

An analysis of the Application of “Listening Attentively four Times Method” in College English Teaching

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Abstract: Listening is an important part of college English teaching, English CET-4 and CET-6 is also a relatively basic level test for college students, intensive listening four times can effectively help students improve their listening level, so that students in the English level test to get a greater improvement. This paper will focus on the use of intensive listening four times in college English teaching to help students get rid of listening difficulties for communication.

Keywords: Careful listening four times; College English; Listening teaching; Probe into

English learning always runs through students' learning career, many students do not master the English learning methods, especially the listening part, in the grade examination, the listening part lost too many points. English level is related to students' foundation, and this is a subject that needs long-term persistence to maintain the level of learning. Listening ability can only become more and more familiar with continuous ear grinding and continuous practice.

1. The importance of listening in English teaching

Listening plays an important role in college English teaching. As a basic language learning skill, listening plays a key role in improving the quality of college English teaching and cultivating students' communication ability. With the development of globalization, the command of English as an international language is becoming more and more demanding.

First, listening is the foundation of language learning. As a language subject, the ultimate purpose of English learning is to be able to communicate in English. In order to achieve effective communication, we must be able to hear clearly what the other party is asking, so listening is the basis of language learning, but also an important way to understand language. Listening training in college English teaching can expose students to more native English pronunciation, improve their language sensitivity, deepen their understanding of English language structure, improve their language sense, and lay a foundation for students' speaking, reading and writing.

Second, listening can better cultivate students' cross-cultural communication ability. Under the general trend of globalization, modern people need to have the ability of cross-cultural communication. Through continuous listening training, students can be exposed to more values and ways of thinking under different cultural backgrounds, so as to improve students' tolerance of culture.

Third, listening learning has practical value in English teaching. College students need to acquire information and contact new ideas through listening, whether in academic research or daily learning. Sometimes the teacher will teach in English in the English class, and students need to acquire knowledge through the teacher's explanation. Or in some academic research, students need to consult certain English literature and have a good listening foundation to help their personal growth and academic development.

2. Problems encountered by students in the process of listening improvement

2.1 Low classroom learning efficiency

First, students lack clear learning goals in class. Many students conduct listening training because of the teacher's arrangement, but do not make corresponding plans based on their own learning situation. Listening training has a strong blindness, so it can not solve their own problems in experience learning. Second, a single teaching method will reduce the efficiency of classroom learning. In traditional teaching, the teacher plays the audio recording and the students take dictation. This mechanical way can not arouse students' interest in learning better.

2.2 Less extracurricular listening materials

First, students have limited access to resources, resulting in less extracurricular listening materials. In the Internet era, although it is very convenient for us to obtain information, students cannot match their own needs when searching for listening materials, and their ability to select listening materials is limited, so they have less access to extracurricular listening materials. Second, the pertinence of extra-curricular listening materials is low. Students have different learning goals and interests in English listening, so they need different listening materials. At present, the listening materials that can be found are relatively simple, which can not meet the individual needs of students. Third, the update speed of extracurricular listening materials is slow, making students less listening materials. As an international language, the content and environment of English are constantly changing with The Times. However, some experience materials are outdated and not in line with the current development trend, which affects students' understanding of listening.

3. Listen carefully to the connotation of the four times Fa

3.1 Listen carefully to the essence of the four times Method

The four-times intensive listening method aims to improve students' language perception and understanding ability by carefully and repeatedly listening to the same listening material, so as to comprehensively improve their English ability. The method of listening four times is not only listening, but also fine, which needs to pay attention to the depth of thinking and concentration in the process of listening to the material each time. The essence of the first fine listening four times method lies in deep understanding. When students hear the material for the first time, they should have a basic grasp of the overall content and understand the general idea of the material. Many students do not capture all the details well in the first listening, so the first listening should establish the overall framework of the material and lay a good foundation for further listening. When listening to the material for the second time, students should pay more attention to the details of listening, carefully distinguish the pronunciation of each word, and try to understand the logical relationship between sentences. At the same time, students need to pay attention to the variation of pitch in the listening materials, so as to better understand the speaker's emotion and intention. Through the second listening, deepen the expansion of the number of words, improve the language sense. When listening to the third time, the material listening of the first two times should be consolidated and deepened. After the third listening, students can express the content of the material in their own words to improve their understanding of the material and help them to memorize and consolidate. When listening for the fourth time, we should summarize and reflect on the whole learning process. To understand the material again, review the gains and shortcomings in the first three dictation, so as to adjust their learning methods and improve listening skills. Through continuous self-driving initiative, participate in the listening process of listening to the same listening material repeatedly, in order to achieve deep understanding and improve English listening level.

3.2 Precautions during training

First, teachers should pay attention to the selection of listening materials should be in line with students' learning goals and English level. At the beginning of the training, the difficulty of the listening content should be moderate, should not be too complex, should not be too simple, so that students can further improve in the training with some challenges. At the same time, teachers should pay attention to the selection of listening materials should be in line with students' interests, so as to better stimulate their learning motivation. Secondly, teachers should pay attention to the cultivation of students' autonomy when training students with the four-times intensive listening method. The main body of listening training is students, so students' active participation and thinking is extremely important. Teachers can encourage students to ask questions and seek help in time for problems encountered in the training process, and also promote students' independent reflection, so as to better master listening skills and methods. Third, teachers should have a good grasp of the training time and rhythm. Students need to invest a lot of energy and attention in each process of listening to materials, so they should not train for too long at one time, so that students will be tired and bored. Teachers need to reasonably arrange the time and content of each training to ensure the effectiveness of listening training.

4. An analysis of the application of four times intensive listening method in college English teaching

4.1 The practicability and pertinence of listening materials should be improved

In order to improve students' listening ability in college English teaching, it is necessary to select appropriate materials. First, improving the practicability of listening materials is the key to the application of four-times intensive listening method in English listening teaching. Materials should be as close to students' daily life as possible, taking into account students' interests and professional background. For example, students majoring in tourism can choose listening materials about scenic spots, and students majoring in

business English can choose listening materials about business negotiations and other scenarios. This will not only improve students' listening level, but also help students better adapt to the future career development environment. Second, improving the pertinence of listening materials is an important aspect of the application of the four-times intensive listening method in college English teaching. When selecting experience materials, teachers should select materials with moderate difficulty according to the actual situation of students, so as to help students get more effective improvement in training. The training should also be more targeted. For example, some students with weak understanding ability can choose to introduce more detailed listening materials; for some students with problems in English pronunciation, they can choose listening materials with multiple pronunciations to exercise students' language sense and help students better solve the difficulties faced by improving listening level. In this process, teachers should always pay attention to social changes and choose new materials as much as possible to meet students' demands for the timeliness of social development. In addition, attention should be paid to the diversity of energy materials to improve students' listening adaptability.

4.2 Strengthen listening skills training

The use of intensive listening four times in college English listening training can improve students' listening level, but it is not enough to rely on repeated listening, but also need to improve students' technical training to help students better understand the listening content. First, teachers should make clear the importance of listening skills training. These skills include learning to grasp key words, identify tone and emotion, and understand context. Guide students to grasp the key information quickly when listening to the material, understand the content of the material, and answer the questions correctly. Second, combine listening materials with targeted skills training, so that students have clear goals every time they listen to listening materials. Teachers can also conduct special listening exercises in class, and use question types such as choice judgment to fill in the blank to help students better understand their listening level and mastery of materials.

4.3 Focus on feedback and evaluation

First, it should be made clear that feedback is an important link in the application of intensive listening four times method in college English. The feedback given by students after the completion of training can help teachers better understand students' learning status and learning effect, so as to adjust the teaching plan and method. Teachers can also comment and guide students' performance after the training, point out their shortcomings, and give positive encouragement to the progress, so as to promote students' desire to actively seek progress. Second, it should be made clear that assessment is an important part of the four times intensive listening method in college English teaching. Assessing students' listening level and development status can help teachers develop more personalized teaching plans, and teachers can adopt questionnaires, listening tests and other methods to get more accurate assessment results. By focusing on the relationship between feedback and assessment, teachers can provide students with more targeted learning methods and resources on the basis of better understanding of students, so that students can get the maximum help and improve their English listening level.

Conclusion:

Scientific use of intensive listening four times method to promote its better application in college English teaching, we should choose appropriate listening materials, strengthen the training of students' listening skills, pay attention to the feedback and evaluation after the training, and comprehensively improve students' English listening ability.

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