

An Overview of English Listening Instruction for University Students

Kexin Wang*

Foreign Language College, Shanghai Normal University, Shanghai, China

*Corresponding author:1000551191@smail.shnu.edu.cn

Abstract. The importance of effective English listening skills for college students has become increasingly recognized, prompting educators to reevaluate and adapt traditional teaching methods to better meet students' needs and improve their listening comprehension abilities. This paper explores the changing landscape of college students' English listening instruction, highlighting the drawbacks of conventional teaching strategies including rote memorization and grammar-focused instruction. This paper investigates cutting-edge educational approaches, in particular corpus-based instruction, interactive situational teaching, and multimedia-assisted learning, in light of the quick development of information technology. These cutting-edge teaching strategies provide fresh approaches to improving students' listening comprehension and encouraging self-directed learning. The synthesis of current research highlights the significant impact of these approaches on student engagement and skill development, suggesting a transformative shift in how listening abilities are cultivated in the classroom. As this paper reflects on these advancements, it advocates for ongoing exploration of their applicability across diverse cultural contexts and learner proficiency levels, underscoring the importance of adapting teaching practices to meet contemporary educational needs.

Keywords: English listening, Corpus, English language, Interactive Context, Multimedia.

1. Introduction

As one of the key skills in language learning, English listening has an important impact on students' comprehensive language ability. The limitations of traditional English listening teaching methods: the single teaching method of rote memorization and grammar rules cannot meet the learning needs of modern students. With the swift advancement of information technology, innovative techniques like interactive contextual learning and corpus-based teaching offer fresh perspectives on teaching English listening. This study aims to summarize recent developments in the field of English listening teaching for college students, with a particular focus on the use of multimedia devices, interactive contextual instruction, and corpora. They investigate how these techniques can enhance listening comprehension and encourage self-directed learning.

2. Corpus

A corpus, in its basic conceptualization, is a large-scale library of electronic texts that have been scientifically sampled and processed. The world's first English corpus is the **London-Lund Corpus of English Conversation**, developed in the late 1960s and early 1970s. It was developed by Swedish linguists at the University of Lund with the goal of analyzing spoken English and offering a representative sample of everyday speech. Computer analysis tools enable researchers to conduct pertinent theory and application investigations in language. These days, university English listening instruction makes use of corpus resources, which helps students become more conversant in everyday settings and enhance their listening comprehension and practical language application skills.

The traditional English teaching mode, which refers to a conventional approach to teaching the English language that emphasizes rote memorization, grammar rules, and vocabulary acquisition, needs to be reformed. Students studying foreign languages in universities must be capable of autonomous learning in the context of today's society. Citation corpus listening instruction is a fantastic tool for helping pupils learn a language. Li Sun defines a corpus as an electronic library

consisting of a collection of writings and discourses. Using a corpus in the English classroom can help students become more conscious of language, and this data-driven learning approach can support college students in achieving their objective of independent learning. [1]. Regarding how to use the corpus, the main purpose is to refine high-frequency vocabulary phrases by establishing authentic English contexts, to master English language comprehension more accurately and effectively.

Teachers can use corpus tools in the listening classroom to help students improve their listening skills. Also they can let students learn the use of corpus retrieval according to different topics, and emphasize the practicality, only really learn to use the corpus proficiently to improve the efficiency of listening learning. Teachers must highlight pupils' Internet usage skills in addition to searching. Actually, students' autonomy in learning English is greatly influenced by their level of information technology competence. Learning English is made much more convenient by the Internet. In order to help students learn how to effectively search for information and make use of the benefits of the Internet, teachers can set exploratory activities, as stated in Yi Li, Xiaomei Xiao, and Rui Lin's paper [2]. Furthermore, communicative ability is emphasized in the instructional use of corpuses. The corpus should be used by students to improve interpersonal communication, which is the foundation of language learning. Increased interactive communication can bring significant improvement in listening skills. When the rich resources of the corpus are fully utilized, students' thinking skills are strengthened.

For students, besides acquiring corpus resources, they can also form their own corpus data in the process of searching. For example, listening and writing to follow the listening materials, focusing on memorizing high-frequency vocabulary and phrases, and letting a lot of fixed collocations form an instinctive response in their minds, which can enhance students' cognitive ability of English and make the learning of listening smoother.

In conclusion, listening is a major difficulty in college students' learning of English as a second language. The rational use of corpus data and the development of self-learning and cooperative communication skills can greatly improve the effect of listening learning. Teachers should also pay attention to cultivating students' autonomy and strengthening the design of the corpus teaching program when using corpus listening pedagogy.

3. Interactive Context

In the learning of language, it is inevitable to involve the learning of dialogues similar to the characters in specific scenes in life. Taking the real situation as the background, letting students have the training of language conversation among themselves can help students directly feel the role of language in life. Language is essentially a tool used for communication, and through interactive contextual teaching, students' language skills are directly practiced and improved.

Different from the previous teacher-centered classroom teaching, student-centered is the characteristic of interactive contextual teaching. The conventional lecture-based teaching approach is evolving, and the current approach encourages students to investigate language acquisition on their own. The reading and writing courses are typically taught independently from the speaking and listening courses in the modern university English classroom. It is now standard procedure to use context-specific role-playing in the speaking and listening portions. Students are allowed to create groups and role-play discourse in various contexts. Not only is the foreign language improved during this procedure, but students can also directly improve their language skills by using real-world language expressions and their bodies. With contextual teaching objectives, students also have greater freedom to express their imagination and creativity..

A large portion of the listening test in the English test at the university level consists of dialogues in real-life scenarios. In the Chinese university English four or six level examination, the listening part has always been a problem for many students. Because the listening dialogues in the exam are usually not so obvious and easy to understand, for foreign students learning English, they need to understand not only the surface meaning of the text, but also the hidden information that is not

explicitly stated in the listening test. Real conversational situations require solid language comprehension and logic skills, otherwise foreign language skills can hardly play a real role in daily communication and career development.

Therefore, interactive context teaching is built based on students' subjective initiative as the core, creates real and vivid contextual backgrounds, allows students to actively participate in the interpretation of the situation, and really applies the language knowledge they have learned to real-life communication, effectively improves students' independent learning, stimulates students' interest in learning, and enhances students' practical application of language skills. In her article on contextual teaching in colleges and universities, Xu Jing discussed the importance of this type of instruction for English listening learning. She stated that when contextual teaching is used appropriately, it can transform the traditional, rigid classroom into a more dynamic and rich learning environment [3]. Pupils can completely understand the autonomy of listening learning and overcome the challenges associated with learning English in a more engaging and rich language environment. In addition to improving teaching outcomes, interactive contextual learning can maximize conventional teaching strategies and advance students' foundational literacy. [4-5].

4. Multimedia

Multimedia skills have become essential educational skills for modern teachers in the teaching process. The application of modern teaching media has greatly enriched the teaching methods in the English classroom. Multimedia teaching equipment is characterized by the parallel use of multiple senses, combining text, images, audio and video and other forms of expression, which can provide students with more intuitive and vivid learning content. Therefore, the teaching of listening can no longer be limited to auditory communication, and visualization can also play an auxiliary effect. In university English audiovisual speaking courses, multimedia devices are often used to play videos of daily conversations in English-speaking countries to guide students to enhance their understanding of the listening materials. These authentic daily conversational language learning situations, presented in the form of video footage, allow students to better understand how language is actually used in real situations.

In addition to the most traditional functional multimedia tools that allow for video graphic playback, multimedia devices with powerful interactivity, such as smart whiteboards and online teaching platform software, also play a huge part in teaching. On the interactive multimedia platform, teachers can share discussions and conversation, provide interactive practice exams for listening in real time, and receive prompt feedback. [6] The multimedia platform also allows for the collection of homework assignments, including real-time online listening comprehension exercises, video viewing, and reflections. With regard to the particular use of multimedia equipment in the classroom, it can offer a wealth of educational tools. Instructors can select relevant multimedia resources based on the particular requirements of the lesson plan, including movies, documentaries, textbook videos, and broadcasts of current events. A range of input materials can be used to facilitate language learning. On the other hand, multimedia platforms are not only useful for the classroom itself, but also for students' listening practice in class. With the help of rich multimedia resources, students can choose their own listening materials after class, according to their own interests and needs for targeted learning, the right resources can help individual students to effectively improve their listening level. [7]

In contemporary multimedia-assisted English teaching, there are some aspects that need attention. The first is that teachers' modern educational technology skills should keep pace with the multimedia era. Network resource acquisition and development should become a necessary skill for teachers in today's Internet society. Teachers' lack of mastery of educational technology will affect the effectiveness of teaching and learning in the classroom. [8] Consequently, in order to enhance their proficiency with technology and develop their capacity to select and assess materials, educators also require ongoing professional development. Second, in order to optimize the impact of multimedia, it

is also worthwhile to consider its reasonable application. In accordance with the learning objectives, educators must rationally and scientifically construct their multimedia curricula. Multimedia information that is extremely complicated or repetitious might divert students' attention and undermine the learning process. Finally, not all students are able to properly use multimedia tools, despite the fact that they offer opportunities for individual study. Another aspect of modern English teaching is how instructors can help students acquire listening resources on their own by teaching them how to use multimedia effectively..

5. Conclusion

This study has provided a comprehensive overview of the evolution of English listening instruction for college students, with a particular focus on the impact of corpus-based teaching, interactive situational teaching, and multimedia-assisted instruction. The analysis has revealed that these teaching methodologies have significantly influenced the way listening skills are developed and assessed in the classroom.

Corpus-based teaching has emerged as a valuable tool for enhancing students' understanding of authentic language use and for providing them with a rich and varied linguistic input. Conversely, interactive situational teaching has been shown to be successful in establishing captivating and immersive learning settings that inspire students to actively engage in listening exercises. Because multimedia-assisted learning incorporates a variety of visual and aural cues, it has further enhanced the listening classroom experience. Future research is required to determine whether these teaching approaches can be used to students from a variety of cultural backgrounds and skill levels. It is crucial to have an open mind to new ideas and keep improving our teaching methods as the area of language instruction develops in order to better meet the needs of our students. .

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