

Improving Strategies on College English Listening Teaching

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Abstract. Listening is an important skill in language learning. Mastering English listening is not only the purpose of learning English, but also an important means to improve one's own quality and expand foreign exchange. Most students' English listening lags behind the level of reading and writing, and it is difficult to improve. This problem has long plagued English teachers and students. From the perspective of English teaching practice, this paper analyzes the problems in English listening class from the aspects of increasing vocabulary, improving reading ability, carrying out cultural education, combining fine listening with extensive listening, adopting interactive teaching mode and training forecasting ability, puts forward the strategies to improve the teaching of college English listening and improve the service quality of English listening teaching.

Introduction

With the development of the international political and economic situation, and the deepening of China's reform and opening up, the exchanges between countries have become more frequent. As the world's first language, the use of English is becoming more and more extensive, the opportunity for oral communication is increasing day by day, and audio-visual information is more abundant. This requires the learners to master English listening and speaking skills, especially listening skills. Listening is one of the important senses of people, which is the basis of communication and interaction, and is also an important indicator of personal communication ability and language ability. As Carl Weaver said, "listening is the core of communication." Whether it is mother tongue or foreign language, do not have the ability to listen, language ability is not complete. Listening is the most direct and basic step in mastering a language. According to statistics, people in the language of communication in 45% of the time for listening, saying that 30%, 16% read, 9% write. Moreover, with the rapid development of education, science and information technology, a wide range of English audio-visual materials, various radio programs in American and the United States, information technology communication and teaching internationalization have provided Chinese scholars with more Learning opportunities and information. Therefore, the mastery of English listening is not only the purpose of learning English, but also to improve their own quality, an important means of expanding foreign exchanges.

Listening is an important skill in language learning. Therefore, listening comprehension is an important measure of students' English proficiency in TOEFL, IELTS, TEM8, CET4 and CET6. The traditional college listening teaching adopts the form of "speaking words, putting sound recordings and answering questions". Such teaching mode only provides students with listening practice, rarely focuses on Cultivation of students' listening ability, initiative and autonomy of students has not been fully mobilize more, do not have any skills training. Therefore, in College English teaching, how to improve the listening course, eliminate the listening barriers, master the listening skills, and improve the students' listening comprehension ability has become one of the main teaching research topics. Based on the present situation of listening teaching, this paper analyzes the factors that affect the listening comprehension, and puts forward the strategies to improve the teaching of English listening and improve the quality of English listening teaching.

Increase Vocabulary

Enhance the number of listening exercises is an effective means to improve the ability of listening comprehension. However, the level of listening is not entirely dependent on the number of the number of listening, depends on the length of the content and the degree of difficulty of listening materials. Listening comprehension ability is a full embodiment of a person's knowledge of English, and all the knowledge of English is based on vocabulary. Listening vocabulary is different from reading vocabulary, and poor reading ability is one of the main reasons for poor vocabulary memory [1]. Similarly, the main reason for the low level of listening is that listening vocabulary is small, that is, the ability to improve listening depends largely on the expansion of listening vocabulary. If you cannot grasp a large number of adequate vocabularies, even if there is a good sense of hearing and language, but also can not accurately understand the content of the material. Listening comprehension in every dialogue, discourse and discourse are composed of sentences, and the basic unit of the sentence is the word or phrase. In the process of listening, to imitate the pronunciation of listening, if you do not have a certain amount of vocabulary, it cannot be associated with the symbol that they represent, it cannot know the meaning of symbols represented. Especially many listening test, many synonyms and words of knowledge, if you cannot determine the exact meaning of vocabulary and listening in the dialogue, even if the language is very good, in the listening will also be lost.

Improving Reading Ability

For a long time, the teaching of English listening has been confined to the repeated listening in the classroom, blindly believe that listening more training can improve the listening ability, ignoring the relationship between listening and other skills. Among them, reading and listening are interrelated, inseparable relationship. Reading is the basis of listening, in a large number of reading on the basis of strengthening the training of listening, improve the listening has a direct and significant impact [2]. Reading on the role of listening is reflected in four aspects:

First, familiar with various sentence structures through reading, laid the foundation for the listening. In the process of reading repetition and long time, the reader has ample time to study the basic knowledge of language, vocabulary and syntax structure. By reading contact with the various sentence patterns in English, and then familiar with the master of these sentences, and in the brain to establish relevant knowledge;

Second, the accumulation of background knowledge through reading, cultivate the sensitivity of listening audio materials. Listening comprehension will be the result of the interaction between the acoustic information and the existing background knowledge. The lack of background knowledge is an obstacle to listening comprehension. Because listening comprehension is not all from the language information, but also based on information and background knowledge to make judgments. The wider the scope of knowledge, the more rich cultural background knowledge, the stronger the ability to speculate, the more profound understanding of the content;

Third, cultivate the ability of thinking through reading. Improve the listening ability, must develop the thinking ability, the thinking ability development and the cultivation cannot leave the massive reading. Through reading can get a lot of information and knowledge, this information and knowledge is the raw material of thinking. Only rich in raw materials in order to more effectively carry out thinking activities;

Fourth, train the reasoning and association ability through reading, so that listening activities smoothly. Rich association and logical reasoning are indispensable links in listening comprehension. Only in reasoning can we obtain a coherent understanding in the understanding of discourse. This reasoning reaction is done in an instant, is part of the understanding process. Through cognitive reasoning, a series of discourse-related empirical knowledge and background knowledge are integrated and analyzed. Finally, the meanings of discourse are accurately understood.

To Carry Out Cultural Education

Cultural education refers to the teaching content, process and method of combining the language teaching, imparting and learning the relevant cultural knowledge of the target language in the course of foreign language teaching. Language has the features of culture, an important part of culture; language is a mirror, reflecting a nation's culture, revealing the content of national culture; language and culture interact and restrict each other, language is a tool of thinking, cultural composition and culture which cannot do without thinking. Language and culture are closely intertwined, and language is the product or the result of the whole culture, but also the cultural media for formation and communication of other components. In English listening process, often understand the content of the material, but do not understand the meaning, which is due to the lack of cultural background knowledge and caused. Therefore, in the process of teaching English listening, we must carry out cultural background knowledge education. The contents of the cultural education include address language, thanks, praise, greeting, introduction, festivals and cultural connotations of words. Cultural and educational methods are varied, should be flexible and varied methods to improve students' cultural sensitivity, culture awareness, so that students can take the initiative to consciously absorb and integrate into the new cultural environment [3,4].

First of all, understand foreign art, history and local customs. By watching movies, videos and slides and other information, give students intuitive experience, obtain the double impact of visual and auditory. Students will be encouraged to read books that reflect foreign cultures, organize English lectures and conduct extracurricular activities to create a learning and communication environment for English culture. Students will then expand their knowledge and enhance the contrast between Chinese and Western cultures. Including the values and moral standards differences, the integrity and the individual differences (personal sense of honor and spirit of innovation and a middle course, modest and prudent, individual freedom and solidarity), differences in social relations (equal consciousness and sense of hierarchy, core families and four generations in the same church), differences in social customs and social etiquette (the attitudes toward women, attitudes towards marriage). Cultural differences between China and the West are also reflected in many ways, reflected in the way of thinking is abstract and specific differences, reflected in the attitude towards life is more practical Westerners, the Chinese people more emphasis on spiritual feelings. Finally, we must strengthen the Western culture and local culture in language teaching in the guide, enhance the cultural sensitivity of students, as far as possible to eliminate cultural differences in language communication.

Integrating Intensive Listening with Extensive Listening

Intensive listening refers to the "precise listening practice", requires students to persevere, in the listening exercise to capture every word and phrase, there cannot be any omission and do not understand. Through intensive exercises can not only improve students' listening ability, but also can promote the vocabulary and grammar learning; Extensive listening requires students in listening practice to grasp the whole meaning for the purpose, as long as it does not impact on the overall understanding of the article, a word or a phrase or even a sentence, also don't understand it does not matter. Extensive listening exercise students on the overall grasp of English ability, more in line with the listening examination in the advanced examination requirements. In intensive listening training, prone to anxiety, fear and lack of self-confidence and other psychological barriers, and in the intensive listening, the mood can be relatively relaxed. Extensive listening and intensive listening exercises are complementary, the two kinds of listening practice is the most effective way, and extensive listening ability is built on the basis of intensive listening. In practice, should grasp the principle that "Intensive listening is the main principle and extensive listening is supplemented" [5,6].

According to the types of materials, the mode of transmission of information, the listener's interest and purpose, the types of listening skills into extensive listening, intensive listening and listening selectively. Intensive listening to the best practice is the practice of listening and writing,

intensive listening exercises must be the original text or answer, the specific method is: select a listening material, do not look at the original, first listen to it from start to finish, and strive to have a whole concept; to start listening and writing, so that each word is written down, it cannot understand the content can refer to the original; control answers to modify their own practice, and then control the original from start to finish listening to it again. Extensive listening practice requirements and selection of intensive material is not so strict, listening test questions, English news, movies and a variety of English tapes can be used as extensive listening material. Practice the process as far as possible to concentrate attention, try to understand the meaning on it. Extensive listening helps to quickly find the sense of listening, enhance the sense of language, cultivate interest, while promoting the ability to grasp the main points and grasp the effect.

Interactive Teaching Model

Interactive teaching is a kind of teaching mode developed on the basis of scaffolding teaching theory. Under the situation of macroscopic teaching, on the teaching platform of multi-point free-cut, teachers and students conduct equal communication and autonomy around a certain subject or topic. Features are focused on the development of student-specific and specific strategies to promote understanding [7]. The interactive teaching mode is student-centered, active participation in all aspects of organizational teaching, so that students participate in the whole process of teaching activities, and truly become the mainstay of teaching activities, while teachers play a leading role in teaching, to achieve interaction between teachers and students, students and students.

Before the each section of listening material, teachers and students to fully understand the interaction, the students interested in the topic, so that students find and prepare relevant materials, reserves associated with the topic of vocabulary, the teacher according to the students to prepare for the questions, let student to carry out discussion for these issues; in the formal training of listening skills, in order not to destroy the integrity of the text, according to the degree of difficulty of materials, let students listen again or several times, the students will be able to evaluate the materials and guide the students to understand the material in depth. Then, the students will have a good understanding of the material and the quality of the materials, then the students to answer questions, and finally to the overall evaluation by the teachers; after the end of listening teaching entering the feedback stage, according to the feedback of students, on the materials involved in the vocabulary, basic sentence patterns and habits of expression are summarized, and finally through the role of performance or group discussions, deepen the understanding of the knowledge and consolidation.

Training Predictive Ability

Prediction is based on grasping existing information, in accordance with certain methods and laws of the future things to measure, in order to advance understanding the process and results of the development of things. Predictive ability is the basic skill of language communication, and it is an important listening skill, which can improve the listening comprehension. At the same time, the prediction ability is also a good habit, it is very important to cultivate students' prediction ability in listening teaching.

Listening prediction includes pre-listening, listening, and post-listening predictions [8-10]. Among them, pre-listening is mainly in listening the material before, by previewing the materials provided, to find some background information to narrow the topic of listening to help students speculate about to listen the type of information content, structure and even themes; in the process of listening, according to the information gained by the clues, including the title, subject sentence and grammar relations and other information, predict the next step in the development of the plot or speaker next to the description of the contents; post-listening predictions, the predictive activity throughout the process of listening comprehension. After listening to the material, combined with the pre listening and listening in the prediction for answers, to listen to the information feedback,

consolidation and consolidation of the comprehensive exercise phase, and the pre-listening and listening prediction make the reasoning, analysis and correction.

There are three main ways to cultivate the ability of listening prediction: first, to from the options insight information rapidly look at the exam questions, given the answer of options by quickly browsing the listening materials, **Speculate** the contents of the listening and may be asked questions; second, to grasp the key words in the discourse, only a dialogue in the vocabulary can determine the place and the speaker's relationship, even if the discourse does not clearly point out that the information, will also use some of the iconic words, pay attention to the key words appear on different occasions, accurate prediction can play a multiplier effect; Third, be good at seizing the first and last sentence of the short sentence. The first sentence is usually the subject sentence of the whole article, according to the topic sentence can predict the content of the entire article, according to the logical sequence of the development of things eventually accurate understanding of the full text. The last sentence has the effect of summarizing the full text or supplementing other situations, and is often the source of the exam.

Conclusion

Listening comprehension is the psychological process of the interaction between language and thinking. Cognitive linguistics takes listening comprehension as a proactive process, distinguishes and understands language signals, comprehends and remembers the contents, and to make a response. "Listening" is the meaning of the speaker to establish the discourse, the successful use of voice and communication knowledge to understand the true intention of the speaker. The listener uses existing linguistic knowledge to assimilate auditory stimuli and to construct meaning [11]. Most students' English listening lags behind the level of reading and writing, and it is difficult to improve. This problem has long plagued English teachers and students. Combining with teaching practice, this paper analyzes the existing problems in English listening class from the perspective of teaching and puts forward practical and feasible solutions, which is of great significance to improve the students' English listening ability.

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