Research on the Application of Network Resources in English Listening Teaching

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Abstract: With the development of network technology, network resources are widely used in English listening teaching. Network resources make listening teaching realize the combination of audition and vision and more vivid and intuitive. This paper aims to explore the advantages of network resources and analyzes the application of network resources in English listening teaching.

Key words: network resources, English, listening teaching

Chapter One   The Current Situation of English Listening Teaching in Universities

Listening skill is one of the four basic skills, so its importance can not be ignored. Language is not only a major for us to learn, but also a tool for us to communicate with each other. The systematic training of English learning is often an integrated training for listening, speaking, reading and writing. Listening is the most basic form of people’s communicative activities, so listening is also the most basic and important training form in language learning. Listening is an input. If we want to master a language, we must make ourselves understood first. At present, in the university CET 4 and 6 and in the professional four and eight level examinations, the proportion of listening has increased, which reflects the importance and necessity of listening training. In Colleges and universities of our country, the main way of the traditional listening teaching is to follow old textbooks using a tape recorder to play the tape. Because the tape recorders have been wearing, with the passage of time, the tape sound will continue to decline, thus making the playback quality relatively low, the sound effect poor, and finally influence teaching effect. Furthermore, the listening materials are ready, which only
have sounds, no texts, images, and are lack of visibility. All these can’t fully mobilize the enthusiasm of students learning. Moreover, the teaching of listening is usually face-to-face, and "record—answer—listen to" mode. All the listening textbooks and exam papers are the same, and even dictations, and music are unchangeable. This teaching mode leads to many problems, such as: rigid teaching atmosphere, the students’ attention, which has brought many negative effects to the College English listening teaching.

Chapter Two   Advantages of Network Resources in English Listening

2.1 Strengthen the students’ understanding and memory

We use the multimedia video to realize the combination of “vision” and "listening". "Visual image and audio speech acts in the brain at the same time, play the different roles of the two hemispheres of the brain, tap the potential of the comprehension, and analyze from the point of view of information processing. Audiovisual process reflects the learners’ perception, encoding, storage process of cognitive psychology, shows the learners’ ability to understand things and get access to knowledge. This large receptive knowledge acquisition and accumulation have constituted an organized cycle system of” input—processing—storage—output”, which helps to improve the memory structure of the brain. Psychological research shows that the human visual absorption rate was 83%, and the audio absorption rate was 11%. Adding the two together, the absorption rate is up to 94%. Audio, video and other information stimulate the senses of students, bring psychological activities, promote students’ thinking, and help them understand and master the knowledge. In our brain's memory activities, image information memory is much stronger than the language information memory. Therefore, the combination of “vision” and "listening" enables the students to have the confident feeling, experience the surface and the connotation of the language, and ultimately achieve deep understanding and enhance memory.

2.2 Stimulate students’ interest in learning

As we know, the traditional listening teaching adopts the single teaching form of playing the tape. Over time, this form brings the students a strong sense of disgust, and sometimes even reverse psychology. The various teaching means, such as the language laboratory and multimedia classroom, seize the students’ interest. Some vivid and intuitive language scenes can keep their attention for a long time. The teacher can insert the video teaching materials, the classic film clips, and audio-visual materials from the Internet, which has injected a new characterized content into the traditional teaching and greatly stimulated students interest in learning. I also find in the long-term listening teaching practice that in the previous time when I played a tape
recorder much longer, some students looked very restless and impatient and the atmosphere in the classroom was very dull. At the same time the students couldn’t get along well with the teaching process, so teaching effect is not obvious. But now all the listening teaching are arranged in the lab or multimedia classroom, listening materials with a disc in the form of vivid pictures greatly increase the students’ enthusiasm, enhance their interest, and the atmosphere is active. The students are able to actively cooperate with the teacher's teaching process, and teaching effect is obvious. Thus, stimulating students’ interest in learning is an important premise to ensure the teaching effect, and the application of multimedia technology can achieve this goal.

2.3 Focus the students’ attention

Psychologists point out that when one is in some kind of learning, if he can focus attention, it can ensure that the excited centers of cerebral cortex have and effect on the brain to produce the most clear things or information, thus producing the best memory effect. That is to say, attention is one of the most effective factors in learning. To enable students to produce the best memory effect of the knowledge, we must first strengthen the students’ attention. This link can be realized by the multimedia technology. The teaching software that combines the sound and image transports all kinds of information to the brain to stimulate audio-visual organ, enable the students to hear its sound, and see its shape at the same time, so the brain generates and maintains excited and achieves the best effect of brain memory.

2.4 Improve teachers' comprehensive quality

Multimedia aided teaching of English listening makes full use of modern educational technology and changes the traditional three- step teaching mode. It also requires teachers to change the original roles, from simple knowledge transmitters to the teaching activities of the organizers; They should also have solid professional knowledge at the same time and be familiar with the use of multimedia technology .According to the learning characteristics of the students, the teachers combine textbooks with the extracurricular related listening materials, elaborate courseware, and create real context by making full use of multimedia software in the class. Only in this way can they arouse the enthusiasm of students and enhance the listening effect. In order to meet the needs of the reform of College English Listening Teaching in the new situation, teachers should try to improve the quality of all aspects, change the traditional teaching methods and ideas, and achieve the purpose of improving teaching quality.

Chapter Three  the Applications of Network Resources in English Listening Teaching

3.1 Follow the “student-centered” teaching idea
The essence of "student-centered" teaching idea is that "The learner should be seen as being at the center of the learning process." (Nunan, 1988.23), which requests that teachers organize the teaching activities based on the full understanding of the students' interests and requirements; while the students should clarify the learning purpose, fully develop their initiative, and actively participate in teaching activities. The analysis of the process of listening comprehension (Chaudron and Richards, 1986; Anderson and Lynch, 1988) shows that listening comprehension is a dynamic complex activity that needs actively participating in (Anderson & Lynch, 1988; Morley, 1991; Rubin, 1994; Vandergrift, 1999). In the actual context, a successful communication depends on both sides. The listeners must be actively involved in communication, analyze and understand the different information input and make the positive responses in order to achieve good communication effect. English listening teaching is no exception. English listening skills and language knowledge depend on the students’ participation and practice, and are closely related to the development of other English language skills. In the process of teaching, teachers should screen and update the contents of textbooks and teaching according to the requirement of listening course in the actual situation and needs of students and the "Curriculum" Teachers should actively make use of modern teaching means and guide the students to actively take part in all kinds of teaching activities. Students need to understand the objective and requirements of English listening course, and make a study plan. Under the guidance of teachers, they show interest in listening course, exert initiative, constantly sum up experience, and explore their own learning methods suitable for themselves.

3.2 Combine vision and audition closely

Multimedia language learning system can make simple listening class into audio-visual integrated class. The so-called audio-visual class can be realized with the help of by multimedia means. Its basic task is to improve the students’ listening and speaking ability. The improvement of English application ability is the comprehensive reflection of various language skills. They promote each other and complement each other. Scientific research shows that 83% of human information obtained comes from vision while 11% comes from audition. Therefore, the audio-visual teaching with the help of multimedia language learning system is the objective requirement of the modernization of teaching, and also an effective way to improve the teaching of English listening. First of all, in the multimedia teaching environment, the authentic pronunciation and intonation provides students with a good imitation mode and greatly promote the students' listening, and speaking. Therefore, foreign language learning is to imitate. Phonic teaching is an important part of English teaching. The students only with good pronunciation
and intonation can correctly understand others and make themselves understood. So, English learners should pay attention to the pronunciation and intonation. Otherwise, it will affect listening and speaking. If the students have the chance of listening to native speakers in English speaking countries in the process of learning English, there is no doubt that it will be of great benefit to his pronunciation. Multimedia CD uses American or British teachers recording, which helps students have access to authentic pronunciation and intonation, be in line with the actual life of the communication environment, and can make the students choose to imitate. In this way, there will be of great benefit to students' pronunciation and intonation and improve English listening level. Secondly, Multimedia resources place the students in the target language environment, stimulate students' interest in learning With the help of multimedia, students say what they see and hear. These "living" English is extremely beneficial to improving listening comprehension.

3.3 Implement English listening site exercises
During the period of university, college English listening teaching must pay more attention to actual effect, which means improving the students' listening level in practice. New Horizon College English Listening course, not only provides students with the hearing discs, but also provides learning and training sites to support new horizon college English listening, which can let the students make the man-machine dialogues and listening training through multimedia equipment in the laboratory and hearing training and testing results can be the final scores of college students' English listening. Teachers can arrange appropriate practice time and require students to log in a complete set of hearing training website, to complete a certain amount of new horizon college English listening training. In addition, the Internet has a very rich listening materials, and teachers can also recommend some good English listening study and training sites for students, and let the students participate network hearing training independently to improve their listening level. Many college students gain many benefits from English hearing study sites in English listening training through persistence and efforts. They make full use of abundant network information resources and English listening website supporting practice to improve their English listening level.

Chapter Four Conclusion

With the coming of new network teaching platform, English teaching mode is changing, especially English listening teaching. We should make full use of network resources to assist English listening teaching. At present, researchers are making every effort to explore more resources to meet the
need of listening teaching. Of course, we should combine the texts with network resources together to improve students' English listening level. I hope this paper will be helpful to all of the English teachers.

References