

# Research on the Application of “Combination of Listening and Speaking, Promoting Speaking by Listening” in English Teaching of Higher Vocational Colleges

Xuanbi Shu

Qian Dong Nan National Polytechnic, Kaili 556000, Guizhou, China.

**Abstract:** In the new era, with the deepening reform of education and teaching, in order to cultivate students’ comprehensive English application ability, English teaching in higher vocational colleges needs to innovate and reform teaching constantly, so as to cultivate English talents to meet the practical application needs. This paper puts forward the English teaching strategy of “combining listening and speaking, promoting speaking by listening”, strengthens the strength of education reform, and improves students’ English ability in an all-round way, in order to meet the needs of China’s social and economic development and international exchange.

**Keywords:** Combination of Listening and Speaking; Promoting Speaking by Listening; Vocational College; English Teaching; Application Research

With the deepening of global economic integration, China’s status in the international social and economic development has been improved, which promotes the exchange and cooperation between Chinese enterprises and international enterprises. In this context, enterprises pay attention to the comprehensive application of English ability, especially English listening and speaking ability. This also puts forward new requirements for the current application teaching of higher vocational college students. We should give up traditional cramming teaching model full of explanation, strengthen the cultivation of students’ listening, speaking, reading, writing and translation ability, so as to avoid students’ dumb English learning, and promote the comprehensive application ability of students. On the application of “combining listening and speaking, promoting learning by listening” in English teaching, we mainly explore from the following aspects.

## 1. Actively adopting the teaching strategy of “combining listening and speaking, promoting speaking by listening”

With the advancement of English teaching reform in higher vocational colleges, more and more experts and scholars regard “listening and speaking leading the role” as an important part of English teaching reform. Therefore, different scholars and experts put forward different opinions when actively adopting the teaching strategy of “promoting listening by listening” or “promoting speaking by listening”. However, due to the similarity between English language learning and our Chinese learning rules, taking infants learning Chinese as an example, they often experience the process from listening, imitating to phonation, and recognize and distinguish all external vocal phenomena through hearing and vision, and connect these phenomena with language, so as to help them master and apply language skillfully and flexibly.

In language learning, listening is the input of information, while speaking is the output of language information. Only by

realizing the cycle of input and output can we promote and improve each other. Therefore, the combination of listening and speaking, as the theme of English teaching, should pay attention to the combination of listening and speaking. For example, when students practice listening to short sentences, they are required not only to understand the meaning of the sentence, but also to memorize and express the whole sentence in oral English. When the students practice the long dialogue, they can only listen to the dialogue without looking at the text. When the students have a basic understanding of the dialogue, they can practice with reference to the text. Students' English learning should focus on understanding other people's language rather than memorizing simple forms. In a word, it is feasible to use listening to promote learning in higher vocational English teaching. Its application is not arbitrary, but should grasp the key points and put listening before speaking. Only in this way can we really play the role of "promoting learning by listening".

In addition, in addition to listening and speaking class, students' listening and speaking ability can also be trained in reading and writing class. English teachers in higher vocational colleges should not blindly use Chinese because of the weak foundation of students. They can first use simple vocabulary and slow speed to ask questions, encourage students to answer questions and build a good English learning atmosphere.

## **2. In accordance with the principle of gradual progress, a protracted war should be fought**

At present, vocational college students spend more time in English teaching, but the teaching effect is not ideal. Especially when students use English to communicate and interact, they often can't communicate effectively. These performances are caused by the lack of students' listening and speaking ability. The main reason is that too much time is spent in grammar and reading teaching. One side view is that improving students' reading ability can significantly improve students' English language ability. But this kind of teaching is easy to lead to the gap phenomenon of students' listening and speaking ability, which is obviously insufficient in English listening and speaking ability.

Vocational college students' English listening and speaking ability is weak. In addition to the problems of teachers' teaching, it is also reflected in the mentality. No matter the educators, the educated, and even the whole society treat English language learning, they are all eager for quick success and instant benefits. They lack the spirit of learning step by step, and they are not ready for a long-term war.

Therefore, English learning in higher vocational colleges, teachers, students and the society should return to rationality. They should plan carefully from the perspective of long-term development, and should not be affected by the publicity of oral English classes proposed by some English institutions. To improve students' English ability, first of all, they must have the ability of listening comprehension. Whether it is English class, lectures on English topics or foreign English special programs, firstly, they need to understand the meaning with the help of the listening skills they have mastered; secondly, they should have clear oral expression ability, participate in topic discussion, talk with international friends, and be able to talk to and interact with international friends, with simple topic, accurate speech and clear meaning, as well as correct predication and intonation during speaking.

In addition, to improve students' English listening and speaking ability, we should focus on practical application and adhere to the principle of gradual progress, so as to effectively improve students' English listening and speaking ability.

## **3. Paying attention to the combination of intensive and extensive listening**

In the English teaching of higher vocational colleges, the most important thing for students' listening and speaking ability training is to deal with the listening practice well, to combine intensive listening with extensive listening, and to deal with the relationship between the two aspects reasonably, so as to ensure that students' learning effort is directly proportional to their gain.

At present, students' listening training is mainly through the weekly listening class. There is a lack of autonomous ability of listening training after class. Even if the training listening is still in the state of extensive listening, this situation is not conducive to improving students' listening ability. Therefore, the combination of intensive and extensive listening is very necessary. Teaching can provide students with materials for intensive listening, so that students can improve their listening through intensive listening, repeated listening and writing.

As for the steps of intensive listening practice, the first time is to accurately grasp the general meaning of the listening content and find the corresponding keywords; the second time, dictation is combined to better understand the listening content;

the third time is to find out whether there are grammatical and logical problems based on the listening content and the text content; the fourth time is to use the network dictionary to answer with doubts; the fifth time is to finish the text check, correct the mistakes in time and reflect on the causes of the errors; the sixth time, combination of listening and speaking, practice three times a week for 30~45 minutes for each time.

In terms of English extensive listening, the core point is embodied in the word “extensive”. It requires students to extensively listen to and repeatedly listen to and practice the classroom teaching materials or extracurricular materials, so as to deepen their understanding of the composition of the English language and clarify the general idea of what they hear. Students need to master the principle of short to long segments in extensive listening practice. Each segment should be attached with text as much as possible, which can not only keep students’ interest in listening, but also establish their sense of language.

#### **4. Adopting diversified teaching methods to cultivate students’ enthusiasm to speak English**

In English teaching, speaking English is more difficult than listening. Compared with the implicit characteristics of listening, speaking English has strong explicit characteristics. When students open their mouth to speak English, the effect of speaking will appear.

In teaching, some students are afraid to speak or shy of speaking because of their accent or character, which limits the improvement of students’ oral expression ability. In this regard, on the one hand, teachers should pay attention to the use of a small number of people to drive all students to speak, from small to loud, from short sentences to complex sentences and full text; on the other hand, help students overcome the psychology of making mistakes in English language learning, encourage them to actively participate in class activities, and improve their enthusiasm for English learning.

Effective teaching and learning strategies should be adopted in teaching: First, discuss and study in groups, so that all students can participate in learning. At the beginning of each semester or before the beginning of each class, teachers ask students choose appropriate topics and integrate them into teaching, so that students in each group can fully discuss. According to the students’ discussion process and results, the teachers should give scientific and reasonable comments and guidance. This way of group discussion is more significant for improving students’ listening and speaking ability. Second, flexible use of competition activities, through individual competition and group competition, and each student is asked to participate in. The moderate difficulty is chosen in the initial stage of the competition to meet the needs of the students, and gradually increase the difficulty of the competition in the later stage, so as to promote the improvement of students’ listening and speaking ability. Third, situational drama performance activities are set up according to the content of teaching materials set up sitcom, the content of learning into students’ language behavior, to help students apply what they have learned. In addition, in the performance of the sitcom, teachers can also find the problems in students’ language expression in time and give correction.

#### **5. Conclusion**

The English teaching in higher vocational colleges, “the combination of listening and speaking, promoting speaking by listening” is an important way to promote teaching reform. Teachers should attach great importance to it and apply it to teaching strategies. This paper discusses its innovative application in teaching practice to help improve students’ English listening and speaking ability.

#### **References**

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