar classes show promise as an innovative approach (Tian, 2014). Therefore, based on the former research in English speaking courses, to better the teaching course, this project aims to investigate and contextualize the teaching of spoken English in higher education.

3. Recommendations for Higher Education English-speaking Course Utilizing the Six TESOL Principles

The TESOL principles offer tailored language instruction (Candall & Sheppard, 2004). Blended learning is vital in higher education, involving teachers, learners, resources, and media. The author recommends applying these principles in unique circumstances, necessitating further investigation of blended learning.

3.1 Understanding Your Learners: Online Questionnaires and Placement Tests for Effective Teaching

Teachers should be aware of their students' level, needs, and interests (APA, 1993, 1997) to create a learner-centered environment.

To enhance classroom engagement, teachers should deeply understand students' cultural and educational backgrounds (British Council, 2013). Gathering information through online questionnaires and placement tests improves learning outcomes (Short et al., 2018). Collecting online feedback and providing timely support help understand students' needs and address challenges (Graham et al., 2000). Additionally, teachers should consider students' psychological state and offer appropriate assistance. Incorporating diverse communication modes in online assessments can engage students (Pape, 2010).

3.2 Cultivating a Supportive Learning Environment for Language Acquisition

The second TESOL principle emphasizes creating a comfortable learning environment (TESOL, 2018). Learner participation, self-worth, and autonomy are crucial (Boud, 1987; Hanrahan, 1998).

In online speaking courses, a stable learning environment requires flexible teaching materials and platforms. Sharing model dialogue and expression usage from the online resources, such as videos, support students' effective input. Encouraging group work and discussions with the familiar classmates fosters a safe learning environment. Using familiar interfaces like Tencent Conferences and Chaoxing Xuexitong Learning Platform reduces the learning curve for students. Designing teaching projects aligned with students' pace ensures a comfortable online classroom.

3.3 Crafting Dynamic Lessons and Flexible Instruction in Online Learning

The third TESOL principle emphasizes engaging classes and critical thinking (TESOL, 2018). In online courses, interactive lessons promote language development. Teachers can lead discussions on heated topics, ask thought-provoking questions, and observe student engagement through camera use online.

The fourth principle emphasizes ongoing assessment and adaptability. Adjusting teaching methods based on immediate student responses, such as accepting feedback via discussion forums during class intervals on the online platforms and regular online questionnaires (Long, 1985; Cazden, 1988).

3.4 Monitoring and Evaluating Language Proficiency in Online Education

The fifth TESOL principle focuses on tracking and assessing language learners' progress (Rea-Dickins, 2004). Teacher-based evaluation (TBA) involves teachers in planning, task development, and judgments (Davison & Leung, 2009). Online procedures can be used for various assessments (Becker et al., 2017). Teachers can conduct online examinations, gather information through questionnaires, use applets for language assessments, require students to upload their recording audios online and incorporate oral exams with language scenarios. Face-to-face instruction via platforms like WeChat or Tencent Meeting allows for demonstration, monitoring, and feedback provision.

3.5 Engage and collaborate within a community of practice

The sixth TESOL principle highlights teacher collaboration for support and professional learning (TESOL, 2018). Online teaching experience and knowledge of online language pedagogy are essential for effective instruction. Engaging in community learning using platforms like Twitter and Zongshi Yun facilitates communication, resource sharing, and professional growth (Wesely, 2013). Community networking platforms can be leveraged to connect with colleagues, exchange insights on teaching methods and student development (Utomo et al., 2021).

4. Conclusion

Integrating offline and online teaching efficiently, with teachers playing a critical role, is crucial during ever-changing world.

The six TESOL principles provide evidence-based guidelines for successful teaching in various formats, including second language

speaking classrooms. These principles focus on understanding students, creating conducive learning environments, designing high-quality programs, modifying implementation as needed, and monitoring language development.

While the paper lacks survey data and extensive literature review, it offers valuable insights for English education. The author plans to continue exploring improvements in English teaching methods guided by the TESOL study.

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