

On the Teaching Mode Reform of Listening Course for English Majors in Application-oriented Universities

Minhui Li

Zhixing College of Hubei University Wuhan, Hubei 430011

Abstract: This paper is devoted to the reform of the teaching mode of listening course for English majors in application-oriented universities. In the context of globalization and the information age, English listening is a key component of language competence, and the optimization of its teaching methods and models is particularly important. In the face of increasing communication needs and diversified channels of receiving information, the traditional listening teaching mode-mainly relying on textbooks and teachers-shows its limitations. This model has shortcomings in developing students' listening comprehension, critical thinking and practical application skills, and it is difficult to meet the current educational environment and the diversity of students' needs. In view of this, by analyzing the limitations of the current teaching mode, and combining with specific teaching practice and cases, a new mode of teaching reform is proposed to improve the teaching quality of listening courses and promote the professional development of students.

Keywords: College English; Listening course; Reform and practice

Fund Project:

National Research Project on Foreign Language Teaching in Universities: Exploring the Curriculum Reform of English Major in Applied Local Undergraduate Universities under the Background of First-Class Specialty Construction (Project No. 2022HB0006)

Introduction:

With the progress of educational technology and the refresh of teaching ideas, it is particularly urgent to explore the teaching mode of listening course under the background of the new era. The purpose of this study is to analyze the challenges faced by the current listening curriculum and explore how to improve the effectiveness and attractiveness of listening teaching by incorporating new teaching methods and technical means. In addition, considering the diversity of students' ability level and learning needs, the author proposes to implement personalized teaching strategies to promote the overall development of students and the improvement of their autonomous learning ability.

1. Analysis of the current situation of listening teaching

In recent years, with the deepening of education reform, listening teaching is constantly exploring and developing, but it still faces some challenges and limitations. First of all, the current listening teaching model relies too much on traditional teaching methods to a certain extent, such as the use of listening materials and standard recordings. Although this model has a certain effect on the development of basic listening skills, it often ignores the close relationship between listening and practical communicative competence. Secondly, the current listening teaching is often lack of pertinence and practicality. In applied undergraduate colleges and universities, the future career development needs of students should be fully considered. However, the existing teaching often fails to fully integrate the professional characteristics and market demand, which leads to the disconnection between the teaching content and the practical application ability of students.

2. The necessity of teaching mode reform

2.1 To adapt to the requirements of the times, improve practicality

With the acceleration of globalization, English has become an important tool for international communication. In this context, English listening teaching in application-oriented universities needs to pay more attention to practicality to meet the practical application needs of students in diversified contexts in the future. Current teaching models tend to focus on theoretical and written knowledge and neglect the development of listening as a practical communication skill. Therefore, reforming the teaching model and strengthening the practicality and practicality of listening teaching are not only the requirements of educational development, but also the inevitable choice to adapt to the trend of the times.

2.2 Improving Teaching Efficiency and Promoting Students' All-round Development

To some extent, the traditional listening teaching mode limits the teaching efficiency and the comprehensive development of students' ability. Reforming the teaching mode and introducing more diversified and interactive teaching methods, such as project-based learning and task-driven method, can effectively improve students' learning enthusiasm and participation ^[1]. In addition, through the reform, teachers can better carry out personalized teaching according to students' learning characteristics and needs, so as to improve the teaching effect and promote the overall improvement of students' listening ability and comprehensive language use ability.

2.3 Integrating Modern Technology and Innovating Teaching Methods

The rapid development of modern educational technology provides new possibilities for listening teaching. The use of modern technology such as network resources, multimedia tools and online interactive platforms can greatly enrich the teaching content and create a more real and vivid language learning environment. In addition, the integration of technology also helps to break through the limitations of time and space, provide more flexible learning methods, and meet the learning needs of different students. Therefore, the integration of modern technology into listening teaching is an important direction to improve the quality and efficiency of teaching.

3. Design of a new teaching model for listening courses for English majors in application-oriented universities

3.1 Fusion Task-driven Method to Promote Learning Initiative

In the teaching mode design of listening courses for English majors in application-oriented universities, the integration of task-driven method is an effective strategy to improve students' learning initiative and listening skills. The task-driven method is a teaching method centered on the completion of specific and practical tasks. It encourages students to improve their listening comprehension and application skills by engaging in real or simulated communication activities.

Task design: design tasks closely related to students' life and career development, such as mock interview, news report analysis, academic report understanding, etc. These tasks should have practical significance, can stimulate students' interest in learning, so that they can improve their listening skills in the process of completing the task.

Phased guidance: Teachers should provide phased guidance throughout the task completion process. In the initial stage, teachers can provide background information to help students establish a basic understanding of the task. In the task implementation stage, teachers should pay attention to students' listening strategies, such as prediction, inference and summary, and provide timely feedback.

Reflection and evaluation: After the task is completed, teachers should guide students to reflect and let them evaluate their use of listening strategies and the effect of task completion. In addition, teachers should also be evaluated in order to adjust the subsequent teaching plan ^[2].

3.2 The Integration of Multimedia and Technology, Enriching Teaching Resources

In the listening course of English majors in application-oriented universities, the integration of multimedia and technology is the key to improve the teaching quality. Through the introduction of multimedia and modern technology, teachers can provide students with more rich and diversified listening materials, so as to effectively improve students' listening comprehension ability and learning interest.

Use of multimedia materials: teachers can use video, audio, animation and other multimedia resources as teaching materials. For example, using TED talk videos, BBC news clips, movie clips, etc., can not only provide language materials in real contexts, but also help students understand language usage in different cultural backgrounds and contexts.

Use of online teaching platforms: use online teaching platforms (such as Moodle, Blackboard, etc.) to publish course materials, assignments and tests. These platforms often have the ability to track learning progress and assess student performance, helping

teachers manage courses more effectively and personalize instruction.

Real-time interaction and feedback: Using video conferencing tools (such as Zoom, Skype, etc.) for online interaction, teachers can immediately answer students' questions and provide personalized guidance. In addition, these tools can also be used to conduct online group discussions and promote communication and cooperation among students.

Digital assessment tools: use all kinds of digital assessment tools to assess listening skills. These tools can provide detailed analysis reports to help teachers understand students' listening level and progress, so as to make targeted teaching adjustments^[3].

3.3 Personalized learning paths to meet differentiated needs

In the listening course of English majors in application-oriented universities, the adoption of personalized learning path is an important strategy to meet the differentiated needs of students. Personalized learning path focuses on customizing teaching content and progress according to students' specific abilities, interests and learning goals, which not only improves the pertinence of teaching, but also enhances students' learning motivation and efficiency.

In this teaching mode, teachers need to comprehensively consider students' listening level, learning style and progress speed, so as to provide customized teaching programs. For example, for students with a weak listening foundation, more basic listening training and gradually upgraded practice materials can be designed; for students with strong listening ability, more complex and diversified listening materials can be provided, such as academic lectures, Film dialogue, etc., in order to stimulate students' interest in learning and desire to explore^[4].

In addition, teachers can regularly use data analysis tools to evaluate students' learning progress and listening level, and further adjust teaching content and methods. For example, if the data shows that a student has difficulty in understanding business English, the teacher can add relevant listening materials and exercises to help the student overcome this challenge.

Conclusion:

In conclusion, the teaching model reform of listening course proposed in this paper, including the integration of task-driven method, the integration of multimedia and technology, and the design of personalized learning path, aims to respond to the challenges and needs of current English education. These strategies not only promote students' active learning and critical thinking, but also provide students with more abundant and diverse learning resources. In the future, with the continuous progress of educational technology and the renewal of educational concepts, English listening teaching will continue to evolve to better adapt to the development needs of students and the actual requirements of society.

References:

- [1] Liu Meiling, Ji Wanru. The Influence of Listening Skills on Listening Comprehension of English Majors [J]. Overseas English (Part II),2022(5):128-129,153.
- [2] Wu Nie. An Empirical Study on Listening Metacognitive Awareness of English Majors in Higher Vocational Colleges [J]. Journal of Zhejiang Industrial and Commercial College, 2022,21(4):57-62.
- [3] Jian Shihui. Practical Research on the Construction of“Diagnosis-Feedback-Intervention-Promoting Learning” Listening Teaching Model for English Majors Based on Diagnostic Language Assessment [J]. Modern English, 2022(23):25-29.
- [4] Li Lemin. Research on Integrated Teaching Reform of College English Listening Course under the Background of Mixed Teaching [J]. Think Tank Age, 2021(4):225-226.

About the author:

Minhui Li Female(1980-) , Han, Master's Degree, Associate Professor, the Research Field: Foreign Language Teaching Methods