

## Talking about Construction of Speculative Ability training model in College English Teaching

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**Abstract.** As an important subject, English is a necessary language tool for students to participate into the international community. Different from education and training modes of other subjects, the construction for training mode of speculative ability is particularly important in English teaching, which is relevant to the student's study effects, and also has great help for the students in the community in the future. This paper shows the importance of speculative ability in English teaching, and the current teaching of speculative ability in College English. It also analyzes teaching situation of speculative ability and explores optimization strategy to construct the training mode of speculative ability in College English education.

### Introduction

English is closely related to the future development of students. College English is a necessary tool for the students to attend into activities of international community [1]. However, from the current situation of College English teaching, teachers in classroom only focus on English knowledge teaching, ignoring cultivating the speculative ability of students due to the influence of examination - oriented education. With the deepening education reform, the cultivation of students' speculative ability in new period has become the main content of universities. Therefore, universities should pay more attentions to cultivating students' speculative ability. This paper discusses the construction of training mode of speculative ability in College English teaching.

Speculative ability was proposed in the 1960's to 1970's, when the reflective thinking ability was put forward. It refers to the deep analysis ability of individuals for beliefs and assumptions etc, while speculative ability is a kind of capacity to make self inspection and judgment. Such judgment is always presented by interpretation, evaluation, inference and analysis, etc., by which, we can see that speculative ability will be a powerful tool to learn English, and it plays an important role in strengthening the cultivation of speculative ability of college students.

### Importance of speculative ability in College English teaching

The cultivation of speculative ability in college English teaching is the requirement of education in the new period. There are several important elements for speculative ability, including speculative ability, speculative attitude and personality features, which is important for students to expand their way of thought, analyze and solve problems. The cultivation of students' speculative ability in college English teaching is of great significance to the future development of college English education, which is the foundation for the cultivation of excellent English teaching talents, so as to have solid foundation to construct the excellent English teaching talents. With the deepening education reform, more importance has been given to training of speculative ability during College English education, which will guide the students to think actively, cultivate their innovative ability, and promote the quality of College English education.

## **The current situation of speculative teaching in College English**

The traditional examination-oriented education is one of the problems that affect the cultivation of the speculative ability of college students. Most of the teachers pay more attention to the academic scores, just care about instruction and teaching, and ignore the cultivation of students' speculative skills. Therefore, students will only recite and memory the knowledge mechanically; once students encounter some difficult questions, they are short of ability to solve it. Although students all have a certain ability of speculation, the examination-oriented education will hinder the development of students' speculative ability. Therefore, teachers should break the traditional concept of education and teaching methods, strengthening the cultivation of the speculative ability during the process of College English teaching.

The content of student's speculative ability cultivation in College English curriculum is too little, which makes students unable to develop their thinking ability. Generally speaking, teachers teach students on the stage, while the students just receive information. This mode will limit the good development of students' speculative ability. It is very important for students to get special training for such speculative ability, while the learning environment provided by universities is not always optimistic. The lack of speculative courses also has a great impact on students' speculative ability. These are the reasons that affect students' speculative ability, so universities should also improve their curriculum arrangement.

The main goal of College English teaching is to cultivate students' communicative competence in oral English, but methods applied by some teachers are not suitable for students' learning features, which affects the teaching quality of College English [2]. The reason for poor ability of students to resolve the problems encountered in their study process is that they could not establish a deep understanding of the knowledge and grasp the essence of knowledge. Therefore, most students don't have resolutions for the difficult questions. Because their thinking is too confusing, and they can only analyze the questions from the surface, and can not resolve the problems from the root.

## **Constructing optimized strategies to cultivate students' speculative ability in College English teaching process**

Students with good speculative ability will be more honest, open, perseverant and self-confident in their emotion. Therefore, we can proceed it from the following several aspects. First, improve the teaching environment to let students learn in a relaxing and active environment. Secondly, teachers should encourage students to ask more questions, and analyze the nature of questions so as to improve their ability to solve questions. However, some students in the classroom are afraid to ask questions, blindly following teachers' learning habits. Hence, students will lose their independent ability to analyze and solve problems, and in further extent, their self-confidence, curiosity and speculative ability will be gradually weakened. Therefore, teachers should pay attention to the cultivation of students' emotional characteristics, expand communication with students equally, and train students' ability to think over the question in the good atmosphere.

For example, when students study the class of "Text A- Smart Cars", the teacher can let students use their imagination, and divide them into several groups to discuss the future development of smart cars. Such process can help students to develop their way of thinking, inspire a deeper understanding of automotive knowledge and obtain more related knowledge. When students ask questions, the teacher should specifically analyze the problem and resolve the main part of the problem. When students put forward: "what are the advantages of smart cars?" The teacher can reply: "Intelligent cars that are more environmental-friendly?" This will not only improve students' English expression ability, but also cultivate students' speculative ability.

Therefore, teachers should create a good teaching atmosphere during the teaching process so as to bridge the gap between teachers and students, and build up the equal communication between

students and teachers. Secondly, teachers should encourage students to propose questions, throw off their airs, join in the discussion with students, and properly guide the thinking of students so as to improve students' speculative ability.

The speculative ability can be acquired through intentional training, and students can gradually have self regulating capacity by the cultivation of speculative ability in class. Students will continually plan, inspect, adjust and evaluate their thinking ability, and teacher should exert their initiations and leading role, cultivate students' emotional features and improve their speculative ability and English skill.

The teaching of speculative ability can be divided into two parts, mainly including independent curriculum type and content-based type. The independent curriculum type refers to the independent setting of training courses for speculative ability, which is helpful to improve students' ability of thinking. Content-based type refers to a kind of English teaching method based on the content of the subject. Students acquire knowledge in the medium of language teaching, and their ability to speculate will also be improved in this process naturally. In the current developed countries, there is a special subject to teach students to develop the speculative ability, and it focuses on the cultivation of students' speculative ability in other subjects. However, it needs a lot of teaching resources to set up a course on specialized training, which will impact the related professional courses and credits in university, thus it will affect the normal operation of teaching. Therefore, the combination of subject knowledge and speculative ability can better enhance the students' ability to analyze the issues and solve problems independently. Through the cultivation of students' thinking ability, it can effectively improve teaching quality and realize the teaching objectives in College English.

In College English teaching, teachers should break out the traditional teaching ideas and teaching mode, adopt the open teaching methods, and properly guide students to think about the problems so as to cultivate students' ability of thinking. Questions can be used to stimulate students' thinking. In addition, teachers also need to strengthen the students' independent learning ability, so that students can learn to analyze and solve problems independently, by which the students' enthusiasm for English learning can be inspired and their speculative ability can be improved.

For instance, when talking about "what are your views on the author's use of language", students can be asked to think about some questions. The questions with open answers can expand their way of thinking, and cultivate their speculative ability. Students can analyze the problems from different views and it will improve their perception and judgment.

To take another example, when students study the article of *A Brush with the Law*, the teacher can also propose some questions, such as "What is the author's identity?" "Why does the author appear in court?" These questions will give students space to focus on these questions to analyze them, let them think about the questions and find the answer for the questions, which will make them develop a good learning habit.

Curriculum evaluation is an important part of teaching; it can inspect how much the students grasp the learned knowledge and the teaching quality. However, from the current situation, there are a few deficiencies in curriculum evaluation. To sum up, the evaluation methods are too simple, the contents of evaluation are too limited, and the evaluation criteria are still unclear. Therefore, teachers should reform the evaluation methods from the following three aspects.

a. Enrich the evaluation forms and focus on subjective tests. In addition to the traditional tests, the teacher can increase several evaluation forms such as group discussion or debate, providing the chance for students to enhance their ability of thinking [3]. In the process of selecting test content, some selective questions will be changed into writing style questions, so as to inspect student's ability to flexibly use the English knowledge, and improve students' speculative ability. For example, in oral English exam, students can be allowed to express their ideas on one theme, which will make the examination form more flexible, change the previous self presentation style and expand the students' way of thinking.

b. Strengthen the speculative features of evaluated content. The speculative questions can be added to the test mode, in order to inspect the students' speculative ability and increase the weight of it in the evaluation.

c. Specify the speculative ability assessment standard. Because there are some differences among different students, teachers should divide them into different levels according to actual situation. The teacher shall design some different assessment questions to students based on their levels. Meanwhile, the recognition standard shall be used as rules to cultivate the speculative ability of students so as to survey speculative ability from different levels. Besides, thinking emotional characteristics can also be added to the evaluation in terms of their curiosity, confidence and openness. This will better evaluate the speculative ability of students and give sufficient play to the role of evaluation.

## **Conclusion**

All in all, speculative ability is closely related to the development of students. As a result, teachers should pay more attention to the cultivation of students' speculative ability [4]. However, cultivation of speculative ability is inadequate in the current College English teaching, because it is mainly affected by the traditional examination- oriented education, curriculum arrangement and setting, confliction between the superficial cognition and inner cognition of students. Therefore, teachers should create a good classroom environment, encourage students to ask questions, combine knowledge learning with language learning based on course contents, strengthen student' independent learning ability, encourage their individual study, reform the evaluation measures and exert the role of formative assessment. Only in this way can we cultivate the students' speculative ability, and ensure the speculative ability to be successfully cultivated by College English teaching.

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