

Optimize College English Listening Teaching Pattern

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Abstract—Currently, the multimedia language lab listening teaching gradually replace the traditional listening teaching in college English listening teaching. In this text, we point out the problems existing in the traditional listening teaching, analyze the advantage and defect of multimedia teaching, and put forward the optimization of listening teaching mode.

keywords—multimedia technology; listening teaching; model optimization

I. INTRODUCTION

The new revision of the "college English curriculum requirements" puts forward the basic requirements for college English teaching is to improve students' English comprehensive application ability, especially listening and speaking. So that the students can effectively use English in written and spoken in the future work and social activities. With the increasing expansion of international communication, it is important to improve students' listening, speaking ability. The most basic requirement is that the students can understand daily English conversation, general theme lectures, seize the key points and understand the speaker's point of view. Using the basic listening skills to help understanding the content.^[1] However, in our country most of the students have learned English for nearly 10 years, they have mastered the basic grammar knowledge, mastered the ration the glossary, but they must improve the listening level. To change the current situation, must change the traditional teacher-centered teaching mode, and make full use of modern information technology in the listening teaching that can improve the students individuation, self-independence and interactive learning level.

II. THE PROBLEMS EXISTING IN THE TRADITIONAL LISTENING TEACHING

A. The Listening Teaching Material is too Single

In the current market, the university listening teaching material is almost the same. Every unit of all the English listening book is like CET4 or CET6 papers, the first part is to fill in the blanks, the second part is choice, the third part is a dictation, etc. Therefore teaching material single will lead to a lot of the teacher's teaching way haven't any changes. And students are accustomed to this teaching way, many student's thought is also fixed. If someday the listening materials change, the teachers will feel it very hard to teach, and students also does not adapt to the new teaching form.

B. The Teaching Form Is Single

For a long time, the teachers like to use the same mode in the listening teaching, namely, at first listen to the tape material, then check the answer, then listen to the tape again, so repeat this process until the students understand. This method is benefit for the teachers, because they don't spent much time on it. But it will harm the students, because the students can't concentrate on the material, secondly it is difficult to arouse the enthusiasm of students. The students know that though at first they can't understand the material, it doesn't matter, because teachers will check the answers again and again. In a long time, the students will be accustomed to this teaching way, and will foster negative listening dependent psychology.

C. Overemphasize the Listening Skills

In English listening teaching, we all know skills are very important. For example, before listening to the material, the students can read it, then they can get effective results. If the students don't read it before listening to the material, they can't get the main idea during the listening process. So we can say the former way is much better than the latter. But we cannot overemphasize or exaggerate the importance of listening skills, some teachers think that as long as we master listening skills, listening level will naturally be improved, listening problems can also be solved. But they ignore the necessity of pan-listens, although listening belongs to the category of skills. It must take a long time to practice it, if skills once breaks away from practice, skills also is just "figurative"^[2].

III. THE ADVANTAGE OF MULTIMEDIA LANGUAGE LAB LISTENING TEACHING

Currently, with the rapid development of multimedia technology, multimedia technology as an auxiliary means of English listening teaching has been widely used in college English listening class. Compared with the traditional listening teaching, it has its advantages. For example, it will greatly improve the efficiency of classroom teaching, and change the students' cognitive style. it specific mainly embodied in the following several aspects^[3]:

A. Multiple Teaching Content and Methods

Traditional single teaching method is very difficult to make the students concentrate on the material for a long time. But if we use the multimedia language lab teaching way in the listening lessons, we can get a better result. Because the

audio-visual combination of background and image can stimulate the students' sense organs (such as eye, ear) and brain. It also can increased the strength of the stimulus signal, deepened the traces left by the cerebral cortex, at last improve the efficiency of memory. At the same time, as the assist of the colorful of multimedia help, students have an immersive feeling, this will be beneficial to eliminate fatigue and tension. It can promote students' intelligence factors and non-intelligence factors at the same time, finally obtain good learning and teaching effect.

B. Inspire Imagination and Creativity

Using multimedia teaching can breakthrough the limitation of visual, and we can observe the objects from multi-angle. And it can highlight the importance and difficulties. It can focus on the students' attention. It also can show students' creative and meaningful scene. These scenarios can be factual, conflict or exploring, which is beneficial to activate the students' interest in learning, also can arouse the students relevant experience and stimulate the students' imagination.

C. Enhance the Students and Learning Materials Interaction

Using of multimedia language lab teaching in listening teaching can create a single language environment for learners, such as teachers can use multimedia technology to set up the English listening learning library, and hung it on the campus net or website, so that learners can listen to the listening material at anytime and anywhere. And it will not be restricted by time and space. In such an environment, learners can not only according to their own learning speed and their own learning method to master the material, but also can solve the problem of insufficient amount of class. Slowly it can make learners' attitude change which changes from passive study to active study.

D. Improve the Quality of Teachers

Context is the environment of the existence of language, leave the specific context, language is a kind of abstract symbols. Students have to personally experience in certain situations, repeated practice, in order to achieve the understanding of language and the application. Therefore, the real situation is very necessary for listening teaching. Understanding is achieved through a variety of teaching methods, not just confined to the traditional explanation and interpretation of knowledge. In order to let the students understand the material well, in English listening teaching, we should take advantage of the multimedia teaching method created well, true natural language environment. Using multimedia auxiliary teaching means in English listening teaching, we can get the high quality of material, rich resources, large amount of information. These can help students understand and use these knowledge better. So we can achieve the quality education of English listening teaching. During the English listening course when the teacher want to talk about the western festivals and traditional culture, for example, with the help of the multimedia auxiliary we can let the students watch the vivid

and interesting pictures. We also can use its powerful resource advantage that can provides more chances to the students who can contact the actual materials. It will stimulate the students' curiosity and deepen their comprehension ability, etc..

Due to using the multimedia language teaching, teachers must prepare their teaching material careful, and must understand computer basic knowledge. So compared with the traditional listening teaching, the process is complicated, and it also consume much time. But it is beneficial for teaching, such as increasing the teacher's lectures and teaching time, at last it can improve the teaching efficiency. It is a challenge for teachers, but it can improve teachers' quality and teaching quality.

E. Improve the Interactivity between Teachers and Students

Due to university students from all over the world, so the students' listening level is not the same. Only using the multimedia in the listening teaching to solve the problem. Because the multimedia language lab provides advanced language learning environment for them, if there is a problem in the study, they can call teachers by calling system students, teachers can give students individual guidance through the headset.

IV. USING MULTIMEDIA LANGUAGE LAB IN LISTENING TEACHING WILL FACE SOME PROBLEMS

A. Investment Cost

Constructing modern multimedia language lab, updating and maintenance headsets and other auxiliary facilities, it can be increased the college investment^[4]. In addition to, all the colleges and universities expand the enrollment, the number of the students are significant increased. So it must increase the modern facilities and digital networks, such as audio-visual equipment (DVD format video recorder, digital TV, video display, etc.), multimedia reading device (scanner, electric curtain, digital projector, etc.), network service and the interface device (multi-function terminal server, digital phonetic learning, literature downloads, etc.). And these devices need to invest a lot of money, so many colleges or universities are very hard to meet the students needs. Especially private colleges are difficult to bear the cost of expensive equipment. Although a lot of colleges and universities are equipped with multi-media language lab, but it is difficult to achieve required equipment. So in the short time using multimedia language lab in listening teaching to replace the traditional teaching methods is very difficult.

B. The Teachers' Questions

First of all, some teachers think that compare with the traditional teaching, the prepare work is not only complicated, but also consume much time. So they are reluctant to use multimedia in listening teaching. Second, teachers' limited computer knowledge level. At present, in many colleges and universities, most of the teacher's teaching burden is heavy, many young teacher has over 20 lessons every week, so it is hard to put energy into the

production of course ware and knowledge update. These reasons will inevitably lead to the traditional listening teaching way is more popular.

C. Face of the Maintenance Problems

After a long time of using the multimedia language lab in the English listening lessons, we will face many problems of these machines. For example, the students headphones, teacher's machine, etc. If we meet these problems during the listening teaching, and can't solve it in a short time, it will inevitably affect the normal teaching. So, it is because many colleges and universities essentially manufacturers are directly responsible for the installation and debugging of hardware and the basic maintenance. And at present most of the colleges and universities lack of the professional maintenance personnel in this field, so when facing such problems, it won't be timely solved.

D. Students Concept Update Problems

Because most of the students already accustomed to the traditional English listening teaching way, so they find it hard to accept the new teaching way. For example, In a "COLLEGE LIFE" English listening course, in order to arouse the enthusiasm of students, and let them understand the listening material better, before class I ask the students watch a film "The Queen of COLLEGE", some students like to watch film, but most students immediately reflect that they don't want to waste time watching movies. They think that during the listening class, they only want to listen to the listening material. Because at the end of each semester, most of the colleges and universities will arrange the students to evaluate all the teachers of their class, and the students' evaluation results will directly affect the teacher's salary. So if some teachers encountered such a problem could never try new teaching methods. They think it is not necessary to increase the trouble for themselves. So the idea of students should also be updated slowly, otherwise it will directly affect their learning results.

V. THE COMBINATION OF MULTIMEDIA LANGUAGE LAB TEACHING WITH THE TRADITIONAL LISTENING TEACHING

From the above analysis, we know that using multimedia technology in college English listening teaching has many advantages. For example, a good language environment is the key to enhance the level of foreign language learning conditions. So if you want to improve the listening ability of students, besides the teachers should give the students the class regular English listening practice, college English teachers also should actively open up the second classroom for students to practice it. Especially under the background of today's Internet, we can make full use of various websites, software, and electronic devices, etc.. So that we can build a good English learning environment for the students, and let them can often immersed in the English world, and will not affected by the interference of mother tongue. In this way, I believe the students English level will be make much progress in a short time. In addition, the college should extend the open time of listening study, add broadcast some English plate, English story, English news, etc. Teachers or

the college English club students also can set up interest group or organize English corner. It will help foreign students and domestic students communicate each other and learn from each other, at last they can achieve a win-win situation, and so on. These diverse and lively forms are the effective ways to help students to improve English listening ability. And let the students can learn in a more relaxed environment. We can call it let the listening exercises become the norm.

But teachers should realize that using multimedia in the listening teaching only play a supplementary role, it can't completely replace traditional teaching method. So in the teaching activities, we should combine the technology of multimedia with the traditional teaching method. So we should use the two methods advantages and overcome their own weaknesses, then forming a kind of new listening teaching mode.

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