

The Application of Flipped Classroom Model in College English Listening Teaching

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Abstract: Listening is the focus of college English teaching. Listening comprehension plays a role in the College English test. "Flipped classroom" brings a brand-new classroom patterns for teaching listening course. This paper discusses the problems existing in college English listening teaching, analyzes thoroughly the influencing factors of students' listening comprehension, and applies the flipped classroom model to college English listening teaching, which is helpful to stimulate listening learners' interest. "Flipped classroom" applied in listening teaching cultivates students' self-learning ability and improves their listening level.

1. Introduction

The practical application ability of non-English students in China is still unsatisfactory, and the students' communication ability is still obviously inadequate through listening and speaking. In the face of this situation, educators try their best to improve the students language learning methods. The Ministry of Education has also issued many documents. With the diversification of the new curriculum reform, the flipped classroom teaching model has been developed in China, which has become a trend of the new curriculum reform. The flipping classroom is also called "inverted classroom". It breaks the teacher-centered teaching mode in the original teaching mode, changes the traditional teaching mode, and gives the students the initiative to learn. This "student-centered" teaching model has been recognized by many foreign language experts. Flipping classroom mode is used not only in reading and writing, but also in listening and speaking classroom skills. Listening comprehension is the key point of CET-4. It is very important to master CET-4 listening skills for passing CET-4. The flipped classroom model is especially effective in improving listening skills of CET.

2. The problems existing in college English listening teaching

Teaching modes lack of diversity. Most of the English teachers adopt the method of listening to the answers after listening to the tape in the language lab in the traditional teaching concept of listening. Sometimes the recording is played over and over again to allow the students to retell the contents of the listening. The training of students listening ability is mainly accomplished through classroom teaching. The choice of listening teaching mode will directly affect the quality of teaching. Most foreign language teachers adopt a single listening teaching model, and students practice mechanically. The listeners' interest cultivation is completely neglected. Interest is essential for any activities. Teachers should not only consider the difficulty of listening materials, but also pay more attention to the training of students listening skills. Stress and intonation will change the meaning of the sentence, then bring different meanings of the sentence. At the same time, The discrimination of the sense group will also affect the listener to understand the sentence. Each teaching mode has its own merits and demerits. Teachers should adopt appropriate ways of combining various teaching models according to specific conditions and teaching objectives of the curriculum.

Classroom time lacks of reasonable arrangement. Art college students can not train their listening

ability in time due to their poor English foundation and lacking of self-learning. Therefore, they can only improve listening skills in class. Owing to the classroom time limited, the teacher generally adopts the unified step centralized broadcast recording or the video method in the traditional listening class for saving the time. Students who have poor English level are very difficult to keep up with the teachers' rhythm. At the same time, teachers can not understand learners listening barriers in limited classroom time and can not integrate listening strategies into classroom teaching. Some teachers only listen a few times perfunctory in order to catch up with the teaching progress; Others explain the background knowledge too much, leading to reducing the listening time. If the teacher can not arrange the classroom time reasonably, it will appear the phenomenon, that is the downturn of the teaching quality.

3. The factors in students' English listening achievement

Background knowledge will affect the quality of listening comprehension. Lacking of background knowledge is the main factor of low score of listening comprehension in CET 4. News listening is a new part of CET-4 listening. News subjects cover a wide range of topics, such as politics, science, military, society and so on. Moreover, students have little understanding of news listening, which makes listening comprehension more difficult.

Students can't completely master the listening skills in English. The difficulty of English listening materials is affected by many factors, such as the speed of the speakers' words, the noise in the environment and the increase of the segment. Therefore, English learners must have a good command of listening skills, such as stress reading, weakened intonation, semantic group, etc. In order to improve listening performance, Speakers will use some special pronunciation habits in English, such as combination of liaison, contraction, incomplete plosion and reduction, which will cause students to understand the content of listening difficultly.

It is very important to cultivate the interests of learning English. Cultivating listening learners' interests is the beginning of any learning activities. Due to the poor English foundation of non-English students and their weak self-learning ability, teachers must be consider whether students are interested in the content before conducting listening teaching activities and, if not, how to arrange teaching activities to stimulate students' interests in learning.

Vocabulary is the core part of English learning. The lack of vocabulary is not only the main obstacle of reading comprehension, but also the main problem of listening and speaking. Enlarging vocabulary can help English learners to understand the content of listening.

4. The effective strategy of flipping classroom mode in college English listening teaching

Making teaching videos before class cultivates students self-learning ability under line. The difference between flipping class and traditional teaching is that the part of preview before class is transformed into the form of video. The teaching video design of college English listening course should be short and tough, and the length of the video should be controlled within the range of students attention concentration, which accords with the characteristics of students' physical and mental development. Video production should be targeted, each video for a specific problem, not for multiple problems, otherwise affect the teaching effect. According to the content of listening materials and the characteristics of students' physical and mental development, teachers make suitable video materials to help students to learn online. By uploading the video material through the network platform, the teacher should clearly inform the students' learning tasks. The teacher should discuss and communicate with them while they are watching the video. Students can choose the number of times to watch the video according to their English proficiency. After the completion of self-study, encountering problems by students should be counted in time. The teacher should master the situation of self-study at any time. Taking the "practical English Audio-Visual speaking course" published by Shanghai Foreign language Education Publishing House as an example, this paper explains how to make a little video of no more than three minutes before learning the content of Unit 3 Making a phone call. In the video, I added some common words of telephone call, which

are easy to make mistakes. Skills of linking and weak reading. At the same time, the students are asked to complete three tasks: firstly, they must memorize 10 common expressions of phone calls; secondly, they should find out the two wrong expressions of the speaker in the video; thirdly, they should find out the sentences used in the video which are connected and weak. In view of the students online answers, I have reworked out the teaching plan and study plan to make the final preparation for better classroom effect. Listening to the original listening in class is limited, some students can not keep up. However, short videos repeated many times after class greatly improve the students autonomous learning ability.

Two-way interactive communication in class can stimulate the interest of listening learners. The content of pre-class videos can be discussed by teachers and students in English listening class. According to the teaching task list which is set, teachers can express their own views and organize students to discuss in each group. Each group members talk about the problem they meet. Then, form a written material, and finally teachers help them out with any queries. Through the use of various language skills, students can change the position from passive learners to active learners. Students become participants, interpreters and evaluators in the learning process. This model is more popular than the traditional teaching methods. In listening class, teachers interact with students by organizing students to retell, show homework before class and explain listening skills. The time and space for students to express in English are longer than in traditional classes. To ensure that students can achieve better language output in the process of a large number of language input, it is helpful for students to establish self-confidence in learning English autonomously. The flipping classroom mode is used to arouse students' enthusiasm and stimulate learners' interests in college English listening teaching, which realizes the internalization of knowledge under the guidance of teachers and perfects their own knowledge system.

English teachers can improve their teaching effect through timely reflection and summary after class. Reflection is an important part of improving English listening teaching. English teachers should record the merits and demerits of this class in the teaching plan to provide the reference for future teaching. At the same time, representatives set aside from each group summarize the lessons learned and the knowledge points that have been resolved in five minutes. According to the students' concluding remarks, the teacher can master the acceptance situation of the students. According to the students' own characteristics, the teacher evaluates the learning process of the course in time and the teaching effect of the class in all directions. The evaluation of flipping classroom teaching is two-way. After giving the evaluation by the students, the teacher should reflect on it. Continuous summary can better improve the teaching effect. Teachers should pay attention to guiding students to explore actively and improve students' ability to solve problems.

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