

A Survey of Non-English Majors' English Listening and Speaking Competence

Shuyao Guo

Northwest Normal University, Lanzhou, 730070, China

1768840849@qq.com

Keywords: English listening and speaking ability, college students' English, non-English major

Abstract: The teaching goal of College English Curriculum Requirements issued by the Ministry of Education is to cultivate college students' comprehensive English application ability, especially listening and speaking ability, so that they can communicate effectively in English in their future study, work and social interaction. Listening and speaking is an important means of communication. With the acceleration of the process of global economic integration, the demand for applied talents of foreign languages is increasing. Non-English major students also need to have a certain degree of English listening and speaking ability, in order to communicate with foreigners, so as to better work and study. However, the current situation of non-English majors' English listening and speaking ability is not optimistic, so the non-English majors' English listening and speaking ability has been the focus of social attention. And the existing research is also insufficient, so this study from the English listening and speaking foundation, English classroom, autonomous learning three aspects to study the non-English major college students' English listening and speaking ability and its promotion measures. In the investigation, it is found that the non-English majors in our university are poor in English listening and speaking. The main reasons are as follows: under the guidance of the examination-oriented English education, the university does not attach importance to English listening and speaking education, so the students have a poor foundation in listening and speaking; College English common course can not make students' English listening and speaking ability to be effectively improved; Students' desire to learn English listening and speaking independently is not strong and the efficiency of autonomous learning is not high. The main countermeasures are to improve English education in basic education, to enhance the quality of college English class, and to teach students effective autonomous learning strategies, to encourage students to enhance their motivation of English listening and speaking learning.

1. Introduction

In English learning, listening and speaking are the most difficult language skills to master, but they are also the basis for learners to be able to use English to communicate. For a long time, English teaching in China has put too much emphasis on the training of reading and writing skills, while ignoring the training of listening and speaking skills, resulting in students who have learned English

for many years but can not communicate in English. The new College English Teaching Program clearly demands that more attention should be paid to the cultivation of students' listening comprehension and oral English ability. With the continuous development of the global economy, the social employment market also requires non-English majors to improve their English listening and speaking ability. However, the listening and speaking ability of college students has not improved in general. Therefore, based on previous studies and the actual situation in the survey, this study analyzes the factors affecting college students' English listening and speaking ability, and puts forward some feasible suggestions to improve college students' English listening and speaking ability, in order to help non-English majors to improve their English speaking and listening ability, so that they can really use English to communicate in life, work and study.

2. Research Methods and Object

2.1 Selection of methods

The main research method adopted in this study is the survey method, the specific method used in the survey is the questionnaire method.

2.2 Object Selection

The subjects of this study are the freshmen and the juniors of Northwest Normal University.

3. Analysis of the Current Situation of English Listening and Speaking of Non-English Majors

3.1 General Status

Non-English majors' self-evaluation of their English listening and speaking ability is an important indicator of their English listening and speaking ability. In this questionnaire, 36.8% of the students think that their oral English level stays at the level of speaking a few English words, 52% think that they can carry out simple daily communication, and only 10.8% think that they can accurately express their views in English and have a smooth dialogue without obstacles.

In the self-evaluation of listening, 24.9% of the students think they can understand individual words and sentences, 34.1% think they can understand simple English dialogue, 29.3% can understand the English materials of junior and senior high school, 10.4% can understand the listening questions of CET-4 and CET-6, and 1.2% choose to understand pure English broadcasting.

There is no significant difference in oral ability between male and female students, but there is significant difference in listening ability. There are significant differences in English listening among different grades. 25% of the freshmen think they can only understand some words, 6.25% think they can understand the materials of CET-4 and CET-6, and no one chooses to understand the English broadcast. Sophomores who think they can only understand individual English words account for 24.4% of the total number of the grade. 86%, 11.89% think they can understand CET-4 and CET-6 listening, 11.89% think they can understand pure English broadcasting, 1.62% think that they can understand pure English broadcasting. Among the junior students, 42.3% thought they could only understand some English words, and no one thought they could understand CET-4 and CET-6 English listening comprehension and pure English broadcasting. The difference of oral English between different ages is significant. The students who think they can only speak a few words account for 32.5%. 81%, no one chooses to be able to communicate fluently with foreigners. In the second grade, 37.8% of the students thought they could only speak a few words, and 1.08% of the students thought they could communicate with foreigners fluently. 46.15% of the three-year students think that they

can only speak individual English words, and no one chooses to communicate fluently with foreigners.

3.2 An Analysis of College Students' English Listening and Speaking Abilities and Their Attitudes toward English Listening and Speaking Learning

55.3% of the students think that their vocabulary level is at the high school level. Think of yourself as a speaker whose pronunciation is not very authentic and not very authentic accounted for 17.8% and 47.6% respectively. The basis of listening and speaking is relatively general.

The distribution of non-English majors' attitudes towards English listening and speaking is approximately normal. The majority of them choose ordinary students, accounting for 46.4% of the total. The two more extreme attitudes are less chosen, indicating that although students' weak foundation of English listening and speaking may bring some negative impact on learning, but the vast majority of students did not have a serious rejection of listening and speaking learning, which to some extent reflects that our research and proposed strategies are meaningful. College students' English listening and speaking level has a strong plasticity.

3.3 An Analysis of the Effect of English Classroom Teaching

5.6% of the students think that the public course of college English is completely useless for their natural English listening and speaking level, 40.2% of the students think that the role is small, 36.1% think that it is a little useful, 16.1% think that it is more useful, and 2% think it is very useful. It can be seen that the overall evaluation of the quality of English classes is low.

3.4 Frequency and Approaches of Autonomous Listening and Speaking Practice and Analysis of Difficulties in Autonomous Listening Practice

From this analysis, it is found that the frequency of autonomous learning of non-English majors is not high, and there is no after-class. 4% of the students practiced listening and speaking with others, 28.1% with little practice and 23.7% with little practice. 29.7% of the students practiced listening and speaking occasionally, and only 10% of them practiced frequently.

In the survey of English listening practice time, the weekly listening practice is less than 20 minutes that is almost no practice. 57.6% of the students trained in English listening, 33.2% of the students trained in English listening for 20-30 minutes, and 9.2% of them studied English listening for more than 30 minutes a week.

In the statistics of the frequency of self-regulated oral English learning, 43.3% of the students have never practiced, 41.8% of them practice 1-2 times a week, 85.1% of them practice both, and 14.9% practice 3-5 times or more.

In the survey of non-English majors' autonomous learning of English listening and speaking, 89.8% of the students choose mobile phone app, and 3.3% of them choose extra-curricular tutoring classes. Those who chose to communicate with foreigners or with classmates after class accounted for 3.6% and 3.3% respectively. From this we can see that most people will choose rich and convenient mobile phone software for learning, there are also a few people choose to improve their English listening and speaking ability in the practice of communicating with others, and the proportion of students who choose tutorial classes is the smallest.

In the survey of the difficulties in autonomous learning of English listening and speaking, 44.7% of the students choose not to understand the materials, 28% choose not to practice, 20.7% choose to lack listening strategies, and 6.5% choose to be afraid of choosing wrong answers. It can be seen that there are many factors affecting autonomous listening practice, such as foundation, mentality and methods, which will affect the process of learning listening.

Thus it can be seen that non-English majors do not invest much in English listening and speaking learning, and most of them do not learn English listening and speaking at all. Mobile phone app is the main way of learning, although with the development of various English learning software, mobile phone learning is indeed more vivid and interesting, but the characteristics of greater flexibility is likely to lead to students difficult to adhere to, perfunctory learning situation, how to really effectively use mobile phone software to improve the level of listening and speaking is worth our consideration. Listening comprehension is the most influential difficulty in autonomous learning listening, and their own attitudes and strategies will also affect autonomous learning.

4. Conclusion

On the basis of relevant research results and questionnaires, this paper finds out that there are still many problems to be solved under the current situation of non-English majors' English listening and speaking ability: under the baton of examination-oriented education, the training of English listening and speaking is neglected in pre-college English education, which leads to the weak foundation of English listening and listening of college students. Therefore, it is easy for college students to have a negative and slack mentality in learning English listening and speaking. College English class needs to be optimized to improve the level of college students' English listening and speaking really play a role. Through the analysis, we believe that there are many reasons for the poor effect of college students' autonomous learning: college students' initiative for English listening and speaking learning is not strong

5. Relevant recommendations

5.1 Schools

Schools should strengthen the publicity and promotion of English hearing and speaking learning at the right time. For example, how to do more research on lectures to improve English listening and speaking skills and provide students with learning strategies; A guidebook on the requirements of the job market for English listening and speaking ability is printed and placed in the library or the lobby of the teaching building for teachers and students to refer to, so as to enhance students' understanding of the importance of improving English listening and speaking ability.

Strengthen the training of English listening and speaking ability of non-English majors and cultivate English listening and speaking learning strategies. Schools can set up English listening and speaking learning courses for students through elective courses, so as to improve students' English listening and speaking ability, and further optimize students' learning strategies for English listening and listening learning.

Strengthen the input of school software and hardware, and create a favorable atmosphere for English listening and speaking learning. Schools can increase English listening and speaking network resources, take subject teachers as the lead, guide teaching assistants and students to build English listening and speaking learning groups together; In each college to build a number of English listening and speaking study room. Assistant to lead everyone smash the study room to use Internet resources for cooperative learning, stimulate students' interest in learning, and effectively prevent students from subsidizing the use of network resources when lazy; Guide teachers and students to establish interactive platforms, such as WeChat, QQ, e-mail and so on, to carry out two-way interaction between teachers and students, in order to stimulate students' learning motivation; Optimize the school English listening and speaking learning resources, and introduce more high-quality learning resources on the basis of understanding the needs of students.

5.2 Teachers

To cultivate students' awareness of autonomous learning, to give full play to students' main role in learning, to do a good job of supervision and guidance, teachers should infiltrate the awareness of autonomous learning by utilizing resources in curriculum teaching, and change teaching concepts and teaching methods. Consciously recommend access to network resources to students, so that students can complete part of the knowledge content learning through network resources after class, and carry out research learning based on the use of network resources, so as to promote the improvement of students' learning ability. Strengthen the monitoring of students' online learning process, make full use of the management functions of the online teaching platform and QQ, MSN and other instant chat tools to contact students in time to help guide, remind and urge students. Strengthen the communication between teachers and students, formulate the rules of online communication, consciously guide and standardize learners' behavior, require students to get along sincerely, understand and respect each other, create a good communication atmosphere, and promote cooperation and communication among students.

Emphasis on teaching learning strategies. Restricted by the current English test system and the lack of language environment for English learning in universities, many non-English majors give up listening and speaking in the CET-4 and CET-6. They do not practice listening and speaking before the test, but only take the strategy of "Mongolia" and "editing" in the test. When teaching English, teachers of non-English majors must teach students to adopt various learning strategies, such as intensive listening, extensive listening, semi-intensive listening, self-regulation, self-evaluation and self-reflection. If a variety of learning strategies can be used together, it is bound to help students improve their English listening scores.

Constructing excellent courses to improve the effectiveness of courses. Teachers with rich experience are encouraged to design and develop their own excellent courses in many ways, innovate English classroom teaching mode, make students participate in it, and mobilize students' interest in English learning. If English teachers can adopt more flexible teaching methods, adjust the classroom content at any time, insert some English songs and some English videos in the English classroom, it can not only enrich students' background knowledge of English, but also mobilize the atmosphere of English classroom and stimulate students' enthusiasm for English learning. In addition, some teachers teach entirely in English in English classes for non-English majors. For English majors, this approach is entirely desirable, but for non-English majors, teaching entirely in English may annoy most students. The teacher spoke in English, and the students were familiar with some words but could not understand the meaning. Classes do not understand, students are frustrated with English listening, will increasingly lose interest in learning English. If teachers of non-English majors can interact with each other in English and Chinese, adopt flexible teaching methods, constantly adjust the teaching content of English, create opportunities for students to participate in the classroom and really integrate into the classroom, it will be helpful stimulating students' interest in English learning, so that students gradually have the ability of autonomous learning of English listening.

5.3 Students

College students should be clear about their learning goals and look for their learning motivation. Goals and motivation are the two most important factors in the learning process. In the process of college English learning, first of all, we should understand the importance of English learning, learning English is not only to pass the examination of college English courses, to meet the requirements of CET4 and CET6 test scores, to increase their own entrance, employment opportunities, but also to make their professional comprehensive strength can be an important way to improve. If they have a strong interest in English learning, they can take the initiative to expand their

learning. If their learning motivation is entirely based on the needs of entering a higher school and employment, they can make their own learning goals and steps to learn English knowledge and skills by understanding the relevant requirements of English in the direction of entering a higher school and employment.

Cultivating the ability of autonomous learning and improving the ability of cooperative learning. College students will face many temptations and lack of the supervision of the external environment when they use the network learning resources to learn English listening and speaking. Therefore, they should monitor their own learning situation reasonably and timely, make reasonable learning plans, reflect on their own learning situation every day, and communicate with their peers and teachers regularly. Overcome some difficulties and complete their learning tasks on time and in quantity.

Pay attention to learning efficiency. Whether it is in the process of learning problems or in the goal and motivation to establish the difficulties encountered in the process, should be timely peer and teacher timely communication, seek solutions, in the learning process, only constantly solve their problems and obstacles, knowledge and skills can really be improved.

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