

# Teaching Oral English Skills from Discourse Analysis

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[Abstract] This paper explores teaching oral English skills from discourse analysis, mainly cooperative principle and speech act theory. Different methods of discourse analysis can help English learners gain sociolinguistic and strategic competence in learning speaking English.

[Key words] Teaching speaking English; Discourse analysis; Pragmatics; Communicative competence

## 1. Introduction

Oral language teaching gains more attention from language researchers and teachers than before. Oral language skill development targets at these communicative competencies: sociolinguistic competence, discourse competence and strategic competence. In oral English teaching, teachers are responsible to help students gain these communicative competencies for the aim of achieving successful communication outside classroom. In communicative competencies, discourse competence only advocates micro aspects of cohesion and coherence. The discourse analysis framework is much broader, under which spoken discourse can be approached from several different theoretical perspectives (Barr, Joyce & Gollin, 1996): Systemic-functional linguistics, exchange structure theory, conversational analysis, pragmatics and critical discourse theory. These theories provide different models of discourse analysis and help obtain insight into the problems of how to teach language skills in classroom, and help learners gain not only the micro discourse competence, but also sociolinguistic, and strategic competence.

## 2. Discourse Analysis

Discourse analysis draws on a variety of disciplines, including linguistics, sociology, psychology, and anthropology, and the various disciplines share a common interest in language in use. (McCarthy, 1991) Cook's (1989) definition of discourse analysis links it to language teaching:

Discourse analysis examines how stretches of language, considered in their full textual, social, and psychological context, become meaningful and useful for their users. — Traditionally, language teaching has concentrated on pronunciation, grammar, and vocabulary, and while these remain the basis of foreign language, discourse analysis can draw attention to the skills needed to put this knowledge into action and to achieve successful communication. (p. viii)

Discourse analysis is primarily concerned with relationship between language use and its contexts, both textual context and sociolinguistic context. Exploring how sociolinguistic context relates to construction of discourse and revealing this to language learners target at improving their sociolinguistic competence.

## 3. Pragmatics and Cooperative Principle

Comparing with written language, speaking is more dependent on its physical and social contexts, and on the interpersonal factors, especially a face-to-face conversation, whose production is most reciprocal among all kinds of discourses. "Pragmatics examines how interactants, use and understand appropriate utterances in relation to various situational contexts" (Barr, Joyce & Gollin, 1996, p. 21) In speaking language teaching, teachers should help learners gain pragmatic competence (primary part of sociolinguistic competence) to produce appropriate utterances according to contexts.

There are indeed some rules followed by people in real life interaction, which can be traced and are valuable for learners to understand how target language operates in successful communication. Grice (1975, cited in Peccori, 1999, p. 27) puts forward co-operative principle, people assumed to abide in conversations. The four maxims of co-operative principle are:

3.1 RELEVANCE: make sure that whatever you say is relevant to

the conversation at hand.

3.2 QUALITY: Do not say what you believe to be false. Do not say that for which you lack adequate evidence.

3.3 QUANTITY: Make your contribution sufficiently informative for the current purposes of conversation. Do not make your contribution more informative than is necessary.

3.4 CLARITY: Do not make your contribution obscure, ambiguous or difficult to understand.

(Peccori, 1999, p. 27).

However, in real interactions, people do not always obey the maxims. They may violate maxims of quality to make a lie. In some situations, interactants are aware of their violation of co-operative maxims and do so deliberately. The deliberate violation of conversation maxims is called flouting. (Grice, 1975, cited in Cook, 1989) Flouting of cooperative maxims may be sometimes required by the context of utterance. We cannot expect the same detailed responses to the question "What did you do last Friday?" from a friend in casual talk as from a witness in court case. A witness's answer may seem over detailed, when it is put in a casual conversation, but it satisfies the court with sufficient information. Equally, other maxims also can be flouted according to the speaker's communicative needs. Cook (1989, p. 32) notes, "The meaning created by these floutings, it will be noticed, are often social, signaling the attitude of the sender to the receiver of the message, and the kind of relationship between them".

## 4. Speech act theory

Speech act theory looks functions performed by language forms. Cook addresses, "Speech act theory provides us with a means of probing beneath the surface of discourse and establishing the function of what is being said." In philosopher Austin's (1975, cited in Peccori, 1999, p.44) speech act theory, a speech act has three layers of acts: locution, illocution and perlocution. Locutionary act is the basic act of utterance, or producing a meaningful linguistic expression. Illocutionary act is the act of creating an utterance with a function: requesting, commanding, offering or thanking, etc. It is a utterance's illocutionary force that we study in pragmatics. Perlocution is the actual effect of the locution.

Under the umbrella of pragmatics, there are also other theoretical approaches that can be employed to study contextualized language use, like conversational implicatures and politeness principle. The significance of teaching speaking from pragmatics lies in that learners can acquire pragmatic competence of realizing and producing appropriateness of utterances within various situational and sociocultural contexts and interpreting the meanings and functions of particular speech acts, and further achieve successful oral communication.

## 5. Classroom Practice

Although some discourse skills can be taught explicitly by teacher's demonstration of discourse analysis, like some static generic structure of certain discourse type, as well as words and grammar associated with certain text types and generic stages and turn types, explicit teaching is far from enough for enabling learners for real communication, teaching of speaking English towards communicative competence entails great amount of classroom activities. Among all kinds of current prevailing activities, discourse analysis activities with emphasis can directly (下转第70页)

# Teaching Oral English

**Edward Harlan Webster, Dora  
Valentine Smith**



## Teaching Oral English:

**Teaching Oral English** Donn Byrne,1986 Like the first edition of this book which was published in 1976 this account of techniques and procedures for developing oral skills is intended mainly for teachers and trainee teachers who work in privileged classroom situations Although this book is the product of personal experience and reflection on that experience it has been the contact that I have had with these teachers on training courses and in their classrooms which has largely influenced the content and direction of this book Preface **The Teaching of Oral English** Harold E. Palmer,1940 The Teaching of Oral English Emma Miller Bolenius,1916 Oral English ,1968 **Oral English** United States Information Agency,1966 *Oral English* University of the State of New York,1919 **The Teaching of Oral English (Classic Reprint)** Emma M. Bolenius,2015-07-10 Excerpt from The Teaching of Oral English In these days of modern efficiency pedagogy must be practical It must yield results Both press and general public have arraigned the schools of the country for failure to produce effective spoken English Thoughtful teachers acknowledge that pupils leave school with slovenly speech largely because there is no regular supervision of their speech and no systematic practice in oral composition The new movement in teaching English therefore under the inspiring leadership of the English Journal and the National Council of Teachers of English is a strong reaction in favor of oral English About the Publisher Forgotten Books publishes hundreds of thousands of rare and classic books Find more at [www.forgottenbooks.com](http://www.forgottenbooks.com) This book is a reproduction of an important historical work Forgotten Books uses state of the art technology to digitally reconstruct the work preserving the original format whilst repairing imperfections present in the aged copy In rare cases an imperfection in the original such as a blemish or missing page may be replicated in our edition We do however repair the vast majority of imperfections successfully any imperfections that remain are intentionally left to preserve the state of such historical works **The Principles of Oral English** Erastus Palmer,L. Walter Sammis,1907 The Teaching of Oral English Emma Miller Bolenius,1914 The improvement of Oral English Skills at private Language Schools. Strategies for teachers Dr Jeanette Alcock Mughal,2014-08-05 Thesis M A from the year 1998 in the subject Didactics for the subject English Pedagogy Literature Studies Nova Southeastern University language English abstract The objective of this paper is to find solutions or strategies for the classroom instructor that will enhance students skills in oral practice and will fulfill the curriculum objectives outlined to the faculty staff by the target school The target school serves its local community which consists of mostly Hispanics The semester for each level of study lasts for one month Within this month of instruction the students have to complete and improve their listening and oral skills through the use of grammar listening and oral exercises which are supplemented by audio and visual aids but directly instructed and guided by a classroom teacher The problems that the target school faces lies in the discrepancies found on the test results of the exit examination compared to classroom performance results The target group passes the examination given at the school with average marks but due to the beliefs of the administration those

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### **Table of Contents Teaching Oral English**

1. Understanding the eBook Teaching Oral English
  - The Rise of Digital Reading Teaching Oral English
  - Advantages of eBooks Over Traditional Books
2. Identifying Teaching Oral English
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Teaching Oral English
  - User-Friendly Interface
4. Exploring eBook Recommendations from Teaching Oral English
  - Personalized Recommendations
  - Teaching Oral English User Reviews and Ratings
  - Teaching Oral English and Bestseller Lists

5. Accessing Teaching Oral English Free and Paid eBooks
  - Teaching Oral English Public Domain eBooks
  - Teaching Oral English eBook Subscription Services
  - Teaching Oral English Budget-Friendly Options
6. Navigating Teaching Oral English eBook Formats
  - ePub, PDF, MOBI, and More
  - Teaching Oral English Compatibility with Devices
  - Teaching Oral English Enhanced eBook Features
7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Teaching Oral English
  - Highlighting and Note-Taking Teaching Oral English
  - Interactive Elements Teaching Oral English
8. Staying Engaged with Teaching Oral English
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Teaching Oral English
9. Balancing eBooks and Physical Books Teaching Oral English
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Teaching Oral English
10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
11. Cultivating a Reading Routine Teaching Oral English
  - Setting Reading Goals Teaching Oral English
  - Carving Out Dedicated Reading Time
12. Sourcing Reliable Information of Teaching Oral English
  - Fact-Checking eBook Content of Teaching Oral English
  - Distinguishing Credible Sources
13. Promoting Lifelong Learning

- Utilizing eBooks for Skill Development
  - Exploring Educational eBooks
14. Embracing eBook Trends
- Integration of Multimedia Elements
  - Interactive and Gamified eBooks

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