

Study of College Students' English Listening Ability Training Strategies

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Abstract: Listening ability training is an important part of the cultivation of college students' comprehensive English ability. Therefore, the important position of listening teaching in college English teaching is self-evident. But for a long time, many college English teachers haven't really attached importance to English listening teaching, which has caused most students' English listening ability to not be improved. Based on this, this article analyzes the current situation of college students' English listening ability, and proposes several strategies on how to cultivate listening ability.

1. Introduction

With the further advancement of globalization, exchanges and communication between countries are becoming more frequent, and the status of English as a universal language in the world has become more prominent. In the increasingly fierce job market, the comprehensive English ability of non-English majors has become one of the important factors for measuring their overall employment competence. The "University English Curriculum Requirements" issued by the Ministry of Education states: "The teaching objective of college English is to cultivate students' comprehensive application of English, especially their listening and speaking skills, so that they can use English effectively in their future work and social interaction. Communication of oral and written information. "Of the four abilities of" speaking, listening, reading and writing, "" listening "is given top priority, which shows the basic status of" listening ". "Listening" is not only an effective way to extract information, but also helps to improve the ability of "speaking", "reading" and "writing" to a certain extent. Therefore, the development of listening ability is an aspect that cannot be underestimated in English learning and practice. Listening training is also regarded as the top priority in English teaching. In recent years, English listening has become the biggest obstacle to improving the English ability of non-English majors. College teachers have studied and discussed the students' English listening learning situation, hoping to find strategies to improve their English listening ability. This article will use questionnaires, interviews, and classroom observations to understand the current status of listening learning for non-English majors, analyze the causes of this status, and put forward some effective countermeasures based on specific teaching situations.

2. Problems Existing in College Students' English Listening Ability

Some students' study attitude is not correct, and the purpose of learning English is only to deal with English examinations. These students think that it is not important to understand or not to listen. The major they are studying has nothing to do with English and may not be used in the future. If necessary, they can learn again at that time. Such students are accustomed to assault before the exam, instead of doing their usual work. For language learning, progress and performance depend on constant accumulation and practice, which is difficult to improve in a short time. And the development of listening ability requires constant and unremitting efforts to see results. Poor learning attitude makes a considerable part of these students have difficulties in English listening comprehension.

The process of listening comprehension is the process by which people use knowledge and skills to understand the information they hear. The level of mastery of language basic knowledge directly affects the response speed of listening comprehension. The impact of basic language knowledge on

listening is mainly reflected in the following aspects: Phonetics and intonation: First, students have limited voice training before going to college, and they lack systematicness. Students sometimes have inaccurate pronunciations and do not get teachers' timely correction. They entered university on this basis, and they will inevitably encounter obstacles in listening classes. Some students could not distinguish some approximate sounds due to the influence of dialects, which caused some difficulties in learning. Secondly, in the English language, the same sentence often has a different intonation due to the different attitudes and feelings of the speaker. Students don't understand the intonation change, they can't distinguish the true meaning of the speaker. In addition, there are incomplete blasting, skimming, weak sounds, stress and consonant omission, rhythm, etc., which will affect the effectiveness of listening comprehension. Vocabulary and grammar: A certain vocabulary is the prerequisite and important condition for listening comprehension. Some students lack vocabulary, have no solid grammar knowledge, or are not familiar with the rules of syntax, and it is difficult to have a good grasp of transient information.

Language is the carrier of social information. The language used by a nation or a country always carries the political, social and living habits of the nation or country. It always reflects the language used by the country and nation. The content of current listening materials ranges from astronomy and geography, character history, social news, and folk customs. It covers a wide range of topics and subjects. The students' narrow knowledge and lack of knowledge of foreign cultures and history will cause hearing problems. Difficulties. This is why some listening materials are relatively simple, there are not many new words, but students do not understand. In class, the teaching concept of college English listening teaching is relatively outdated, and it usually adopts the "three steps" teaching mode. In the first step, the teacher will explain the questions intentionally; in the second step, the listening material will be played; in the third step, the question will be asked and the answer will be checked. Although this teaching mode can complete listening exercises within a certain period of time, students' listening skills cannot be improved. This teacher-centered teaching model, where teachers are simply instilling knowledge into students, enables students as cognitive subjects to accept knowledge unilaterally, without reorganizing and interpreting the knowledge structure of the content they are listening to. Students It is difficult to give full play to the initiative of learning. After class, most school radio stations have few reports on English cultural background or current affairs news, so students lack the atmosphere to discuss listening after class; many students only speak English in short time in class For dozens of minutes, there was no environment for discussing English after class, and the connection between listening and speaking was severed. They gradually lost their motivation to practice listening.

As we all know, interest is the best teacher. As a language discipline, the importance of interest to English learning is self-evident. Non-English majors, especially science students, have a relatively weak English foundation and poor grades. Many students are not interested in English, especially listening. On the one hand, they may still not realize the importance of English as an international language of communication. On the other hand, because they have not achieved good results in English learning in middle school, they have made English learning a secondary position. Many students feel terrified when they talk about English, feel that their foundation is poor, there is no way to learn English well, and reject this subject from the bottom of their hearts. There are also some students who become nervous when they hear words or sentences they are unfamiliar with during hearing training. This kind of tension will make them lose confidence, the whole person will be upset, and finally give up completely, and stop listening. Studies have shown that emotional tension and anxiety affect the normal functioning of thinking, affect the ability to distinguish and analyze when listening, and have a side effect on memory ability to a certain extent.

3. Strategies to Improve College Students' English Listening Ability

Language acquisition requires policy guarantees and practical opportunities. The reason why the mother tongue is learned fast is because the learner is completely immersed in the atmosphere of the mother tongue. Schools can start from the concept of humanistic teaching, pay attention to the overall level of students, continuously shift the main task of listening from "teaching" to "learning",

mobilize students' enthusiasm for learning, and help students create learning environments [3]. First of all, schools should take into account the proportion of listening in college English when formulating their teaching plans, and try to give college English enough time to allow teachers to systematically train their listening skills in addition to teaching translation and writing. Secondly, on the school radio, English news can be scheduled for a fixed period of time, so that students can have an atmosphere of practicing English listening together. This unconsciousness gradually becomes conscious, and students' sensitivity to English language is enhanced. Wigsby believes that the language ability of students when they are studying with others is higher than that of being alone. Therefore, providing a good environment for students to learn English together will definitely help students improve their English listening skills.

Human psychological factors can promote or inhibit learning, and this is particularly prominent in listening learning. Some students are in a state of self-abandonment in the listening learning process, and even answer important questions based on their own guesses in some important exams, such as the fourth and sixth level exams. Teachers should let students understand in daily teaching that you are not required to understand every word and sentence in the listening process. You do not need to be nervous when you encounter unfamiliar words. You can guess them based on the context. Because missing students of individual words can usually carry out listening training to overcome psychological obstacles. Language input and language output are inseparable, and only by combining them closely can they strengthen auditory memory. In listening teaching, we can create a variety of classroom teaching activities, strive to integrate "speaking" into "listening", and use "speaking" to improve the "listening" ability. Such as role-play, debate, dubbing, interview, etc. are good classroom tasks. These language practice tasks not only promote students' ability to actively explore, but also stimulate the enthusiasm for learning English.

The key to listening teaching is to cultivate students' ability to distinguish sounds. To improve this ability, when a freshman is enrolled in school, the school should arrange phonetics lessons in a planned way. The teacher roughly explains the knowledge of phonetics and intonation, so that students can understand the relevant rules of phonetic formation, such as continuous reading, assimilation, Weak reading, stress, etc. Including English phonetics as a compulsory course in the study of non-English majors, make them realize the importance of phonetic intonation, and invest more time in this course. In addition, regular voice lectures and reading contests can be set up to improve the accuracy and fluency of everyone's pronunciation. Phonetic learning is a process of observation, learning, and imitation. It is extended from the training of listening and discerning factors to the imitation of larger phonetic units or samples. Therefore, the role of the teacher in speech lessons is important. Image to motivate students to learn phonetic intonation.

Teachers can use the text to explain the human geography and local customs in Western countries through pictures, videos and other methods to increase students' understanding of cross-cultural knowledge. At the same time, students can also learn Western culture through the Internet and books in the spare time, understand the political, economic, technological and other information of various countries and broaden their knowledge areas. In addition, you can arrange a three-minute "Cultural Lecture Hall" before class, so that every student can participate, so that the cultural knowledge collected by everyone outside the class can be shared. Students can continuously accumulate and enrich their cultural background knowledge in such teaching activities, and then they will feel comfortable and easier in the listening learning process.

4. Conclusion

To solve the problems in college students' English listening ability training, we must realize the importance of English listening ability training. Teachers need to update their teaching concepts, improve their teaching methods, and develop students' listening training step by step, and consistently implement them in college English teaching. Students should correct their learning attitudes, consolidate the language foundation, and expand cultural background knowledge. In this way, the listening comprehension ability of college students will be improved.

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