A Study on the Application of Communicative Teaching Method in English Listening and Speaking Teaching Based on Computer and Network

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Abstract. English is a subject that pays attention to practicality and communication, but the traditional English teaching mostly pays attention to the language form, mainly imparts the language knowledge, neglects the cultivation of communication ability and grasps the language application ability. Teachers have to spend hours explaining complicated and boring grammar rules in order to prepare students for exams. Whether "communication serves language or language serves communication" has always been the focus of debate in English teaching. In addition, computer network technology is popular in today's society, and it has been applied in the field of education. Therefore, today, I will talk about the application of communicative teaching method in English listening and speaking teaching based on computer and network.

Keywords: Communication Teaching Method, Computer Network Technology, English Teaching, Application

1. Introduction
Communication is the exchange of ideas, feelings and information between people. As two subjects of teaching and learning, teachers and students are equal, cooperative and consultative communicative relations. Students are the undertakers and practitioners of cognition; The teacher is also the bearer of knowledge, but the task and role are different. Students learn foreign languages on their own initiative and directly interact with English information sources (such as materials). Teachers are guides, helpers and guides. They can improve students' learning efficiency by optimizing the teaching process. Teaching is not only about teaching you, nor is it about listening to you, but also about the interaction between teachers and students. Teachers and students are interdependent. The object of students' cognition is English, while the object of teachers' cognition is teaching law. The progress of students' understanding of English depends on the depth of teachers' understanding of teaching rules and their guidance to students. Both sides provide information to each other, and the purpose of teaching is to facilitate this communication [1]. Thus, the communicative teaching process can be realized. Communicative competence is the concrete application of the rules of language constitution and language use in a certain situation. Communicative competence includes two aspects: linguistic competence and pragmatic competence. Only in real situations can communicative competence be of practical significance and effectiveness. In order to cultivate communicative competence, three pairs of relationships should be
made clear in teaching: the relationship between foreign language and mother tongue, the relationship between knowledge and skills; The relationship between listening and speaking and reading and writing.

2. The Thoughts and Characteristics of Communicative Teaching

The so-called communicative teaching method refers to the teaching method of English listening and speaking that strives to create a target language environment for students, takes cultivating students' listening and speaking ability as the main purpose, and encourages students to speak and use more as the main way [2].

The characteristics of communicative teaching method are very outstanding, which can be summarized as the following points:

First, teaching activities are centered on communication; Second, student-centered, teachers only as guides and collaborators; Third, from the traditional "input teaching" to "input and output combined teaching", and output is the main; Fourth, students are allowed to make mistakes in the app.

From the above characteristics, it is not difficult to see that communicative teaching method has obvious advantages. Compared with the traditional teaching method, it can better enhance the students' English listening and speaking ability.

3. Present Situation of English Listening and Speaking Teaching in Chinese Universities

In the present college English listening and speaking teaching in our country, most colleges and universities still adopt the traditional teaching method, that is, the teacher is in the position of the professor, the dominant position, the role of the students is relatively motivated by the so-called listening and speaking, mostly listening is the main, supplemented by speaking. For students, English learning is a "losing" process, students in listening and speaking class repeatedly listen to the material, remember words, do exercises, and other classes are not different, easy to produce a sense of fatigue, is not conducive to the improvement of their English application ability [3]. In addition, in the oral English test, it is difficult for students to truly transfer the English knowledge they have learned for oral output, but most of them prepare materials in advance and recite the way to deal with the test. This is undoubtedly unable to really promote the students' listening and speaking ability.

In fact, both teachers and students have long been aware of the disadvantages of "Deaf English" and "Dumb English" and hope to reverse this situation. However, in the actual teaching, most universities still use the traditional grammar translation teaching method, which can not really change the teaching status quo [4]. There are many reasons for this, and so are the problems faced by college English teachers. First of all, Chinese college students are faced with the pressure of examinations at all levels, so they naturally focus on preparation for the exam, regard words and grammar as the key, and unconsciously or intentionally ignore the importance of listening and speaking.

Second, even when practicing speaking, students may be held back by the fear of making mistakes, especially in terms of vocabulary and grammar.

Third, students have been used to passive acceptance, and when confronted with new teaching methods rashly, they are easily at a loss what to do, thus appearing to stagnate.

Fourth, teachers do not know enough about the communicative teaching method [5]. They worry that the new teaching method will bring new problems and they are afraid that they can not cope with these problems, so they take an evasive attitude.

Fifth, the testing system can't keep up. If the communicative teaching method is adopted, many teachers will have a question: how to verify the learning effect of students? How to test their English listening and speaking ability quantitatively?

4. Resolvent

In view of the above problems, we have visited many colleges and universities and analyzed the existing situation of college English listening and speaking teaching. Here we propose the following:
Many problems of students should be solved by teachers in the final analysis. The first step is to change students' learning attitude and thinking, let them realize the importance of listening and speaking, help them develop a long-term perspective, listening, speaking, reading and writing in all aspects of development, rather than just focus on reading and writing.

On the basis of changing attitude, teachers should actively create conditions for students. Of course, this puts higher demands on teachers. However, the teachers' groups themselves shoulder the responsibility of cultivating students' abilities [6]. As the saying goes, teaching benefits students as well as students. In the process of serving students, teachers' abilities will also be improved, and finally a virtuous circle will be formed. Teachers should carry forward the style of not afraid to bear hardships and advancing with The Times, learn and master the key points and implementation methods of communicative teaching method, so as to better serve the cultivation of students' listening and speaking ability.

Teachers should actively create a better language environment for students, speak less mother tongue in listening and speaking teaching, use English more, choose more suitable for students, healthy content of listening and video materials, actively design lively and diverse classroom activities in lesson preparation, cultivate students' English thinking, so that students get used to English.

In addition to the above "hardware" conditions, teachers should also pay attention to encourage students more than criticize them [7]. In the oral practice of students, do not frequently correct the mistakes in words, pronunciation, grammar, face to create conditions for students to help them complete and fluent oral output, improve students' confidence, cultivate students' interest. In the test system, teachers should think more, give play to collective wisdom, and eventually form a unified test method and scoring method within a certain range, on the basis of fairness and justice, to better mobilize the enthusiasm of students, so that students see their own listening and speaking level improvement.

5. Application of communicative teaching method in listening and speaking teaching

In college English listening and speaking teaching, we can apply the communicative approach to it. In listening teaching, teachers should first guide students to make clear the meaning of some new words in advance before listening, and prepare some relevant background information, so as to solve the problem that students feel at a loss because they are not familiar with the content. In addition, teachers introduce relevant materials to students before doing listening, so that students can walk into the situation in advance and have an interest in the content of listening [8]. Should give students the opportunity, let the student to discuss spontaneously, and guide students interested in the listening material content into a more in-depth discussion, teachers can give students all kinds of resources, such as the original British and American movies, songs, the original books, newspapers, etc., this is not only guides the student to learn a foreign language culture, but also show the students the authentic English, guides the student to learn idiomatic expressions and appropriate language skills. In this process, students really integrate into the scene, can learn in the listening topic vocabulary, phrases, etc., can effectively improve the listening
ability of students, but also through the form of discussion to improve the oral communication ability of students.

In oral English teaching, teachers should pay attention to the creation of communication situations for students, through the way of role playing to make students have actual communication needs, oral content theme can be biased to students can be interested in, such as some movies, TV series, variety shows, songs and so on. In addition, teachers should also pay attention to guide students to learn oral communication expression in daily life situations, learn communication etiquette and so on, so that students can really master the rules of daily communication.

6. Problems needing attention in the practical application of communicative approach teaching

When teachers adapt to communicative teaching method, they can not only stay at the theoretical level of early rise, but combine with the students' reality, take advantage of their strengths and circumvent their weaknesses, and give play to the greatest advantages of communicative teaching method [9]. Therefore, teachers should pay attention to the following aspects in the process of applying communicative teaching method.

![Figure 2. Issues for attention](image)

The first is to increase the introduction of English-speaking countries. Every country has its own culture, also has its own language, although there are many countries in the world speak English, but each country's cultural characteristic are different. If students can have a chance to understand the culture of English-speaking countries before learning English listening and speaking, they will be more interested in what they have heard and their efficiency will be improved accordingly. The purpose of communication is not only the communication between two people or several people, but the communication between people in different cultural backgrounds [10]. Only by being interested in the cultural background of the object of communication and understanding its background can communication become more smooth. Therefore, teachers can not only focus on enabling students to master the corresponding listening and speaking skills, but ignore the cultural background of English-speaking countries, gradually cultivate students' cultural awareness, and gradually improve their intercultural communication ability. At the same time, grammar teaching should not be relaxed. Many people believe that in the actual process of English communication, there is no need to pay too much attention to the correctness of grammar, so many teachers also ignore vocabulary and grammar teaching when listening and speaking. You know, if we are in communication with others, confusion of grammar, we say there is no logic, communicative language teaching is not separating the grammar teaching from the communication skills training, but need to integrate them, or is according to the needs of students, set aside specifically for a certain class of grammar and practice. Finally, we must improve the initiative of students. I believe that many college students will have such trouble, feel that they do not know how to learn after entering the university, the university is not like junior high school, learning time is supervised by teachers. Therefore, college teachers should also take certain measures to stimulate students' initiative in learning, so that students can participate in the process of communication, so as to achieve the purpose of improving students' communicative competence. From this point of view,
communicative teaching method not only improves students' communicative competence, but also changes students' learning attitude.

7. Conclusion
It is found in practical teaching that communicative teaching method can be used in classroom teaching in various forms. For example, game introduction can not only stimulate students' interest in learning, but also contribute to the development of class. In addition, the key and difficult points of the course are "clear and clear". Under the guidance of students' demonstration and teachers, we make use of group cooperative learning to clarify the key and difficult points and improve the classroom efficiency. We can also try to introduce topics that are more relevant to The Times and more interesting to students, such as Douyin, so as to make oral communication closer to students' lives. Finally, the evaluation table is introduced to make the evaluation mechanism of oral communication more diversified. Through feedback evaluation, students can speak the same topic better and better. Communicative teaching method based on computer and network technology can get twice the result with half the effort in English listening and speaking teaching. Try this method when there are problems in teaching.

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