

Optimizing Path of English Listening Teaching in University Under the Perspective of “Internet Plus”

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Abstract: With the advent of the “Internet Plus” era and the rapid development of information technology, English listening teaching in universities should be further optimized. New teaching ideas and teaching methods need to be introduced, to better arouse students’ interest and English listening skills and strengthen the quality of teaching. First of all, this paper analyzes the current problems of listening learning. Then the corresponding strategies of optimizing the path for English listening teaching in college are offered: using information technology, like MOOC and micro lecture; constructing listening context to cultivate listening ability; organizing classroom games to build a complete knowledge system.

Keywords: Internet Plus; Universities English Listening Teaching; Strategy

I. Introduction

Under the development of global integration and Internet technology, English learning becomes an important part for both students and adults. It also brings new requirements for English teachers in higher education. Listening is an important means of speech communication and it is one of the important skills in English learning. Only by constantly improving their listening skills can make students be better to communicate with people in other countries with their views and easily understand world culture. Strengthening English listening helps college students to expand their vocabulary and also helps them to improve their oral English and reading ability. The concept of “Internet Plus” was introduced by previous Premier Li Keqiang during the two sessions in 2015. For the first time, he pointed out that the “Internet Plus” strategic plan will promote the development of mobile Internet technology and related industries. Teachers should take the initiative to innovate the teaching methods of English listening in universities to provide sufficient help for the development of students in the era of “Internet Plus”.

II. Problems in English Listening Teaching

2.1 Lack of interest in learning

At present, when many university teachers carry out English listening teaching, they will find that university students do not show a strong interest in learning to listen. They prefer to spend time learning vocabulary, grammar, and reading, which is unfavorable to improving the effect of English listening learning. In addition, class poor performance like playing with mobile phones, chatting with others and feeling sleepy, etc. shows that they lack interest in listening learning. The reason for this situation is that the current English listening teaching mode is relatively rigid. The listening course is occupied with audio listening again and again without skills introduction—main idea predictions, picture analyzing, or listening for keywords. In this process, teachers take a dominant position in the classroom, while students are in the position of learning passively, which makes it difficult for them to feel fulfilled from the listening class. In addition, the singleness of listening content is also a major factor in lessening students’ interests. Few teachers will effectively expand the listening resources to make it according to the student’s level. If they feel tired of the listening materials, interest in listening learning is largely weakened.

2.2 Lack of exposure to English

For college English listening teaching, exposure to a foreign language will affect the learning outcome of students to a great extent.

However, the current university English listening teaching environment is not ideal, meaning that students were taught the importance of vocabulary since primary school, while listening is easily ignored. In this environment, university students can hardly combine the listening teaching content to complete knowledge system optimization, which makes it unfavorable to improve their overall English learning level. In addition, in daily listening teaching, teachers will mainly focus on the written level of teaching, which is easy to lead to the occurrence of “mute English” among students. In this situation, students can understand and spell words and do the English exercises, but their listening and speaking skills are given less attention. Consequently, it is difficult to communicate with others normally and it seriously violates the core of English teaching. The habit of speaking “Chinglish” will be developed in every day’s class learning and communication with teachers and students, so there is a higher demand for the teachers’ professional skills.

2.3 Lack of learning habits

Influenced by the traditional concept of exam-oriented education, many teachers do not pay enough attention to listening teaching. They are more inclined to spend their time training students’ reading, writing, reciting, and other abilities, which leads to many university students’ failing to form healthy English listening and speaking habits. In addition, some teachers’ “scores” only thought seriously limit the teaching plan and methods. The practice of developing listening habits are ignored or replaced by mechanical and repetitive audio listening exercise. In the process of listening training, it is unnecessary to understand everything, while grasping the keywords and theme ideas seems essential. Therefore, helping students develop good English listening habits should become one of the key contents of every English teacher.

III.Strategies of Optimizing English Listening Teaching

3.1 To enhance learning interest by introducing videos of micro course

Under the perspective of “Internet plus”, there are various forms teachers can choose which could enrich the modes of English listening teaching and stimulate the interest of students. As a relatively popular teaching auxiliary form, the micro course has been favored by many teachers. Based on the survey on the student’s English knowledge reserve, listening level, and interest tendency, teachers can choose more English listening teaching content by combining it with the micro course. , and on this basis, stimulate college students’ English listening learning interest to a new height. Generally speaking, it is difficult for students to concentrate all their attention on listening to content for a long time. While if the micro-class is too short, it is difficult for teachers to integrate key English listening knowledge points into it. Thus teachers should design the micro-class for about 5-10 minutes, to give full play to the “short and concise” characteristics. For example, when teaching the phrase “tourist industry”, to arouse college students’ interest in English listening, teachers can download some videos of Yellowstone National Park from the Internet, making them into a micro-class. Students will be firmly attracted by the content of the video. It can be seen that the use of micro lessons can effectively arouse the interest of university students in English listening learning.

3.2 To cultivate English ability by building an English learning environment

When carrying out college English listening teaching, teachers can try to use multimedia equipment to build a good English listening environment for students, so that a good atmosphere is created. By showing college students some English videos or audio and auxiliary pictures, it can effectively strengthen their understanding of what they have heard and fully mobilize their audio-visual senses of students. For example, when teaching the word “zoology”, the teacher can use multimedia to construct a “zoo visit” situation. Students need to listen carefully to the introduction of the corresponding animals in the video and students’ sense of vision is stimulated at the same time. In this teaching situation, students’ sense of participation in the class becomes very strong, which promotes the development of college students’ English listening ability to a large extent.

3.3 To construct a knowledge system by organizing classroom games

Games are an effective way to carry out English listening teaching. In listening teaching, based on the content of the English listening course, teachers can design classroom games with the assistance of PPT, an electronic whiteboard, and other equipment to improve the

effectiveness of the game. With classroom games, college students' initiative to participate in listening learning will be greatly improved, which will help them gradually form a relatively perfect English listening knowledge system. For example, the listening material is about "free time," teachers can ask students to act out what they most often do in their free time and then stimulate students to guess the related vocabularies of this act. Through games, students can not only learn knowledge but also connect English knowledge with daily life and strengthen their ability to practice and apply what they have learned.

IV. Conclusion

In conclusion, by introducing micro course videos, building an English learning environment, and organizing classroom games when addressing the problems, teachers can arouse their interests, cultivate English ability and construct a knowledge system for students in the era of the "Internet plus".

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