

An Inquiry to Chinese Students' IELTS Listening Strategies

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Abstract: The IELTS test has always been a compulsory part of the IELTS exam for international students, and the study of teaching strategies for IELTS has always been a concern for teachers working in the IELTS industry. In this paper, we analyze and compare the steps and precautions for solving different types of listening questions from IELTS listening solutions, and provide effective solutions to improve the score.

Keywords: IELTS Listening; Teaching Strategies; Listening Process

Introduction

Many candidates encounter many problems in listening exams, the most common being not being able to hear the answers and not being able to finish examining the questions. For different types of questions, this essay discusses the key steps for solving the questions to help candidates achieve high listening scores.

1. Fill-in-the-blank questions (three steps to improve your score)

IELTS listening test, fill in the blanks, single choice and matching is a must. If you want to get a good score, you should give priority to the fill-in-the-blank questions and then go for the multiple choice questions.

The first step is to look at the word count, whether it is one word, no more than two words or no more than three words (there will be a phrase in the answer). The second is to take a second to look at the headings, so that you can make a general prediction about what is to come. Thirdly, examine the question line by line. In the process of examining questions line by line, you will encounter two situations. The first situation is that you do not need to fill in the blanks in this line, but draw the "key words" directly to locate them, noting that you do not need to read the sentences or translate them, because they are not important at all.

If you need to fill in the blanks on this line, you need to circle the test points, underline the key words, and make an accurate prediction of the answer. All the words that can be replaced in the listening test are called test point words, so you need to circle the test point in advance and find it in the process of examining the question. You need to find it in the process of examining the question, and focus on verifying the change during the listening process, rather than necessarily hearing the original word drawn in front of the space.

1.1 Key words

The keywords are, in order of priority, special words: capitalisation, numbers; nouns or noun phrases; verb phrases; adjectives and adverbs. If written, they need to be underlined with a double horizontal line during the solution of the question. If the machine test is taken you will need to highlight them.

1.2 Exam words

The first category is called synonymous substitutions (179 related substitutions) and homographs (words with the same meaning but different lexical properties). The second category is fixed: words indicating ascent and descent, words with prefixes and suffixes, the third is comparative and superlative, words relating to people, words relating to money and time,

and words relating to how many. These change each time. The fourth is abstract and concrete (e.g. home appliances and air conditioners).

The three-step review method is used to do the fill-in-the-blank questions for part one and part four. The first step is a one-second word count requirement, a one-second headline word, and then the next step is to go line by line without filling in the blanks, simply locating them, not caring what they are saying, underlining the key words where they need to be filled in, and predicting the answer. The front of the blank needs to go to attention, if there is a change, it needs to be circled and the part after the circle is the answer. If you don't find a change, you have to listen to the question with a target in mind. If you don't find the change, you have to listen to the answer with the target in mind. If this principle can be used, the correct rate and stability of fill-in-the-blank questions will be improved in both directions.

2. Ideas for solving single-choice questions (options first, verification and elimination)

The most common problems faced by multiple choice questions are threefold: firstly, not enough time to examine the question. Second: not quite understanding the meaning. The third: hearing both the correct option and the interfering item.

The lack of time for examination is determined by the set-up of the test itself. The official time given for question reading is from the stem of the question to the options, whereas candidates generally read the meaning of the question and translate the sentence. Therefore, many candidates cannot finish the question. I feel that I have to understand the meaning of the question, otherwise I don't know what to listen to in the question, and I feel very confused. So they spend a lot of time on it. As a result, the first time I didn't understand the translation, then I read the question again, or the candidate analysed some unfamiliar words or phrases to understand what they meant. It took a lot of time to get the stem clear, but the options could not be reviewed to completion. After spending so much time reading the stem of the question, the question could not be done correctly.

The single-choice approach is applicable to all long and difficult single-choice questions. But it's different - the dialogue is longer and the words are harder, so it's more important to scan or you won't finish the question. It unfolds in the form of a question-and-answer dialogue. For example, if a boy says an a and a girl agrees, does that mean that a is the correct answer?

If the boy said an a and the girl didn't agree, then the a is not chosen at this time. The third situation. Candidates are the key words in the stem of the question come out. The boy said a sentence. Then the girl agrees, knowing clearly that there is an answer before agreeing, but not reacting to it. The girl agrees that there is an a or a b or a c. At this point the b and c that appear after the agreement need to be lined up. Then the last remaining a is exactly the information needed for the answer. The more interfering items there are, the more likely there will be original words and the easier it is for clear clues to emerge.

3. Multiple choice questions (double test points for stem options)

The only multiple choice questions are five choices, once tested on seven choices, and now basically tested on five choices.

The single choice test is the stem does not replace the option replacement. Multiple choice questions are now divided into two types of examinations. The first method is that the stem of the question is replaced by the question. There is a possibility of substitution in the stem of a multiple choice question. The first stem substitution will be followed by the first answer. The second substitution will be followed by the second answer.

The second type of test is where the stem is not replaced, but the options are replaced.

In order to ensure that you can finish the question, you need to scan the question stem to find the replacement. If there is a question to replace it, circle it. If not, draw a keyword to locate it. In the process of reading the options, draw the key words and circle the test points at the same time. When listening to the questions, you have to verify the test points while using the elimination method, which is exactly the same as what is taught in the multiple choice questions.

To ensure that you get more questions right, you have to walk on both legs at the same time. On the one hand, you have to listen to the test points and on the other hand, you have to use the method of elimination.

4. Map questions ("known and hidden" is the key)

The real difficulty with map questions is that the speed of speech is too fast to follow, not that I can't hear it at the beginning, I can't follow it, but I lose it.

Or I hear it, but can't take the time to find the known information, can't see it at a glance, and the official doesn't give me the time to find it, and can't locate the reference instantly is the biggest problem.

Interrogation is known plus hidden. When interrogating a question, it is not acceptable to just look for the known information, you also need to look for the hidden information. Question review is broken down into three steps.

Step 1: Sort out the order of the question numbers. The stem of a map question is usually a location, which may or may not be capitalised. Candidates often think that locations rarely change, but many words are not familiar and if they have to even look at them, they don't necessarily know that the question has started. So what you need to do is to read it briefly as soon as it comes up and roughly walk through the pronunciation to leave an impression.

The second step: find the direction, divided into two cases, if the compass is marked southeast northwest, according to the compass given mark southeast northwest. If there is no southeast-northwest, mark t b l r (up, down, left and right).

Step 3: Draw all the roads and references, underline all the roads in the figure and circle all the buildings. Then look for hidden information and observe whether the figure has a starting point. If the figure gives a starting point, there will be a path to the left and a path to the right. Observe whether the figure has any major roads, intersections of major roads and roads.

5. Matching questions (note taking shorthand for high marks)

The steps for examining matching questions are very important. It is important to take a second to determine if the stem of the question remains the same and the options change, to determine the type of question, and the second step is to anticipate the replacement part, the words that may appear to be replaced, or the direction of the replacement. If you can find the word that will be replaced, then find the replacement word. If you cannot find the replacement word, then look for the direction of the replacement. For example, if the option is related to time or place, then look for the direction of substitution. Whenever a time related word appears, go for it. If it has to do with location, go for it. After the review, you have to verify your prediction and take appropriate notes. The reason is that sometimes it is difficult to choose while listening. If you don't come across this question in part 2, you don't need to take notes and try to get it right while listening. The question in part 3 is more difficult and most of the candidates were unable to do it.

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