

Current Situation of College English Listening Teaching and Corresponding Reform Measures

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Keywords: English, listening and speaking ability, reform

Abstract: Examination oriented education weakens the listening and speaking abilities of English learners to a large extent. Although many experts, scholars and English educators have already realized that English teaching, especially in junior and senior high schools, emphasizes the importance of grammar and neglects the cultivation of students' listening and speaking abilities. English teaching in many junior and senior middle school have made a series of reforms to try to change this situation, but the effect seems unsatisfactory. In the College English classroom, most students have poor English listening and speaking ability. So, whether it is necessary to carry out teaching reform in College English class to change the embarrassing situation of students' dumb English, and how-to reform is the focus of this paper.

1. Introduction

College English course, as a language practice course integrating visual listening and speaking, aims to improve students' listening and speaking ability and language application ability. With the development of technology and the continuous enrichment of various video resources, non-English majors should have a certain ability to understand and express audio-visual materials in the real language environment. Therefore, College English courses have paid more and more attention to listening and speaking. College English listening and speaking course is a compulsory basic course for Non-English Majors in our university. It also undertakes the tasks of mastering language and cultural knowledge, cultivating students' language ability, cross-cultural communication ability and independent learning ability, strengthening language quality and humanistic quality, and cultivating students' wisdom. It aims to improve students' comprehensive ability of listening and speaking. However, the actual audio-visual teaching is still centered on teachers and focuses on the training of listening skills, which does not achieve a truly effective combination of "seeing", "listening" and "speaking". The reform of English listening and speaking course is imminent. What kind of class mode can make the students "listen clearly and speak artistically" is the problem that every foreign language teacher should think about, and also the most important one to achieve effective classroom teaching.

2. The Current Situation of English Listening and Speaking Teaching in the General Environment

For various reasons, the present situation of College English listening and speaking teaching is not satisfactory. There are two main reasons for this phenomenon.

On one hand, it analyzes the whole environment of English teaching. In some of the middle schools of China, the most commonly used English teaching method is grammar translation method. As the name suggests, in English class, the teacher mainly focuses on the teaching of grammar and vocabulary. The teacher first leads the students to read the words to be learned in the new class, then analyzes the grammar in the text, and asks the students to record the grammar points on the notebook. The teacher then gives several examples on the blackboard to practice this grammar point. This is the main content of English course. Of course, this kind of teaching method can't be denied

completely. Every teaching method has its advantages and disadvantages. To a certain extent, grammar teaching method expands students' vocabulary and makes their grammar skills more solid. But this kind of cramming teaching method really ignores the cultivation of students' English listening and speaking ability, resulting in students' learning of "dumb English". After more than ten years of learning English, many students find that they can't understand foreigners at all, let alone communicate with them. So, from the beginning of primary school to college English class, almost all of them are in this mode. After entering the University, most of the Non-English Majors' listening level is conceivable [1].

On the other hand, the facilities of some of the universities and the teaching methods of teachers are unable to meet students' learning needs. Some schools have relatively backward teaching facilities for listening course. Even in some large-scale English tests, such as CET-4, CET-6, every invigilator teacher comes to the classroom with a tape recorder to put listening materials for the students which will affect the efficiency of listening teaching and the authenticity of listening test results to a certain extent. The teaching methods used by teachers in listening class also affect students' listening effect to some extent. For example, some teachers think that listening class is just to play listening materials to students, and then give students standard answers. If students don't understand, they can't put aside the recording. This kind of listening class must be boring, and students' interest in English listening will gradually disappear because of the boring listening materials [2]. Moreover, the lack of class division in listening class is also a disadvantage of listening teaching. In some classes, more than 100 students even listen to the tape recorder played by the teacher in the classroom to practice listening. The students in the back row can't hear clearly at all, and then give up listening practice and start doing other things. In the long run, the students who are weak in their listening ability can't get a better chance to develop their listening ability, and because of their own inertia, their listening performance will become worse and worse.

Finally, it is the students' own reasons that have affected the hearing effect to some extent. For example, students' 'pronunciation, vocabulary, grammar and intercultural communication in English will affect their listening effects.[3] Many language learners fail to realize that when they listen to their first language they do not actually hear every word. They also fail to appreciate that we integrate linguistic knowledge with our existing experience and knowledge of such things as topic and culture, and do not need to hear every word [4]. This means that learners often have unrealistic expectations and try to understand each word of a listening text which will make them feel frustrated if they can get every word clearly.

3. A Survey of English Listening Ability of Some of the Freshmen in Jilin Agricultural Science and Technology University

In order to make the research data more authentic and reliable, in November 2018, the author conducted a survey on the oral and listening abilities of 702 freshmen (undergraduate and junior college) of Jilin Agricultural Science and Technology College by means of questionnaires and tests. The results are as follows: Nearly 92% of the students hold the opinion that the cultivation of oral English and listening ability is important for their future employment and life. Approximately 59% of the students think their listening and speaking are at the average level, 35% of them think that their listening is extremely poor, and only 6% believe their English listening is OK. About 41% of the students believe that their English teachers should strengthen their teaching in: listening and speaking more than the other aspects of learning, such as grammar, CET-4 and CET-6, speculation, ideological and political education.

Based on the above survey, we can draw the conclusion: students are eager to learn listening and speaking well, anticipating their teachers paying more attention to listening in their classroom. However, due to various reasons, the current situation of their listening class is not satisfactory

4. The Effectiveness of Using Intelligent Platform in English Listening Teaching

Remember too that if you want to use your tape recorder for music as well as speech you may

need a better machine [5]. In other words, we had better use proper facilities while teaching listening and speaking.

In 2018, the intelligent platform for foreign language teaching of Foreign Language Department of Jilin Agricultural Science and Technology University was completed and put into use. The platform takes into account the basic needs of professional English, public foreign language and the use of scientific research by teachers and students. On the existing basis, further improve professional English translation and other professional skills training content, to ensure that students' training of comprehensive skills and quality development are more colorful and effective. And the electronic standard examination system should be stable in performance, simple in operation and convenient in maintenance, so that it can truly meet the needs of various kinds of foreign language examination.

The blue pigeon teaching software used in the intelligent platform has system management functions such as the management of students, the management concerning teachers, identity authentication, resource base, system setting, etc., and has comprehensive teaching functions such as teacher broadcasting, multimedia broadcasting, screen broadcasting, teacher-student intercom, demonstration teaching, calling, electronic brush, in class questioning, student recording, class bonus, etc. Hearing training and diagnosis system, dictation training and evaluation system, hearing selection and analysis system, etc. In the classroom, teachers can manually or automatically organize teaching resources, students can complete the learning or training process as required, and the blue pigeon system can automatically complete the real-time evaluation and analysis of the learning or training results, and feedback immediately in the form of charts, according to which teachers can guide or comment. In addition, the intelligent teaching platform has a computer automatic reading system, and other oral automatic evaluation system. The system leads the students to read the spoken language teaching resources, automatically completes the evaluation of students' spoken language, and automatically controls the reading progress of each student according to the evaluation results of students. At the end of the reading, the system will feed back the results of oral assessment and analysis in the form of charts. Teachers can make comments accordingly. In this way, it can not only attract students' interest in learning English in the classroom, exercise their English listening and speaking ability, but also improve their oral English expression ability and reading ability to a certain extent. At the same time, it can also improve the speed of teachers' evaluation and the effective integration of teaching materials. In order to demonstrate whether the intelligent platform of foreign language teaching can effectively promote listening classroom teaching, the author makes a comparative study on the performance and achievement of the students from two classes of the department of economics and management. Through the analysis, the students who use the teaching intelligent platform have higher enthusiasm, who can invest in the new classroom, and the use of teaching hardware and software complement each other.

5. Conclusion

Through personal interviews with foreign language teachers and students, it can be seen that students prefer the teaching environment of the intelligent teaching platform and the effective listening teaching methods supported by the platform. Thus, the using of intelligent platform can enrich the teaching activities of teachers and students. Through the integration of various words, images, videos and sounds, the capacity of classroom teaching has been increased, students' interest in learning has been aroused, and their listening test scores have been improved. What's more, the second class activities take the class as the carrier, through holding such as speech, singing, English short drama competition or performance, to exercise students' English listening and speaking ability and comprehensive literacy. In the end, the purpose of "listening clearly and speaking artistically" is achieved, and the teaching quality of College English audio visual oral course is expected to be improved in an all-round way.

Acknowledgement

In this paper, the research was sponsored by the 2018 Jilin Agricultural Science and technology college education and teaching reform project "listening makes sense, speaking makes art -- on the reform of College English listening and speaking Course" (Project No.xjyB)

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