

Research and Practice on College English Listening and Speaking Modular Teaching Based on the Foreign Language Demand Oriented

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ABSTRACT. *College English listening and speaking modular teaching is a new learning model of a task-based fragmented component and the reconfigurable component, which is flexibly emerged from the background of social development for English talents. For that of the foreign language orientation demands during the economic development, this paper carries out the practical research on college English listening and speaking modular, analyzes the needs of spoken English, and designs the modular teaching approaches. Modularization enables the ongoing optimization of task-based methods is shown by means of its classroom practice and interpretation, and also can be cited by other foreign language teaching.*

KEYWORDS: *demand-oriented principle, English listening and speaking, Modular teaching*

1. The analysis of foreign language-oriented demands

After the reform of English teaching in the past 70 years, the college English teaching has gradually changed from being social-oriented to being student-oriented. Student-centered teaching philosophy requires English teachers focus greatly on the students' needs. Therefore, teachers should pay more attention to the needs of college students, and considering the needs of the general environment while planning the modular model [1]. Based on the demand for service-oriented talents, the original curriculum system is integrated and reconstructed according to the curriculum content system to form the new curriculum module, for example the professional ability curriculum module. Then these new curriculum modules and the existed listening or spoken model can share resources combination of instant diversity, meet the students' demand of individuality, diversity and fragmentation. Via modular courses and relevance projects, students can be provided with the good opportunity to experience the combination of knowledge and ability. The task for college students in module learning is to select topics before class, to participate actively in class, and ask questions and put up opinions or related learning information before the end of class. Modular teaching implementation Feedback can also be evaluated for teachers. By the classroom performance, teachers should pay more attention to the needs of students when developing ecological model plan, the combination of social environment and employment are most important.

2. The Advantages of English Modular Teaching

2.1 To Improve Students' Self-Learning Abilities

The college English modular teaching is the process of students' independent language experience [2]. With the help of the college English listening and speaking modular teaching, students are not only aroused their interests in spoken and listening, but also improved their self-learning ability by means of the cooperative group activities. Teachers guide before class via the network, and students are motivated to learn beforehand. Students choose vary modules due to their own abilities, professions, and interests, and then form their co-operative group. Led by the cooperative groups, students searched for the required information cooperatively, cultivated the spirit of team exploration, and pumped their learning abilities independently.

2.2 To Explore the Unknown Ability to Think Critically

In the modular teaching of college English listening and speaking, students need to cooperate with other students in the process of completing tasks. With the help of cooperative team, students can fulfill the pair work, group

discussion or role play according to the given situations, such as the sub-module conversational presentation and intercultural communicating, deeply understanding of the issues discussed in the process of cooperative learning. Questions and answers promote students to understand the issues discussed from different perspectives, which aroused students to think critically. Alliances with other groups also facilitated the expansion of critical thinking. Also cooperation with group members, by learning from each other's, students can eliminate the loneliness while learning, develop self-confidence and interpersonal skills, foster spirit of cooperation and think critically as well[3].

3. Modular English Listening and Speaking Teaching

3.1 Teaching Design Principles

The modular teaching design should be students' center and follow the principle of teaching system and dialectics. When having practical activities, teachers should have considered the needs of students, following by the unified, developed and balance principles, designing reasonably and profoundly the college English module teaching mode [4]. College English teaching design should not only meet the needs of social services, but also meet the needs of students, meanwhile improve students' practical skills as well.

3.2 Teaching Content Designing

Firstly, review the language-basic module. The role of this part is to check the organic connection, linking the senior high school knowledge to college English knowledge. It aims to help college students to comb the basic rules of English language, to review the high school language learning [5], and to lay a solid foundation on the advanced English learning. Differences regional teaching leads to different scores. So, when students entered university they have different level. If we skip the basic module for these particular students, the low level students would difficult to keep up with the pace of college teaching. To the worse, it can easily lead to the poor level students have a negative psychological, which is not conducive to college English teaching. Therefore, when designing modular teaching programs, teachers should seriously take the actual students situation into considerate, expanding and consolidating the basic language knowledge, widening the vision in the advanced learning.

Secondly, develop advanced modules. The role of advanced modules is to train students to master the application of using languages, the ability to listen, to speak, to read, to write, to communicate effectively, and have a good preparation after graduation. So, for this part the core contents should be focus on the needs of different major students. When designing the contents of this module, win-win decisions should be based on the ESP curriculum, both academic and professional. For the professional design, the ESP module should highlight the development of students' practical English skills and promote potential for further learning, rather than their mastery of professional knowledge [6].

3.3 Teaching Mode Designing

The biggest difference between college English teachings from other teaching courses is a tool of functional interaction, which English teachers need to continuously create modes according to the needs of students when designing teaching plan. There are four teaching modes, namely, basic language teaching, simulated teaching, cooperative teaching and virtual experience.

The most important is to improve students' enthusiasm to participating in teaching activities, cultivate students' long passion for the daily practice. The basic language teaching mode means that the teacher instills language knowledge in the form of oral dictation and notes both in classroom and outside class. It is more suitable for the teaching of basic language knowledge such as grammar and vocabulary. The simulation teaching mode means that the teacher simulates the real scene by using simulation technology or AI software via internet. Teacher creates the real scene in class while students experiencing the role of certain character in real work environment. This method can effectively improve the listening and speaking ability of college students. At the same time, it is conducive to the cultivation of college students' English language sense. The cooperative teaching mode is to divide the students into several groups according to the students' personality, interest, and language ability etc. The teacher assigns the tasks, students group to search the theme related information via internet, discusses the every single detail to fulfill the given task, and they should be both independent and cooperative when having on site simulation. For this method college students can be actively searched and decided the task by themselves, do change their roles after doing the researching tasks. It helps to cultivate students' multi-dimensional thinking, listening and speaking ability as well. Virtual experience mode mainly is that teachers use simulation technology, multimedia technology and other

advanced technology to design a variety of scenarios related to the content tasks for students to voice roaming exchange in various dialogue scenes. For this method has high technical and professional requirements for teachers, it's not popularized among college teaching in China.

3.4 Modular Teaching Evaluation

After the task-base learning, it's just the time to thoroughly explain the task in detail and fully mobilize the enthusiasm of participation while learning, acting as "instructors", and guiding students in a friendly, harmonious and equal atmosphere of experiencing language, improving professional skills. The diversified evaluation system mainly refers to the evaluation of teaching concept, teaching organization, teaching management, also evaluation of teachers' work performance, teaching methods, teaching content, etc., which is conducive to promote the teaching plan in next section , improve the overall English teaching level.

For the needs of the teaching status quo of teaching, teachers should be proposed to establish a combination of internal and external and diversified evaluation system for college English teaching. The content of the internal evaluation is mainly the teacher's evaluation of modular teaching designing. It has the function of monitoring the self-optimized modular teaching management, self-optimized teaching design and self-discipline teaching behavior. External evaluation is mainly the evaluation of teachers' teaching by students, school supervisor, etc. It has the role of supervision, guidance and feedback. By completing of one or several specific integrative tasks teaching, eliciting the teaching objectives, so that students have an interest in language learning. A good task is the key to achieve the teaching purpose, to mobilize the goal of knowledge and skills. From the three-dimension perspective can shape the emotional attitude and values of students' personality.

3.5 Modular Learning Management

Students are divided into groups seriously; take into account characteristics of mobile learning: randomness, variability and diversity. Conduct questions and answers between teachers and students via Wechat or other App platform before class. Tasks assignment, discussion and solution of relevant difficulties and doubts are welcome in the virtual space. Encourage students to be actively communicated with English lovers both at home or abroad through the public platform.

4. Conclusion

The English-demand-oriented modular teaching mode meets the specific needs of the regional society. The intelligentization, individuation, diversification, modularization and collaborative teaching are the needs of innovation, which are the new tasks entrusted by the new era. The modular component reconstruction, three-dimensional and diversified evaluation system, which is conducive to students' participation and teaching management, so that more students can experience the fun of participation, then cultivate students' subjective initiative. Participate effectively in classroom activities can achieve the efficiency of college English teaching, so that we can pump the qualified talent for the social services.

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