

Analysis of the Teaching Model and Method of College English Listening Based on System Functional Language Theory

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Abstract: At the present stage, in order to promote the teaching reform, foreign language teachers in colleges and universities need not only to improve their language literacy and comprehensive language ability, but also to guide their educational practice with the relevant theories of linguistics. The rapid development of modern science and technology has provided diversified ways for English listening teaching, but today's English listening class still uses the traditional English teaching mode. The content of people's thinking lies on the continuous sound waves, which are processed by the language area of human cerebral cortex in the process of transmission. Cohesion and coherence are very important in the function of language expression. Therefore, training students' listening ability from them will improve their language ability and practical application ability. According to the research results of modern psychology, people memorize a lot of knowledge and store it in the brain for a long time mainly by sound language, rather than looking for images. It plays an important role in promoting the reform of College English teaching. However, judging from the results of CET-4 and the actual reading ability of the students, there seems to be an obvious gap between the actual effect of reading teaching and the requirements of the syllabus. Based on the systemic functional language theory, this paper points out the important role of cohesion and coherence in listening, and its enlightenment to college English listening teaching.

1. Introduction

Systemic Functional Language School is one of the major language schools in the world today. At the present stage, in order to promote the teaching reform, foreign language teachers in colleges and universities need not only to improve their language literacy and comprehensive language ability, but also to guide their educational practice activities with the relevant theories of linguistics [1]. Words are only the visual symbols of language. The rapid development of modern science and technology provides diversified ways for English listening teaching, but today's English listening class still uses the traditional English teaching mode [2]. Taking auditory mode as the only mode greatly affects classroom efficiency. The syllabus for English majors emphasizes the cultivation of reading comprehension ability and reading skills in the requirements of reading class, and makes

quantitative provisions in this regard. The content of people's thinking lies in continuous sound waves, and in the process of transmission, it is processed by the language area of human cerebral cortex [3]. All people's language activities are always dealing with phonetics, and listening is of primary importance. Cohesion and coherence are very important in the expression function of language. Therefore, training students' listening ability from them will effectively improve students' language ability and practical application ability [4].

Language transmits the result of people's thinking activities as a kind of information in the form of sound waves. Multifunctional theorists have different opinions on the function of language, and express their own opinions [5]. According to the research results of modern psychology, it is known that people remember a large amount of knowledge and store it in their brains for a long time mainly by using spoken language instead of looking for images directly [6]. Even in the modern information society, the amount of information exchanged through spoken language is still much larger than that of reading and writing [7]. In many related theories of linguistics, systemic functional linguistics analyzes language from the perspective of functional language, which provides a very important development foundation for foreign language teaching. It has an important role in promoting the reform of College English teaching. However, judging from the results of CET-4 and students' actual reading ability, it seems that there is still a clear gap between the actual effect of reading teaching for English majors and the requirements of the syllabus. At present, the actual effect of reading teaching in English majors seems to be far from the requirement of syllabus [8]. This paper will explore a more effective teaching mode of college English listening from the perspective of multimodal theory.

2. The Application of Context Theory of Systemic Functional Linguistics in College English Teaching

2.1 Make Careful Preparations to Create a Good English Learning Atmosphere

The performance of cultural context needs a lot of situational context support, which requires English teachers to pay attention to details and carefully prepare before class. Teachers should pay attention to providing background knowledge in time, help them to establish the corresponding knowledge schema, and make them correctly predict the materials they listen to [9]. The contextual factors have been internalized, systematized and schematized into the cognitive context containing the main pragmatic knowledge. Compared with extensive listening training, intensive listening mainly focuses on the investigation of details [10]. Therefore, teachers should give students knowledge support in pronunciation, vocabulary and grammar. Context, genre and cultural factors are the basis of understanding the deep meaning of discourse and evaluating and appreciating discourse. Many colleges and universities have set up English language learning centers according to the practical characteristics of English learning. There is also a teacher preparation room, which is a place for teachers to prepare for teaching and scientific research. Each teacher is equipped with a computer that can be connected to the Internet. As shown in fig. 1.

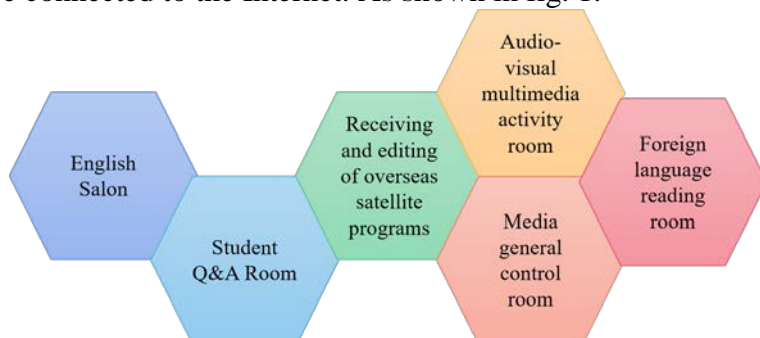


Fig.1 The Main Experimental Teaching Conditions of the Language Learning Center

From the perspective of the relationship between discourse and context, discourse represents a person's thoughts and intentions, while context represents the knowledge and expectation of a speech community. Context plays a role in foreign language teaching through discourse. Generally speaking, the views on coherence can be divided into two categories: one is to regard it as a social phenomenon, the other is to regard it as a psychological phenomenon. Through wonderful creativity and careful design, we can create a good English learning environment, create a classroom atmosphere, and satisfy students' curiosity. It is conducive to the completion of teaching tasks and the achievement of teaching effect.

2.2 Optimize Teaching Methods and Make Full Use of the Internet and Multimedia for Teaching

Traditional teaching focuses on teachers, textbooks and classrooms, and adopts the teaching method of teachers' full house irrigation for a long time, which basically instills knowledge about translation, grammar and vocabulary, and pays more attention to imparting knowledge. The skill training is neglected, and the teaching means and methods are relatively simple. When listening to the details, the teacher divides them into pieces according to the “meaning group”. On the basis of intensive listening, the students are required to retell, reorganize or adapt the materials to test their expected ability, analytical ability and expression ability. However, the quality of many supporting materials is poor. It includes the unreasonable design of the number of questions, the low degree of difficulty, the single form of questions and so on. Then, the teacher can briefly analyze the transitivity structure, mood structure and theme structure of the clause in the text, and then analyze from the statistical scheduling to understand the grammatical features of the text. The teaching flow chart of College English Listening Course in an experimental class is designed. As shown in Figure 2.

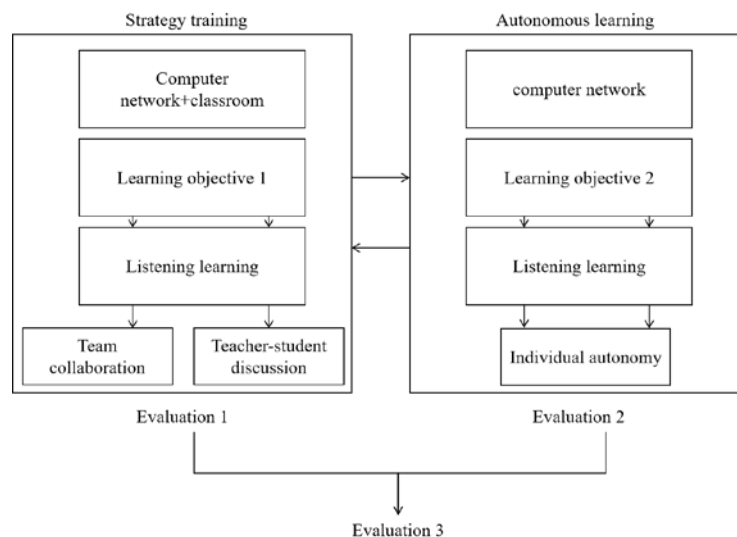


Fig.2 The Teaching Mode of College English Listening Course Based on the Language Learning Center

To regard coherence as a linguistic phenomenon is to regard it as an objective phenomenon which can be seen, felt and judged by specific linguistic forms. For example, the use of network and multimedia to collect interesting materials in teaching can stimulate students' interest in learning, enable them to perceive the artistic atmosphere of the classroom that traditional teaching can not

match, and improve the teaching effect.

3. The Structure Design of College English Listening Teaching

3.1 Before Listening

Before listening session aims to stimulate students' interest in learning and construct meaning for subsequent knowledge input. In the material process, it mainly involves people's psychological behavior, that is, what people have discovered and how they think about it. In the process of speech, it is mainly about the activities of these behaviors. It can be seen that emphasizing coherence is a linguistic phenomenon, and coherence is bound to be reflected by language itself, and an important way of reflection is language cohesion, which is an essential condition for coherence. In addition, if we want to achieve better English teaching effect, we can not only rely on classroom teaching. Teachers must create a better English learning environment for students, carry out campus English activities, and let students expand their language and cultural knowledge in their spare time in daily life. The basic process of teaching action research is: planning, action, observation and reflection. As shown in Figure 3.

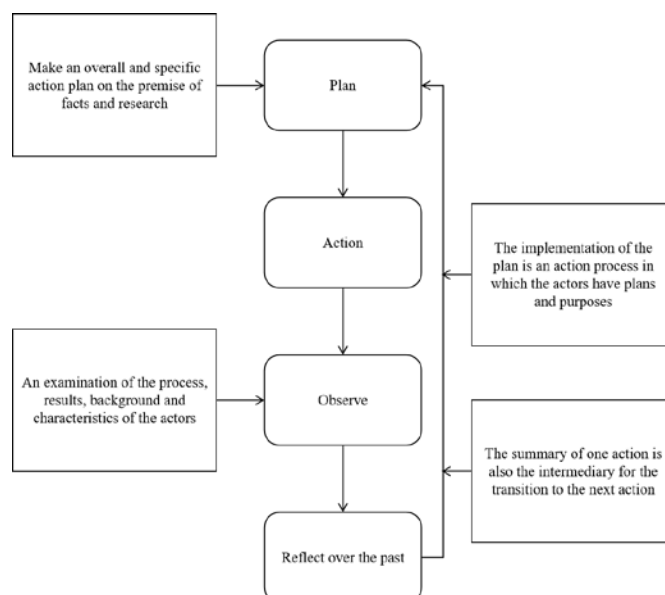


Fig.3 The Basic Process of Action Research

Learners must undergo a cognitive process of positive anticipation, analysis, reasoning, verification or negation, assimilation, correction and expansion. So as to maximize the mobilization of learners' subjective initiative, “top-down” and “bottom-up” strategies are used alternately. In the assignment, students can practice vocabulary, grammar and sentence patterns the night before. In the process of lesson preparation, teachers should prepare lessons carefully and conduct in-depth research and analysis of listening materials. For the listening materials, we should tailor them according to the key and difficult points and error prone points, so as to facilitate the targeted training of students in the listening process.

3.2 Post-Listening

After listening, it is mainly to consolidate and externalize the knowledge learned in this class, which can combine teachers, students, symbols and environment organically through role-playing, debate, summary and other forms. On the basis of understanding the text content and unfolding

mode, students can absorb the main content of the text and sublimate the ideological content of the text. Mastering this kind of shared knowledge will not only help students understand the dialogue, but also help students learn how to tactfully refuse and articulate the conversation strategy. Besides, college students' English teaching activities should be combined with their actual learning level. Students are encouraged to take English poetry appreciation, cross-cultural communication and other courses. By understanding the social system, local conditions and customs of western countries, we can help students solve the language barriers they encounter in learning. Besides, students can be taught to infer the meaning of language items in discourse from the perspective of function. The “post listening” stage is the deepening stage of listening teaching. According to the materials, teachers organize retelling activities, pair discussion or group debate, comment on the characters and analyze the style. The output and application of the learned knowledge can be transformed into long-term memory and consolidate the learning effect.

4. Conclusions

To sum up, teachers should guide students to pay attention to the role of coherence and cohesion in listening, not only to language phenomena, but also to psychological phenomena. In order to improve the quality of English learning, college English teachers must innovate teaching ideas and create a harmonious English learning environment in teaching. Teachers' English listening teaching through multimodal theory is conducive to breaking through the traditional single-modal teaching mode and helping students improve their learning efficiency. It is pointed out that reading should go through from substance to language and then to context. Teachers use multi-modal theory to teach English listening, which is conducive to breaking through the traditional single-modal teaching mode and helping students improve their learning efficiency. It is pointed out that reading should go through the two-way and multi-interaction process of changing from entity to language and then to context, from context to language and then to different levels of entity. College English listening teaching provides a new perspective, especially the grasp of verbal politeness, cognitive context and related schema, so that our listening teaching can be really improved. At the same time, it also helps to stimulate students' interest and enthusiasm in learning, and also helps to provide a new perspective for other aspects of English teaching. With the help of the context theory of systemic functional linguistics, students' interest and potential in English learning can be stimulated, and they can make better improvement in the interaction between teaching and learning.

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