

Rethinking Communicative Language Teaching in College English Teaching: Strategies and Lesson Plan

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Abstract—Oral English competence is crucial for the learners' life and potential professional success. Numerous studies on communicative language teaching were conducted; however, there is a dearth of literature on the application of CLT strategies in Chinese vocational colleges. The objective of this study was to identify CLT techniques that can improve the oral English skills of vocational college students in China. Specifically, it sought to answer the following: (1) What CLT strategies can be adapted for improving the oral proficiency of Chinese vocational college students? (2) What activities can be designed integrating adapted CLT strategies to help enhance Chinese vocational college students' oral proficiency? The study made use of a developmental research design using systematic document analysis as the method. Findings showed that group-oriented CLT strategies like role-play, pair and group work, interviews, information gap activities, etc., and individual-oriented CLT tactics like storytelling, picture description, and opinion-sharing activities can be adapted to improve Chinese vocational college students' oral proficiency. To help enhance Chinese vocational college students' oral proficiency, communicative language activities that integrate these identified CLT strategies were designed as instructors' guide in implementing CLT. Teachers are the primary change agents in educational practice, only by being more aware of what is truly going on in their classrooms can they assist students to achieve their learning goals. In the hands of a well-balanced instructor, CLT can breathe new life and enthusiasm into the classroom and truly make a difference in enhancing student's oral proficiency.

Index Terms—oral English proficiency, developmental research design, CLT strategies, CLT classroom activities, Chinese vocational college students

I. INTRODUCTION

English is often regarded as the worldwide language of commerce, science, and communication. It is the most widely spoken language in the world, with about 1.5 billion speakers, making it the international lingua franca of diplomacy, education, and business. Speaking English competence is crucial for English language learners' academic achievement as well as potential professional and personal success. The demand for high-quality English language instruction has significantly increased in recent years, with students from all corners of the globe seeking to acquire English proficiency. Government and English teachers in China are also working hard to expand the number of individuals who can successfully communicate in English. As educators in this domain, there is a persistent exploration of innovative teaching approaches to bridge the gap between conventional classroom instruction and real-world communication.

Oral language proficiency refers to the level of ability or competency that individuals possess to communicate effectively and fluently using spoken language. The level of oral language proficiency can vary depending on factors such as language background, exposure, and educational experiences. Accuracy and fluency are important terms to assess students' oral proficiency. For the development of oral English proficiency students must acquire pronunciation, vocabulary, grammar rules, and a deeper knowledge of English semantics and pragmatics. At the same time, learning English requires knowing how to communicate with others because oral proficiency is a multifaceted term.

Communicative language teaching (CLT hence after), sometimes known as the communicative approach (CA), is a method of teaching languages that stresses interaction as both a means and an end goal. According to CLT, the ability to communicate in the target language is the purpose of language instruction. CLT employs diverse strategies such as pair or group work, discussions, debates, role-plays, interviews, games, storytelling, opinion-sharing activities, etc. to foster effective communication. Many researchers state the effectiveness of CLT in improving students' speaking skills (Anggraini, 2018; Toro et al., 2019; AL-Garni & Almuhammadi, 2019; Wael et al., 2019). However, its implementation in East Asian schools has been a concern raised by Littlewood (2006). Students in China have reported a grammar-focused approach with limited communication practice, highlighting the need for local teaching strategies (Savignon & Wang, 2003). Effective CLT strategies and practices are urgently needed to motivate students and empower their language learning experience. The scarcity of research in this field has resulted in a significant gap in our

understanding of Chinese vocational colleges' oral English language education. Although increasing efforts have been made to the CLT theory, studies on CLT strategies received less attention. Specifically, scarce research has been done on the application of CLT strategies in Chinese vocational colleges.

This research aims to identify CLT strategies that will enhance Chinese vocational college students' oral English proficiency. Specifically, it seeks to answer the following: (1) What CLT strategies can be adapted for improving the oral proficiency of Chinese vocational college students? (2) What activities can be designed by teachers to help enhance Chinese vocational college students' oral proficiency?

This research hopes to bridge the gap between the principles or theories of CLT and Chinese vocational college teachers' oral English teaching practices. The results may enlighten Chinese vocational college English teachers or instructors on their oral English teaching practice. Moreover, the results will assist language educators, practitioners, and English teachers with new techniques and strategies that may help them endeavor to conduct classroom activities that help make a difference in students' oral proficiency.

II. LITERATURE REVIEW

A. *The Theoretical Foundation of CLT*

Communicative language teaching emerged in response to Chomsky's use of competence and performance terminology in the late 1960s (Heng, 2014). Hymes (1974) introduces the notion of communicative competence as the socially appropriate use of language. Communicative competence has four subcategories: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence (Canale & Swain, 1980). "Communicative language ability" refers to the capability to employ information in a context-appropriate manner (Bachman, 1990). Concern for effective communication has enabled us to consider the settings in which language is employed (Savignon, 1991). It emphasizes the social and cultural aspects of language use, helping learners become more proficient in both the linguistic and pragmatic aspects of communication.

On the other hand, communicative language teaching is widely accepted as a method of language instruction (Richard & Rodgers, 2001; cited in Liao, 2004). Its main objective is for learners to gain communication competence, also known as communicative ability (Hymes, 1971; cited in Savignon, 2005). As maintained by Richards (2006), the term "communicative language teaching" refers to a collection of generally accepted principles that can be used in many ways depending on the educational situation, the learners' age, level, learning objectives, and other factors. Richards (2006) generalizes that the ability to use language for a variety of tasks and activities, adapt our language usage to the situation and the listener, create and comprehend a variety of texts, and maintain communication despite barriers are all aspects of communicative competence. Communication in a variety of real-world settings helps to shape language for learning. The use of interactive learning to improve communication skills is recommended. "Negotiate the meaning" and "apply communication strategies" are taught to the students. The core of communicative language teaching is a shift from form to communication (Cook, 2003). Communicative language teaching emphasizes meaningful and interactive language use, focusing on the practical application of language skills rather than solely on grammar rules. By integrating authentic activities, tasks, and role-playing, this approach aims to create an engaging and interactive learning environment.

B. *Principles of CLT*

Richards (2006) highlights the following as the overarching principles of the CLT approach at the time: (1) The fundamental objective of language learning is meaningful communication; (2) Give students a chance to practice what they have learned; (3) Have patience with learners' mistakes as it is a sign that they are improving their communicative ability; (4) Offer opportunities for students to improve their accuracy and fluency; (5) Link various skills including listening, speaking, reading, and writing together because these activities frequently co-occur in real life, and (6) Encourage students to infer or find grammatical rules. One of the strengths of communicative language teaching is its ability to provide learners with opportunities to engage in authentic and purposeful communication, fostering their fluency and confidence in expressing themselves in real-life situations. The emphasis on communication also encourages learners to take an active role in their own learning process.

III. METHODOLOGY

A. *Research Design*

The study made use of the developmental research design using document analysis as the method. Developmental research design is the "systematic study of designing, developing, and evaluating instructional programs, processes, and products that must meet the criteria of internal consistency and effectiveness" (Seels & Richey, 1994, p. 127). This design enabled the researcher to consider the effectiveness of needs, programs, and criteria when developing instructional materials to facilitate instruction (Friese et al., 2018).

B. *Instrumentation and Data Gathering Tool*

The main data-gathering tool used in the study was printed and electronic documents (computer-based and

Internet-transmitted) material. These documents include journal articles, books, instructional manuals, and review papers among others. These documents focused on communicative language teaching, specifically CLT strategies, that were used as a basis for surfacing CLT strategies that can be adapted for improving the oral proficiency of Chinese vocational college students.

C. Data Gathering Procedure

(a). Phase A. Conducting a Systematic Review of the Literature

Since the study utilized the document analysis method, a systematic review of the literature was used in surfacing relevant CLT strategies in language instruction. In the selection of relevant literature, inclusion criteria were considered. The inclusion criteria included primary research published in peer-reviewed journals and research articles or scientific papers that dealt with the use of CLT strategies at the senior high school to college level. The databases were Google Scholar, EBSCO, and ERIC, and those are accessible to the researcher. Research articles, dissertations, or scientific papers on CLT strategies in language instruction in senior high school to college level were published from 2000 to 2023. In choosing the literature for the systematic review, the following factors as suggested by Flick (2018), were considered: (1) authenticity, (2) credibility, (3) representativeness, and (4) meaning. The significant points on the CLT strategies that can be adapted for improving the oral proficiency of Chinese vocational college students will be carefully read and collated for analysis. After that, themes were derived based on the description and application of the identified CLT strategies. Finally, the themes focusing on CLT strategies were discussed and corroborated to answer the first question.

(b). Phase B. Designing the CLT Activities (Sample Lesson)

After surfacing appropriate CLT strategies through systematic review, language learning activities integrating the use of CLT strategies were developed. The activities were designed to help enhance Chinese vocational college students' oral proficiency.

D. Treatment of Data

Thematic analysis was done to address the first research question. Following a comprehensive examination of the gathered CLT techniques, the data was analyzed through coding and categorization processes that aligned with its unique features. Through this method, pertinent themes related to CLT strategies that could enhance the speaking skills of vocational college students were uncovered. These themes were analyzed and discussed further. The corresponding findings were the basis for crafting CLT activities that could be used to help enhance Chinese vocational college students' oral proficiency. This addressed the second research question.

IV. RESULTS AND DISCUSSION

RQ1: What CLT strategies can be adapted to improve the oral proficiency of Chinese vocational college students?

As a result of the document analysis, two main categories of CLT strategies were identified: (a) Group-oriented CLT strategies are those that are done in groups, and (b) Individual-oriented strategies may be done individually. The activities differ depending on the level of the language lesson. Through document analysis, communicative language teaching strategies like role-play, pair or group work, information gap, interviews, discussion, debate, etc. were identified.

A. Group-Oriented CLT Strategies

(a). Pair or Group Work:

Pairwork is a very beneficial and effective method in language instruction. It is an essential technique for promoting the growth of listening and speaking abilities. Abundant research journals demonstrated that pair or group work could effectively increase students' motivation to speak English actively and foster interactions between learners (Storch, 2002; Brandl, 2008; Kayi, 2006; Sakarkaya, 2013; Toro et al., 2019; Ho, 2020). Pair work has two noteworthy points: firstly, it provides purposeful, realistic listening and speaking practice; and fosters a welcoming, favorable educational atmosphere in the classroom. Group work is a collaborative practice to encourage conversation in the TL in a more extensive group environment. This activity maximized students' talking time and minimized the teachers' teaching time.

Here is an example of how pair work can be applied in Chinese vocational tourism English courses. Students can be paired up and assigned a local place to feature and present in front of the class. They can create a tour of the city, highlighting the historical landmarks, top-rated restaurants, and popular tourist destinations. Through this strategy, students are encouraged to practice using descriptive language to feature tourist spots.

According to Liao (2000), pair or group work can be a solution to solve difficulties encountered in implementing CLT in a Chinese context. The tactics of group work, which depend on the participation of the entire class during class sessions, are embraced by student-student interaction. Such exercises involve all students, not only the minority of energetic students who generally engage in a regular class, which is an efficient approach to engage the entire class.

(b). Discussion

Discussions can be informal and formal, making students interact and express their points of view while using the target language. Using the Discussion Technique in teaching speaking was able to improve the students' fluency and accuracy (Azizah, 2018). A discussion might be held for various reasons after a content-based lesson. In their discussion groups, the students can seek to draw a conclusion, exchange viewpoints on a situation, or identify problems. According to Kayi, it is usually preferable to avoid forming huge groups for practical group discussions since silent students may avoid contributing in such settings. In every discussion session, groups should be changed so that students may collaborate with diverse individuals and develop openness to alternative viewpoints. Finally, regardless of the purpose of class or group discussions, students should always be encouraged to raise questions, paraphrase views, indicate support, seek clarification, etc.

(c). *Debate*

Debate is a crucial technique for improving students' speaking abilities. A body of literature works demonstrated that debate techniques improved students' speaking ability in making questions and giving explanations (Pradana, 2017; Arung & Jumardin, 2016; Tianame et al., 2019; Afri et al., 2021; Azizah, 2018). Two opposing parties endeavor to defend their ideas, opinions, and arguments during a debate to express thinking, opinion, and reasoning. Students learn to speak a second language by interacting. For example, they can debate whether the use of cell phones is advantageous or disadvantageous to students. Through this activity, the students exercise their speaking skills as they present arguments supported by evidence. Debate is an excellent exercise to develop students' argumentation skills and oral competence. Debate offers transferable abilities to other academic endeavors and life in general. Debaters, most obviously, build their public speaking skills. Talking confidently in front of others benefits many aspects of life. It may not suit basic-level students but it a good training for high-level students.

(d). *Role-Play*

Role play is a commonly used communicative language teaching strategy. It can be an effective motivational learning tool for various topics, fostering greater interaction among students and improving their speaking skills (AL-Garni & Almuhammadi, 2019). Instructors can set up scenarios in a hotel and assign different roles to students, such as customers, hotel managers, or hotel receptionists. The students then complete tasks such as check-in, check-out, or handling complaints and claims. Role-playing is an oral activity typically done in pairs to develop students' communicative abilities in a specific scenario. This activity allows students to practice their TL communication skills in a low-pressure setting. Most students prefer to talk in pairs rather than speaking in front of the rest of the class. If it is adopted in Chinese vocational colleges, teachers should prepare vocabulary and language structures in advance for fear that students with limited vocabulary cannot perform well.

(e). *Dramatization*

The use of drama as a tool rather than an end goal gains significance in teaching a foreign language (Masoumi-Moghaddam, 2018). Drama creates a setting for listening and meaningful language output, requiring the students to use their language resources and strengthening their language skills (Chauhan, 2004). When paired with pedagogical strategies for instruction and acquisition of English conversation, it can foster learning settings favorable to learning English dialogues. For example, students can act out a scene about a tourist who gets lost in a foreign country and needs to communicate with locals using their limited language skills. Dramatization connotes the philosophy of learning by doing i.e., acting is a way of learning by experience. It allows learners to acquire a new language and grasp new concepts by taking on different roles in which they utilize language to make meaning out of ideas. Drama tactics combine actions, ideas, and emotions and encourage learners to produce language by utilizing their personalities and life experiences, making the learning process more active, exciting, communicative, and contextual (see Masoumi-Moghaddam, 2018, for more).

(f). *Gallery Walk*

Similar to how artists may display their works in an exhibit, a Gallery Walk is an activity that enables students to look at and present their most recent work in the classroom. Gallery Walks activity involves students turning around, completing various tasks, and reflecting on the suitable answers provided by other groups. Each 'walk' contains a unique query related to each critical lesson topic. A body of works of literature has acknowledged that improving students' speaking abilities is practical (Otoyoy, 2018; Young, 2021; Namaziandost et al., 2018). This strategy is student-centered rather than lecture-based, allowing students to interact with the content. Instructors can modify the Gallery Walk for various subjects and grade levels. The social and mobile aspect of the gallery activity is fun for students.

(g). *Running Dictation*

Running Dictation is an activity that promotes teamwork cooperation, problem-solving skills, and memorizing techniques. According to Jaya et al. (2020), Running Dictation can improve students' listening comprehension achievement. Aisyah and Hidayani (2018) stated Running Dictation is expected to improve students' speaking skills in English. Nurdianingsih and Rahmawati (2018) also stated it is a creative approach that can be applied in a variety of

ways, and it is easy to prepare, explain, set up, and adapt. For instance, the teacher can choose a passage or short story related to a specific vocation, like customer service or hotel management. Running Dictation requires the combined use of many skills, including speaking, reading, listening, and writing. Implementing this strategy can help establish a fun and attractive classroom environment, making it more enjoyable and engaging for everyone involved.

(h). *Games*

Games are typical activities in a communicative language teaching classroom practice. Communicative games can be alternative communicative techniques with a challenge, rules, procedures, and winners. It is a mixing exercise that encourages students to engage in open conversation. There are a variety of games like playing cards, fishbowls can be utilized to engage students in oral English practice with prepared open questions before hands. Games can be a valuable addition to a teacher's repertoire if they are used properly and are not portrayed as the solution to all language acquisition problems (Savignon, 2001). Teachers can also bring structure to this exercise because it is less organized than others.

(i). *Interviews*

Research articles reveal that interview is a good strategy for getting participants to speak English actively, confidently, and fluently compared with the traditional teaching approach (Kayi, 2006; Brandl, 2008; Maca, 2020). An interview is a pair-based oral practice that aims to improve students' communication skills in the TL. It is a good idea for the instructor to provide Chinese vocational college students with a rubric so they are more aware of the questions they may ask and the general direction to go; students can also prepare their interview questions. Because this activity is highly planned, the instructor can examine students' replies more closely. It can focus on a specific component of grammar or vocabulary while remaining a broadly communicative exercise and providing students with communicative benefits. Because it is most advantageous to lower-level speakers, this exercise should be utilized largely in lower-level language classrooms.

(j). *Information Gap*

Research papers indicate that information gap activities effectively improve students' speaking abilities (Nakahama et al., 2001; Abdul, 2013; Afrizal, 2015; Irona & Ratmanida, 2018; Sartika, 2016; Owen et al., 2019; Panjehkoubi et al., 2015; Duyen, 2021). An information gap task is a communicative language teaching strategy in which one student lacks the knowledge to accomplish a task or solve a problem and must speak with his peers to complete the missing information. To fulfill each other's task, the partners must work together to inquire about and provide the necessary information. An information gap can take the format of an opinion gap when the participants differ in their opinions. The gap is filled during active communication. Information gap activities can develop into matching exercises, jigsaw activities, interviews, reading cues, communicative games, etc. It is a frequent technique used in communicative language teaching. For example, students can be given different brochures detailing tours and attractions, and they need to correctly identify the prices and services provided. This strategy promotes active listening, questioning, and accurate information exchange. It applies to Chinese vocational college students because it has a clear direction for them to take active communication and thus improve their oral proficiency in the process.

(k). *Jigsaw Activities*

The jigsaw strategy sets up classroom exercises that make learners rely on one another to succeed. Like other information-gap exercises, Jigsaw activities combine language and topic instruction while successfully fostering meaningful conversation. Adapting this strategy in Chinese vocational college English, students are divided into small groups and will be assigned scenarios like conflict resolution, email etiquette, or intercultural communication. Each group member assumes a role (e.g., team leader, coworker, customer/client). Students research best practices for their scenario, and they create a roleplay script. Groups are mixed up later so that students are paired with others who researched different scenarios, allowing them to practice their roleplay scenarios. A study by Hattie and Clark (2018) found that the jigsaw method benefits students' learning. They encourage the development of communication techniques, including rephrasing, asking for clarification, probing, providing, and following simple, more explicit directions, and explaining. In an EFL classroom, the jigsaw is a cooperative learning method that necessitates everyone's collaborative effort to make the outcome since each group member has a piece of information needed to complete a group task. Jigsaw puzzles foster student engagement and passion while focusing on language use to achieve learning objectives in an EFL classroom (Qiao & Jin, 2010).

B. *Individual-Oriented CLT Strategies*

(a). *Opinion Sharing*

Opinion-sharing activities could be activities in which students compare values, attitudes, or beliefs, such as a rating activity in which students name six criteria in descending order of significance that they could consider before selecting a date or spouse. It is a content-based practice designed to develop students' conversational skills while discussing something meaningful to them. Opinion sharing is an excellent technique to encourage more introverted students to open up and share their thoughts. If a learner is passionate about a topic or subject, he will speak up and express his

thoughts. With this activity, respect is essential. If students do not believe that the instructor or their peers value their viewpoint, they will be reluctant to share. They will not benefit from the communicative benefits of this activity.

(b). Picture Description/ Reconstruction

Learners are given one picture and must describe what it depicts, which is a common approach in a speaking exercise. Usually, instructors can assign tasks as each participant has a picture, which is part of the whole story. Students are encouraged to talk to each other and construct the entire story without showing their photographs. The learners' creativity, imagination, and public speaking abilities are all encouraged by this practice. Anggraini (2018) demonstrated that picture reconstruction as a kind of communicative language teaching technique is an effective strategy for improving students' speaking skills. For instance, students are assigned to describe pictures of famous tourist destinations, hotel interiors, or various hospitality scenarios. Through this strategy, students can consolidate their language skills by using course-specific vocabulary, grammar structures, and phrases depicted in the pictures. The learning exercises used in CLT are engaging and promote actual spoken dialogue without placing much emphasis on grammatical structure. Because this activity is less structured than others, instructors can offer structure drills before conducting classroom activities for lower-level students in Chinese vocational colleges. Instructors should add it to the activity if specific language or grammar is required in students' dialogues or to complete the task.

(c). Referential Questions

Questioning techniques are crucial for interaction and communication. Wahyudi (2017) showed that questioning strategies can help students improve their oral proficiency, especially fluency. As per Hussain (2003), the most effective teaching strategy is questioning, and this tendency has not altered over time. Posing thoughtful questions encourages communication between the instructor and learners. According to Shomoossi (2004), questions play an essential part in second language acquisition in the classroom, and referential questions boost student production. Referential questions often involve students reflecting personally on their own emotions, attitudes, and experiences—information that is only known to them at the moment the question is asked. By asking students referential questions, learners' interests are engaged. The questioning strategy could boost student involvement in the classroom, especially in speaking courses.

(d). Storytelling

Storytelling is a fantastic approach to sharing ideas and experiences. Ample research has proven to support the use of the storytelling strategy to improve oral communication abilities (Mokhtar et al., 2011; Arroba & Acosta, 2021; Hassan & McKee, 2022). Storytelling has the power to grab the attention of the audience. Storytelling promotes creative thinking. It also assists students in expressing thoughts in the format of beginning, development, and conclusion, including characters and settings. Using this strategy will improve students' listening abilities while having fun. Meanwhile, it can help improve their vocabulary, communicate more fluently, and improve their recall of events. Using storytelling allows EFL students to converse, participate, and actively practice their oral communication abilities. For vocational college students in China, using pictures or graphics to assist students, also called visual storytelling, is a better way to help them engage in conversation.

(e). Presentation

Oral English presentations require the students to use English to communicate an idea to one or more interlocutors, which encourages students to "take initiative, think beyond the mandated textbook, and use language creatively, purposefully, and interactively" (AL-ISSA & Al-Qubtan, 2010). For instance, students are assigned to deliver an oral presentation on a topic of their choice related to their vocational field. The presentation may include their opinion on the topic and why they hold that point of view. Students will gain the speaking skills necessary to interact with others when they learn how to provide an effective oral presentation. Brooks and Wilson (2014) state oral presentations allow students to participate in an endeavor that necessitates the use of English to communicate ideas and negotiate meaning with a larger group of language learners. Miles (2009) reveals that most students see presentation sessions as a chance to get better at using English. Presentations provide valuable opportunities for students to apply their language skills in real-world situations, boosting their confidence and oral proficiency in their respective vocational fields.

In summary, all these CLT strategies have their own uniqueness, and emphasize the interactive and communicative nature of students and their peers or between a teacher and their students. They can be adapted strategies to enhance Chinese vocational college students' oral proficiency since they maximize students' exposure to the TL and expand their talking time in class. CLT has made room for a wide range of methodologies, approaches, and techniques. It is a holistic approach emphasizing communication.

RQ2: What communicative language activities can be designed using CLT strategies by teachers to help enhance Chinese vocational college students' oral proficiency?

To address the objective of enhancing Chinese vocational college students' oral proficiency, the researcher devised a sample lesson plan showcasing the application of CLT strategies within classroom instruction. The lesson plan incorporates various communicative language activities that leverage CLT strategies to promote active language use and foster students' speaking abilities. These activities are designed to encourage meaningful interactions among students and emphasize practical communication skills.

LESSON PLAN

Topic: The E-world is All Around Us (160 mins)		
Objectives	To develop students' understanding and communication skills in the context of the digital age and equip them with the knowledge and skills to navigate the digital landscape confidently, critically evaluate e-technology's impact on society, and participate responsibly.	
Learning Competences	In this lesson, the students are expected to: 1. describe the e-world; 2. argue on the positive and negative aspects of the e-world; 3. act out their roles in a dialogue; and 4. craft an e-cyber world etiquette.	
Teaching resources and materials	Computers, mobile devices, website resources; pictures of tapes and iTunes, snail mail and WeChat, printed books and e-books; textbooks, PPT presentations, and worksheets Extra reading material: https://timesofindia.indiatimes.com/readersblog/silvercascade/impact-of-gadgets-in-our-life-40978/ https://accountlearning.com/advantages-disadvantages-online-shopping/ YouTube videos do you prefer shopping online or in a store A Ted talk https://www.youtube.com/watch?v=SKx2lfobPuU	
Teaching Procedure		
Warming-up	Compare the following three sets of pictures and then comment on the rapidly changing e-world. Talk about the electronic devices used, their influence, and the changes e-technology has brought to us.	Discussion and Running Dictation
Presentation	The positive and negative aspects of the e-world; The e-world makes communication convenient; The e-world leads to a communication crisis; Shopping online versus Shopping in a store	Debate
Practice	Role-play the dialogues.	Role-play
Production	Discuss in pair and groups cyber world etiquette tips and try to add more tips on e-world etiquette.	Group work
Wrap-up	Use modern search engines to prepare a report on Dress Code in the Workplace /Micro-blog Job-seeking/ The Origin Story of Perfume/ Cyber.....	

1. Step 1: Discussion and Running Dictation

In this communicative language activity, the teacher will present three sets of pictures on a PowerPoint (PPT) slide. The students will be asked to compare these pictures and discuss the rapid changes brought about by e-technology in our world. The teacher will guide the students to talk about how e-technology has revolutionized various aspects of our lives, such as reading e-books on phones instead of buying printed books, chatting online instead of writing letters, shopping and studying online, reflection, and other relevant examples.

After the initial discussion, the students will be divided into several groups. Prior to the activity, sheets of paper containing information about the communication crisis in the e-world will be placed around the classroom walls. Each group will select runners and a writer. A runner from each group will run to their designated sheet of paper, read and memorize the information as much as possible, and then run back to dictate the text to the group's writer. The next runner in the group will then go to the sheet of paper, read and memorize the text, and take turns dictating to the writer. This process will continue until all group members have participated.

After completing the activity, the students will compare their dictated answers with the original text provided on the sheets of paper. They will identify and correct any mistakes in the sentences they dictated during the activity.

2. Step 2: Debate

In this activity, students will engage in a debate on the positive and negative aspects of the e-world. They will be given two topics to debate: "The e-world makes communication convenient" and "The e-world leads to a communication crisis." The teacher will provide students with scaffolding by highlighting the positive aspects, such as feeling more connected and exchanging ideas conveniently, while also pointing out the potential negative impacts, such as affecting relationships with family and friends and reducing face-to-face conversations.

Next, the students will participate in a debate on another topic, "Shopping online vs. shopping in a store". They will discuss the advantages and disadvantages of each method of shopping, considering factors like convenience, variety, social interaction, and potential risks.

After the debate, the teacher will present a YouTube video that illustrates different perspectives on the topics discussed. The video will further enrich the student's understanding of the subject matter and expose them to diverse viewpoints.

3. Step 3: Role-Play

In this language activity, students will be paired off and provided with dialogue scripts. Each pair of students will choose their role from the given options. In the dialogue, one student will represent Mary, who represents the old generation, while the other two students will represent Susan and Tom, who are representatives of the younger generation. Mary will be portrayed as Tom's mother in the play, and Susan will be portrayed as Tom's friend.

Students will take turns role-playing the dialogues in each circle. In Circle One, Mary and Susan will interact in the

dialogue, and in Circle Two, Mary and Tom will interact. This role-playing exercise will allow students to practice using English in a conversational and realistic context, embodying different characters and exploring various generational perspectives.

After the role-playing sessions, students will individually complete worksheets related to the dialogues. These worksheets may include reflection questions, vocabulary exercises, or comprehension tasks that encourage students to consolidate their understanding of the language used in the dialogues and reflect on the content and themes discussed.

4. Step 4: Group Work

In this activity, students will be divided into groups and tasked with creating an e-cyber world etiquette post. The content of their posts should include guidelines and suggestions for proper online behavior. The contents may sound like (1) "Remember to leave a good impression on the Internet; (2) Keep consistent behavior online and offline; (3) Follow the rules of the established forums and debate with others politely; (4) Show respect to other netizens and pay attention to your Internet language; and (5) Take good care of your personal privacy and information security". Here is an example of what their posts may include: "Remember to leave a good impression on the Internet: When you interact online, be mindful of your words and actions. Treat others with kindness and respect, just as you would in the real world. Your online presence reflects your character, so aim to leave a positive impression on others". Encourage students to design their posts creatively and appropriately, using language and expressions that are engaging and suitable for the online context.

5. Step 5: Presentation

In this activity, students will work in groups of four and choose one of the provided topics: Dress Code in the Workplace, Micro-blog Job-seeking, The Origin Story of Perfume, Cyber Love, etc. The objective is for students to utilize search engines to gather relevant information on their chosen topic and create a presentation. Suggested steps for the activity can be 1) topic selection; 2) conduct research; 3) organize information; 4) create presentations; 5) presentation delivery; 6) comment and discussion; 7) Q&A session; 8) reflection.

V. CONCLUSIONS

Through a developmental research design using a systematic document analysis approach, this paper found that group-oriented CLT strategies role-play, discussion, pair or group work, interviews, information gap activities, etc., and individual-oriented CLT strategies storytelling, opinion-sharing activities, etc., can be adapted for improving Chinese vocational college students' oral proficiency since they emphasize the interactive and communicative nature of language learning. CLT strategies that dwell on task-based and learner-centered activities, as well as on the use of authentic language input, can promote students' engagement in speaking tasks. Thus, it is vital to use tested activities and materials in creating and selecting speaking-based language learning exercises.

The communicative language activities integrating CTL strategies may help enhance Chinese vocational college students' oral proficiency. The designed communicative language activities advocate teaching for transformation to change the status quo in Chinese vocational schools and integrate varied approaches and techniques. With proper implementation, the designed communicative language activities may serve their purpose of helping EFL teachers facilitate communicative language teaching to improve their students' speaking skills.

Policymakers, curriculum developers, and professionals in teacher education should focus more on increasing teachers' knowledge of CLT and the implementation of CLT, which is essential for effective pedagogical practice in EFL classrooms. Specifically, curriculum designers need to include CLT training in teaching speaking as part of the language teaching and learning curriculum so that EFL students have appropriate opportunities to practice in the classroom and be exposed to real-world situations where they will be using the language.

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