

ask questions about what they don't understand, and then work on the exercises in textbook and offer their answers as a team. In the teaching process, teachers can take task-based approach, which means that teachers ask questions or assign tasks to students and students should complete the task as a team and finally make performance or report. After a period of study, teachers can also organize students to attend debates, role-plays, dubbing and other games, so that students will improve their comprehensive capabilities in listening, speaking, reading and writing in collaborative study.

D. Identify Learning Goals and Evaluate Objectively

As traditional listening teaching design focuses on the teaching objectives, and the ultimate goal of constructivism is to complete the sense-making, therefore the sense-making activities should be on the basis of teaching objectives. During this process, a scientific evaluation system should be built up, which may use the self-assessment and mutual assessment objectively reflecting students' contribution to collaborative study and individual sense-making progress, so that they will be clarified with their future major studying points and ultimate goals.

4. Constructivism Listening Teaching Cases

The following specific cases are used to explore the constructivism theory application in listening teaching.

1) Setup teaching objectives: understand and master the expressions about dining in restaurant.

2) Setup realistic scenario: play a video about two persons having diner in the restaurant to students.

3) Classroom implementation: pay attention to students' center roles and the assistance of teachers, encouraging self-study and collaborative study.

First, set the course topic as "in restaurant". You can give the topic for the next class to students at the end of class, and group the students into different teams so as to predict the related vocabulary, expressions and prepare relative knowledge points. At the beginning of course, you can arrange a student on behalf of his/her team to make report on the knowledge points that has been collected and collated. Teachers then can explain the specific points in this course, for example, you can tell the students the dining process in restaurants, which may involve some important expressions, the etiquette when dining in the restaurant, and what should they pay attention.

Second, teachers can organize students in groups to have role plays taking "dining in restaurant" as the topic, and then

let students listen and practice by themselves. During this period, teachers can conduct inspection around and answer the questions raised by students. The students can be further divided into several groups to continue listening and have mutual discussions.

Finally, you can let students express their opinions and listen to the viewpoints from each other, and complete the tasks assigned from teachers together. For example, students can have role plays and perform the restaurant dining process, the possible problems might meet and corresponding solutions etc.

4) Evaluation. Students should collate and make reports on their tasks in groups. Student's self assessment and mutual assessment, and teacher's assessment will be necessary, so that the sense-making status for students can be evaluated.

Generally speaking, constructivism emphasizes that students should actively learn and construct their own knowledge structure in accordance with specific and realistic scenario, and is of important directive significance to listening teaching as the teaching methods that some teachers adopted may let student become passive recipients to knowledge. If we can actively explore the constructivism theory and then apply in daily listening teaching, it will improve the listening teaching effect effectively.

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