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Teaching design based on english listening and speaking of e-learning

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ABSTRACT

The paper studies how the E-learning (multimedia network) used in courses designed to improve the quality of teaching English listening and speaking course. In this study, the first to take a literature study, based on the behavior of the people, cognitive theory, also by studying the literature, the use of qualitative methods elaborated on the concept of E-learning and characteristics, as well as the importance of teaching English listening and speaking of E-learning in modern English, and to further explore the moment for Chinese domestic network teaching English listening and speaking course meaning. Secondly, this study took a model simulation; the modern which combined teaching principles of design and modern IT technology for the effective integration of network building listening and speaking instructional design model. Last, this study used the five Likert Method of teaching English listening and speaking network design model to make a comprehensive and effective assessment, evaluation results obtained 4.92, this data shows that the model meets Chinese English listening-speaking teaching requirements, and it can effectively improve the students listening and speaking ability, with a high promotional value in English teaching practice.

KEYWORDS

Listening-speaking in English courses; Curriculum design; E-learning.



INTRODUCTION

With the rapid development of modern information technology, information networks and college English courses combined closely, which gradually changed the nature of college English teaching fundamentally, while college English teaching gradually moving online teaching modern multimedia network era. English listening and speaking course is a basic course of college English teaching, an excellent command of English model can effectively enhance the learners' listening and speaking abilities. Under current network environment of China, it is a totally new topic for English educator to know how to use information technology to establish a reasonable and efficient network of English listening model. Multimedia E-Learning curriculum, it is possible with modern computer network technology, multimedia software technology and E-Learning concepts and other advanced technology to improve the level of network multimedia technology in practice life. In this study, E-Learning theory as the basis, using the model simulation and making a comprehensive analysis of the ADDIE model, characterized by Dick & Carey model, Kemp model, SREO model. four instructional design models have an advantage, on the basis of the applicable building College English Listening Teaching in educational design model and taking Likert five-volume method to conduct a comprehensive evaluation of the model, based on the assessed value of 4.92 prove further the feasibility of this model in university English teaching practice.

E-LEARNING THEORY AND THE SIGNIFICANCE OF CHINESE NETWORK TEACHING ENGLISH LISTENING AND SPEAKING COURSE

E-Learning theory content

E-Learning is the abbreviation of Electronic Learning, Chinese called digital learning, e-learning or networked learning. Different translation name represents a different focus: digital learning emphasizes multimedia technology; e-learning emphasizes electronic; networked learning emphasized on E-Learning should make full use of Internet resources. That is E-Learning mainly use digital technology, is committed to using information technology to transform and guide network of modern education. Generally believed, E-Learning use the Internet as a platform for teaching, and take advantage of modern information technology which offered with a new communication mechanism and rich-resource learning environment. E-Learning is a new learning model in Modern, therefore, in higher education has added this new form of teaching "online education", and "online education" popularity, it would reflect the expectation of E-Learning.

The significance of E-Learning Theory to Chinese English listening and speaking Network Teaching

At present, Chinese domestic scholars on computer networks college English teaching and research covers a wide range, mainly to explore the theory, teaching resources, teachers and students, learning language environment, teaching evaluation and testing, ecological foreign language teaching, curriculum, information technology and curriculum integration studies. However, the teaching of English listening and speaking as a basis for disciplinary learning English also need to further raise awareness of its importance. In today's modern technology, the use of E-Learning theory and technology play an important role in building a network of qualified instructional design model and improving the quality of teaching English listening and speaking.

NETWORK DESIGN MODEL OF ENGLISH LISTENING AND SPEAKING TEACHING

Instructional Design

Instructional Design is an important part of teaching development. It is based on the teaching object and teaching objectives and determines appropriate teaching beginning and the end, at the same time, it optimizes several teaching elements rationally eventually forms a systematic process of teaching programs.

To form a reasonable and reliable instructional design model, you should analyze each variable carefully that educators teaching activities that may arise, and organize learning resources, planning learning steps combined with the entire learning plan system, you will learn the basic principles of teaching theory decomposed into teaching objectives conditions, methods, and evaluation of specific plans chain of steps. The latter of World War II, teaching instructional design model was introduced to system construction, teaching model is a visual representation of the teaching theory, it is easy to understand structure to visualize ways of teaching abstract theory and display operability, and its effect can not be ignored in teaching practice. In current practice of teaching, there are commonly used mainly ADDIE model of instructional design model, Dick & Carey model, Kemp model, and SREO model.

(1)ADDIE model. ADDIE means "Analysis, Design, Development, initials Implementation", ADDIE is an abbreviation, ADDIE model is also known as "universal instructional design model", which covers a systematic teaching method (Figure 1), mainly comprising : what to learn (develop learning objectives); how to learn (to develop learning strategies); and how to evaluate the effectiveness of learning that learners have obtained (assessment of learning outcomes), ADDIE model is the basis of many other instructional design models.

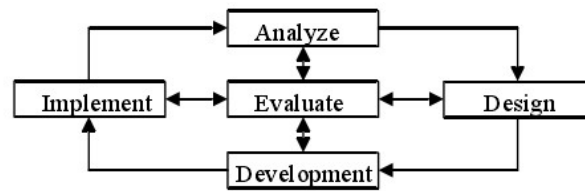


Figure 1 : The universal instructional design model (ADDIE model)

(2) Kemp model. Kemp model is evolved from the ADDIE model, it is mainly applied to classroom teaching design, and it is also known as classroom-oriented model. Kemp model focuses on considerations may affect the quality of classroom teaching of many environmental factors (Figure 2), including all the classroom environmental factors. Pedagogy generally believed Kemp embodies three characteristics of teaching: 1. An instructional design must focus on the perspectives and needs of learners; 2. Instructional design is the circular flow of development; 3. Design process instructional design model must be available and controlled.

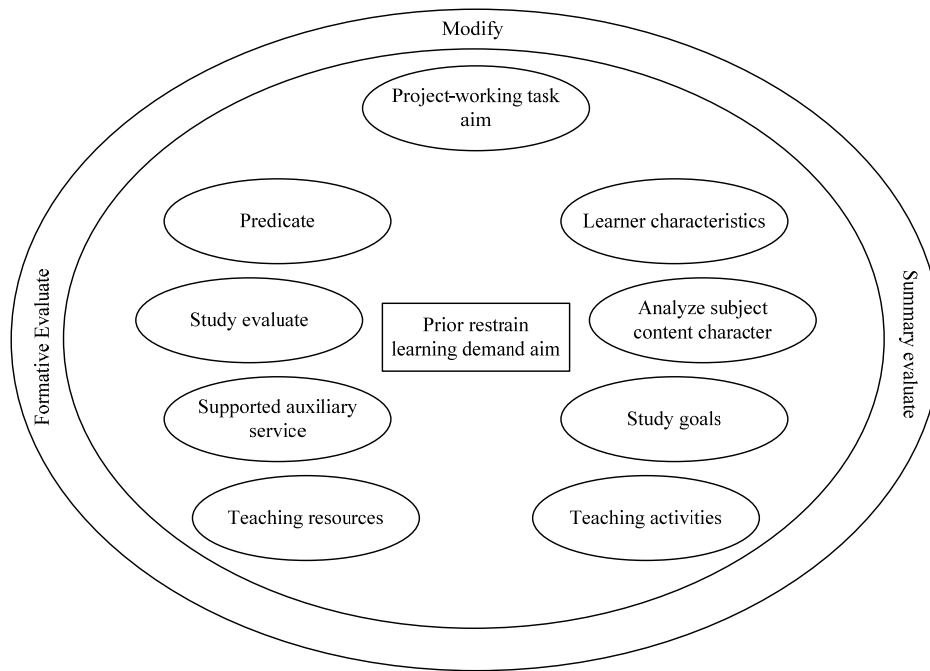


Figure 2 : classroom-oriented model (Kemp model)

(3) Dick & Carey model. Dick & Carey model, also known as Systematic Design of Instruction, it is considered that instructional design model is one of the most successful models (Figure 3). Dick & Carey model consists of ten sectors, each of the elements are bi-sexual, restricting each other and influence each other.

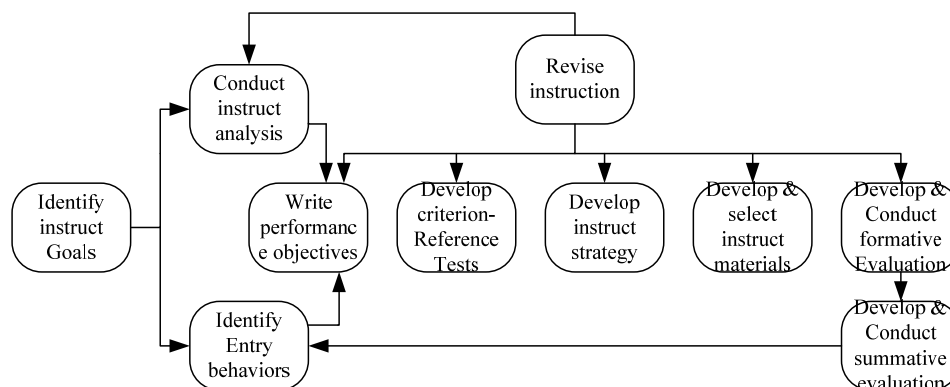


Figure 3 : Systematic Design of Instruction (Dick & Carey model)

(4)SREO models. SERO model is based on the Internet language instructional design model, which emphasizing the interaction with students and focusing on students exchange experience with the computer. SERO model consists of six aspects of 16 elements.

Under the environment of China current Internet, E-learning as a new way of learning is popular with more and more learners of all ages, although there are numerous instructional design models in teaching practice already. However, for English listening and speaking course network teaching platform has not yet been effectively teaching model development. In this study, the model simulated a comprehensive analysis of the ADDIE model, Dick & Carey model, Kemp model, SREO model, and made a full use of four instructional design models' advantages. On this basis, it builds a suitable teaching design model for teaching college English listening and speaking course.

Based on E-Learning instructional design model of English listening and speaking

E-Learning instructional design model of English listening and speaking based on the Internet platform and combined with the established teaching practice, therefore, it's also known as network design model of teaching English listening and speaking. The model is a comprehensive analysis of the existing four instructional design models, namely ADDIE model, Dick & Carey model, Kemp model, SREO model, it compared the four common and based on the needs of the network listening and speaking teaching, student-centered, task-oriented line, interactive teaching strategies for a comprehensive, scientific design. Network design model of English speaking teaching was composed by six sectors and was divided into 16 elements (Figure 4).

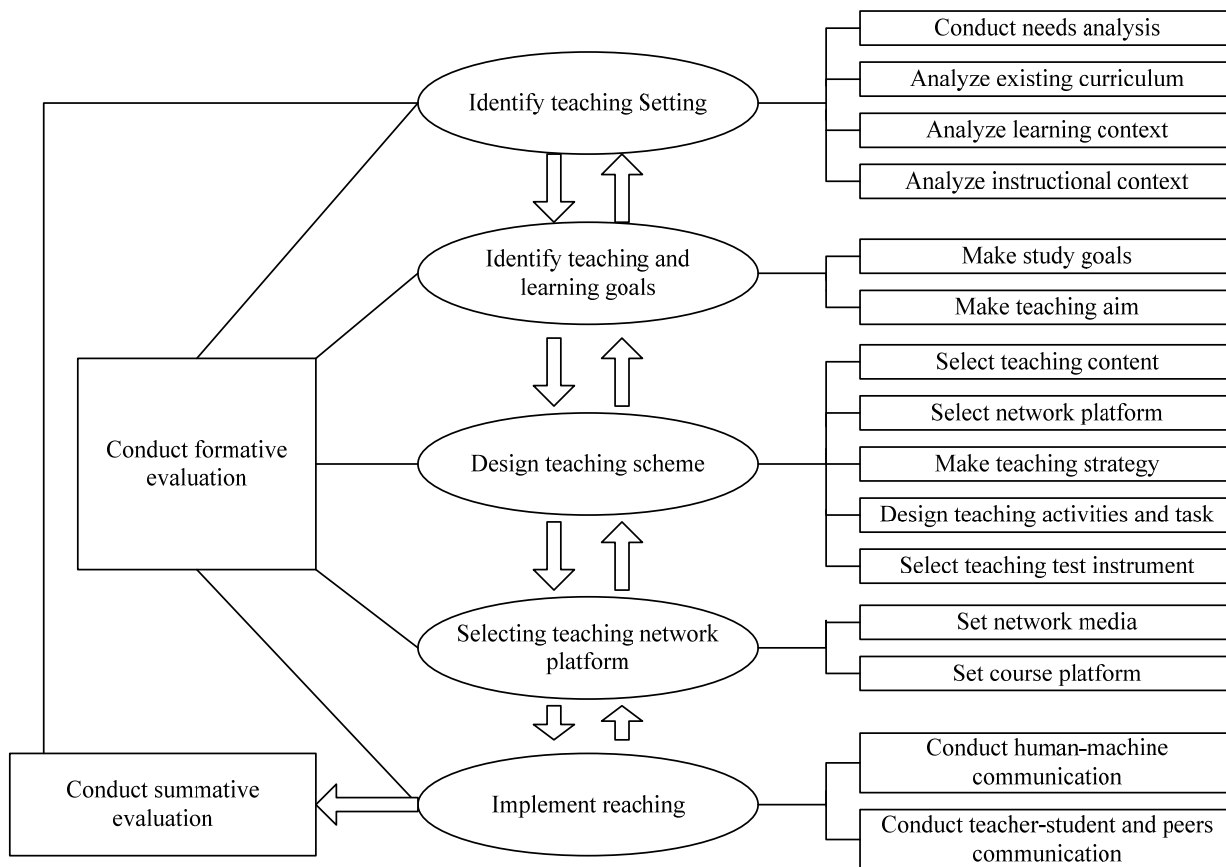


Figure 4 : English listening and speaking based on E-Learning instructional design model

Identifying teaching Setting

Before designing a specific model, the designer must understand the practical current situation of teaching English listening and speaking, which is the cornerstone of instructional design.

(1) Conducting Needs Analysis. Designers need to understand the current situation of students learning English listening and learning demands and provide the basis for further development of the teaching objectives.

(2) Analyzing Existing Curriculum. English syllabus is the guide and the cornerstone of English teaching. Analyzing of the syllabus carefully, you can specify the direction for curriculum design.

(3) Identifying Learning Context. Analyzing English learning and speaking environment, which means to assess the environment, mainly to assess teaching equipment and teaching methods.

(4) Analyzing Instructional Content. Analyzing English listening and speaking teaching environment based on the center of evaluating student satisfaction. Learning taxonomy and educational objectives taxonomy help to determine effective teaching goals.

Setting Instructional Goals

Teaching objectives are based on the identified teaching environment, while teaching English listening and speaking goals must ensure the integrity and availability.

(1) Set Learning Goals. The learners must determine the appropriate viable learning objectives of English listening and speaking. It can be divided into specific learning objectives: mastering English listening and speaking knowledge, developing listening and speaking ability and achieving considerable success.

(2) Setting Teaching Goals. Teaching objectives must be corresponded to the learning objectives, it is the starting point of all teaching activities and ultimate destination. Setting Teaching Goals need to consider the development of teaching and teaching standards expected of teaching, according to the length of the time period; it can be divided into short-term and long-term goals.

Design Lessons

English listening and speaking teaching program is specific curriculum, teaching programs should be closely linked to the teaching objectives and determine the forms of media depending on the progress of teaching.

(1) Managing Content. English listening and speaking teaching content must ensure the authenticity of learning materials strictly and create real and reliable environment and scenarios for learners.

(2) Selecting Platform Software. There are wide varieties of teaching English listening and speaking Network platforms, which requires educators select the appropriate network platform of teaching English listening and speaking of actual situation based on analyzing the learning environment and teaching environmental, such as: Web 2.0, Blackboard, Moodle, etc.

(3) Determining Instructional Strategies. Based on the teaching goals, tasks and student demand, and focusing on the choice of teaching English listening and speaking methods and techniques, the model is a task-specific and interactive teaching method.

(4) Establishing Tasks. The task of teaching is the core of the network teaching English listening and speaking, so designers need to be as the central of learning. Character designing must be close to the daily work and life situations to ensure the effectiveness of English teaching.

(5) Design Testing. In order to ensure the quality of teaching, effective language tests must be designed as a detection tool, the model also designed online test. Concretely it can be divided into English listening and speaking proficiency tests and achievement tests. The conventional test and reference test wrong sentences, the test is designed to give full consideration to the network efficient and timely feedback.

Building network teaching platform

Designers need to add specific unit of teaching content on the network platform, you can write network auxiliary materials and use multimedia tools to increase the amount of education information.

(1) Integrate Media. That is using multimedia teaching methods and making integrated use of text, images, audio, video, etc., this will apply to teaching English listening and speaking effectively, while optimizing the media mix and improving students' English listening level.

(2) Prototype Lessons. In the form of Multimedia teaching materials on the network to combine course construction and teach rigorous testing process inspection and teach effectively, also according to the test results one may be in a timely manner to adjust the curriculum to further improve the quality of teaching English listening and speaking.

Implementation of teaching

Implementation phase output teaching activities and teaching programs and teaching content in the classroom or on the network. English listening and speaking teaching must be implemented as "learner-centered" interactive teaching.

(1) Implement Student-Computer Interaction. English listening and speaking teaching classroom needs to make full use of information resources of the Internet and encourage students to man-machine communicate to increase the amount of student information and improve students' listening skills through the computer.

(2) Encouraging Peer Interaction. Interactivity is the essence of networked teaching English listening and speaking. Interactive between students include language input and speech output. It can be further divided into AC and lasted a total of exchanges.

Evaluation of teaching English listening and speaking

English listening and speaking teaching evaluation refers to the evaluation of the design process for teaching and classroom teaching results, which testing whether it is reasonable and efficient at every aspect of instructional design or teaching results are in line with expectations teaching objectives. Evaluation process has a close contact with the five links

throughout the whole design process. Mainly teaching evaluation includes Conduct Formative Evaluation and Conduct Summative Evaluation.

(1) Conduct Formative Evaluation. Formative evaluation generally uses individual evaluation, a small group of assessments, and on-site inspection. It will revise and improve the instructional design program according to assessment feedback data; commonly it was adopted among the various links of instructional design.

(2) Conduct Summative Evaluation. Summative evaluation applies to a particular stage later of teaching English listening and speaking, which evaluating learning outcomes and other aspects comprehensively. At the same time, it can judge whether this teaching activities effective or whether it is compliance with expectations in terms of evaluation results.

ENGLISH LISTENING AND SPEAKING ON THE NETWORK INSTRUCTIONAL DESIGN MODEL EVALUATION RESULTS

The third part of this study tell a detailed description of the network English listening instructional design model six links and 16 constituent elements. In order to further confirm the validity of the model and ensure the model in English teaching practice can be used effectively, the researchers invited three experts of language education and technology education use Five-point Likert Scale to evaluate the model. Likert Scale is one of the most commonly used measure tables; it was improved by American social psychologist Likert on the original scale in 1932. Likert Scale was composed by a group of statements, which statement included "strongly agree", "agree", "not necessarily", "disagree", "strongly disagree" Five replied answers, corresponding 5,4,3, 2,1 five different scores. Plus the total of respondents for each question answered by a fraction that is his attitude toward the topic of the survey scores, and this value can indicate the level of his attitude on this issue. Researchers using Five-point Likert Scale, SPSS analyzing, model evaluation result is "very appropriate" (mean = 4.92, SD = 0.283), TABLE 1.

TABLE 1 : Assessment Model Survey

Items	Mean	SD
Every link is clear and easy to work	4.67	0.577
Every element's relevance is reasonable	4.67	0.577
Every element is appreciate	5.00	0.000
Promoting interaction between teachers and students	5.00	0.000
Promoting interaction among students	5.00	0.000
Promoting interaction between computers and students	5.00	0.000
Providing timely feedback for teachers or students	5.00	0.000
Flexible for teaching and learning	5.00	0.000
Total	4.92	0.282

According to TABLE 1, this study proposes that the network design model of teaching English listening and speaking can be applied to the development of design teaching English listening and speaking, also it can effectively stimulate students' interest in learning English listening and speaking course and change the traditional English teaching model. This study shows that the web-based E-Learning instructional design model will be introduced to English listening and speaking college classroom. The classroom atmosphere can be effectively mobilized and conduction of teaching can be ensured proper and in order. Furthermore, the quality of teaching English listening and speaking will further improve.

CONCLUSIONS

Under Internet environment of China, it is an important task to use curriculum designed to improve students' English listening and speaking ability during English education. In this study, the modern teaching principles of design and modern IT techniques were combined effectively, it constructs a network design model with E-learning-based of teaching English listening and speaking, and evaluates specific aspects of the model with Likert five Method, which conducted a comprehensive evaluation process and obtained 4.92. This indicates that the model is consistent with the requirements of English listening and speaking teaching instructional design. In order to improve students' English listening and speaking ability, this model provides a wealth of learning resources. The model will play a significant role as a modern teaching platform in the future English curriculum.

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