The Innovative Research on College English Speech Teaching Mode

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Abstract: The opening of English speech teaching is very important. It can not only improve students' comprehensive ability in listening, speaking, reading and writing, but also improve students' thinking ability, self-confidence and quick response ability. At the same time, the development of speech activities also stimulates interest and enthusiasm of students to learn English. As a breeding base for talents, colleges and universities should pay attention to the continuous innovation of English classroom teaching mode, and improve students' English proficiency through the implementation of speech teaching mode. This paper makes an effective analysis and exploration on the innovation of college English speech teaching mode.

1. Introduction

With the gradual deepening of the globalization process, exchanges between countries around the world have become more frequent, and the demand for advanced English talents with higher English language skills is increasing. Therefore, in the teaching of English in recent years, the ability to use language has been mentioned to a higher and higher position. Undoubtedly, the English 4th and 6th grade exams as well as the English majors 4 and 8 pole exams have a certain examination of the students' language ability, and also stimulated the students' enthusiasm for learning to a certain extent [1]. But in teaching, can we use the results of the examination as a criterion for assessing students' language skills? The answer is obviously no. Because of the teaching, we can easily find that the test ability and the students speak English, and the ability to express themselves freely and freely is not equal. Therefore, the English speaking course designed to improve students' language ability and create a good language environment is indispensable in teaching.

2. The significance of English speech teaching

2.1 Solve the defects of teaching materials in the hierarchical teaching mode.

At present, most of the colleges and universities use textbook content system is incomplete, and the use of fixed textbooks also has certain restrictions on the teacher's subjective initiative; while the lecture teaching can provide timely questions to students in the current international and domestic hot issues, and based on the scope of the topic is collected [1]. In this way, the materials absorbed and utilized by the students are all from the side, and the students can analyze and discuss with their own learning practices, and actively apply the classroom or written language input to the actual life, which improves the students' enthusiasm for learning and brings the language and language closer. The distance of life makes the language more and more vivid.

2.2 Improve students' comprehensive quality and cultivate compound talents.

The cultivation of compound talents is not only the specificization of quality education, but also the inevitable requirement for talent cultivation in adapting to the development of social economy. In a certain sense, the compound talents are mainly from the external demand of education, which is the goal and direction of our education and teaching. The trend of export-oriented economy and globalization requires more and more compound (foreign language) talents [2]. Of course, the model of compound talent training can be varied, but it is certain that professional + foreign language must be a very important type. English speaking can cultivate students' multiple abilities, which is very beneficial for them to go to the society and participate in work.

1) English speech training and expression ability: The speech is mainly the comprehensive use of sound and language. It conveys thoughts and emotions with flowing voice. It requires clear words, accurate language, loud voice, harmonious tone and tone, rhythm rich in change, and coherent expression [1]. Through lecture training, students can learn to use appropriate English to exchange ideas, express ideas and demonstrate their position on different occasions.

2) English speech training to cultivate good psychological quality: public speech often makes many people discouraged. Speakers who have not received training are often nervous, sweaty, sweaty, brain blank, unable to display their abilities and professional expertise. Affect the development of the road to life [2]. Although these qualities also have innate elements, after the series of speech practice, the students' psychological quality will be greatly improved.

3) English speech training critical thinking ability: Critical thinking is of great significance in the ever-changing information "explosive" society. Who can timely and properly evaluate massive information, who will be more quickly and effectively in modern life. Solve problems and have a better chance of success [2]. Because English speaking uses English as a daily working language, this requires the speaker to have critical thinking skills. This ability can help the speaker organize ideas, identify vulnerabilities in other people's opinions, and try to avoid them in their own discussions. The training of English speaking skills can help students form critical thinking habits and promote the development of critical thinking skills.

3. The status quo of college english speech teaching

3.1 Taking the speech contest as the teaching goal.

At present, all colleges and universities attach great importance to the achievements of the school's players in all kinds of English speech contests and debates. Objectively, these competitions provide a lot of useful information for lecture teaching. For example, by understanding the requirements of the contestant's language ability, knowledge reserve, adaptability, and psychological quality, teachers can discover the deficiencies and problems in teaching [3]. However, the college English speaking class must not only use the speech contest as the teaching goal, because improving the students' English speaking ability is not only to achieve good results in the speech contest, in the future thesis defense, job interview, study abroad and daily work of college students. In other respects, excellent English speaking ability will play a very important role.

3.2 Taking the standard of English speech contest as the evaluation standard of classroom teaching.

Although the speech contest is a central topic and main content of the English speaking class, the teaching activities must not measure the performance of each student by the standard of the speech contest or the debate contest [3].

In fact, many students have not participated in the English speech contest, and the opportunity to be on the stage is also very embarrassing. Therefore, learning a speech for a speech contest or a debate contest is of no practical value to most students. If the lecture class uses the high standards of the speech contest as the classroom teaching standard, it will inhibit the interest and participation of a considerable number of students and lose the confidence to speak in English.

3.3 To improve the students' oral English as the only teaching content.

English speaking class has higher requirements for students' oral English ability. Undoubtedly, improving students' oral expression ability should be an important teaching content of English speaking class. However, if the student's oral level is raised as the only teaching content, it will be biased. The course is not just about the language itself [3]. It is a practical skills course that combines English language training with presentation skills to improve students' comprehensive application skills, that is, the ability to use language and knowledge. In order to have outstanding performance in the classroom and on the podium, students must not only have a smooth and authentic oral level, but also have the courage and confidence to use English to express their thoughts in public. In addition,

good thinking skills and extensive comprehensive cultural knowledge are also essential.

3.4 Teaching with the teacher as the center.

English speaking class is a participatory and interactive course. It is necessary to fully mobilize the enthusiasm of students [4]. It is advisable to adopt a new model of "teaching as the center and teacher-led". However, some teachers still use the traditional "teacher-centered" teaching method in the classroom: the lecture class has become the stage for teachers to practice and display spoken language, and has become the teacher's personal performance, the students are only passively listening and watching, very less able to participate.

4. Model innovation of english speech teaching

The traditional teaching mode has to change to an interactive teaching mode and a graded speech teaching mode.

4.1 Classroom interaction mode of English speech teaching.

This article uses the textbook "Practical English Speech Tutorial" as an example to explore how teachers can carefully design interactive teaching links according to the content of the textbooks to achieve good teaching results.

1) Interaction between teachers and students. Many students are no strangers to Chinese speeches, but they have no confidence in their spoken English and have a fear of speaking in English. As the first module to get started with English speaking, it is very important to stimulate students to produce English speaking interest [4]. For example, teachers can help students complete tasks that they cannot do independently through question and answer. Teachers can also establish class communication groups, guide students through the network to find and filter more English famous words related to the subject matter of this unit, and then let students exchange learning in the classroom and expand the input of knowledge.

2) Teacher guidance and student self-study blend together. Before teaching the new unit, the teacher should formulate a practical, step-by-step teaching goal that is easy for students to reach, and then propose the learning objectives of the unit to the students [4]. After clearing the self-study methods and requirements, the students will self-learn and let them find problems yourself, research problems, explore knowledge, and prepare for group discussions.

3) Teachers and students exchange roles. In order to make the interaction in the classroom more effective, teachers can use the teacher-student role to exchange, let the students act as teachers, actively seek problems through close cooperation with themselves, so that students can understand what they are going to do, and know what they are doing.Students are often not easy to detect problems that they are prone to when they are speaking [5]. However, through role exchanges, when they are addicted to teachers, they have to pick up their own teachers, and they will definitely be particularly careful in their efforts.

4) Teachers and students evaluate each other. On the one hand, teachers, as facilitators, instructors and collaborators of student learning, should provide students with the necessary evaluations to enable students to recognize their strengths and weaknesses and help students to make meaningful learning. On the other hand, as the main body of classroom teaching, students should also provide opinions and suggestions on teachers' teaching objectives, teaching methods, teaching methods, teaching content, teaching progress, etc., to help teachers reflect on the teaching process and curriculum reform, thus improving their teaching.

5) Interaction between students and students [5]. a) Group discussion. As one of the main forms of inter-student interaction, group discussion can not only fully mobilize the enthusiasm of students to participate, improve the fluency of oral expression, but also cultivate their sense of responsibility and independence, enhance their motivation, cultivate cooperation spirit and create a harmonious class atmosphere.

b) Inter-group communication. After the group discussion, the group and the group exchange, the teacher first let the more mature group representatives speak, report the conclusions of the group on

the content of the discussion, and then supplemented by other groups, or put forward evaluation and questioning, so naturally promote further discussions and answers between groups [5]. Through inter-group communication, students with poor ability to solve problems independently can learn and improve their abilities in cooperation with their more capable peers. If students can actively participate in this kind of communication activity that you come and go, not only will the input of comprehensibility be greatly increased, but the language output of understandableness will also multiply.

c) Student and student mutual evaluation. Studies have shown that the interaction between peer groups is far greater than the influence of teachers and parents. Let students assume the responsibility of evaluating peers, establish a united and harmonious evaluation group under the premise of mutual respect and equality, let the group members carry out positive interactive evaluation, and promote mutual exchange and common improvement among students [6].

4.2 Graded speech mode teaching.

The following is a brief introduction to the classroom organization and implementation of English speech teaching in combination with specific teaching practices [6].

1) Basic knowledge of the preparation The teacher prepares the basic course of the presentation and the collection and preparation of the presentation materials according to different types of presentations [7]. For example, the main forms of speeches include: fixed-point speeches, impromptu speeches, answering questions, debates, etc., and each course is offered for each type of lecture, such as the writing of English-language speeches, the critical interpretation of speech topics, the structure of impromptu speeches, The divergent thinking of the impromptu speech, the speech body language and so on.

2) Simulation speech. While teaching students the basics of speech, they should arrange students to carry out appropriate amount of simulation exercises according to the principle of gradual and orderly progress [7]. Even in the graded teaching, students with higher levels of English have certain anxiety and nervousness for the speech, or it is said that even a native speaker who is very skilled in English will have a certain anxiety about giving a speech. Teachers must grasp the level of teaching and gradually arrange the training content.

3) Speech actual combat. The University English Speech Contest held by the Provincial Department of Education is the best platform for English speeches. Participants generally need to pass faculty-level competitions, school-level competitions, and finally to represent the school to participate in provincial competitions, and even the national finals. Each stage of the competition is a valuable opportunity for students to exercise and learn [5]. The lecture class can also be targeted training according to the form of the competition.

4) Analyze student needs. There is a big difference in students' English learning needs. On the one hand, educators should guide students' English learning needs, and at the same time, they should meet the students' individualized language learning needs as much as possible [8]. Even if we use the entrance examination, students with the same English scores are assigned to the same class.

5) Strengthen teaching management. Under the grading teaching mode, the problems faced by teaching management are mainly reflected in three aspects: firstly, under the premise of disrupting natural classes under the limited teaching staff, how the teaching system arranges teaching tasks and realizes effective management of teaching affairs; It is the allocation of teachers. In order to focus on cultivating outstanding students, some institutions will also choose some better teachers to teach in the corresponding classes [8]. This will affect the enthusiasm of other teachers and affect the enthusiasm of students at other levels. Although the graded teaching provides teachers with the conditions for teaching students in accordance with their aptitude, that is, creating a space for the teachers to fully play their roles, but to what extent are the academic achievements of the students in different types of courses achieved comparable? It is also a question of testing the wisdom of education administrators.

6) Strengthen teacher cultivation. Under the hierarchical teaching mode, the teacher's own learning is even more urgent. Graded teaching is inevitably a kind of individualized teaching. Although the

implementation of the university is only a relatively extensive hierarchical teaching mode, how to meet the individualized needs of college English teachers puts higher demands on teachers [8]. Taking the speech as an example, not to mention that the teacher's basic English ability should maintain a certain state and level, it is also a huge challenge for a non-native country.

5. Summary

All in all, the innovative exploration of college English speech teaching mode can help teachers effectively break through the problems in the traditional English teaching process, make the teaching methods and content more scientific and reasonable, thus effectively improving the efficiency and quality of English speech teaching in colleges and universities, ensuring colleges and universities. College students' comprehensive English literacy can better meet the requirements of the new era.

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