Innovation and Study on Blended Model in College English Listening Teaching

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ABSTRACT

The coming of information age has exerted considerable influence on College English Listening Teaching. Reforms of College English Listening Teaching are made to improve the listening ability. This paper investigates the current situation of college English listening teaching and analyzes the reasons why listening is difficult for Chinese students. At the last, it puts forward the suggestions of reform and establishes the Blended Teaching Model combined with the web and the English classroom. Besides the innovation highlights the role of the students' autonomy and initiative in the listening activity.

KEYWORDS

Innovation and study; College English Listening; Blended Model; listening strategies.

INTRODUCTION

Listening, as the most important ability for communication, Morley, 1984; Rost, 1990) is one of the main channels to obtain comprehensive input (Krashen, 1981), however it is always neglected during the process of language acquisition. Some students complain that although they listen carefully, their listening ability still turn out to be poor. So they feel very confused.

Based on second language teaching & learning (Nunan, 1999), comprehensible input hypothesis (Krashen, 1994), output hypothesis (Swain, 2000), task-based language teaching (Ellis, 2003), developing students’ spoken English communication ability, specifically their English listening and speaking proficiency are the course goal of the university.

According to the requirements of college English courses, the main objective of college English teaching is to cultivate the listening ability which deserves more practice. In today’s era of big data, reforms of college English listening have carried out with the help of information technology. Blended teaching model just can satisfy the requirement of the trend and development.

CURRENT SITUATION OF COLLEGE ENGLISH LISTENING TEACHING OF NON-ENGLISH MAJORS

Most colleges adopt the traditional face-to-face in the classroom. In the listening
lessons, teachers played the center role. Firstly, let students listen to the materials once or twice, and then check out the answers, finally listen to again and repeat until students get the main idea. There are lacking of communication between teachers and students without vitality. Little by little, students will become fed up with the listening practice due to the boredom of the repetition activity in listening class. In the end, both teachers and students will gradually have lost interest. As a result, students couldn’t display their initiative and the listening ability couldn’t get the improvement. Poor listening ability badly affected the development of other aspects. Also, students take it for granted that listening is not every bit as important as oral English. Some students have no confidence during listening; some students have the great anxiety towards listening. The most important, most students don’t listen after class and lack of input. In addition to, listening is very difficult to master because there are elision and assimilation as well as intrusion, so, to a great extent, it is very hard to listen to some words and phrases during the listening. Unknown words and Lexical density as well as complex grammatical structure will affect the effects of listening.

BLENDTEAD TEACHING MODEL

Blended learning is an education program that combines online digital media with traditional classroom methods. It requires the physical presence of both teacher and student, with some element of student control over time, place, path, or pace. Blended teaching integrates the two kinds of teaching model classroom teaching and online teaching and covers different teaching philosophy.

Blended learning focuses on optimizing achievement of learning objectives by applying the “right” learning technologies to match the “right” personal learning style to transfer the “right” skills to the “right” person at the “right” time. (Singh & Reed)

THE TEACHING DESIGN OF BLENDED MODEL IN COLLEGE ENGLISH LISTENING TEACHING

The blended teaching model will employ the multimedia in the listening via the pictures, videos, voices and words which will make the classroom lively. Moreover, blended teaching model will provide plenty of teaching materials. At the same time, students are the master of the learning, so they have access to the abundant listening resources. It is no doubted that autonomous learning ability can be trained in the blended teaching model. The teaching activity can spread from the traditional classroom to the outside class, the teaching activity transform form the face-to face listening teaching to web listening and communicating. The way of the communication between the teacher and students also changed from to the students’ communication. Therefore, it is quite necessary to use the blended teaching in college English writing.

In the blended teaching model, teachers are not the center of the classroom instead the students are the center and the master of the listening. The classrooms are not the only places for you to do listening.

The first step the teachers will teach some listening strategies face to face in the classroom, and by the means of the classroom and the computer, the students have been aware of the objectives and do listening activity. Teaching materials must be
authentic and suitable for the students by Kristen’s comprehensible input hypothesis [i+1] (1994). During the listening, listeners will confront a lot of Linguistic challenges. Pronunciation, speech rate, accent and vocabulary (slang, colloquialisms, etc.) as well as syntax (ellipsis, incomplete sentences) discourse structure (extended stretches of utterances) will affect the effects of listening. Therefore, contents and topics should be interesting, educational, entertaining. Besides the listening materials are worthy of learning & emulation. And then, students talk about the topics and shared the listening contents by means of cooperation of the teams and the communication between the teachers and students. Finally, evaluation should be carried out on the listening study.

COLLEGE ENGLISH LISTENING TEACHING STRATEGIES BASED ON BLENDED MODEL

Teach the students different listening strategies

Good listeners use the listening strategies of cognitive and metacognitive as well as socio-affective. Some of them are teachable, some of them repeatable, some of them are compensatory. Why do we teach strategies? First, because the Chinese learners don’t always transfer L1 listening strategies to L2. Secondly, because the Chinese students need to find ways to cope when faced with elements above their current level.

Listening skills plays extremely part in communication. When you just want to get the main idea, or when you are not allowed to depict the details of the materials, you listen it extensively and focus your attention on the key words. When you are supposed to repeat the sentence one by one at a slow speed, you can adopt the method of listening intensely again and again. Specifically speaking, prediction is fit for all listening texts.

Listening selectively is a good way for all announcements and lists of information. Noting an approximation of a difficult word/name is helpful when listen to texts News, discussion of a topic, lectures. Listening for key words is useful when listen to factual texts. Reconstructing orally or in writing stories is beneficial when you listen to (fact or fiction) and anecdotes. Listening for transition points is a key when listen to Factual texts or stories and anecdotes.

2. Practice more by blended learning method

Practice makes perfect. By far the most important factor I how is much time you are immersed in the language. One hour of listening a day is more effective than many hours of class time. Listen to the VOA special English from the websites every day. Blended learning method will make sure you the space and time to listen. Listening materials must be interesting and suitable for you by Kristen’s comprehensible input hypothesis [i+1] (1994). At the beginning, students can choose the listening materials with a low speed, clear pronunciation and with an interesting and inspiring topic so that, the listening confidence can be established during the practice. Little by little, you will be gradually interested in listening.
3. Cultivate autonomous learning ability

A teacher cannot teach you to become a good listener, but you can become a proficient listener if you want to. So, the teacher should encourage and cultivate the ability of self-learning via the computer. First, you can’t teach people how to listen and listening is a ‘passive’ skill.

Second, the skills involved in listening to a foreign language are the same as those that we use for listening to our native language. Language is powerful not only because there are competent speakers but because there are competent listeners.

In order to improve your listening ability and cultivate your self-listening habit, sometimes, you can choose some beautiful songs and classical movies to imitate. Another way to improve your listening ability is speaking English with a foreigner in your spare time.

4. Find a partner to communicate

At the beginning of the semester, hunt for a partner to share for the listening materials and communicate the listening contents in oral English. Don't worry about what you cannot remember, or cannot yet understand, or can’t yet say. Day by day, you are listening and improving. The language will gradually become clearer in your brain, but this will happen on a schedule that you cannot control. For example, in your dormitory you have a partner to speak English, in classroom, you also have a partner to speak English, someday, and you will find you have made great progress. The best way that is you always speak English with your friends.

5. Perfect the way of evaluation

The standard to evaluate the listening skills should also change in the blended listening model. It is beneficial to adopt the new way and criterion to assess the ability. Pay more attention to the performances of students in the classroom and the listening habit rather than the final scores of the exams. Each lesson, teachers will valne highly of their active performances in classroom and will speak highly of their listening habit. The good communication and cooperation between the teams are deserved the high prizes. The final examination is not the only way to evaluate the listening ability for students. Instead, the performances will account for high scores.

CONCLUSION

Listening is the difficult for Chinese students to acquire due to linguistic difficulties and irregular spelling system of English. But, listening is extremely significant in the English learning. So, we need reform the traditional way of teaching. Besides, a competent listener need a lot of input. In this circumstance, blending teaching and learning model is greatly useful. According to different types of context, students can use different strategies to cope with. Meanwhile, the teaching methods also will adopt blended learning combined with the suitable teaching materials which can create the friendly environment for listeners. The listeners play the key role in the listening activities and need much practice. What is more, the listeners need adopt the
blended learning to form a good listening habit so that listening ability can be greatly improved.

REFERENCES