The Application of "English Public Speaking" in College English Teaching

Sijin Li

Sichuan University of Media and Communications, Chengdu, China, 611745

Abstract: As a practical work experience, English public speaking plays an important role in cultivating college students' oral communication ability and thinking ability. English speaking ability is the necessary English literacy for young college students in the new era, which reflects the speaker's English language expression ability, critical thinking ability and cross-cultural communication ability, Therefore, college teachers should fully integrate "English public speaking" into college English teaching, so as to improve the thinking of college students. From the perspective of in novative development of college English language, this paper summarizes the development of Chinese college English public speech and English courses, and emphasizes the shortcomings in teaching and the development path of English public speech.

Keywords: English public speaking teaching; College English basic course; Thinking ability; Textual logic

1. Introduction

Under the guidance of economic development and globalization, cultural exchanges between our country and foreign countries are becoming less and less. In the new era, universities shoulder the main task of English training. Therefore, school teachers should cultivate students' English listening and speaking skills, and pay special attention to the training of practical oral English and practical communicative ability, so as to facilitate students to apply English after going to the society. Under this background, the "English public speaking" course of various universities came into being. Teachers' application of the teaching mode of "English public speaking" not only helps to improve the English language level of college students, but also helps to improve their thinking ability. Therefore, English teachers in colleges and universities should encourage the application of "English public speaking" in the cultivation of critical thinking ability in colleges and universities, comprehensively improve the English quality of college students, and better promote the development of college students.

2. The necessity of introducing English public speaking into college English classes

2.1 Speak it in English and let the world hear China's voice.

Spreading China's economy and culture to the world is a way for China to show its economic level and cultural strength. Meaningful communication can create a favorable environment for the public, improve the country's influence in today's world, and help establish a good national brand. College students proficient in English are the medium of national culture. Only when they have the opportunity of English diplomacy can they show their ability, confidence and the power of national culture. At the same time, she can clearly convey her country's message, improve China's standing in the hearts of the international community, and maintain China's good image of unity and equality.

2.2 Integration of linguistics and situational classroom teaching.

Modern education pays more attention to the humanistic value of English classroom teaching, showing the "human text". This "people-oriented" educational idea reflects the spirit of today's quality education. It is related to the "curriculum as a vehicle". The old academic concept of "curricular conservatism" was concerned with the idea, structure, and content of the subject. In the process of receiving professional education, students ignore the characteristics of physical and mental health and market demand. "People-oriented", on the other hand, focuses on student-orientation and

fundamentally establishes student leadership, treating students as active and creative language users rather than knowledge recipients. According to the new curriculum standard, the direction of college students' professional development mainly focuses on work; Teaching ideas are clear, oral English teaching should be combined with specific students. However, in the specific simulation environment teaching, students are required to learn to think, establish good learning methods, establish self-improving learning habits and lifelong learning ability, and cultivate students' thoughts of sustainable development. Such as training on how China is opening up to the outside world in response to the COVID-19. Students can sing songs to small videos on the Internet, combining audio and video. In this way, students can not only give play to their language expression ability, but also add patriotism to the content of the broadcast to create a sense of responsibility and have the courage to take responsibility for social development[1].

2.3 Optimize input and output simultaneously.

According to Krashen's basic input theory, increasing input in teaching can improve students' understanding ability. However, the traditional teaching system is not very good at improving the understanding of students, because the traditional teaching system focuses on the transfer of knowledge from the teacher to the student, and the teacher's transfer of knowledge to the student's mind. Students, even brain students can. It was agreed that the imparting of such knowledge did not have to be put in the minds of students to become knowledge in the minds of students. However, under the reform of teaching methods, Internet technology provides students with a large amount of information, in which students can choose something suitable for their environment and needs, recombine, number, and finally improve their ability. Therefore, in the big data online course, the teacher can choose the way according to the needs of the students, carefully transmit the video, put the emphasis on the transmission value rather than the construction of the oral system, correctly guide the students to understand the input characters, control the quality and quantity of the language input, perfect the meaning, construct the content in the students' mind, so as to improve the development of students' English language ability. If the output of the language is not really completed and does not conform to the learning rules, then the goal of the English course cannot be achieved at all. The main purpose of learning English is to output. The learner's understanding of the second language depends not only on the completion of the task, but also on the output of the acceptable language. According to Swain, the output of a language can effectively judge whether students are learning the language, and only in the output process can learners demonstrate their ability to master the grammatical structure and meaning of a word. Learners' language output is accomplished through contact inside and outside the school. Only through contact, mutual understanding, feedback and correction of the target language can the quality of language output be improved and the language learning and training skills of learners be improved.

2.4 The win-win situation of improving language and communication skills.

The current teaching style must change from teacher to student. By changing from conversational teaching to conversational teaching, students can adjust their learning direction according to teachers' teaching, and from closed teaching to open teaching, students can have more opportunities to choose and develop their strengths and enrich their shortcomings. From receptive teaching to various kinds of teaching, especially to carry out research, so that students can improve their own needs and develop their own various educational knowledge while accepting teachers' teaching concepts. It can be said that in integrated teaching, students can enrich their critical knowledge system and explore things more relevant to themselves on the two types and different gender education contents. At the same time, from the sound of passion and the sound of dogs and horses to construct the scene, can be a good interaction between people, conducive to students to observe the characteristics of language. Therefore, the improvement of blended teaching by college English teachers can give students more opportunities, create a better interactive environment, enable English learners to communicate directly with each other, cultivate oral communicative ability, and achieve the ultimate goal[2].

3. Problems in public speaking teaching in colleges and universities

3.1 English speech class is not the same as oral English class

In many schools, the main purpose of English teaching is to improve students' language ability.

Speech teaching cannot be separated from "oral" class, which takes speech teaching as a high-end oral class. Therefore, the teaching pays more attention to the discussion of topics, interesting words and colors, smooth expression and meaningful communication, while there is no teaching objective for the perspective of discourse, the depth and complexity of specific content, the level of understanding, and the popularity of the audience, which leads to the ineffective teaching of oral English. English speech class is different from oral English class. Lucas (2009) emphasizes that the four elements of speech are content, structure, thought and language performance level, and the first three have nothing to do with "speaking". Public speaking is a part of communication and discourse, and its essence lies in the profound connotation of ideas. English speech class belongs to the category of ESL, the main content is to improve the oral English social ability, not necessarily focus on in-depth communication. It can be seen that if many oral methods and methods are used in speech teaching, the results obtained will show that the speech teaching is very good, but it does not cultivate the ability to communicate with students, especially the ability of intellectual thinking. Therefore, the teaching purpose of English speech class is more important than ordinary oral class.

3.2 Not enough attention to writing exercises

In the teaching of speech, the problem of not paying enough attention to writing practice exists for a long time. The success or failure of a speech depends on the speaker's deep understanding of the topic, personal perspective and depth of expression. After every successful speech, it is necessary to prepare speeches in advance. Creating the best speech is not only the preparation of speech ability, but also the process of solving ideas. Clarity is a prerequisite for the ability to express complex ideas in words. As with informal speaking, fluency must be based on structure and critical thinking learned over time in writing.

3.3 Insufficient training of information literacy

The oral English classes in most colleges and universities generally do not adequately train students' reading ability. Information science is the science of information, the extension of the concept is very broad. The American Public Library Research Association defines its main component as the effective research, selection, evaluation and use of traditional and Internet resources, and it is the primary reference for higher education. Our students don't have much training in thinking in English. In their speeches, they usually talk about feelings, but there is no evidence or argument. Therefore, the preparation of information knowledge is related to students' ability to identify and select appropriate arguments in the process of preparing speeches, and is the cultivation of intellectual thinking ability.

4. The application of English public speaking in college English teaching

4.1 Highlight the teaching objectives of cultivating and developing college students' critical thinking ability

The goal of "English public speaking" should not only be limited to the cultivation of college students' English pronunciation and application ability, but also take their thinking ability as an important goal. However, many teachers now regard the cultivation of college students' English pronunciation and application ability as the main goal of *Spoken English*. Therefore, English teachers should change the mistakes of college students, let them understand the important teaching objectives in the course of *Public Oral English*, and cultivate their thinking ability.

At the same time, since "logical thinking ability" is the primary and secondary thinking ability of college students, which is manifested in the form of self-control, English teachers should strive to cultivate the "meta-meaning" and "thinking ability" of college students. Let the students' thinking can be improved in the future, improve the foundation[3].

In addition, in the teaching process of "English public speaking", English teachers need to consciously guide college students, know how to test and evaluate the real effect of their English language ability and thinking ability cultivation, and ensure that college students can. Learning More in "Common English" Thinking skills can be improved in any way during the learning process.

4.2 Emphasize the important role of presentation and speech

In order to comprehensively improve my assessment ability and oral ability in college, teachers should pay attention to the importance of oral English and demonstration tests in the teaching of *English Speech*[4].

Before classroom teaching, English teachers should collect and summarize all kinds of celebrity speeches, contest speeches and other speech materials, and use information teaching tools to show and play speech materials videos for college students, so that college students can. Thank them for stimulating my curiosity and desire to learn in the process of speaking and writing.

In addition, in the implementation process of presentation of speech products, teachers should guide and help college students to analyze and evaluate speeches scientifically and intelligently, so as to achieve the effect of opportunity evaluation for college students.

If the teacher chooses a good video tutorial by Johansen in *The Art of Public Speaking* to teach the speech methods related to "self-presentation", the specific content of the speech about "self-presentation" is amazing, college students' views on the specific content of the speech are very interesting. Under the careful supervision of the English teacher, the college students found through comparison and reflection that the specific content of the speech was often unexpected, because the speaker did not introduce himself in a traditional way and did not take his own characteristics into account. Figure statue, but the expression of orange itself, through the detailed description of orange, will be your personality and orange well combined, present a bright and interesting image in the listener's mind[5].

4.3 Video demonstration, imitation practice.

Activity refers to the process of students using oral materials for a complete performance, that is, the process of completing tasks. In activity teaching, students are the main body. This concept is the cultural knowledge that affects human beings. Therefore, according to the level of students at each level, teachers can also use video mode to let students think and feel there. It is also a process of thinking, hearing and understanding, which helps to stimulate the desire to learn the language, improve the students' ability to solve problems, and help to organize the spirit of cooperation and participation among the students so that they can. Use language in an orderly way and understand the value of life. The results show that the use of language in social communication is the complement of language learning objectives, and understanding the meaning of language communication competence is an important way to improve students' language competence. In the various activities described, students gain knowledge of English, improve English skills, cooperation ability, and enhance good emotional values.

4.4 The introduction of positive evaluation method.

In the context of teaching reform, teaching methods are not the general methods by which teachers impart existing oral knowledge to students. Therefore, we must start from the transformation of teacher-student relationship, teachers should change their position, along the democratic, fair, equal road to improve teacher-student relationship and create a democratic, relaxed and interesting classroom teaching environment. Every teacher should learn to understand, tolerance and love their students, treat every student fairly, strive for a good opportunity to discuss with students, let students in a relaxed, comfortable environment to express their opinions. In such a relaxed environment, students can express themselves with the meaningful words they want in their hearts. Therefore, teachers should give appropriate evaluation at this time, so that students can make continuous progress in finding more ways to contact. For some students without oral English and dare not show in front of the teacher, they can be evaluated by their classmates, and hardworking students can get an encouragement to build their confidence. At the same time, ask teachers to look at students' shortcomings in class. This is to solve the light of teachers, should create a real classroom teaching environment, classroom democracy, relaxation, exercise. By creating such a relaxed and comfortable teaching environment, teachers can stimulate students' interest in learning English to a greater extent, improve students' interest in learning English, so as to promote the development of activity teaching[6].

4.5 Select top talents for special training

In college English classes, students with limited speech theory cannot be trained in subjects such as public speaking due to the large number of students in the class and lack of interest in the textbooks. In this case, good plants can be selected, training can be conducted, self-management, and the second course can be implemented in free time. English speech practice requires students to have good English ability, wide range of knowledge, persistent learning attitude and good personal quality. Although in most schools, the senior training course cannot have credit at the beginning, such students are willing to put in the time and effort to break through and continue to learn under the guidance of teachers[7,8].

5. Conclusion

In terms of the development of the new era, oral English courses should strive to build open national video courses on the basis of university-level courses, which can not only provide students with more rich course content, but also allow students from other universities to share course resources, and provide a platform for the public to learn English, so as to make contributions to the university's function of serving the society.

References

[1] Hui Wu. A Study on the Construction of College English Evaluation System Based on Curriculum -- A Case Study of English Public Speaking Course [J]. Journal of Huaihua University, 2019, 38 (03): 123-128. The DOI: 10.16074 / j.carol carroll nki cn43-1394 / z. 2019.03.025.
[2] Yuelan Chen. Research on the Teaching Status of English Public Speaking in Colleges and Universities [J]. Chizi (Upper Middle School), 2017(07):109-110.
[3] Xiaoli Gong, Tingting Meng. The Necessity of Introducing English Public Speaking into College English Classes [J]. Curriculum Education Research, 2016(29):98.
[4] Shu Wang. The Cultivation of "Acting" Ability in English Public Speaking Teaching [J]. Drama Home, 2014(10):280+283.
[5] Xiao Liang, Yushun Wen. On the Application of English Public Speaking Course to make up for the Lack of typical Qualities of College Students [J]. Journal of Yulin University, 2012, 22(03):109-112.
[6] Xu Jinfen. Research on the Construction of ideological and political Contents of English Course Teaching Materials in Colleges and Universities [J]. Foreign Language Community, 2021 (02): 18-27.
[7] Hu Jiehui. Research on teaching design from the Ideological and Political Perspective of Foreign Language Curriculum [J]. Chinese Foreign Languages, 2021 (02): 54-59.
[8] Liu Jianda. Foreign language curriculum reform in universities under the background of ideological and politics [J]. Audio-visual teaching of Foreign Language, 2020 (06): 38-42.