

Research on the Construction of Local English Teaching Theory Based on Teaching Module

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Abstract: For the teaching module, this paper analyses the localized English teaching process from the macro level. Constructing a theoretical framework of English teaching based on core competence of English disciplines plays an important role in guiding English teaching practice. To improve teachers' professional English level, modular teaching method is adopted to construct an evaluation system suitable for teaching modular English, improve English teaching and enhance the awareness of theoretical research, promote the localization of English teaching theory in Chinese schools, and develop local English teaching into an inevitable English teaching. Studies have shown that in the setting of teaching purposes, the local English teaching theory should undoubtedly combine the connotation and characteristics of the core literacy of English subjects. On the basis of local English teaching practice, it further expands the comprehensive teaching purpose to meet the needs of the new era.

1. Introduction

There are two prominent phenomena in the teaching field of English majors in Chinese schools: one is to use or apply foreign teaching theories blindly to guide or even implement teaching practice. The second is the obvious lack of teaching theory with Chinese characteristics [1]. Localization research is a hot topic in sociology, education and psychology. To master certain basic knowledge and skills of English, to cultivate students' ability to use English in daily life and career situations, and to lay a foundation for students' career, continuing learning and lifelong development [2]. Students are the main body of information processing and active constructors of knowledge meaning. Teachers play a guiding role in teaching, guiding students how to construct knowledge, setting tasks to guide students how to think and complete tasks, and helping and promoting students to construct knowledge actively [3]. Fully tap the factors of core literacy quality presented in the local English teaching practice path, firmly grasp the root of local culture, lead the teaching with correct values, and spread the Chinese excellent culture as its own responsibility [4]. It is also the process by which the subject integrates the information provided by external stimuli into his or her original cognitive structure. Adaptation refers to the process by which an individual's cognitive structure changes due to the influence of external stimuli. Therefore, to implement this training goal, the school's talent training should be linked to the students' sustainable development demands. Focus on the combination of basic and professional in the teaching content, so that students have the basic skills to match the post group, and adapt to the needs of the society [5].

The teaching process of reading, writing, listening, speaking and translating should be followed in the learning and teaching of native English. Teachers' teaching is ostensibly to impart knowledge, but in essence it is only to promote students to construct knowledge themselves [6]. It is quite different from English in terms of vocabulary and grammar, and without the relevant language environment, it is difficult to achieve excellence in a short time through the process of listening, speaking, reading, writing and translation [7]. Therefore, the teacher's teaching is only to provide students with the environment, context and time guarantee needed to construct knowledge. At the same time, constructivism emphasizes the use of various tools and information resources to achieve their learning goals. We should make full use of the network platform, network materials, teaching materials, electronic lesson plans and other resource libraries to fully meet the learning needs of different students. Therefore, the teaching module English teaching and practical training courses

are combined [8]. It not only solves the shortage of English teachers' professional knowledge, but also solves the problem of context and allows students to use English in the most realistic environment. The term "localization" as used herein means that we should grasp the teaching practice of the school English major, absorb the beneficial components of relevant foreign theories, summarize and refine the teaching experience accumulated in China for a long time, and strive to theoretically innovate and propose to meet the Chinese school. Realistic English professional teaching theory [9]. How to construct a system of English teaching theory with local characteristics based on the core literacy of English disciplines is particularly important to guide the practice of English curriculum reform and to achieve the core literacy of students. At present, many scholars are working on this major topic [10].

2. The Importance of English Major Teaching

The teaching of English teaching module is essentially the same as that of any other skilled subject. It is to enable students to master a skill and apply it to their future work. Therefore, the primary purpose of evaluation should be to mobilize students' interest and enthusiasm in learning. Excluding one-sided, individual and dogmatic thinking in teaching, it will become practical, free, courageous and accurate in practice. Therefore, the self-confidence and innovation of teaching theory is extremely important, and the research on the theory of English major teaching in China is particularly urgent in the present. Fully consider the characteristics of learners, consider the level of teachers and other teaching environments, and explore and design teaching programs that meet the needs of learners of different levels and ages.

The core competence of English disciplines especially emphasizes the infiltrating cultivation of cultural awareness from the perspective of multiculturalism. Theory is to establish a set of continuous and complete understanding of the overall concept. The reason why we advocate teaching theory here is that it plays a dominant and guiding role in practice. Most of the English teaching practice is dominated by a certain theory. Believing in different theories will lead to different ways of practice and different goals. The teaching module has high requirements on the English foundation of students both in terms of knowledge and ability. Therefore, from the very beginning, we must start from the simplest knowledge, start with the most basic knowledge transfer, try to achieve low starting point, practice often, let students experience interest and success, and gradually advance. Reflective evaluation can adopt two methods: student self-evaluation and teacher-specific feedback, which can penetrate into the formative evaluation of each stage of the learning process and reflect on the standard level and the result of the language level and skills after the end of the study. In the evaluation.

After reading and listening training, you can practice writing and speaking. Reading and writing, listening and speaking are integrated, while reading and listening are the process of input, while writing and speaking are the process of output. Student-centered, using situational, cooperative and other environmental factors to promote students' active learning, and ultimately achieve the goal of meaning construction of students' knowledge of English. To this end, constructivist English teaching can be integrated into five modules or steps, namely: creating a scenario, discovering a problem, autonomous exploration, cooperation, communication, and evaluation. Learning ability is increasingly influential in English learning. This kind of learning ability is reflected in the ability to maintain learning interest in this subject, to have clear learning objectives, to effectively acquire learning resources, and to select appropriate strategies for reasonable learning through monitoring, reflection, adjustment, and evaluation. Encourage school English teachers to work hard to specialize in professional English, so that the school English teaching will develop in a professional direction. If there are conditions, you can also send school English teachers to study abroad, learn authentic English and advanced culture, and reform and improve school English teaching from a new perspective.

At present, the internationalization of English teaching theory in China is mainly manifested in the introduction and evaluation of foreign English teaching and learning theories. At present, the cultivation of English talents is the largest in our country, and the most serious problem is the

teaching of English professional training in schools, which is mainly manifested in theory and practice. Turning the "static closed" classroom teaching into a "dynamic open" classroom teaching, so that students can gain motivation in many aspects, absorb nutrition, and promote the practical use of professional English. This will undoubtedly benefit the teaching module English teaching. The realization of the task. At the same time, it is necessary to inspire students to summarize and discover the law. In terms of teaching content, constructivism believes that students' learning cannot be limited to only one textbook. In the current school English teaching, the students are already adults and have the ability to learn independently. In addition to teaching the knowledge of textbooks, teachers should guide students to correctly use online resources to conduct independent English learning.

3. Construction of Local English Teaching Theory

The innovation of teaching theory for English majors is obviously unavoidable, and it is bound to encounter many difficulties. Its innovation requires scholars to have profound theoretical accumulation, broad academic vision, keen academic capture and rich practical experience. It has insight into the nature and representation of both mother tongue and target language. The use of advanced modern teaching means can highlight the intuition, vividness and vividness, and can break through the limitations of space-time and external conditions. The places where students may be employed in the future are presented to them through modern teaching methods, so that they can feel the feeling of using English in a real employment environment. Create a reasonable situation for students to learn English. That is to say, according to the characteristics of students at different levels, the content of the lectures is designed, and students of different levels are taught in different ways. Finally, the goal of localization of English teaching is achieved, and the theory of English teaching in a broad sense is enriched.

The teaching emphasis should be adjusted at any time according to the actual situation. The function of feedback is that the training of each part needs the foundation of the early stage. In addition to requiring students to recall and re-recognize the low level of information, it is also necessary to ask students to analyze the high level of information. Question waiting time should be long enough, so that students have enough time to think, and then cooperate with students to communicate, and finally make feedback. In terms of teaching methods, we should break the traditional one-way communication mode of "teacher's question, student's answer", and adopt the way of collaborative communication. This kind of collaborative communication should include the collaborative communication between teachers and students. It also includes collaboration and communication between students. The core literacy of English subjects is not only the summary and refinement of English teaching in the past years, but also should continue to dig deep into the local teaching experience in the English curriculum reform, and lead the construction and development of the English teaching system through the local teaching tradition and excellent culture.

In the process of teaching module English learning, the evaluation of students' academic performance should adopt flexible ways, which organically combines process evaluation with summative evaluation. The exploration of practice theory, combined with the practice of training English majors in Colleges and universities in China, sublimates and Abstracts the rich and excellent teaching experience of English majors accumulated in China for a long time into a systematic teaching concept. Through the interpretation of the connotation of language ability, cultural awareness, thinking quality and learning ability, this paper lays a foundation for the further development of English curriculum standards and teaching programs. However, to implement the core literacy into the curriculum and teaching, we must refine the Abstract and subjective dimension concept into a measurable element that emphasizes the acquisition of language knowledge, but does not pay attention to the cultivation of language ability. In summary, the reform of school English classroom teaching is imperative. As a relatively mature theory, constructivism is bound to provide an important theoretical basis for the teaching reform of school English.

In English teaching, students should be the protagonists in the teaching process. Students' knowledge learning is a process of meaning construction realized by means of other people's

communication activities under certain circumstances. Thus, scenarios play a vital role in students' learning. Language competence refers to the ability to understand and express meaning by means of language in listening, speaking, reading, reading and writing. This ability is the first ability of English as a language subject, and the first dimension of the core literacy of English. There are two points to be deeply understood: First, there is no theoretical guidance, practice will often be untargeted, blindness and randomness will occur; second, theoretical construction must be rooted in the teaching practice of English majors in China, and integrate international advanced teaching theories and elements. The elements of teaching thought in our country are integrated. Studying my own problems and phenomena, and gradually forming a distinctive English teaching theory. We must internalize domestic and foreign experience with a strong sense of subjectivity and make it truly local.

4. Conclusion

This paper studies the theoretical construction of native English teaching in teaching modules. Teachers should play their role of guidance and supervision, hoping to provide constructive suggestions for local English learning through the cooperation of students and teachers and appropriate teaching process model. Teachers' teaching level will certainly be improved, and the teaching effect will be better and better. In the end, we will truly focus on students and develop students' self-learning ability. It can enhance the self-confidence of theoretical research, strengthen the awareness of theoretical research, and promote the localization of the teaching theory of English teaching theory in China. The final establishment of the local English teaching theory is not only the demand for the development of the English subject itself, but also an inevitable answer to the cultivation of students' core literacy under the background of deepening the curriculum reform. For modern students, it is a must-have knowledge. Therefore, how to do a good job teaching the teaching module is particularly important.

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