

Construction and Optimization of College English Oral Teaching System Based on Demand Project Theory

Rong Li

Sichuan Vocational and Technical College, Suining, Sichuan 629000, China

Keywords: Demand project theory, College English, Oral teaching, Teaching system, Teaching evaluation

Abstract: Under the circumstance of the tide of economic globalization and China's accession to the WTO, China is in urgent need of cultivating compound talents who understand both foreign languages and international business. In order to meet the needs of this situation, more and more colleges and universities have opened business English majors in recent years, aiming at cultivating the comprehensive development of morality, intelligence, body, beauty and labor. They have a solid English language foundation and a good English communication ability. The systematic business knowledge, good at cross-cultural communication, can adapt to economic globalization, and have comprehensive English talents with international competitiveness. Business English is a branch of English for Specific Purposes (ESP). To make the business English major special and effective, we need to learn some research methods for English in specialized use. Research results to guide our curriculum. Researchers in specialized English generally believe that only business English courses based on needs analysis can become effective courses.

1. Introduction

The "Basic Requirements for the Teaching of Foreign Language Courses in Higher Vocational Education" promulgated by the Higher Education Department of the Ministry of Education in the past year indicates that students in higher vocational colleges should strengthen the initial training of listening, speaking, reading and writing, so that they can engage in daily activities and business in diplomatic affairs, as simple oral communication and written communication during the event. The "Business English Speaking" course is a vocational basic compulsory course based on the business English major and the international trade professional training mode of higher vocational colleges. It is also a language skill training course, which is to develop students' oral expression ability and communication ability. Play an indispensable role. In the actual teaching process, most of the higher vocational colleges that offer business English oral courses still choose to adopt the basic mode of traditional basic oral English teaching that is, according to the sample of teaching materials and then imitate the model. This kind of teaching mode lacks the dual interaction of pedagogy. The teaching content is out of line with the level of students and the level of demand, and does not follow the law of demand for students' oral learning. Therefore, it is impossible to fully stimulate students' interest in oral learning and effectively improve the quality of classroom teaching. This paper puts forward the idea of constructing the oral English teaching mode of vocational English based on the demand theory, and discusses from the teaching content to the teaching design, in order to make up for the shortcomings in the oral English teaching of higher vocational business, and further improve the teaching of the course quality.

The business English major is an emerging major in China's colleges and universities. At present, there is no unified teaching syllabus, and there is no uniform standard in the curriculum. Most of the schools are based on their own school ideas or school conditions. The curriculum should be based on a needs analysis. However, for a long time, demand analysis has not received enough attention in the curriculum of business English in China. Course designers often judge what kind of courses should be offered from an academic point of view. Courses set up in this way will inevitably have a gap with the needs of students and the actual work requirements in the future.

In today's economic globalization, international business contacts (involving trade, transportation, labor, technology, investment, service trade, etc.) are becoming more and more frequent. The demand for English talents has changed, and they have a good command of English. Business English talents with certain business knowledge and proficiency in business operations are favored. Therefore, as one of the branches of English for Specific Purposes (ESP), business English has developed rapidly in recent years, and its research has gradually formed a boom. At present, more than 1,000 colleges and universities in China have set up business English majors/directions or business English courses. The training goal is to cultivate a solid foundation of English, a broad international vision, and reasonable international business knowledge and skills. The basic knowledge and theory of economics, management and law, with high humanistic literacy and intercultural communication and communication skills, can be used in English in the international environment for business, economics, management, finance, foreign affairs and other work.

2. The Proposed Methodology

Construction and Implementation of Formative Evaluation of Oral English Teaching. In the fast-developing economic era, English has become the universal language of the world today. It has been widely used in real life, so spoken English plays an extremely important role in the social life. Spoken English is a subject of communication and a tool for external communication. It is unusual to have a good level of oral English communication for external communication. The purpose of oral English teaching is to develop students' comprehensive English knowledge, develop students' comprehensive and comprehensive use of English knowledge to communicate and communicate skills, and improve students' oral communication. The characteristics of oral English teaching are multi-dimensional. It is necessary to have diverse teaching contents, the teaching mode should be novel and unique, and the teaching evaluation methods are diversified. However, the current teaching mode does not combine the characteristics of spoken English with the development requirements of the social age. The application has led to some problems. The traditional college oral English teaching is mainly based on the teacher's telling and demonstration. The students carry out the imitation exercises, and the main position is not fully exerted. This is not conducive to mobilizing students' enthusiasm for learning spoken English, resulting in a low level of spoken English.

In the context of the network environment, teachers often search and organize the spoken English content of the spoken English before the English classroom teaching, and organize and integrate it. Especially for some background information in spoken English, teachers can effectively screen and integrate materials that are helpful for their own teaching, so as to effectively prepare lessons. In the process of teaching, the teacher presents the integrated learning resources to the students in the form of multimedia courseware, and the students can obtain more useful knowledge through the display of multimedia courseware. In this kind of network background environment teaching mode, create a good learning atmosphere for students, stimulate students' interest in learning spoken English, mobilize their enthusiasm for learning spoken English, and attract them to participate in the classroom of online teaching. The active classroom atmosphere enables students and teachers to interact and communicate in both directions. Through two-way interaction, students can understand the problems they have in the learning process and correct them. In turn, students can better learn English. Improve oral English communication skills. In addition, teachers and students can use the Internet to create a network platform for resource sharing, allowing students to learn independently, communicate and communicate between teachers and students, learn from each other, learn from each other, and make better use of the network environment. It can maximize the network environment and make use of the characteristics of college English, which will increase the fun of students' oral English learning and change the boring and mechanical dullness of the traditional teaching mode.

Formative Evaluation and Demand Project Theory. Formative evaluation is to monitor and evaluate students' learning, emotions, cognition, etc. in the teaching process, provide timely feedback

information for teaching, help find the reasons for problems in teaching and learning, and facilitate timely measures and adjustments with the form of evaluation that satisfies the needs of students and improves the quality of teaching. The purpose of the evaluation is to detect all aspects of teaching, to diagnose problems in teaching, to provide feedback for teaching, and to enable teachers to adjust teaching methods and means in a timely manner to improve teaching quality. The content of the evaluation is the content of each lesson or per unit, and the local ability of the students is tested. Because the formative evaluation runs through the entire teaching process, the evaluation time is flexible and can be carried out many times with the classroom. Therefore, various evaluation forms can be used to stimulate the enthusiasm and enthusiasm of the students, and it is also convenient for the teachers to understand the knowledge of the students in a timely manner.

The characteristic of formative evaluation is that the role and role of teachers have changed. Teachers are no longer the dominant players in the classroom, but the guides for student learning. In the classroom, teachers no longer take up most of the time to explain the knowledge points, and carry out infusion-type duck-filling teaching. Instead, they use students as the center to stimulate students' initiative and creativity through various evaluation methods, and encourage students to actively participate in class oral activities. Come. In addition to preparing the content of the teaching materials, teachers should also observe the students in the teaching practice, communicate with the students to understand the characteristics of students and existing problems, adjust the teaching methods in time and summarize the formative evaluation plan that can effectively stimulate students' enthusiasm and enthusiasm for learning.

Influenced by its theory, other disciplines also put forward the idea of constructing a subject teaching model that follows the needs hierarchy. The teaching content of the business English oral course in higher vocational colleges should not only reflect the requirements of the business communication needs hierarchy, but also show the ideas of the vocational education-oriented work process. Therefore, the content of the course design can follow the business process, from the basic communication requirements module to the advanced business activity exchange module.

Traditional Business English Spoken language teaching is mostly carried out according to the teaching material unit. Some teaching materials are processed according to the foreign trade workflow from establishing business relationship to shipping and statement. Some textbooks are written according to the task scenario, such as at the bank, at the airport, etc. The textbooks are written with their own characteristics, but there are few textbooks that add basic voice training. The demand can refer to the objective needs of the learner's future language use, that is, the language knowledge and skills that the learner should master in order to effectively use the language in the target occasion. The objective requirement of using the language in the future target situation is called "Target demand." Target needs are further subdivided into necessities, lack of knowledge, and want to learn. The so-called must-learning knowledge is the knowledge that the learner must master in order to successfully complete his work in the future; the lack of knowledge is the gap between the current level of knowledge and the target level; the knowledge to be learned is the specific face of the learner. I feel the part I want to learn from the situation.

Demand analysis is the front-end analysis of the curriculum. The ultimate goal is to obtain effective data, and on this basis, determine the teaching objectives, adopt teaching strategies, and implement teaching activities to ultimately meet the needs of students and improve the effectiveness of teaching. Therefore, the ability to do in-depth and meticulous needs analysis plays a crucial role in setting the syllabus and choosing the right materials. In addition to the importance of curriculum design, demand analysis is also important for teachers to improve teaching methods, improve teaching efficiency, and achieve teaching goals.

The curriculum is to determine the teaching objectives of the curriculum based on the needs analysis. The key to the needs analysis is to find out the distance between the learner's existing language ability and the level of business knowledge and the degree they are expected to achieve. In the target, the outline is designed, the curriculum is set, the teaching materials are written, and the teaching and learning links are evaluated according to the objectives. Of course, the actual demand for talents in society is constantly changing. The curriculum should also keep abreast of market

dynamics. Through social research, graduate follow-up, listening to opinions from industry insiders and employers, we can understand the market's ability to compete. The latest requirements, timely adjustment and revision of teaching plans and syllabus, inspection and adjustment of curriculum and teaching content, enrich the content of the curriculum, and open courses that meet social requirements and learner needs.

Innovation of College English Oral Teaching. In the context of the network environment, for college English speaking teachers, it is necessary to master the multimedia information network technology, be proficient in operating various office software to make full use of network resources, select appropriate teaching resources and learn for teachers and students for use. It provides a good foundation for students' oral English learning, creates a good learning environment for students, stimulates students' interest in learning spoken language in a good learning environment, and improves students' oral English skills.

Teachers should change the traditional teaching mode and teaching concept, and conform to the concept of education development in the times. In the teaching of spoken English, the students' main position is fully utilized, and the new teaching concept is used to mobilize the students' enthusiasm for learning, to exert their dominant position in the teaching process, to guide students' learning, and to emphasize the new teaching with students as the main body. The concept is to return the class to the students, let the students actively learn, and let the students to give lectures and conduct group discussions and exchanges. It is also possible to exercise the English speaking level of the students through the activities of the English drama performance, increase the students' interest in learning, and make the classroom teaching atmosphere become active. Cultivating students' English thinking level has an important role in the level of English communication.

Teachers also need to provide students with online information resources, so that students have more platforms to collect oral English materials, self-study in spoken English, master oral English skills, and gradually improve students' oral English. Teachers also need to improve their English speaking skills, and combine with network information technology to teach students some oral English skills and demonstrate for students. Spoken English is an instrumental subject. The form of multimedia teaching can display the English knowledge acquired, open up the students' horizons, expand the students' knowledge, cultivate students' language thinking, and enable students' language thinking to develop.

3. Conclusion

In the information age of rapid development of the network, it is necessary to make full use of the advantages of the network and the basic characteristics of college English spoken language for effective integration and application. Make the teaching mode of university English spoken language more novel, orderly and efficient. The study of spoken English requires students' own efforts and the need for active guidance from teachers to better improve students' oral English expression, better oral communication, and improve oral expression skills.

References

- [1] Kartchava, E., Gatbonton, E., Ammar, A. and Trofimovich, P., 2018. Oral corrective feedback: Pre-service English as a second language teachers' beliefs and practices. *Language Teaching Research*, p.1362168818787546.
- [2] Bowers, J.S. and Bowers, P.N., 2017. Beyond phonics: The case for teaching children the logic of the English spelling system. *Educational Psychologist*, 52 (2), pp.124-141.
- [3] Yesbulatova, A.S.R., 2018. Using innovative technologies in project method of teaching Kazakh and Russian. *Eurasian Journal of Philology: Science and Education*, 170 (2), pp.224-229.
- [4] Hashemian, M. and Heidari Soureshjani, K., 2017. An analysis of pronunciation errors of Iranian EFL learners. *Research in English language pedagogy*, 1 (1), pp.5-12.