

# *Foreign Language Research Looks At the Importance of English Listening in English Teaching from the Perspective of English Learning*

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**Abstract:** English is the world's most widely used second language, and listening is the key to learning English, English listening is the beginning of learning English as a language, in English learning, examination and work-life communication activities have a role to be ignored, we must pay attention to it.

## **1. Introduction**

English is the world's most widely used second language, as the world's common language has become an individual or collective into the international basic ability, English learning has been the focus of students and teachers. As we all know, the baby from the beginning of the fall is to use hearing to receive a variety of signals, even at this stage, he can't accurately express the signal he wants to convey, but this has actually entered a critical period of language reserve, and then he began to learn the language, combined with physical and other movements to express their ideas. With the growth of age and understanding ability will enter the learning of words, learning to write the language learning stage, and finally can use language to accurately convey information, human nature language is a sound language, language is first of all a sound language, which has a guiding significance to the language learning method, which can also show the importance of listening to the mother tongue - say - read - write four steps of the method and process to learn a language will achieve good results, and "listening" is the beginning of learning language, in English learning, Examinations and work-life communication activities have a role to be reckoned with.

## **2. Listening is the Beginning of English Learning**

Krashen[1],The world's second language research master, has developed the most extensive and comprehensive understanding of the second language "learning" theory in recent decades, the key to which the key lies in distinguishing between "learning" and "learning", "learning" is similar to the learning process of the mother tongue, in a particular language environment, listening to information in large numbers, and imitating from it to achieve the purpose of learning, "learning" refers to the process of learning through conscious practice and memory activities, and "listening"

is largely “learning”. In this process, research shows that language “learning” depends on “listening”, which is very important and effective.

## **2.1 The Purpose of Human Communication is to Accurately Convey Information**

As the most convenient way to communicate “hear” its accuracy is not to be ignored, learning is already a kind of acquired sexual English, learning is no exception, since learning is to learn accurately at the beginning, so “listening” becomes the beginning of English learning, only in the process of listening to imitate the standard pronunciation to accurately understand, learn and express, “listen” clearly to avoid the phenomenon of false pronunciation, English and Chinese characters are different from the former is phonetic text The latter belongs to hieroglyphics, phonetic text in the listening can be heard on the basis of some grammar rules and spelling rules can be mastered, which shows that listening in the process of English learning occupies an important position.

## **2.2 Listening is the Ability to Get Audio Information**

We can understand listening as: the ability to obtain audio information, can also be said to be a communicative ability. The strength and weakness of this ability, in addition to determining people's understanding of language knowledge itself, also determines people's ability to occupy language background cultural knowledge, it is difficult to imagine a person who knows nothing about language background culture can have good listening, emphasizing that listening to and speaking English is one of the important purposes of English teaching. From the point of view of language, language itself is first of all sound language, no listening, no speaking, language communication is impossible to talk about, therefore, listening in linguistics has its special role, “listening” is the basis of language, listening is the premise of language learning. From the psychological research, the amount of information heard in equal time is much larger than the amount of information read, and the information heard is translated into emotional knowledge much faster than the information read into emotional knowledge, the information heard is often more vivid than the information read, the imprint in the mind is more profound, not easy to forget, but also can effectively cultivate a sense of language. Hearing consists of two main parts. That is, the ability to quickly and correctly distinguish the meaning of the sound, the ability to understand the connotation of language, also known as “cultural understanding”, these two abilities are manifested in the middle school English classroom, that is, for the recognition of the teacher issued by the voice form, accurate analysis of words, and then from the meaning of words, sentences to the article The center is to quickly identify, think, combine, summarize, and understand the centrality of the content of the speech, this ability, in addition to the understanding of language knowledge itself, should also include the understanding of relevant cultural knowledge and ability, including economic, cultural, astronomical Geography, history and simple popular science knowledge, such as the possession and understanding of these knowledge will undoubtedly improve the understanding of the information heard, from the understanding of the semantics more profound, more accurate.

## **2.3 How to Cultivate Listening**

To cultivate listening, we must first break through the hearing impairment and master the basic skills of “listening”, and there are four main hearing impairments in English listening training for students and general English learners: 1 speech impairment 2 semantic impairment 3 psychological impairment 4 cultural comprehension disorders. Hearing speech impairment is the first of these four

disorders. English learners should make up their minds to break it and move on to a higher level. Breaking through speech impairment to master the basic skills of listening, first of all, should break through speech knowledge. English language knowledge mainly includes six aspects: incomplete blasting, group of meaning, continuous reading, assimilation and dissounding of sounds, sentence accents and intonation. Secondly, we should also master the difference between English and American sound, the way to break through the voice knowledge is: listen carefully, pay attention to imitation, careful memory, and with the teacher or video recorder to correct, adhere to repeated training and testing.

### **3. Listening is the Nature of Communication**

With the process of economic globalization and informationization, exchanges between people of all countries are becoming more and more frequent, many people will travel abroad, work, study abroad or immigration into the life plan, these activities are carried out on the premise of overcoming the communication barriers between different languages, in order to obtain information, share emotions, exchange academic and other activities we must make full use of hearing, assuming that you and a person, the other side always “do not understand”, estimated that both sides are difficult to get fun in such words, we often say: friends should listen to the heart, favorite music to listen, good advice to listen to, do smart people to listen to the eight sides, only in full “listen” to the preparation can be fully expressed, and you can control only their own speed, tone, sentence style, and you communicate with the people control their own expression, you have to adapt to each other's expression, first of all to listen clearly, and then clear communication. This means that the practice of “listening” is very necessary, so saying “listening” is the nature of communication between people.

#### **3.1 A Way to Achieve Good English Listening Results**

The importance of listening is reflected in all aspects of study, examination, life and work. The key to master English is “listening”, as to how to improve the level of English listening, nothing more than listening to practice, pure English songs, film news, etc. will become English learning in addition to textbooks, in many ways, “dictation” is proven effective by tens of thousands of learners, prepare a suitable for their learning ability dictation material, repeated practice, until they can capture all the information under notes, and then according to the original listening to their own dictation results, to find gaps and not understand the words. At the level of understanding is being practiced until all the information of listening materials can be fully expressed, compared to “general listening”, “dictation” will consolidate English knowledge, on the one hand, to avoid the lucky psychology in learning, to understand the places that seem to understand clearly, to eliminate knowledge blind spots. On the other hand, “dictation” this way can cultivate learners are sensitive to each word habit, so that in the past will not miss the focus of knowledge, long-term planned “dictation” training will be able to achieve good English learning results.

Practice often say fingering, dancing pay attention to footwork, learning is also inseparable from the method, in summary, “listening” has always run through the English learning, application and communication of all stages, “listening” has become obvious, so listening to more practice has become an effective way to learn English, learning process is undoubtedly the process of going against the water, learning English is also the case, Mendeleev has said that there is no doubling of diligence, there is neither talent nor genius. If English learning is likened to three feet of ice, then persistent “listening” becomes a fire to dissolve this ice.

### **4. Listening is the Most Important Part of the English Exam**

Since English became a compulsory course in Our country's colleges and universities, “dumb English” and “deaf English” have been the embarrassing situation of learners, to some extent, the phenomenon of deaf English is more serious, once “cannot understand” inevitably “cannot speak”, in order to increase the importance of listening ability. The majority of provinces in the country will be listening 30 points into the total score, which is the recognition of listening teaching, and listening is located in the first part of the test questions, the smoothness of the answer will also affect the follow-up answers to play, whether it is in the study or study abroad in the English class examination, such as college entrance examination English, four or six levels, the national English level examination, TOEFL, IELTS, etc., will listen as an important part of the examination, such as TOEFL-US test non-native English language English proficiency test, in addition to reading part, Other parts are inseparable from the solid listening skills, because it is a machine test, so before listening to the recording can not see the test questions, such a type of question determines the level of listening to become the key to the success of the TOEFL test, it is not difficult to see that listening in the English exam occupies a pivotal position.

listening comprehension	Short news	7%(49.7')	25mins
	long conversation	8%(46.8')	
	Listening passages	20%(142')	

*Fig.2 Cet-4&6 Listening Score*

TOEFL listening	0-2	3	4-6	7-11*	12-19*	20-23*	24-26*	27*	28*	29*	30*
IELTS listening	0-4	4.5	5	5.5	6	6.5	7	7.5	8	8.5	9

*Fig.3 Toefl& Ielts Listening Score*

#### 4.1 The Importance of English Listening and Speaking in Teaching

listening ability: can understand the content of English lectures, can understand the general English conversation and general subject matter lectures. Can basically understand the English-speaking countries slow English teaching program, the speed of 130 words per minute or so, can master the main idea, grasp the main points and related details. Ability to use basic listening skills to help understand the speaker's views and attitudes; the ability to say: in the learning process with teachers, students to communicate, and can discuss a topic. Be able to talk to people from English-speaking countries on everyday topics. Be able to make a brief statement on the topic you know well, make a short statement after preparation, express it more clearly, and your voice and intonation are basically correct.

	content of courses	teaching methods	time
Access to succes	Listening the to world	listening exercise	4
	Speaking for communication	listening exercise	3
	Further practice in listening CET-6 training	listening exercise	3
Emotions speak louder than words	Listening the to world	listening exercise	4
	Speaking for communication	listening exercise	3
	Further practice in listening CET-6 training	listening exercise	3

*Fig.4 A Schedule of Listening Class Time in Teaching*

## 4.2 The Difficulties Encountered in English Class in Our Country

In English classroom teaching in China, listening teaching has always been a problem for teachers and students, computer-aided multimedia teaching in China is popularized very quickly, from the introduction of the 1980s to gradually popularize only took less than 20 years. The 2007 revised Requirements for teaching English courses in universities also explicitly state that the new teaching model should be computer- and classroom-based English multimedia teaching model. During this period, many scholars have proved that multimedia technology provides a material platform and ideal teaching environment for the integration of foreign language classrooms, stimulating students' interest in learning foreign languages and their ability to learn independently (Namin 2008:55). Some scholars have also tried to apply computer-aided multimedia technology to listening teaching (e.g. Tang Yonghui 2004[2]; Chen Jiaxu 2005 etc.)[3]. Experimental results show that the multimedia-assisted foreign language listening teaching model is better than the traditional single classroom teaching model. English listening teaching is no longer satisfied with allowing students to play a passive role, the English language heard and heard together, for example, New Horizons University English teaching materials specifically for the combination of English listening and speaking, the preparation of New Horizons University English listening and speaking tutorials.

It emphasizes the accuracy of obtaining information and neglects the properness of language use. In addition, He Natural (1997:200) pointed out that an important reason for the low ability to use English is that learners learn English out of context. In our country, English learners lack the real language environment due to the limitation of conditions. Students often work tirelessly to remember English words through Chinese meaning without context, listening materials mostly come from textbooks, students can only contact the English knowledge in textbooks, lack of real language materials and context; Moreover, the traditional teachers for example, students repeatedly practice teaching methods also lack the real language environment, students can not fully understand the British and American customs.

Providing sufficient and appropriate input to create a real context, Krashen (1985) [5]'input' theory on foreign language learning suggests that the ideal input should be interesting, relevant, and have sufficient input. In the multi-media network teaching mode of listening class, teachers can make full use of the text materials related to the content of the text (literary works, life conversation books, magazines, etc.) and audio-visual materials (original English films, telephone recordings, life language audio and video recordings, English news broadcasts, background introductions, biographies, etc.) to provide students with language examples, so that students can experience different social roles in different communication places on different topics of communication use of language characteristics, and provide a rich speech behavior ( Such as request, apology, farewell, greeting, thanks, praise, etc.) language materials, for specific speech acts to learn to do examples. In addition, classroom teaching can also use "travel to the United States", "Friends" and other multimedia teaching software. Since these materials come from the real life of Britain and the United States, reflecting the social and cultural context in which English is used in real life, students can not only have an immersive feeling, but also learn live, authentic English easily and happily.

He Natural [4] (1986) language content in English teaching is no less important than grammar, vocabulary and other aspects of the content. Teachers in listening classroom teaching should be combined with the content of the teaching consciously introduce students to some of the language knowledge, so that they understand a sentence with the correct grammar in a particular context is not necessarily the right truth of discourse. For example, "Excuse me" and "I, m sorry" are both verbal acts that perform an "apology", but their verbal effects are different. "Excuse me" is because "I have violated or have to violate social morality": "T' m sorry" is because "you have suffered or may be harmed". Therefore, in the context of giving way, "Excuse me" is more used than "Excuse

me” and “I'm sorry” should be used in the context of refusing an invitation from an American friend, because the speaker has caused personal harm to that friend. At the same time, teachers should also let students realize that learning English should not only pay attention to the forms of expression in the language, but also understand what kind of communication function these forms can achieve, and systematically teach students some different linguistic principles of different cultures. For example, when speaking emotional verbs, students should be reminded of the language function of emotional verbs. Because of the influence of the Chinese style, students often use “Don't” to mean “prohibited”, but “Don't” often gives people a sense of superiority, the tone appears very rigid, so to tell students must do different treatment according to different contexts. Such as Closed to All Vehicles: Keep Off: Street Closed; “No entry” (off Limits); “No shoes” (Shoes Off) etc.; In addition, the teacher to combine the teaching content timely to introduce students some vague restrictions. For example: “What you like like cold drink or something?” As a sender, he can simply say, “Will you like a cold drink?” But the recipient has no choice, there is a feeling of being forced, plus or something, the tone seems more euphemistic and polite, so that the interviewee feel respected. When students learn about vague restrictions such as: somewhat, almost, as far as I can tell, someone says that and its linguistic functions, their language expression skills can be improved to avoid unnecessary mistakes in communication.

## 5. Conclusions

In short, listening training is a long-term and arduous project, the improvement of students' English listening ability can not be achieved overnight, teachers in daily teaching to mobilize the enthusiasm of students, hard work, perseverance, perseverance to take corresponding effective measures, according to the actual situation of students, from shallow to deep, from easy to difficult to choose listening materials, systematically strengthen listening training, while listening, speaking, reading, writing combined to form an interaction, mutual promotion of the teaching system.

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