

Research on Ideological Teaching Practice of College English Listening and Speaking Course under the Optimized Teaching Model

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Abstract: College English Listening and Speaking Course is an important part of English undergraduate education in colleges and universities. It also undertakes the task of cultivating people's morality. College students' English listening and speaking ability is one of the key abilities to be tested in the national CET-4 and CET-6 examinations. In the era of continuous development of information technology, it is necessary to reasonably use multiple foreign language learning platforms and explore new teaching ideas and high-quality teaching models of College English Listening and Speaking. Aiming at handling the problems in the teaching of listening and speaking, this paper aims to explore more optimized solutions in College English Listening and Speaking Teaching based on SPICM teaching mode and various foreign language learning platforms, so as to improve college students' English listening and speaking ability and improve their correct values and outlook on life.

Keywords: College English Teaching, Listening and Speaking, Ideology

1. Introduction

The College English Listening and Speaking Course is a part of the undergraduate English education in colleges and universities. In the process of learning, students have some problems with less vocabularies, weak listening and speaking ability, low class participation, and much loss of scores in listening in the CET-4 and CET-6 examinations. In addition, in the process of teaching, teachers have a single teaching mode and still use the traditional teaching way. In the process of the gradual integration of modern technology into foreign language teaching, teachers' ability to integrate intelligent technology is relatively weak. Such problems have always been the pain points of teachers' teaching and need new ideas to solve.

With the continuous development of information technology, people's learning methods are diverse, and the channels for students to obtain information and knowledge are also gradually increasing[1]. College students can effectively improve their learning effects and promote the improvement and development of English comprehensive skills by using computers, mobile phones and other multimedia means. In addition, the employment situation in modern society is becoming more and more severe. In order to meet the market demand, students must transform passive learning into active learning, and use network resources to improve the effectiveness of English learning. Therefore, in the network environment, it is particularly important to cultivate college English listening, speaking and autonomous learning abilities.

To sum up, based on textbooks, classroom as the carrier, and teachers as the media, what the research focuses on is to explore how to improve students' English listening and speaking ability under the SPICM teaching mode and whereby cultivating students' morality.

2. SPICM Teaching Mode

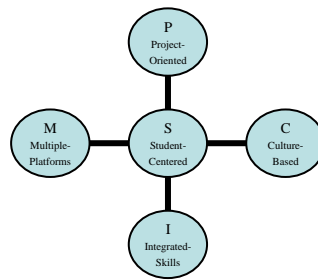


Figure 1: SPICM Teaching Mode

SPICM is a new teaching mode, like Figure 1, based on constructivist learning theory. SPICM advocates the teaching concept of student-centered, curriculum task oriented, comprehensive skills training as the main line, cultural literacy as the basic point, and multi-dimensional platform as the auxiliary[2]. S is short for Student-centered; P stands for Project-oriented, that is, curriculum learning task oriented; I stands for Integrated skills cultivation, that is, taking comprehensive skills training as the main line; C stands for Culture-based, that is, based on the cultivation of cultural literacy; M stands for Multi-platforms assistant, namely, it is supported by Multi-dimensional platforms.

3. Current Teaching Situation of College English Listening and Speaking

3.1. Teaching Materials

The teaching materials used in College English Listening and Speaking Course is the New World Interactive English Audio Visual Oral Text. According to the Outline of the National Medium and Long term Educational Reform and Development Plan, this course fully takes into account the current situation of college English teaching in China, and strives to reflect the essence, characteristics, goals and tasks of college English teaching, and strives to serve and promote the reform of college English education and teaching, improve the quality of college English education, better improve college students' English level, intercultural communication ability and comprehensive quality, and promote students' all-round development in China[3].

The course of New World Interactive English Viewing, Listening and Speaking is based on American National Geography and TED Talks speech materials, aiming to "bring the world into the classroom and connecting the classroom with life". It also promotes the combination of localization and internationalization, takes real events, wonderful ideas, enlightening thinking, global vision and cross-cultural communication as the core concepts, and takes students' comprehensive ability as the guide. This course focuses on cultivating students' critical thinking and innovative thinking ability, using the online and offline hybrid teaching mode as the medium, integrating ideological and political elements, and realizing the fundamental task of "establishing morality and cultivating people" in the whole course.

3.2. Problems and Solutions in Teaching

In the teaching process of college English listening and speaking, there are still some problems, such as large class size and how to carry out activities in large class size to improve students' listening and speaking ability. In addition, students' lack of vocabularies and their output ability is weak. Some students' inaccurate pronunciation affects the effect of listening and speaking, and ideological and political factors are skillfully incorporated into the curriculum[4]. Moreover, in order to solve these problems, this study designed some solutions to promote the development and teaching reforms of college English listening and speaking aiming to improve students' English listening and speaking ability[5].

3.2.1. Students Have Less Vocabularies

To solve the problem of less vocabularies, teachers can establish a corresponding listening and speaking vocabulary bank on the platform of Superstar Learning Platform by classification, and test it in periods and in time limits. In order to achieve the goal of promoting learning through examination, teachers randomly select students to read words and phrases before each class, and leave tasks in FIF

oral training system to read words and texts to promote learning through reading.

3.2.2 Students are Unwilling and Feel Fearful to Speak when Speaking English

Issue oral topics at the topic discussion window of Superstar Learning Platform in advance so that students can understand the unit theme in advance, and make full preparations for corresponding vocabulary for oral output in class; Challenge students to read aloud with words and texts on FIF oral training system, and let students practice oral topics in advance to ease their fear of speaking English. Students can also use Unipus resources to enrich learning contents and enhance classroom participation.

3.2.3. Large Class Size is not Conducive to Activities.

When adopting the online platform and offline mixed teaching mode, different courses have the same place, but also have many different contents and forms, which cannot be generalized. Different tools or methods should be adopted according to different courses and student groups[6].

The online platform and offline classroom will synchronously divide students into different groups, complete tasks in groups, and conduct assessment by groups.

3.2.4. The Students are Lazy and Unable to Complete the Preview and Homework on Time

Teachers will implement the system of student supervision. Students' homework shall be submitted to Superstar Learning Platform, thus students and teachers shall jointly evaluate the homework submitted by students. Teachers will also improve formative assessment standards and Superstar Platform will select and ask questions and strictly implement the principle of point deduction.

3.2.5. Students' Participation in the Classroom is Low

Teachers will design activities, see Figure2, in Superstar Learning Platform, use the function of random questions on Superstar Learning Platform, and repeatedly ask random questions to improve participation.

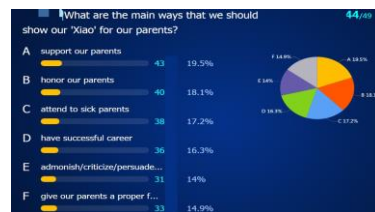
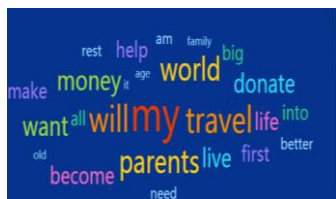


Figure 2: Vocabulary Clouds Activities Figure 3: Pie Chart of Ideological Elements Xiao

3.2.6. Ideological and Political Elements are Naturally Integrated

The ideological and political elements are a powerful means to promote the ideological and political construction of college English courses. The development and utilization of the ideological and political elements can effectively improve the effect of ideological and political education and achieve the fundamental task of establishing morality and cultivating people [7].

As is shown in Figure 3, the online and offline mixed theme immersion integration enables students to receive ideological and political education imperceptibly. Through the way and such inspiration, suggestion, edification, infection and other forms, students can constantly acquire knowledge in life and social practice, and put Ideological and Political Elements into the brain. It is helpful for students to deepen their cognition and form correct ideology and politics[8].

3.2.7. There are Many Loss Scores in CET-4 Listening Comprehension

The English listening test students' comprehensive abilities, including pronunciation, knowledge, understanding ability, listening skills, thinking ability, etc[9]. However, in modern English teaching, teachers focus on the students' comprehensive ability training is less. Students lack of English learning environment and sufficient opportunities. It is of great significance to innovate teaching tool for college English listening[10]. Through the reform of college English listening teaching, we can create more opportunities for listening practice.

The trinity teaching mode of "Skill-explanation & Intensive-listening and Practice & Online platforms test of Tsinghua-online English" is implemented to improve students' listening performance. In the offline class, teachers focus on listening skills and perform intensive listening exercises; after class, students complete the paragraph listening task (Figure 4) and submit it to the Superstar platform

for mutual evaluation and scoring between students and teacher; in the online class, Tsinghua-English-online platform carries out a random topic selection test to check the learning effect of students.

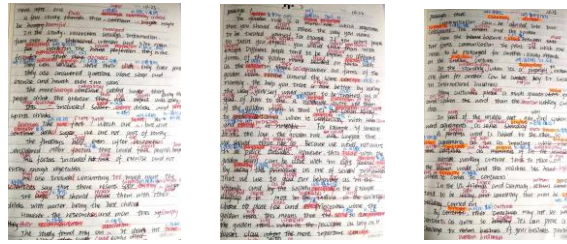


Figure 4: Listening Assignments

4. Teaching Design of College English Listening and Speaking

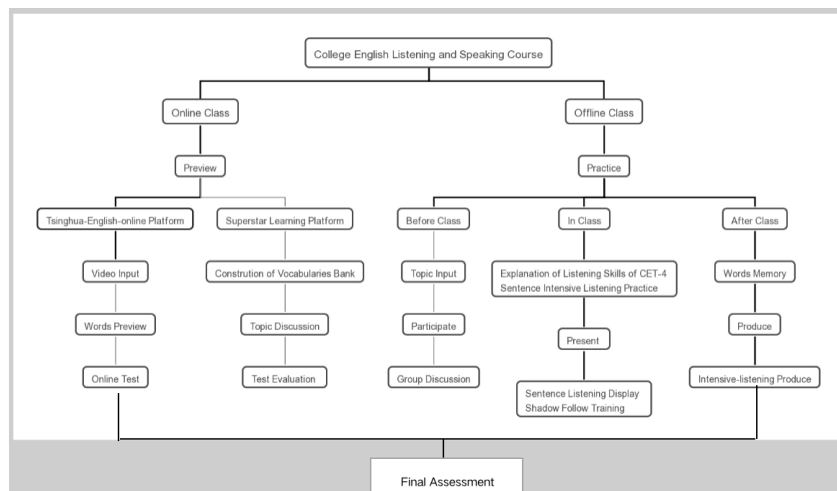


Figure 5: Teaching design pattern.

As shown in Figure 5, according to the SPICM teaching model, the teaching design cases of College English Listening and Speaking are as follows:

(1) Online Preview:

① Publish unit topic discussion in the Superstar Learning Platform topic discussion area, such as "Do you have a healthy lifestyle? What are the healthy lifestyle?" to help students understand the unit topic, and do some vocabulary preparations for oral communication.

② Watch the video. On the Tsinghua-English-online platform, watch the unit video in advance and think about the question "How often do you take exercise?"

(2) Offline Classroom: offline classes are divided into three parts: before class, in class and after class.

1) Participate Before Class:

① Check the preview of students, and randomly select students to answer questions.

② Introduce pictures into learning goals of the course, divide students into groups and discuss in groups, and answer questions in the form of group lottery.

2) Practices in Class:

① Explain the CET-4 skills and listen to the sentences. Let the students repeat the sentences and practice listening carefully.

② Practice intensive-learning to five sentences of CET-4.

3) After Class Produce:

- ① Students memorize the listening vocabulary accumulated in class.
- ② Intensive-listening Comprehension Practice of CET-4.

5. Assessment Process

1) Classroom attendance: teachers use the Superstar platform to sign in. The forms of signing in vary, including location sign in, gesture sign in, password sign in, etc.

2) Classroom participation: The lecturer will use the Superstar Learning platform to release student activities related to the teaching content at any time during the teaching process, such as classroom discussion, random selection, questionnaires, brainstorming, etc. After the activity, you can view the degree and effect of students' participation in each activity through the data statistics of the learning platform.

3) Unit test: unit test is conducted in the middle of the course to check the learning effect of students in the early stage of the course, so as to timely adjust the teaching content in the subsequent teaching process to meet the students' learning requirements.

4) Final exam: some topics are from the learning content in class, and others are from the Questions bank.

6. Conclusion

In summary, with the more optimized teaching mode---SPICM and various foreign language learning platforms, College English Listening and Speaking Teaching has achieved great effects. For example, the students' listening scores in CET-4 have improved significantly; the number of participants in English speech and dubbing competitions has increased which shows that students are brave to try and have the desire to use English; the quality of students' oral reports is getting higher and higher. In addition, the process evaluation improves the enthusiasm of students to participate in the classroom, making students with relatively poor foundation realize that as long as they actively speak and seriously participate in classroom activities, they can obtain higher scores, thus increasing the enthusiasm of students. What's more, in the learning process, students' sense of cooperation and ability to communicate with others are cultivated, which is conducive to giving play to each student's specialty and stimulating students' interest in learning. Meanwhile, classroom management has been improved and teaching quality has been improved. By strengthening the comprehensive assessment of usual performance, students' learning motivation has been enhanced and the classroom atmosphere has been activated. All in all, through English learning online and offline, not only students' English listening and speaking ability has been improved, but they also gain correct values and outlook on life.

Acknowledgments

This work is supported by Research Results of 2021 Educational Science Research Project of Qiqihar Medical University, "A Study of High-quality College English Teaching Model Based on Multi-dimensional Foreign Language Learning Platform" under grant No.QYJY20210214 and Research Results of 2023 Major Research Project of Heilongjiang Educational Science Planning, "A Study on the Integration of the Spirit of the 20th National Congress of the Communist Party of China into College English Teaching Practice" under grant No.GJE1422114.

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