An Analysis of Situations of Junior High School Students' Oral English Ability and Its Strategies

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Abstract: Since the reform and opening up, economic, political and cultural exchanges between our country and other countries have become more and more frequent, English has attracted more and more attention, and it is more and more important to improve the oral English ability of middle school students. Junior high school is the basic stage and the best period to cultivate oral English communicative competence and oral English communicative competence is the top priority to cultivate students' English competence. Although the awareness of cultivating and improving oral English ability is increasing, the oral English ability of junior middle school students in China is relatively ordinary due to the influence of exam oriented education. In order to detect the mastery of middle school students' oral English and learning English，this paper mainly takes middle school students as the research object under the research background of relevant literature at home and abroad. Combined with the current situation of the cultivation and development of junior middle school students' oral English ability in China, through the method of questionnaire survey, this paper studies the current situation of junior middle school students' oral English level, the problems existing in junior middle school students' oral English and the factors affecting junior middle school students' oral English ability. Finally, combined with relevant teaching and materials, this paper puts forward relevant operable suggestions and strategies for the cultivation of junior middle school students' oral English ability.

Keywords: Junior high school oral English; ability level; development status; strategy exploration

1. Introduction

1.1 Research background

With the development of social politics and economy, language is one of the necessary means to promote our communication. As an international common language, English has been closely related to our life and can be seen everywhere. In our country, English is ranked as important as Chinese and mathematics, which shows how important it is. The reason why I decide to choose this topic is that I my classmates' oral English is generally poor, and even my students' oral English expression is not So I want to delve into the problems and the strategies to solve them.

According to my own investigation, some of third-tier cities do not pay much attention to the cultivation of junior high school students' oral English ability at present. The teacher's focus in class is make the students remember the knowledge points such as grammar, words, sentences and so on, not much the pronunciation of the words or phrase. There are also fewer teachers who use English-style teaching in the lessons so that the students' oral English level is generally low.

1.2 Research significance

The research value of spoken English is divided into two parts.

The level of oral English ability is the facade of learning English. Speaking fluent English not only shows a person's level of spoken English, but also presents his extraordinary confidence through verbal expression. The implementation of the junior high school oral English teaching strategy, not only can promote the combination of language knowledge and practice, and help the junior middle school students' oral English ability, which helps to build up your language sense, the formation of foreign language thinking habit, promote the development of other language skills, improve the teaching status quo of junior high school students oral English ability relative lag, also helps to oral English teaching quality improvement.

This thesis strives to explore a better way to cultivate junior high school students "say", teachers "teach" way. It promotes the high quality and healthy development of oral English, realizes the rapid improvement of the quality of oral English teaching, and improves the comprehensive quality of students, so as to adapt to the new form of social life information and economic globalization.

The study mainly analyzes the current situation of junior high school students' oral English ability and makes relevant strategies for its shortcoming.

2. Literature review

2.1 Related studies at home

In recent years, Chinese scholars' research on oral English mainly focuses on four areas: "Establishing the theoretical model of Oral English development for Chinese English learners; Research on effective forms of oral English testing and assessment; To explore the characteristics, points and rules of Chinese students' oral English expression; Improving oral English Teaching methods in China "(Wang Lifei, Zhou Dandan 2004). Wu Xudong (1999) studied the development model of Chinese college students' oral English narrative ability. Guided by the production model of spoken Language (Levelt, 1989), this study conducted a study on 20 college English majors for a period of -- Years of follow-up. The results show that the development of oral English ability in the foreign language classroom environment has its non-linguistic aspect. When students express themselves in English, they will give consideration to both conceptual expression and language form, and also adopt certain communicative strategies according to the difficulties encountered in the process of expression.

In terms of fluency, Zhang Wenzhong and Wu Xudong (2001) expound the effective methods of measuring oral English fluency through quantitative research and the development of oral English fluency from various measurement perspectives. In terms of oral strategies and individual differences, Wang Lifei (2002) studied the use of communicative strategies and the cognitive process of students' oral expression by qualitative analysis. In terms of accuracy of oral expression, Ma Dongmei (2002) studied students' error-correcting behaviors in oral group activities in English class, examining various types of errors and error frequency in students' oral English, as well as the frequency, types and methods of correction by teachers. In terms of idiomaticity of oral expression, He Anping and Xu Manfei (2003) studied the characteristics of the use of oral particles in Chinese students' English discourse markers.

2.2 Related studies abroad

The concept of "Communicative Competence"was first introduced by American sociolinguist Hymes in 1972. He believes that a person's communicative ability includes grammatical, psychological and probabilistic judgments. Alderson (2005) proposed that Communicative Language Ability has been widely recognized by the applied linguistics community[1]. According to Bachman (2016), communicative linguistic was competence[2]. In theory, language communication is the process of applying language knowledge mastered by learners in specific social situations. In the process, learners will use certain strategies to achieve communicative goals, and strategic competence plays an important role in language communication. This study is based on Chomsky's communicative language competence theory to study the current situation of junior high school students' oral competence (2018)[3]. Martin East (2018) introduced how to evaluate the oral fluency of second language learners, the differences between the new test method and the traditional test method, as well as the influence and problems brought by the new test method on students, teachers and schools[4]. Guidelines were for Developing Oral Communication Curriculum Kindergarten through Twelfth Grade. It's a new related research report published by the American National Communication Association.

At present, Palmer (2001) studies on spoken second language mainly focus on the following four aspects[5]: 1) Second language Research on phonemic development; 2) The listening and speaking ability of second language learners and its correlation; 3)The factors of affecting the oral learning of second language learners, such as attitude, motivation, social environment, etc. 4)The role of mother tongue in second language is discussed from the perspectives of language change, variant and marker.

3. Research design

3.1 Research questions

In this part, we design three questions: At present, how do the junior high school student's oral English level? What problems exist in junior high school students' oral English? What are the influencing factors of junior high school students' oral English ability?

From the relevant survey and research data, junior middle school students are trying to improve their oral English ability, which has been improved compared with previous years, and they are more and more interested in oral English. However, there are differences in junior middle school students' oral English ability between urban and rural areas. There are many resources in big cities, and the level of students should be high. Some students have high oral English ability and strong oral English communication ability, mainly urban junior middle school students. In addition, junior middle school students have some difficulties in English communication. They pay more attention to writing and reciting in class than "listening" and "speaking". Generally speaking, the oral English level of junior middle school students is low and needs to be improved urgently. The research subjects are junior high school students.

3.2 Research methods

In this part, we choose the questionnaire survey. This survey is the beginning of our research and a crucial link in the whole research process. According to the students' learning attitude reflected in this questionnaire and the puzzles and problems encountered in oral English learning, we will solve them in the subject research, and try to build an effective vocabulary learning model to improve oral learning methods and improve students' English vocabulary learning efficiency and oral progress.

3.3 Research Steps

3.3.1 Preparation stage

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3.3.2 Questionnaire stage

In this questionnaire, I sent it to 32 students and took back 32 copies in total. The problem of setting mainly focuses on the students' attitude towards oral English learning; Students' oral English learning status and quality inspection, learning methods and difficulties in learning, etc; Students' psychological expectation of oral English learning. In terms of problem setting, there are:

1). Whether oral ability needs to be improved;

2). Whether you are interested in English;

3). Whether oral English learning is important in English learning;

4). Whether the teacher teaches in English;

5). Whether the teacher will organize discussion in class;

6). Whether the oral atmosphere in the class is good;

7). Whether to listen to English songs after class;

8). Reasons for learning oral English.

3.3.3 Data collection and analysis stage

According to the purpose of the survey and the actual cognition of junior middle school students, we designed 19 questions in the questionnaire, which reflected three major problems: Students' attitude towards oral English learning; Students' oral English learning status and quality inspection, learning methods and difficulties in learning; Students' psychological expectation of oral English learning. In addition, we distributed 32 questionnaires, and 32 questionnaires were recovered, with a recovery rate

of 100%. The data is true and effective.

The specific data are as follows: 1. 93% of the students think that they need to improve their oral English; 2. 58% of the students are interested in English; 3. 96% of students believe that oral English learning is important in English learning; 4. 35% of the students said that their teachers taught in English; 5. 45% of students will have English discussion in class; 6. 50% of the students believe that the oral atmosphere in the class is good; 7. 53% of students listen to English songs after class; 8. For the reason of learning oral English, 60% of students want to go abroad; 3% of students are required by their parents; 15% of students think speaking English has face.

4. Analysis and Discussion

4.1 Analysis of the problems existing in junior High School students' Oral English ability

4.1.1 Pronunciation and intonation

Most middle school students are inferior to their written expression ability in English pronunciation learning. This situation is quite obvious. Many students have many problems in oral pronunciation and expression. Some are hesitant in speaking English; some are confused and unable to distinguish the subject, predicate and object; some blushed and couldn't say a word for a long time; some students simply stand up and don't say when the teacher calls to answer the question... In fact, these students' written expression ability is quite good. It is understood that many students hardly speak English after class.

4.1.2 Vocabulary

For vocabulary learning, middle school students have the following situations: 1 Vocabulary forgetting is fast. Junior middle school students have a strong ability of language imitation. They can generally remember after reading with the teacher several times in class. However, they are unwilling to use other ways to repeat memory after class, resulting in fast forgetting speed. 2. Unable to use vocabulary flexibly. In the process of learning vocabulary, students only memorize the pronunciation and meaning of words. For some words, the meaning is more complex. In addition to the basic meaning, they also have extended words. Students often can't grasp these words well. Students face these words with more meanings and only remember some of them. In this way, students can not use it flexibly in the specific language environment. 3. Limited vocabulary expansion. For English vocabulary learning, in addition to mastering the vocabulary in textbooks, we should also use other methods to expand the amount of vocabulary, such as reading, English songs, videos, advertisements, etc. However, most students have limited ways to expand vocabulary, and the amount of extracurricular vocabulary accumulation is small.

4.2 Suggestions for improving junior middle school students' oral English ability

4.2.1 Stimulate and improve students' interest in oral English learning

In order to improve junior middle school students' oral English ability, the first thing is to stimulate and improve students' interest in oral English learning and overcome learning psychological obstacles. Strong interest often plays a role in getting twice the result with half the effort. Therefore, we should first stimulate junior middle school students' interest in oral English learning. Teachers can design teaching plans in combination with the cognitive and psychological characteristics of junior middle school students, such as introducing social and current affairs hot spots in teaching, discussing more things that junior middle school students are interested in in class, stimulating students' interest in oral communication and encouraging students to express their ideas in oral English.

Teachers can guide students according to their different personalities and personal qualities. If there are lively and outgoing students, teachers should praise these students, stimulate their interest in learning, and comprehensively improve their oral English level and ability. For students who are silent and introverted or who are afraid to speak and afraid of other people's judgment and ridicule, teachers should give priority to praise. Students will inevitably make phonetic or grammatical mistakes in oral expression. If teachers keep interrupting students' ideas and pointing out mistakes in expression, students will feel depressed and gradually be afraid to speak, which will seriously frustrate their enthusiasm of speaking English and even fear difficulties. Teachers can let students with difficulties "jump and pick peaches", so that those students who dare not speak can enjoy the joy of success in the

teacher's encouragement, arouse their interest in learning spoken English and enhance their confidence in speaking English. As long as teachers are careful and good at discovering their strengths and guiding them, every student can achieve the purpose of communicating in English.

4.2.2 Cultivate a team of high-level English teachers

The second strategy is to cultivate a team of high-level English teachers and improve teaching methods. Because most junior middle school English teachers and teaching methods cannot keep pace with the times, schools need to introduce and train young teachers with high professional oral English level. While training professional teachers, we should improve teaching methods, select teaching contents, design innovative and meaningful classroom questions, and innovate and try the teaching methods of oral English. Professional training should be carried out for junior middle school teachers to change their traditional concept of improving students' English performance. Young teachers can inject new vitality into oral English learning. They can often accurately grasp students' interests and carry out efficient teaching. In addition, schools and teachers can set up oral classes separately to independently cultivate students' reading and writing skills and listening and speaking skills. Regularly train teachers in oral English and lesson plan design to improve teachers' overall oral English level and innovation ability.

4.2.3 Use network resources to create a good learning environment

Thirdly, make full use of network resources and create a good learning environment. In the era of big data, the utilization of network resources is particularly important. However, many teachers have poor technical operational ability and lack of efficient ways to use network resources. Teachers can combine traditional classroom and online resources, and use online audio-visual and oral videos, images, words or other learning software and online resources to improve the interest and vividness of oral English learning. At the same time, by watching videos, simulating the real and natural language environment, increasing the introduction of relevant cultural background of English-speaking countries, group discussion and debate, etc. Improve students' ability to communicate and solve problems in oral English. In class, teachers pay attention to the combination of classroom and extracurricular content, language and culture, teachers and students, and students for language interaction. Phonetics, vocabulary, grammar, cultural background or language environment are the necessary conditions for learning oral English ability. Watching English movies, listening to English songs or reading English publications, and learning the pronunciation, expression and movement of English speaking countries can have a subtle effect. In addition, teachers' guidance to students' learning and interaction with students in class are also very important. The interaction between students and teachers can improve students' courage in communicating, deepen students' all-round understanding of English and improve students' oral English skills.

5. Conclusion

5.1 Major findings

The cultivation and improvement of junior middle school students' oral English ability still needs many long-term efforts. Specific problems should be analyzed according to different situations. As teachers, we should find the crux of students' oral English learning and adopt scientific and reasonable solutions to comprehensively improve students' oral English ability and comprehensive English ability. As students, we should find ways and Countermeasures to learn, cultivate interest and stimulate vitality.

5.2 Limitations

Due to some reasons in real life, I failed to conduct some questionnaires. If the statements of real students are added, this thesis will be more complete and reliable. At the same time, because I have been away from middle school for many years, it is difficult to collect enough information. Once the information is obtained, the current research can be more helpful.

5.3 Suggestions for further studies

In view of the above limitations, the author suggests that more research should be carried out on the current situation of junior middle school students' oral English ability on the basis of typical cases that

provide more information and materials. The author sincerely hopes that in the future, if possible, more research will be carried out on the topic of the current situation of junior middle school students' oral English ability.

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