

How to stimulate the student's Willingness to Communicate in English?——Taking Travelling Around Listening and Speaking Classroom Teaching as an Example

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Abstract: Willingness to communicate in English refers to the initiative and enthusiasm of learners to use English to communicate in a specific situation, which is an important manifestation of the ability to use English in practice. A strong willingness to communicate can make students more willing to speak English, so that they can practice and improve their language skills in real communication. On the contrary, even if they have mastered a certain amount of language knowledge, the lack of willingness to express themselves will lead to the emergence of "mute English" and limit the development of language ability. Therefore, it becomes especially important to stimulate and develop students' willingness to communicate in English teaching. This paper takes the classroom teaching of compulsory English 1 Unit 2 Travelling Around Listening and Speaking of People's Education Press as an example to discuss how to stimulate students' willingness to communicate in English teaching, and then improve their oral expression ability.

Keywords: willingness to communicate, oral English expression ability, English teaching

1. Introduction

Oral English ability in senior high school is an important language ability in Core Literacy of English Subject, and it is an explicit expression of learning and understanding, applying practice and transferring innovation ability. The lack of oral English ability not only affects students' language ability and college entrance examination scores, but also reflects that their core literacy such as cultural awareness, thinking quality and learning ability have not developed simultaneously^[1]. Looking back on the traditional English teaching model, its disadvantages are clearly identifiable. For a long time, deeply influenced by the concept of exam-oriented education, the teaching balance is seriously unbalanced, and students' written scores are excessively inclined. In the process of curriculum and teaching implementation, reading and writing are placed at the core, while listening and speaking training are neglected. This makes the original energetic and interesting language course alienated into a boring vocabulary grammar memory course. Sun Hui^[2] pointed out that for a long time, influenced by exam-oriented education, students only paid attention to their written scores and paid more attention to reading and writing than listening and speaking, which made the lively language class become a boring vocabulary grammar memory class, and students' oral English level was generally low. However, students' oral English level is influenced by their willingness to communicate in English. Willingness to communicate was first put forward by McCroskey & Baer^[3] to explain the individual differences between communicative intention and inclination in the process of mother tongue communication. It was applied to the field of second language acquisition in the 1990s and has received

continuous attention since then. It is not difficult to see from the increasing study of willingness to communicate, WTC that more and more people have realized that to really improve learners' foreign language communication ability. We must first cultivate their desire to communicate in a foreign language. In other words, in addition to communicative competence, the goal of foreign language teaching should also include the cultivation of willingness to communicate^[4].

Thus, the goal of foreign language teaching should not only be to cultivate students' communicative competence, but also to cultivate their willingness to communicate. Taking the actual teaching scene as an example, in some classrooms that pay attention to the cultivation of students' willingness to communicate, students' initiative to participate in oral activities has been greatly improved. They no longer regard English communication as a burden, but as an opportunity to show themselves and broaden their horizons, and their oral expression ability has also been significantly improved. In the current field of English teaching, how to skillfully and efficiently stimulate students' willingness to communicate in English classroom teaching and actually improve their oral expression ability has become a key problem to be overcome. This is not only related to the all-round development of students' English core literacy, but also related to whether they can seize more development opportunities with their excellent English communicative competence in the future global competition. Therefore, how to effectively stimulate students' willingness to communicate in English classroom teaching and effectively improve their oral expression ability has become particularly important.

2. Background of the lesson

This teaching example is derived from the 16th National High School English Teachers' Basic Teaching Skills Competition. It selects the teaching content of Listening and Speaking from Unit 2 Travelling Around in the Compulsory 1 of the People's Education Edition of Senior High School English. This unit takes "Travelling Around" as its theme, covering rich vocabulary, diverse sentence patterns and all kinds of information related to travel, providing students with a broad space for language learning and communication. Teacher Deng Fengjuan, the instructor, is from No. 3 Middle School of Nanning City, Guangxi. She has rich teaching experience and a deep understanding and unique insights into English teaching. This course type is set as a listening and speaking class, which is crucial for enhancing students' comprehensive application ability of English, especially playing a key role in cultivating students' oral expression and listening comprehension. The course is targeted at first-year high school students. At this stage, students are in a period of rapid development of their English learning ability and gradual enrichment of their language expression. They are full of curiosity about new things, have certain life experiences, and have a strong interest in the topic of travel. They can participate in discussions based on their own experiences. However, they still have considerable room for improvement in their English listening and speaking skills. They need more real and interesting contexts to practice oral expression and stimulate their willingness to communicate in English. The teaching duration is 45 minutes. Within the limited time, Teacher Deng carefully designed the teaching links and closely revolved around the theme of travel. By ingeniously creating scenarios, such as setting up different travel scenes, guiding students to participate in discussions, and fully stimulating their enthusiasm for learning. Meanwhile, the lesson integrates the discussion of travel plans under the background of the epidemic. This practical factor is closely linked to the current social reality, enabling students not only to learn language knowledge but also to apply what they have learned to real life and think about how to plan a trip in special circumstances. This lesson case focuses on the theme of travel, which is close to students' lives. During the teaching process, it emphasizes stimulating students' willingness to communicate in English, thereby enhancing their oral expression ability. From the introduction stage at the beginning of the course, to the skill guidance in listening teaching, and then to the diverse task settings during oral expression, all are centered around this core objective. Through a series of teaching activities, the aim is to cultivate students' language communicative competence in real contexts, promote the all-round development of students' core subject literacy, and lay a solid foundation for students' future English learning and practical application.

3. Teaching Objectives

This lesson specifically introduces the teaching objectives from three aspects.

① Through listening teaching, students can grasp the key words and phrases such as "get a passport" "apply for a visa" to understand the general idea, details and specific information of the listening text; understand the language structure of the present continuous tense to express future plans; master the common expressions about preparations before travel.

②Through the teaching of speaking, students should be able to construct communicative roles with the help of language, and describe personal travel plans and preparations before departure through communicative functions such as "greeting" and "information inquiry". This lesson focuses on cultivating students' language communication ability under the theme of real context (travel plan under epidemic situation).

③Through the combination of listening and speaking teaching, create contexts closely related to travel, with the main purpose of solving the preparations for travel in an epidemic situation; integrate the learning and development of language knowledge and language skills, and establish a close connection between travel and students' lives; encourage students to learn and use language, explore the meaning and connotation of travel, and then promote the development of students' English core literacy.

These teaching objectives have many positive meanings. Setting the travel plan under the epidemic situation as the real context can make students feel the close connection between knowledge and life and greatly enhance their interest in participation. Students often as long as have more desire to express topics closely related to their own lives, in other words, their willingness to communicate will be greater, and this connection can encourage them to actively participate in classroom discussions. In the teaching goal of speaking, students are required to construct communicative roles with the help of language, and describe travel plans and preparations before departure through functions such as "greetings" and "information inquiry", which provides students with clear communicative tasks and role orientation, so that they can have something to say and have goals to work hard in role-playing, which will naturally stimulate their willingness to communicate in English. In listening and speaking teaching, students are encouraged to learn and use language to explore the meaning of travel, so that students can not only learn the language, but also dig deep into the culture and value behind it, which will make students feel that what they have learned is more profound and meaningful, so they are more willing to participate in language communication and share their opinions and feelings.

4. Teaching procedures and analysis

4.1 Lead in

In order to lead out today's topic, the teacher asked the students if they liked traveling, and then shared a video of her own travel with students. T: "Do you love travelling?" Ss: "Yes." T: "I love travelling, too. So, firstly, I want to share one of my travelling videos with you."

This introduction is extremely skillful and effective. The teacher opens the conversation with a simple but highly relatable question, "Do you like traveling?" Traveling, as a popular activity, instantly attracts the attention of students, who answer in the affirmative, initially establishing echo between teachers and students on the topic. Immediately after that, the teacher mentioned in passing that she also loved traveling and wanted to share a her personal travel video. This action is like building a bridge of intimate communication between teachers and students, making students curious about the teacher's personal experience and greatly stimulating their desire to explore. The action of playing the travel video created a realistic travel situation for the students, as if they were there and witnessed the exciting scenes of the trip. This immersive feeling greatly touches the students' hearts, and makes them involuntarily recall their own travel memories or visions of traveling in their minds. At the same time, the teacher succeeded in integrating the teaching theme of "travelling" into real-life scenarios, and the students clearly perceived that what they had learned did not exist in isolation, but was closely related to their daily life experiences. Based on this perception, the students' desire to express themselves was fully ignited, and they eagerly wanted to share their own travel stories, feelings and unique insights into travel with the teacher and classmates, which greatly stimulated the students' willingness to communicate, and laid a solid foundation for subsequent in-depth teaching and learning activities around the theme of travelling.

4.2 Pre-listening

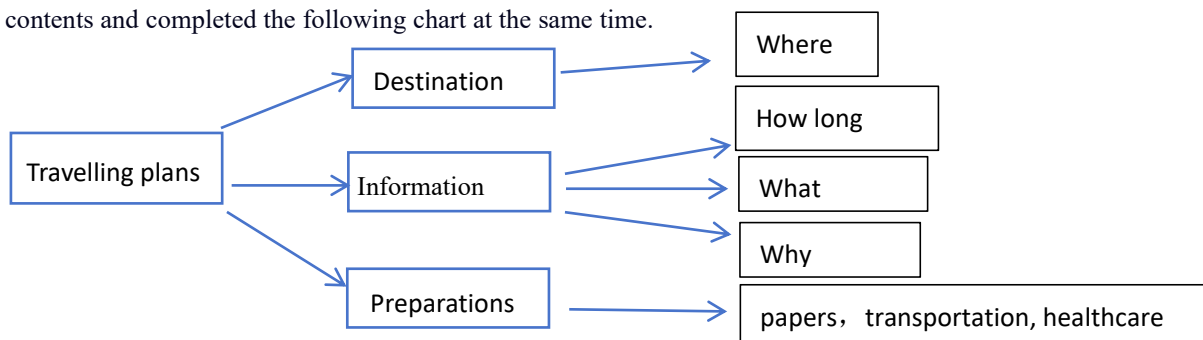
Based on the lead-in above, the teacher elicited the idea that we need to make a plan before traveling, and then asked students what preparations we should make before traveling. T: "If we go on a trip, what preparations should we make?" The teacher waited for the students to finish their discussion, then showed a few pictures on the big screen about the things they need to prepare before traveling. Then let the students try to say it in English. For example, get a passport; apply for a visa; rent a car; book a hotel room, and so on. After each key phrase was shown, the teacher used a chart to lead the group

to summarize the preparations that need to be made before a trip. The students actively answered the teacher's questions. Preparations: papers, accommodation, transportation, sightseeing, healthcare, convenience.

In the Pre-listening section, the teacher's means of stimulating students' willingness to communicate are rich and effective. The teacher first introduces the need to make plans before traveling from the topic of travel, and then throws out the question of "What should be done to prepare for a trip?", which instantly focuses the students' attention on the preparation for a trip. As the preparation for travel is closely related to students' real life, it is easy to trigger students' thinking and discussion, prompting them to actively mobilize their own experience and express their own views, thus stimulating the initial willingness to communicate. After the students' discussion, the teacher showed pictures of preparations for traveling through PPT to visualize the abstract concepts, further stimulate the students' senses, and arouse their memories and cognition of the relevant things. Then, the teacher asked students to say these preparations in English. This interactive session provides students with the opportunity to express themselves in English, which strengthens their desire to express themselves through active participation. After each key phrase was displayed, the teacher summarized the preparations for travel with a chart, such as papers, accommodation, transportation, etc. This clear way of categorizing and summarizing not only helps students to sort out their knowledge, but also lets them think about the preparations for travel in different dimensions, provides them with richer communication materials, and allows students to learn English in a more practical way, so that they have the opportunity to strengthen their desire to express themselves. It provides them with richer communicative materials, expands the breadth and depth of communicative topics, and gives students more content to talk about in subsequent communication. Greatly stimulates and continues to promote students' communicative willingness, and makes them more actively participate in English communication activities around the topic of travel preparation.

4.3 While-listening

The teacher gave the topic of listening in this class.T: "Paul and Meilin are talking about their travel plans of the coming holiday. Let's listen to the dialogue between them." The teacher gave a hint before listening: grasp the key words. And four listening exercises are given. Then asked the students to give their answers in English. After the students finish the questions, guided the students to sum up the things we need to consider before traveling according to the four listening questions. When listening to the recording for the second time, the teacher asked the students to complete the blanks of the phrases on PPT. This also exercised students' ability to grasp key words. After listening, asked the students to answer the contents and completed the following chart at the same time.



After refining the chart, the teacher once again emphasized things to do to prepare for the trip. Finally, the teacher showed the original listening text and asked the students to listen to it again, this time asking them to find the missing vocabulary in the sentences and fill them in. At the end of the exercise, all the components to be filled in were the structure of "be doing", and the teacher summarized that we can use the structure of be doing to express future plans or actions when we discuss our travel plans with our friends.

In the While-listening section, the teacher also stimulates students' willingness to communicate in multiple dimensions. The opening paragraph points out that the listening topic is two people talking about their upcoming vacation travel plans, which fits the familiar and interesting travel scene and naturally triggers students' curiosity about the content of the conversation, prompting them to want to learn more about it and participate in the relevant discussion. When listening to the tape for the second time, students exercise their ability to grasp key words by completing the phrase spaces on the PPT. Students' answers to the filled-in content not only strengthen their own expression, but also provide reference

for their classmates and promote interactive communication among classmates. Finally show the original listening text, let students find out the missing vocabulary and fill in, found that most of the be doing structure is summarized to provide students with practical expression structure, so that students in the subsequent discussion with friends about the travel plans have "rule" to rely on, and greatly enhance the confidence and willingness of the students to use English to communicate the travel plans. This will greatly enhance students' confidence and willingness to communicate their travel plans in English, and pave the way for the speaking part of the lesson, which will stimulate students' enthusiasm for communicative participation in the listening process.

4.4 Post-Listening

The teacher said to the students, "Class, we learned about Paul and Meilin's travel plans, and as we all know, traveling is fun. However, due to the Covid-19, traveling may be limited. A few days ago, I went camping with a friend, and nowadays, camping has become a more popular and safer way to travel. At this moment, I would like to show you a video of mine." After the students watched the video, the teacher asked, "If I plan to go camping, what plans should I make?" Students responded in succession: "Destination, Information and Preparations." This answer echoes the previous explanation and once again presents three key aspects of travel planning. Then, the teacher led: "Now, let's discuss the preparations before camping. Please discuss in groups of four. After one minute, I will invite several students to share their ideas." When the students have finished sharing, the teacher asked, "What sentences can we use when discussing travel plans with friends or other people? For example, to discuss the destination, we could say: What are you doing for the coming holiday? or Do you have any plans for the holiday? When asking for information, use: How's the weather there? You will be at How long will you stay? What are you planning to see? The teacher then led the students to read these sentences aloud sentence by sentence and emphasized, "Please make sure you remember that these are extremely important expressive sentences when we carry on a conversation." This emphasis not only highlighted the importance of these sentences, but also paved the way for students to carry out subsequent conversations in English.

In the Post-listening section, the teacher successfully stimulated the students' willingness to communicate from several levels. First of all, the teacher introduces her own camping experience by showing a camping video. Camping, as a popular and safe way of traveling nowadays, is very easy to arouse students' interest and evoke their desire for outdoor activities, thus creating a positive atmosphere for the subsequent communication. Then the teacher organizes a group discussion on "what should be done before camping". The four-member group format provides a relatively easy and open communication environment for students, and each student has the opportunity to fully express his or her views. The collision of students' thinking within the group greatly stimulated students' desire to express themselves and prompted them to actively share their ideas about camping preparation. After that, the teacher lists the expressive sentences available for discussing different aspects of travel plans, covering destinations, information, arrangements, etc., and emphasizes their importance by leading the reading, which provides students with practical language tools and solves the "nothing to say" or "don't know how to say" dilemma that students may face when they are communicating. Students know clearly how to use English to express themselves accurately in actual communication.

4.5 Speaking

Next, move on to the oral expression session. The teacher asked the students to choose a situation and had a discussion with their peers about their travel plans.

T: "Next, It's time to speak. Choose one situation and talk with your partner about your travel plan."

Situation 1: You will have a 5-day holiday next month. What is your travel plan if you can travel outside the city?

Situation 2: You will have a 5-day holiday next month. What is your travel plan if you are only allowed to travel in the city?

Teacher said: "After you have had group discussions, two representatives from each group need to share your conversations with the class. Remember, there are three key prompts when discussing travel plans: Destination, Information, and Preparations. The concrete situations carefully created by the teacher greatly stimulated the students' willingness to communicate. The students had a five-minute discussion around the two situations. At the end of the discussion, the teacher asked, "Class, have you all finished discussing your travel plans? Is there any group willing to share it with the class?" The students raised their hands enthusiastically and actively participated in sharing the English

conversation. After a group of students finished sharing, the teacher gave positive comments and asked, "Where is your destination?" The students answered, "London." The teacher then responded, "I hope you have a nice trip." The next group of students then continued their sharing. At the end of the students' sharing, teachers provided emotional care and support, for example, reminding students that if they plan to go out camping, they should always travel with friends, pay attention to safety, and contact the public security authorities, their parents, or their teachers in the first instance when they are in trouble. Immediately following this, the teacher posed the question, "Due to the epidemic, if we are in home quarantine, will travel still be possible?" The students started a new round of discussion on this. After that, the teacher further asked, "So, how can we achieve travel at home?" At the end of the students' discussion, the teacher introduced "Travel Digitally", a way to learn about China and other countries by watching documentaries. In addition, it is possible to travel at home with the help of "Virtual tour". The teacher then showed a short video on virtual tours and pointed out that "travel should not be limited by time and space because it is important." Immediately after that, the teacher quoted Bacon's famous quote, "Travel, in the youngest sort, is a part of education; in the elder, a part of experience." Then, the teacher guided the students to read the quote aloud and asked, "What does the quote mean?" After students answered, the teacher led the group to summarize the true meaning of travel: overall, travel is both a way to learn and a way to experience.

In this part, the teacher effectively stimulates students' willingness to communicate by taking a multi-pronged approach. First of all, the teacher carefully created two specific travel situations, "there are five days of vacation next month, you can travel out of the city" and "you can only travel within the city", which are close to the students' real life situation settings, so that the students have a strong sense of immersion, and can quickly combine their own experiences and imagination to start thinking, greatly stimulating their desire to express themselves. These scenarios are close to students' lives and give them a strong sense of immersion, enabling them to quickly think about their own experiences and imaginations and greatly stimulating their desire to express themselves. At the same time, the teacher gives the three key prompts "Destination, Information, Preparations", which provide a clear framework for students' discussion, reduce the difficulty of communication, and let students have a rule to follow when organizing their language, which enhances their confidence in opening their mouths to communicate. In the process of students' group discussion, the teacher gives sufficient time for students to have ample opportunities to exchange ideas, and the collision of thinking becomes more and more intense, which further enhances their enthusiasm for participation. At the end of the discussion, the teacher actively invited the group to share and gave positive comments on the students' sharing. This positive feedback strengthened the students' expressive behavior and made them feel that their speeches were recognized, so that they were more willing to take the initiative to participate in the exchange. When students shared their travel plans, the teacher's interactive questions, such as inquiring about the destination, made the communication more natural and fluent and created a good atmosphere for conversation. In addition, teachers also attached importance to students' emotional needs and gave safety tips when students shared their camping plans, so that students felt cared for and were more willing to communicate openly. Afterwards, the teacher skillfully introduced a new topic arising from the Covid-19 --traveling at home. Through the introduction of "Travel Digitally" and "Virtual tour, etc.", and showing relevant short films, the teacher opens new cognitive horizons for the students, makes them realize the diversity of travel forms, and further stimulates the students' interest in communication. Finally, the teacher quotes Bacon's famous saying to guide students to think about the meaning of traveling, prompting them to explore it in depth. The teacher elevates the topic of travel from a simple discussion of planning to a reflection on its essence, which is sublimated at both the intellectual and emotional levels, and comprehensively stimulates the students' sustained and strong willingness to communicate in this session, so that they are actively engaged in English communication activities.

5. Conclusion

In senior high school English teaching, it is a vital and practical task to stimulate students' willingness to communicate in English and improve their oral expression ability. This paper takes the Compulsory English Course 1 Unit 2 Travelling Around Listening and Speaking published by People's Education Press as an example. Through the detailed analysis of the background of the lesson, teaching objectives and every step of the teaching procedures, this paper probes into how to stimulate students' willingness to communicate in English teaching in senior high school. Through well-designed teaching activities, such as the creation of real situations, role-playing, group discussion and theme setting closely related to students' lives, students' participation and oral expression ability have been effectively improved. Practice has proved that

students are more willing to take the initiative to communicate in the classroom with a sense of reality, and their willingness to communicate in English is significantly enhanced. Through the analysis of specific teaching procedures, this paper shows the important role of willingness to communicate in improving English practical application ability and promoting the development of core literacy. It will provides some teaching advice for senior high school English teachers to stimulate students' willingness to communicate in English teaching.

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