Development and Application of English Listening and Speaking Teaching Materials

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Abstract. All along, there is a misunderstanding of English teaching in China, which ignores the basis that listing and speaking should be the foundation of English learning. How to improve English listening and speaking ability is an important topic in English education field, which has caught the attention of English teachers and researchers with rich research results. However, researches about how to adopt the principle of teaching design to guide the English listening and speaking teaching material development so as to improve their ability remain scant. This paper starts from the reality of English teaching and then carries out relative curriculum design. In the course of implementing courseware, teachers take CD as teaching materials, and students receive a dazzling array of understandable input to carry out output-oriented practice so as to improve their listening and speaking abilities.

Introduction

With the arrival of economic globalization and the era of science and technology integration, we are facing an international environment with frequent exchanges as well as more fierce competitions. In this new situation, enhancing the comprehensive ability of students' English level, especially the listening and speaking ability so as to help them adopt English to carry out effective oral communication has become a crucial topic in education reform. However, there is a large gap between the current situation and requirement. Therefore, how to narrow the gap, and improve students' listening and speaking ability have been highlighted by lots of English teachers and researchers.

This paper combines the researching features of educational technology, which firstly introduces the current English teaching condition, and then introduces relative teaching material applications. The research group begins to design from the whole framework and carry out the content of each unit as well as specific steps; based on this, the research group prepares a teaching unit as standard and meanwhile establishes the difficulty, collect information so as to complete the preparation for each unit. In the course of preparation, researchers exchange their comment to modify in time. To conclude, this paper expects to help students' English listening and speaking ability.

Current Condition of English Listening and Speaking Teaching

Mother Tongue Interference. It is the most difficult part in reform or the one cannot be changed until now. Therefore, class teaching is the only place students talk in English. What's more, while carrying out English conversation, Chinese students cannot learn the foreign language rules. Besides, in traditional English teaching, the class seems to be the only way to learn English.

Written Test. At present, China has a problem of exam-orientation while choosing talents, especially written test, and the English ability test is no exception. Therefore, the focus of English teaching is grammar, vocabulary as well as exercise. Besides, most of schools have listening and speaking test, which yet take written test as the focus, wile teachers also ignore the English listening and speaking.

Lack of Communicative Competence Cultivation. The classroom teaching environment is limited and teachers cannot create colorful teaching contexts which cannot meet the requirement of English listening and speaking training and therefore, there should be lack of communicative

competence cultivation. As a result, many students are dumb in listening and speaking.

Theoretical Research Evidence for Studying and Teaching

The theory for studying and learning should be learning theory and teaching theory. Even though, effective learning theory cannot tell us how to carry out classroom teaching, which can provide us with a feasible starting point for general education. It can be said that, a proper teaching theory should be built based on relative learning theory.

In behavioral learning theory, the relation between stimulus and reaction will affect the learning effect while learning condition shall impact on learners; in cognitive learning theory, we have to take into individuals into consideration while learning. Besides, learning motivation will promote and guide learning behavior; in constructivism learning theory, the completion of learning tasks should be properly set in the circle of competence while existing knowledge will affect learning effect.

Learning theory is descriptive, which can explain the first question: which variables will affect learning? teaching theory is indicative, which can explain the second question: how to organize the variables; teaching design theory is prescriptive, which can explain how to optimize the variables. The process from learning theory to teaching theory to teaching design theory is the process from basis to implementing and to application, among which learning is the goal, teaching is the means while teaching design is the tool.

Teaching Design for English Listening and Speaking Materials

The CD demonstrates the combination of teaching and learning in terms of teaching content design and the whole framework is clear. Even though the topic of each teaching unit is different, the framework is the same, which are made up of learning objectives, warm up, input, output and appreciation (shown in Fig. 1)
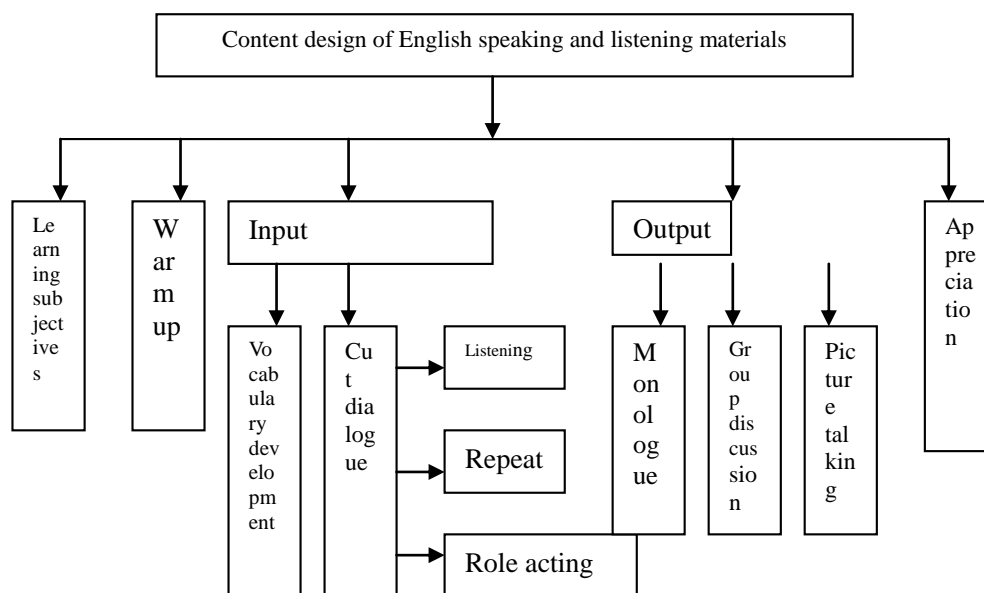

Figure 1.

Learning Objectives. Learning objectives mean learners have to accurately express with observable and measurable behavioral terms with the knowledge and skill that learners master after learning.

Warm up. Warm up means designers prepare some short stories for learners to read and recite important sentence patterns and paragraphs which are related to course topics before officially intruding learning contents so as to help them enter the study state in advance. It is just like the

warm up exercise when athletes compete in a running race, which is a necessary part of learning.

Input. Input means to explain the learning contents, which include vocabulary expansion and short conversation and learners will learn from the easy to the difficult one, from vocabulary to sentence and from sentence to articles.

Output. If input is mainly for learning and the output is about various exercising which mainly demonstrate the principle of learner participation. There will be some hints, making up the thoughts and key words for oral expression and learners can practice on their own with these hints.

Appreciation. After the input and output, we come to the last part about appreciation, which do not exert pressure on learners because they can review the next article or expand their knowledge related to the topic.

Learning objectives, warm up, input, output and appreciation compose the framework of CD which are beneficial for teachers and students.

Conclusion

This research proves that the theories in developing English listening and speaking teaching materials are effective, which can provide references for similar researches. The theoretical base of this paper are learning and teaching theory as well as teaching design theory. What's more, it includes three learning theories-behaviorism, cognitivism and constructivism. Besides, it also talks about the second language acquisition and the integration of listening as well as speaking and communication skill. The full application of these theories can be guidance in the teaching course design with a certain reference value.

This paper applies the application to the English listening and speaking teaching CD design, and the design of each teaching unit is carried out based on fully implementing Gagne's 9 learning activity design theory which achieved the expectation, proving that his theory is effective in computer-assisted English listening and speaking teaching.

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