Study on the Teaching Practice of College English Public Speaking Courses under the Network Environment

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ABSTRACT. *Offering English public speaking course in colleges and universities is of great significance for cultivating college students' English language ability and improving their overall quality. With the development of the Internet industry, the combination of college English public speaking course and network technology will help build a more convenient learning environment for college students, promote their enthusiasm for learning English, and enhance the practicality of college English public speaking teaching. The setting of English public speaking courses can train students' communication skills in public places, help to improve students' interest in learning English, and effectively help students improve their English level.*

KEYWORDS: *network, college English, public speaking course, teaching*

1. Introduction

With the development of foreign exchanges and economic globalization, the education department emphasizes strengthening the cultivation of university students' foreign exchange ability, requires universities to provide students with courses to cultivate their international communication ability so that they can assume the task of national foreign exchange in the future, and the English public speaking course is one of the courses to effectively cultivate students' ability of foreign communication. Many colleges and universities have set up multimedia classrooms and language experiment classrooms, and continue to improve their teaching methods. With the development of online teaching, college English speaking courses have been better developed. The speaking course has the characteristics of strong practicality, the teachers can use multimedia classrooms or language classrooms train students in speaking courses, pay more attention to teaching theories and concepts to students, help and guide students to master more speaking skills, and improve students' English expression ability and application level.

2. The Role of Public Speaking

Public speaking, as a form of communication, can be traced back to western rhetoric, especially Aristotle and Socrates in ancient Greece, they all discussed the speaking based on rhetoric, for example, Aristotle is discussing the function of metaphor in speaking, and believes that metaphorical speaking is not only clearer than traditional expression, but also evokes vivid associations among listeners. Carnegie, a well-known speaker in the United States, believes that public speaking has unlimited infectivity from the inside to the outside, and can affect the audience from all aspects of the mind to the body. When speaking about the ability of speaking and cross-cultural communication, American public speaker Lucas also believes that when facing audiences with different cultural backgrounds, it is especially necessary to pay attention to how cultural factors affect the audience's response to speakers' speaking content.

If we look at speaking and speaking courses from the background Western countries, we will notice that both speaking and speaking courses occupy a very important position. Taking the United States as an example, speaking is an essential basic quality for employees in all walks of life, whether it is a large-scale speaking in a public place or a small discussion in a unit, people need to be able to express their views clearly, and be able to answer various questions raised by the audience freely after the speaking. Because of this demand, most colleges and universities in the United States have set speaking courses as a compulsory course, students should have formal speaking training during their school days, its contents includes the speaker's abstract thinking ability, logical thinking ability, and critical thinking ability, creative thinking ability, communicative language ability, and basic ability of speaking.

For the situation of domestic speaking and speaking courses, unlike western countries, such as Britain and the United States, speaking have not received corresponding attention in China, and there are basically no special speaking courses in colleges and universities. English speakinges are less important because they have no external language environment. As far as the course of English speaking is concerned, only some colleges and universities have offered an elective course, which has benefited relatively few students. English speaking course some schools is only used as a simple extension of oral English classes for foreign teachers, or even as an oral practice or an extracurricular activity. Some domestic scholars and teachers have discussed English speaking course in students' quality training, communication ability training, language ability training, phonetic ability training, and evaluation methods, they believe that English speaking courses have an irreplaceable effect on the development of these skills.

3. The Necessity of Offering English Public Speaking Courses at Colleges and Universities

3.1 Meet the needs of foreign exchange

Higher education undertakes the tasks of cultivating senior professionals, developing science, technology and culture, and promoting social development. Training high-quality specialized talents is a requirement country's continuing deepening reform of higher education, and foreign language ability should also be one of the necessary capabilities for senior talents. From the perspective of foreign language ability cultivation, the basic requirements for future talents for national development are not just general conversations in English, but be able to use English to express their opinions, ideas, ideas, projects, research results, etc. in formal or informal situations, this is a broader sense of communication skills, but it is also a huge challenge for college students. With the continuous improvement of China's international status and further opening up, China needs a large number of people who are fluent in English. Colleges and Universities offer English public speaking courses, which can effectively improve students' oral English expression ability, actively promote students to understand western culture, strengthen cross-cultural communication, and better communication with foreigners.

3.2 Meet the needs of talent training

The colleges and universities should carry out the training of talents according to the requirement of "keep focusing on ability, optimize knowledge structure, enrich social practice, and strengthen ability training". Therefore, foreign language education should also adjust the goals and methods of talent training to meet the needs of the national talent pool, especially the reform of public foreign language education in colleges and universities should develop towards the direction of training the country's scarce talents and skills. This layout is also one of the methods for the coordinated development of schools and the country. Increasing the elements of speaking teaching in the school's foreign language teaching, whether in the form of compulsory courses or elective courses, they are effective reform of the school's foreign language teaching in line with the development of the country, and it is also a direction of teaching reform to meet the development needs of students.

3.3 Help to improve college students' language skills

The development of students' individual foreign language communication skills also requires schools to provide corresponding courses; the training of speaking skills is one of the skills that need to be cultivated at present. Speaking courses are completely different from traditional English listening and speaking or speaking classes. Broadly speaking, speaking courses highly condenses and unifies listening, speaking, writing, and even Anglo-American culture classes, which can cultivate

students' comprehensive language skills. English speaking classes can help students develop their abilities in six aspects.

First, English public speaking courses can improve students' speaking skills and knowledge. The speaking class is not the same as what other students think; it is a deformation or extension of the oral English class, it is a knowledge system that includes a series of contents, such as speaking pronunciation, lecture writing, analysis of audiences, understanding of culture, emphasis on academic norms, effective communication of information, and polite feedback to listeners. In skills, English public speaking courses also includes a series of skills training, such as adjustment of voice pitch at any time, real-time control of tones, clever use of body language, and application of visual facilities.

Second, English public speaking courses can help students gain self-confidence. Public speaking is one of the behaviors which embody human confidence, Chinese students speaking in a foreign language they have learned increases the uncertainty of the accuracy of language, so confidence will be even lower. And the speaking courses is designed through systematic lecture practices, such as sentences, paragraphs, speaking training process from short to long, from simple to complex, so that students gradually master the skills of speaking and then be able to use them proficiently. This gradual training process is a process of gradually enhancing students' self-confidence.

Third, English public speaking courses can improve students' English writing skills. On the surface, it seems that the speaking class has nothing to do with English writing. In fact, writing is the basis of the speaking and the necessary ability for successful speaking. We know that in most cases, speaking are prepared speeches, which need to prepare speaking in advance, and this speaking is a test of the speaker's writing ability. In the lecture course, the writing method of the speaking is designed, including how to write the beginning of the speaking, how to end speaking, how to present and develop ideas and provide arguments, how to polish the language, how to use rhetoric, etc., how the speaking is written directly determines the effect of the speaking. After such systematic training, students' English writing level will naturally improve.

Fourth, English public speaking courses can improve students' English listening comprehension ability. Listening and speaking in the speaking complement each other; and effective communication can only take place if people understand the expressions or questions raised by others. Listening in the speaking course is different from general English listening comprehension; general listening comprehension emphasizes understanding the main idea and main details, while the training of speaking listening emphasizes the "analytic" listening comprehension ability. In addition to understanding the gist and details of the speaking, students must be able to hear the logical structure of the speech text, article organization, transitional words, center points, branch points, defects and deficiencies, points to be asked, etc., it is a comprehensive listening comprehension. From the time arrangement of speaking class, students spend more time listening than speaking. For example, in a speaking class with 15 students, students only give an average of

25 minutes of speaking in every semester, while listening to 350 minutes of other students' speaking, and the comments of teachers with the same time, so English public speaking courses can effectively improve students' listening comprehension ability. In the effectiveness of communication, improving listening comprehension ability is as important as improving speaking ability.

Fifth, English public speaking courses can train students' critical thinking skills. The critical thinking ability is one of the students' ability trainings that colleges and universities in the UK and the United States attach great importance to at present, its systematic and logical performance in interpretation, analysis, evaluation, and inference can improve students' ability to analyze and solve problems. The selection of topics in the speaking course, the collection of data, the analysis of data, the writing of lectures, the citation of academics, the analysis of audiences, and the delivery and Q & A of lectures, etc. will cultivate the students' critical thinking ability intentionally and implicitly in the teaching process, so that students naturally acquire critical thinking skills in the process of learning to speak.

Sixth, English public speaking courses can enhance students' cross-cultural communication ability. Cross-cultural communication ability is one of the key skills cultivated in the English public speaking course; it includes understanding the complex relationship between language and culture, tolerating ethnic differences, and encouraging the use of national culture. The first five aspects mentioned above are important for the English public speaking courses, but the content of cross-cultural communication is also important, if this problem is not solved well, the development of students' abilities is unbalanced, or the lack of cross-cultural abilities may also cause communication barriers in the speaking. The speaking courses should consciously incorporate cultural content into them, so that the speaking class can not only solve the goal of language fluency, but also the goal of cultural fluency. From the above six aspects, English public speaking course is indeed a comprehensive foreign language course, which can effectively improve students' abilities in all aspects, especially their self-confidence and cross-cultural communication ability, and it is the goal that other foreign language courses cannot achieve.

Speaking is a social activity in which the speaker uses the spoken language to express his or her own opinion or explain a truth, and communicates with the audience. The speaking course is highly practical, and English public speaking can help improve students' oral English expression ability. College students have mastered enough English vocabulary before enter college, and offering English public speaking courses can help students practice oral English and complete practical communication with foreign friends. College English public speaking courses are mainly practical and interesting, and attract students to actively study speaking courses and practice oral English on many occasions. When setting up English speaking course, college English teachers should change the traditional mechanical interaction between teaching and learning, integrate language skills training and thinking training into the course, create a more relaxed atmosphere, and continue to achieve student-centered teaching idea, and this idea is applied in the

teaching process of active interaction with students in each classroom, so improve students' language ability and apply what they have learned.

4. The Feasibility of Developing English Public Speaking Courses at Colleges and Universities

In order to meet the needs of the country, schools, and students' personal development, it is feasible to conduct English public speaking courses in the current environment. Schools where conditions permit can make English public speaking courses as compulsory course, namely all students in the school should arrange the teaching of English public speaking course to ensure that students receive professional skills training. Schools where conditions do not permit can also offer small-scale elective courses, so that some students with good English proficiency have the opportunity to receive training in speaking. Through the compulsory and elective courses, the popularity of English speaking courses will become possible and gradually expand, benefit more students. Below we mainly discuss around the training of course leaders, the preparation of speaking course syllabus, the construction of teaching staff, the adaptation of teaching materials, the development of teaching platform, the construction of teaching resource database, the establishment of speaking association and evaluation method of the courses.

Training of course person in charge, the first task of course construction is to train course leaders who comprehensively design and coordinate the course, they should have a macro plan and detailed arrangements for the course construction, should understand the basic situation of course at home and abroad, and formulate the course syllabus according to the specific circumstances of students, should coordinate the teaching process and design appropriate according to the course content and design teaching assessment methods, etc.

The preparation and formulation of the speaking syllabus the English public speaking course is a comprehensive syllabus, which mainly includes basic course information, course teaching goals, teaching methods, teaching schedules, teaching task arrangements, teaching and learning integrity points, course evaluation methods, teaching and learning resources, bibliography and other nine parts. The syllabus is a guide to the course implementation and is a common reference standard for teacher teaching and student learning, it is precisely because of such a guiding syllabus that the teaching quality of this course is guaranteed.

Construction of teaching staff, qualified teaching staff is one of the key factors for the success of English public speaking course. Only have enough and high-quality teachers can we guarantee the complete and effective implementation of the teaching objectives in the syllabus, and students can truly gain knowledge and training from this course. In order to meet this basic condition, schools should first solve the problem of teachers. One is to train on-the-job teachers and recruit young teachers with speaking background to join the teaching team, and the second is to hire foreign teachers to join the teaching team. By organizing teachers' strong

training in course design, classroom management, exercise design, and teaching evaluation, their teaching ability has been enhanced.

The adaptation of teaching materials, a good teaching material can make teachers organize the knowledge system more systematically in the teaching process, and also make it easier for students to accept knowledge in the learning process, it also makes the interaction between teachers and students more simplified and more standardized, it is convenient for students to preview before and after class. The teaching materials must keep the main chapters of excellent speaking teaching materials at home and abroad, such as speaking overview, speaking types, topic selection, academic quotation, auxiliary application, etc., add chapters the writing of speaking notes, the use of rhetoric, grammar and relatively weak knowledge points and skills for Chinese students, such as in speaking course, etc. Moreover, the teaching materials should add the Chinese and English annotation of speaking terms, the explanation of British and American cultural phenomena, the general vocabulary, the classic speaking examples matching with the contents of each chapter, and the audio-visual multimedia materials, so that the teaching materials can become three-dimensional textbooks suitable for Chinese students.

The development of teaching platform, college English public speaking course should pay attention to the combination of information technology and speaking course, through the development of teaching website and multimedia resources, perfect teaching platform development process can be formed. This platform should include teaching syllabus, teaching progress, teaching methods, teaching content, teaching resources, teaching plan, teaching reference, student works, speaking strategies, classic works, and other plates. The teacher-student exchange platform can also be set up, which provides non real-time information exchange space for teachers and students to communicate after class.

The construction of teaching resources database, the construction of teaching resources database of college English speaking courses covers four aspects; one is textbook contents based on the syllabus. The second is the chapter including formal speaking contest and classroom practice chapters, some of which are excellent chapter serves as for teaching sample in class. The third is to collect all kinds of speaking courses on the public speaking platform as classroom teaching examples. The fourth is the collection of public courses in famous British and American schools; these excellent public courses can be used as a wonderful speaking, and used in the classroom as speaking example to analyze.

The establishment of the speaking association, generally speaking, even if the speaking course is set as a compulsory course, it only has 2 class hours per week. The maximum number of semesters is only 18 weeks and 36 teaching hours, training, analysis of classic speaking, etc. occupy most of the time, and the actual time for students 'speaking practice is very limited. Therefore, how to effectively organize students' extracurricular speaking exercises and competitions is a critical problem. The school can set up an English speaking association to organize students to conduct speaking exercises in a planned way, so that students can practice and consolidate the speaking knowledge and skills learned in the class on appropriate

occasions, truly master them through practice, and make students' speaking practice more effective.

Methods of course evaluation, colleges and universities can divide the evaluation of speech course into two parts. One part is composed of impromptu speech organized by the school, which is also a part of oral English ability managed by credit and must be achieved by students. The other part is a unified classroom assessment method formulated by the course director and the teaching group according to the provisions of the syllabus, which is composed of written test of speaking knowledge, usually speech writing assignments and several successive courses.

With the common needs of the development of the country, universities and students, it is necessary and feasible to set and popularize English public courses. A well-designed English speaking course can improve students' English language ability; more importantly, it is to be able to cultivate students' self-confidence, self-control, thinking, judgment, imagination and intercultural communication skills. Today's college students are the main force to undertake national development in the future, through English public speaking courses; they can effectively master the knowledge and skills of English speaking, so that they can contribute to the construction of the country in their future careers, this is also a social requirement for talent training.

5. Teaching Practice of College English Public Speaking Courses under the Network Environment

5.1 Teaching objects and contents

Generally speaking, college students have strong foundation in English, have strong motivation for English learning, and have certain English-speaking ability. The teaching content of college English public speaking courses mainly includes: how to choose the right topic, how to become a confident and qualified speaker, the purpose and skills of the speaking, how to use supporting materials to prove their opinions and ideas, and how to use visual aids improve the appeal of the speaking, how to prepare the speaking and accurately analyze audience feedback. The focus of college English public speaking courses should allow students to feel the way and use of introductory speaking, the way and use of persuasive speaking, the way and use of interpretive speaking, and the mode and application of entertaining speaking. The teaching contents of college English public speaking should fully respect the individual differences of college students, mobilize students' learning interest, and give play to students' subjective initiative. First, the speaking cases must be constantly updated, keep pace with the times, and have enough information. Second, the speaking cases must have a certain depth and breadth, and be layered to meet the needs of different students. The speech case must have various forms, including text, animation, video, pictures and so on.

5.2 Teaching methods

When setting up the teaching contents of college English public speaking courses, teachers should provide students with explanations of basic theories and key knowledge of speaking courses, help students find more suitable materials, answer questions about students' problems, And evaluate the content of student speaking, so that they can really participate in the speaking courses. Due to the development of the Internet, students can more easily access various materials and identify topics which they are interested in. Therefore, teachers can combine the teaching characteristics of the English public speaking courses and adopt the group teaching method it can ensure that students can have speaking opportunity in the classroom. Teachers should evaluate the students' performance of during their speaking, focus on the students' ability to learn English and their interest in English speaking learning. When teaching speaking courses, teachers should insist on being student-centered. In addition, students can use network resources to collect and fully prepare speaking materials, integrate the teacher's explanation of speaking course knowledge, determine the speaking topic and content which meet the topic.

When arranging college English public speaking courses, teachers need to give students the opportunity to speak on the stage, and use mobile phones or video cameras to record the students' speaking, And let students use their spare time to repeatedly study and observe the specific performance of their speaking process, they can also learn and observe other students' speaking methods, learn from each other, and deeply understand the advantages or disadvantages of their own speaking process. Teachers also combine videos to comment on students' speaking, focus on explaining the problems encountered by students, and continuously improve students' English speaking ability.

5.3 Course evaluation

Teachers need to evaluate English public speaking courses, and form a new education plan based on the evaluation feedback, summarize the problems existing in the teaching process, propose solutions and provide references for the subsequent college English speaking courses. The grading standards for college English speaking courses can be divided into three parts: the first is the performance score of students on stage, the second is the student's class participation, performance effects, and comments, and the third is the student's class attendance score.

5.4 Grading standards for college English public speaking courses

The grading standards for the college English public speaking courses are mainly composed of five parts: there are the beginning of the speaking, the main body, the conclusion, the process interpretation of the speaking, and the presentation of the speaking. Among them, the beginning of the speaking needs that the speaker can attract the interest and attention of the audience at the beginning, in addition, the speaker can clearly introduce the topic of the speaking, the degree of interaction

between the selected topic and the audience, and can introduce the focus of the speaking to the audience. The grading rules for the main part of the speaking are whether the focus of the speaking is clear, whether the main points of the speaking have sufficient theoretical support, the clarity of the speaking structure, the accuracy of the language used, and whether the use of discourse connection means in the speaking is appropriate. The grading of the concluding remarks includes: whether the speaker clearly expresses opinion when the speaking is nearing the end, whether the speaker can summarize the central idea again before the conclusion, and whether the concluding remark of speaker's speaking is contagious. The grading detailed rules and regulations for the interpretation of the speaking process are: the frequency of the speaker's interaction with the audience during the speaking, the frequency of eye contact, whether the pronunciation is clear and accurate during the speaking, whether the voice of the speaking is contagious, whether there is emotion during the speaking, and whether the use of body language is in place. The form performance score of the speaking is: the difficulty of the topic, whether the time control of the speaking is in place, and whether the content of the speaking attracts the audience. Teachers use this grading rule to score students' speaking, make it easier for grasping the students' actual ability to speak in English, and continue to provide more suitable exercise and improvement opportunities, and promote students' interest in English speaking.

6. Conclusion

With the development of science and technology, the combination of college English public speaking courses and Internet technology has provided college students with a more convenient learning platform. By offering English speaking courses in colleges and universities, students can develop their oral English, expressive, creative, and writing skills. College English public course under the network environment can make college students to better master the knowledge and skills of English speaking, improve their English learning interest, and lay a solid foundation for students' personal career development.

Acknowledgements

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