

Talk about the Problems of English Listening in Teaching and the Problems in the Process of Students' Learning

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Abstract: At present, our undergraduate students basically have a certain English foundation, but listening has been the weakest link, students can easily understand their teacher's words, listening class materials can also basically understand, but for the English speakers between the speech is difficult to understand. In view of this problem, the author according to the practice of his own listening teaching, think that the main reason is that students have little access to real, informal natural language opportunities, and put forward a strategy to increase listening comprehension, increase the weight of natural language, the diversity of teaching materials and overcome the impact of classroom dialects and other ideas, for discussion only.

1. Introduction

Based on the practice of listening teaching, the author analyzes the main reason for this is the lack of students' exposure to natural language environment. Although college students in addition to listening classes, but also intensive reading classes, English radio and other ways to contact English, but a considerable number of students listening to English is still limited to the voice room. Our classroom English and its listening materials only pay attention to teaching standardized English, not to teaching the existence of life is not necessarily standardized language, do not pay attention to the development of students in different contexts of language ability. The so-called normative language is the English language that is controlled, so that it conforms to the grammar, the pure, the ideal form of language. This is of course necessary and important in English teaching. But in real life, people often pass on the meaning of information by common words and phrases, short sentences, simple sentences or omitted sentences that eliminate subjects, verbs, verbs, crown words and pronouns. Speakers pay more attention to content than to the correctness of grammar. We will encounter all kinds of irregular language phenomena, language variation. For the same tone, the next different people will have different reading methods, using different dialects, intonations, rhythms, etc., and even some wrong pronunciation. All of this can cause great hearing impairment for people who have only been exposed to standard English. In addition, classroom dialects are a very important factor in hearing impairment. In the current environment of foreign language learning in china, the main language materials learned come from teaching materials, and the main place of learning is the classroom. In the course of classroom teaching, in order to allow students to understand or read aloud, teachers always try to read every word or even every syllable very clearly,

the speed of the language slows down, so that the flow of words lost its normal rhythm. This kind of English, which is especially used by teachers in the classroom, and the actual non-classroom English in the fact of speech activity under normal circumstances, there is a big difference in pronunciation and rhythm. We call it “Classroom English”. Students in this language under the long-term edification, will certainly feel very uncomfortable with natural language, bewildered.

2. A Solution to the Problem of Listening Teaching

2.1 Use Listening Comprehension Strategies

Lien reading (Liaison): In an Italian group, such as the previous word ends with a consonant, the latter word begins with a vowel, or the end of the previous word and the first consonant of the latter word are the same consonant, to carry out natural consonants.

Incomplete blasting (Incomplete Plosion) language flow, blasting sound and blasting sound or blasting sound and other consonants adjacent is very common. Because of the influence of the later sound, the first blasting sound only put out the corresponding mouth type, forming obstacles, but no explosion slightly, immediately issued the back of the blasting sound or consonant, this first break is called incomplete blasting sound, this pronunciation phenomenon is called incomplete blasting. Example: Abigmountain That' sagoodgirl

Short Forms in Oral English, we often find “we” “re” “ve” and other forms of association, and similar to: Let' s-letushe' s-heis/hehas;Shan' t-shallnotwon' t-willnot ;Aren' t=arenotish' t-isnot;should ' t= Shouldn' t= wouldn' not,"These are the habits of spoken English pronunciation that students should adapt to as much as possible.

Functional words in Weak Forms of Ceria in founds English generally do not reread, and sometimes even some of the meaning words do not need to be reread. These words will lose their re-pronounced pronunciation in the sentence. like him. He, she, he and other words, /h / do not pronounce; Again, such as for, to, can, they as isolated word vowels vary, but put in the sentence almost all of the same vowels /ə /.

The good news is that the current listening materials, regardless of their form, basically refer to strategies. In particular, “Learning English” (new edition) published by Shanghai Foreign Language Education Press draws on and absorbs the latest achievements of foreign language teaching theory research, teaching practice and teaching materials at home and abroad, and provides strategic guidance and training. But there are some problems in our teaching materials, the current teaching materials are basically organized according to the topic, rather than around the strategy to build a framework layout of teaching materials. This makes the book even if there is a strategic guidance content, but also appears very loose, disorderly, arbitrary.

2.2 The Language of the Textbook Should Be Added to the Teaching Material

The selection of the teaching materials we use is generally more standardized, even if the oral teaching materials, the situational dialogue of all parties in the way of questions and answers is very fluent and smooth, very few like people in life to speak as many repetitions, pauses, mantras and so on. But studies have shown that 30-50% of speech in natural language may be accompanied by pauses and hesitations. This pause can be silent pauses, or fill-in pauses, such as the usual well, where the say imean rating indicates that the speaker is looking for the right words. In order to give students more access to natural language, first of all, we should add the weight of natural language in the teaching materials, so that students can learn more practical forms of speech expression in normal teaching hours. At the same time, there should be ample opportunities for learners to learn a wide variety of languages in listening classes. Let students hear and get used to a variety of different

voice tones, including men, women and children, people of different occupations, different levels of education, all kinds of voice. In addition, it is necessary to add a variety of background sounds to listening materials to enhance students' ability to accurately distinguish language information in complex background sounds. In real life, language transmission information is often accompanied by a variety of interference factors, such as a variety of noise, so listening classes should be properly arranged for students to listen to murmur materials.

2.3 Diversify Teaching Materials.

Our teaching materials should not only provide the best language and practical activities for cultivating students' comprehensive language ability, but also broaden students' horizons and improve their cultural quality, and at the same time have “teachability”. English as a foreign language, the arrangement of its teaching materials must not be equated with Chinese language arrangement, can not be too standardized, too standard, materials can not be too old, too literary. The purpose of college students learning English is mainly to “use”, not only to obtain information, but also to exchange information, with the acceleration of globalization process, this information should be “new” as the main. Therefore, listening materials should reflect the rapidly changing times as much as possible. National university foreign language teaching materials should be diversified, with multi-level, each set of teaching the next material to shorten the use of the cycle, there must be openness; We should make full use of network resources, multimedia and other modern educational technology; The preparation of teaching materials should take full account of teaching methods and educational ideas.

2.4 Listen and Talk

Students who speak English consciously use the pronunciation characteristics they have learned, which can deepen their understanding of these characteristics and mobilize their enthusiasm for learning English. And in conversation with others can also see a variety of languages, conducive to their all-round, multi-level contact with language materials. Of course, a few suggestions, and can not explain that after understanding these, students can understand English. Other factors are also necessary to develop good listening habits. Master a certain amount of vocabulary and grammar structure knowledge, will understand and understand the meaning of sound. In short, by making students gradually accustomed to the English pronunciation of training will certainly lead them to an effective understanding of English.

3. The Network Plays a Positive Role in College English Listening Teaching

Using the network to carry out the listening teaching of college English increases the flexibility of teaching, improves the participation of students, and plays a positive role in improving the quality of teaching.

3.1 To Stimulate Students' Interest in Learning and Improve Their Learning Efficiency

With the accelerating process of globalization, English, as one of the international lingua franca, has become more and more prominent. In English listening, speaking, reading, writing four basic skills, listening plays a very important role, is the key and foundation of English learning, it directly affects students' communicative ability. However, the quality of English of college students is uneven at present, especially in the listening part, the difference is greater. The vast majority of students English listening ability is low, listening learning enthusiasm is not high, which is related

to the original teaching model, English listening teaching in junior high school is basically in the teacher's classroom recording, students continue to practice, teachers to answer, answer, for the use of the network is very few; On the other hand, students also don't have time to watch English movies and listen to English radio. During the university, more after-school time, learning arrangements are relatively free, college students have more time to use the network to watch English movies, English programs and so on. Teachers use the network for English listening teaching, can be combined with sound, text, images and other content, the students' visual, auditory and other organs all mobilized, attracting students' attention, so as to stimulate students' enthusiasm for learning, become passive to active, to promote students to independently carry out English learning. Moreover, in the use of online learning, students can according to their own interests and hobbies, independent choice of learning materials flexible arrangement of their own study time, improve the efficiency of learning.

3.2 Changed the Synchronization of English Listening Teaching

Students' ability to master knowledge in the classroom is different, students with strong learning ability can expand their horizons in listening time, choose some expanding materials for listening learning; Students with poor ability to accept, the learning content in the classroom has not been fully absorbed and integrated, need to be consolidated again, practice. The synchronization of traditional listening teaching, which encourages students to learn the same content, greatly limits students' listening learning and reduces students' enthusiasm for learning. The application of the network in college English listening teaching can make students with different foundations choose the content and materials suitable for their own learning according to their own actual situation, arrange their own study time, adjust their learning progress in real time

3.3 Increased Language Input and Rich Teaching Content

American applied linguist Krashen believes that language learning can not be separated from language input, through language input to achieve. Therefore, language teaching needs to provide students with the best language input, that is, not according to the grammar outline, interesting, understandable language input. In the network environment, teachers can take advantage of the network, the use of a variety of transmission methods, to maximize the input of language. At the same time, students can also use the network to access the correct pronunciation, intonation, improve their English pronunciation, access to a large number of language input. The content of the network is shown in many aspects, including history, culture, science, military and other fields, students can learn more deeply through the network, some foreign cultures, customs and so on. For example, by watching English movies, students can not only hear foreigners' communicative language in different places, but also learn about their nonverbal communication (gestures, expressions, etc.); And can understand their living habits, cultural customs, enrich the content of teaching, improve students' communicative ability.

3.4 Strengthen the Exchange of Teachers and Students, Timely Feedback on Learning Information

The network platform to carry out English listening learning, can enable students to complete their own learning tasks, timely online communication with teachers, online discussion, strengthen the communication and interaction between teachers and students. In the network platform to carry out English listening learning, the network will provide students with a timely feedback on their own learning, students can according to this feedback, check their learning related situation, make a

reasonable evaluation, so as to adjust their own learning progress, make follow-up study plans, is conducive to urging students to carry out independent learning, improve learning interest and enthusiasm.

3.5 Improve Teaching Methods and Improve the Quality of Teaching

In traditional teaching, teachers are the implementers of teaching activities, students are recipients, students passively accept the content of learning taught by teachers. In modern teaching, the state pays attention to the reform of teaching system, pays attention to the student's main position, and establishes interactive classroom teaching mode. The application of the network in English listening teaching has greatly improved the original teaching mode, and the role of teachers has changed and become the organizer and conductor of teaching activities. Because the content of network information is rich and diverse, teachers must make a choice of these contents before teaching activities, collect good learning materials, clarify their teaching priorities, carry out reasonable teaching design, media selection in the teaching process, teaching evaluation and other content to make a reasonable arrangement and planning. English listening teaching in the network environment has put forward new requirements and challenges for teachers, and also provides a platform for teachers to display their talents.

4. English Movies and Songs Are Conducive to Contacting English Listening

4.1 English Movies

In a relaxed and pleasant learning environment, people's motivation to learn is often relatively high, as is English learning. Traditional classroom English listening learning, practice is very boring, often teachers continue to explain, students continue to practice, and two classes together, students often feel boring, tired, serious distraction. And good English film has story and teaching significance, vivid and interesting scenes, plot can greatly attract students' attention, to ensure that students for a long time in a state of excitement. In watching English movies, students can receive a lot of images and sound information, through visual activities to the brain constantly transmitted some distinctive images, mobilize students' interest, stimulate students' thirst for knowledge, passive learning into active learning. For example, at the beginning of watching English movies, because of the lack of understanding, students' attention will be concentrated in Chinese subtitles, which greatly affects the film plot and picture viewing, prompting students in the process, slowly pay attention to the development of their own hearing, to gradually shift attention to the picture. In this process, the physical strength of students has been implicitly improved, at the same time for some pronunciation, context have a corresponding understanding, improve the communicative ability of English.

Many foreign language scholars at home and abroad have put forward their views on the problem of English listening training in college English teaching. Wang Tanqiu (2008) proposed that the traditional English teaching hair has not been applicable to the development of society, for the improvement of English listening, through watching English movies to train, has become a necessity, Zhu Lingyun (2005) once pointed out that our current textbooks or tapes have been modified to meet the habits of Chinese students. It can be seen that the textbooks and tapes used by college students in class have been changed or processed in plain English has been separated from the textbooks used in our university. Ye Latin (2003) also proposed: watching movies to practice listening is a better way to play movies so that students can experience the fun of using a foreign language, but also can practice imitating the correct pronunciation, increase the time to practice listening, English movies and language, culture, pictures, sounds in one, he integrated a variety of

technologies to attract students' attention, different from the previous listening mode and processed speed of speech, with its enriched content, life speed, so that students watch movies at the same time improve listening level. As Jean Piager (1970) once said, language learning should be done in the appropriate learning environment, in order to learn a language well, the learner should be in a real language environment.

Therefore, through the analysis of the problems in the teaching process, watching English soundtrack films can make up for this deficiency, film is a special medium. He combined the real sound and pictures, itself as an art form, it attracted a lot of fans, especially today's English film interesting, novel storyline; Excellent film production; The participation of big stars, as well as the use of high-tech in movies, often make people feel immersive (such as 3D movies) is more popular with college students. In addition, there are Chinese subtitles in the film to play English movies to create a real language environment for students, coupled with the film's picture, plot, actor's performance and speed of speech, but also make the voice more vivid, so that the listener remembers these real language environment, so that students more deeply understand the use of language environment. In addition, the lines and language in the film more colloquial life, which also shows that relative to the traditional method, the

language appeared in the film is more practical for students, but also let people want to participate in the interest of the film 'New York Moment', the story of the hero and the age of the students are comparable, in the stage of life similar, coupled with comedy and love, which attracted the interest of students, the language of the film simple sentences, not very long in the process of viewing, students can easily understand, You can also read the words, phrases and sentences that have been learned, so watching movies can enhance students' interest in learning English, stimulate the initiative to learn English, improve listening level, and deepen students' understanding of Western social culture

4.2 English Songs

English songs have the characteristics of tune, beautiful, simple lyrics, vivid, melodic, beautiful rhythm, strong sense and rich situation, in line with cognitive law and thinking level, often willing to listen to and sing The use of English songs as an effective carrier for listening training to cultivate listening, so that the formation of comprehensive language skills has laid a certain foundation to stimulate students' interest in learning English. Now the teaching materials listening teaching materials, mainly to textbook content, listening form is no more than listening selection content, we found that with the push of time a student, this kind of listening will often lose interest in listening, if you can try to cultivate students' listening skills in English songs, can stimulate students' listening interest, over time listening level will also be gradually improved English songs, not only language material authentic, but also fast and clear rhythm on easy to learn easy to remember.

5. Conclusions

Some teachers consider listening to be an easy subject to teach, but most EFL learners consider listening to be one of the most difficult skills to improve. Does this contradiction indicate that there are some aspects of listening teaching that our teachers need to explore? Perhaps "listening course is best" means that it does not need to spend a lot of effort to prepare for the course, the course only need to play voice materials, test the students' listening comprehension can be. But is there really nothing to do in the course of teaching other than to test the students' hearing comprehension? Obviously not, as a listening teacher really should know how to really help learners improve their

listening skills, know how to achieve this through effective specific activities, and be able to apply these theoretical knowledge to their actual listening teaching.

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