

The Dilemma of Difficulty in Breaking through English Listening in the College Entrance Examination and its Coping Strategies

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Abstract: Since the new curriculum reform, the examination of English in the college entrance examination mainly focuses on language communication, in which listening is one of the key examination items, and it also occupies a certain proportion in the score of English in the college entrance examination. However, as far as the English listening teaching in China is concerned, a considerable part of English teachers' teaching methods are too single, and their teaching level varies, which leads to the slow enhancement of students' listening ability, and some students can't even pronounce the words in a standardized way, not to mention getting good grades in the college entrance examination process. This paper discusses the difficult dilemmas in English listening teaching in the college entrance examination, including students' weak basic knowledge, single listening material, lack of listening skills and poor psychological quality. Aiming at these problems, this paper puts forward a series of coping strategies, including strengthening basic knowledge learning, enriching listening materials, improving listening skills and strengthening psychological quality exercise. Through qualitative research, this paper verifies the effectiveness of these strategies and provides a useful reference for improving the effect of English listening teaching in the college entrance examination.

Keywords: College Entrance Examination English Listening, Dilemma, Coping Strategy.

1. Research Background and Significance

1.1. Background of the Study

With the acceleration of globalization, the world is becoming increasingly connected as a whole, and the unified language has become one of the more and more important tools of communication. As an international common language, English is playing a more and more important role in the world arena, and is being more widely and frequently used in various fields and industries. Because of this, in order to enable students to better adapt to future development and work scenarios, the education field is also paying more and more attention to the teaching and application of English listening and oral expression, and high school English is no exception. With the advancement of education reform, English teaching is gradually changing from exam-oriented education to quality education. In this context, English listening, as an important part of English communicative competence, has been increasingly emphasized. Improving students' English listening skills helps to cultivate students' comprehensive language use ability and cross-cultural communication awareness. At the same time, the new curriculum standard requires that the English curriculum should focus on five aspects: cultivating students' language skills, language knowledge, learning strategies, intercultural communicative awareness and affective attitudes. Among them, language skills include listening, speaking, reading and writing, and listening, as the primary skill, is of great significance to students' English learning.

With the acceleration of globalization and the increasing frequency of international exchanges, English has become an international common language. In this context, improving students' English listening skills will help them better adapt

to the trend of internationalization and participate in international exchanges and cooperation. In addition, the rapid development of modern information technology provides rich resources and technical support for English listening teaching [1]. For example, network courses, English learning software, multimedia teaching equipment, etc., provide students with a more convenient and efficient English learning environment, which helps to improve students' English listening level. To sum up, the background of the study on the dilemma and countermeasures of the difficulty of breaking through English listening in the college entrance examination involves the accelerated process of globalization, the importance of listening teaching, the problem of high school students' listening, the background of the reform of the new college entrance examination as well as the reform of English teaching [2].

1.2. Significance of the Study

Firstly, through the study of high school listening teaching dilemma, teachers can better understand students' listening level and needs, so as to make more effective teaching plans and methods to help students improve their listening comprehension ability. Secondly, the study of high school English listening dilemma can promote the improvement of students' comprehensive language ability. Listening is an important part of English learning, and the study of listening helps to improve students' comprehensive language ability, including speaking, reading and writing skills. Thirdly, good listening ability helps to improve high school students' English performance. Through this study, teachers can better find ways to improve students' listening skills so as to improve their academic performance. Meanwhile, English listening study helps to develop students' intercultural communication skills. English listening research can help students better understand the cultural background of

English-speaking countries and improve intercultural communication skills [3]. Finally, the dissertation research helps teachers to understand the latest concepts and methods of English listening teaching, so as to promote the development of English teaching. To summarize, the study of English listening in high school is of great significance in improving students' English proficiency and promoting the development of English teaching.

1.3. Research Methods

The dissertation research mainly adopts the literature research method, by reviewing relevant books, journals, reports and other literature to understand the research status, theoretical basis and teaching strategies of high school English listening teaching. This helps to provide theoretical support and research direction for the study to ensure the scientificity and effectiveness of the study.

2. Analysis of the Current Situation of English Listening in the College Entrance Examination

2.1. Characteristics of the English Listening Test of the College Entrance Examination

The high school English listening test, in terms of voice intonation, mainly presents the characteristics of diverse pronunciation and obvious oralization, in which the British and American dual tone reading, girls are American vocalization, and boys are British vocalization. The English listening selection of the college entrance examination is diversified, and the topics are close to daily life, including weekend plans, checking out, meeting with friends, and feelings about going to college. The selected materials are centered on three major thematic contexts: man and nature, man and society, and man and self. The gaokao English listening test usually includes factual detail questions, reasoning judgment questions, main idea questions and viewpoint attitude questions [4]. The distribution of question words is relatively balanced, including what, when, why, where, how and who.

In recent years, the vocabulary aspect of English listening in the gaokao has changed in order to be more suitable for the current oralization of English, mainly due to the increase in the number of constructed vocabulary, familiar words and the high-frequency use of word blocks. The main content, main topics and main question types of English listening in the gaokao remain basically unchanged, but the degree of life contextualization involved in the topics and the proportion of the depth of topic discussion show an upward trend, and the conversations in the listening are becoming more and more real and close to life. In the English listening of the college entrance examination, the flexibility of the question set is generally high, so the difficulty of the college entrance examination English listening is also relatively large, although the option set is concise and clear, but the interference is strong, which also causes difficulties for many students to learn English listening.

The main types of questions in English in the gaokao are detail comprehension, reasoning judgment, main idea and so on. The amount of words in each original text of English listening in the college entrance examination is about 200 words, with an average of 130 words/minute, and the speed of speech is relatively moderate, but the speed of speech will

be different for different types of questions and difficulties. It can be seen that the analysis of the status quo of English listening in the college entrance examination shows that English listening in the college entrance examination has changed to a certain extent in terms of pronunciation, vocabulary, selection of materials, setting of questions, question types, speed of speech, conversation scenes and the number of questions, etc. These changes are aimed at simulating the real-life linguistic environment more realistically, and examining the candidates' ability to practically apply English.

2.2. The Basic Situation of English Listening in the College Entrance Examination

The gaokao listening test takes discourse, dialogues or monologues as the test carrier, and tests students' ability to use knowledge of phonetics, grammar and vocabulary in scenes of language use, mainly examining the candidates' ability to correctly understand the information they listen to and their ability to react quickly [5]. The main points of the listening test include, understanding the main idea and general meaning, obtaining factual and specific information, making simple inferences about the background of the conversation, and understanding the speaker's intention.

The Gao Kao English listening test takes about 20 minutes, with a total of 20 questions and 30 points. The questions are all special interrogative sentences, covering almost all types of questions, such as: what, who, when, where, why, how, what time, how many, how much, how long, how old, how soon, how often, etc. The options for the GCE English listening are "three choices". The listening test is divided into two sections, the first of which consists of listening to five short conversations, each followed by only one multiple-choice question, and each conversation is read only once. It mainly tests the candidates' ability to react quickly and understand speech, numbers, sentence structure and meaning. The questions examining numbers involve times, dates, numbers, prices, etc., and require candidates to pay special attention and take notes. Section 2 consisted of five dialogues or monologues with 15 questions, and each piece of material was played twice [6]. It mainly tests the candidates' ability to understand and grasp the longer dialogues or short texts as a whole, as well as their ability to summarize and synthesize the details and their ability to make judgments and reasoning, and so on. Of the two sections in the listening section, the first section contains less material and is less difficult; the second section has more content and is slightly more difficult. The recorded text material was slightly less difficult than the reading material, and all of it was in spoken form. The reading speed of the listening materials is close to the normal speed of British and American speech.

The selection of listening materials for the college entrance examination attaches great importance to the principle of linguistic authenticity, and the language materials are generally derived from real life, involving all aspects of real life, such as daily life, culture and education, legends, current events, personalities, science and technology, and so on. The dialogues are generally centered on a topic of daily life. For example: shopping, buying tickets, saying goodbye, thanking, calling, dating, favoring, wishing and congratulating, offering help, requesting, asking for directions, seeing a doctor, asking for help, and so on.

2.3. Analysis of the Main Difficulties of English Listening in the College Entrance Examination

Listening to English in the college entrance examination is difficult for most Chinese candidates, so many college entrance examination candidates need to spend some time to overcome the college entrance examination English listening problems. The listening part involves daily practical oral conversations, which may be a challenge for many Chinese students, due to the fact that Chinese test takers generally have relatively weak oral skills. In addition, the gaokao English listening materials contain both British and American sounds, and the variety of voices requires students to be able to distinguish well between different ways of pronouncing words, and students need to familiarize themselves with and adapt to the different accents [7]. At the same time, there are a lot of distractions in the text and in the options of the questions, and these "background noises" and "option distractions" make it more difficult for students to understand and require them to concentrate in an anxious environment in the examination room. There may also be a lack of accent in the listening material, making it difficult for students to recognize the identity of the speaker or the region.

3. Exploring the Causes of English Listening Difficulties in the College Entrance Examination

3.1. Insufficient Language Environment

Inadequate language environment is one of the main causes of English listening difficulties in the college entrance examination. Chinese students are less likely to have a long-term English language environment, and even if they have some experience of traveling abroad or foreign tutoring courses, these short-term phonetic influences cannot shake the long-term native language environment. Therefore, most Chinese students' English language environment only stays in the English classroom at school, and they tend to learn English through books, which makes Chinese students' English learning more inclined to knowledge and theories, with insufficient attention and naturalness to phonetics, and the classroom focuses more on the traditional Chinese translation method of teaching. This way of thinking leads students to get used to resorting to their mother tongue instead of thinking directly in English, which affects the comprehension and reaction speed of English listening [8]. Such a learning mode also leads to the fact that students' English learning is easy to fall into the mechanical learning of rote memorization or the framework learning of knowledge construction, and whether students are skillful in the basic framework knowledge of English, such as sense of language, pronunciation, vocabulary, syntax, etc., also determines to a certain extent the degree of sensitivity of students to receive English language information.

The biggest impact of the lack of language environment on English learning is the difference in language thinking, the pattern of language, and the lack of understanding of the culture of English-speaking countries, students may encounter difficulties when facing information involving cultural background, thus affecting listening comprehension. Since the audio materials accompanying English textbooks tend to have a clear, subdued intonation, a slower speech rate may be solidified in students' minds, resulting in an inability

to make a quick, accurate, and direct discursive response to non-native materials in real contexts [9]. And in most cases, students are rarely able to perform direct conversion between Chinese and English, and when they hear English they need to convert it into Chinese before translating it from their mouths into English. In the English listening test, also need a certain amount of time in the alarm clock for translation, which makes the efficiency of English listening affected, but also easy to miss the subsequent points when doing listening.

To summarize, the lack of language environment affects English listening in the college entrance examination in many ways, including the lack of thinking styles, limitations in frame knowledge, barriers to non-native language comprehension, and cross-cultural ideological differences. In order to improve English listening, students need to focus on the creation of a real language environment and improve their practical application of English. The lack of a real English language environment makes it difficult for students to adapt to the speed and intonation of English listening.

3.2. Single Listening Material

English listening in the college entrance examination does have the problem of single listening material, which may affect students' listening training effect and performance in the examination. The English listening materials of the gaokao are usually focused on a limited range of topics such as daily life, campus life, work scenes, etc., and lack diversity. Long-term use of a single type of English listening questions will make students difficult to react quickly when facing novel materials and question types, and make them feel "busy and confused". At the same time, the English listening materials of the college entrance examination are mainly based on standard British and American sounds, and rarely involve other regional accents and dialects. This may make it difficult for students to adapt to different accents when they encounter English in real life. In addition to the problem of accent, the speed and intonation of the English listening materials in the gaokao are usually quite stable and lack of variation. This may lead to students' difficulty in adapting to English with different speeds and intonations and affect listening comprehension.

If students' listening training relies mainly on a single material, their listening comprehension will be limited. The listening materials that often appear in exams can hardly cover a variety of language scenes and contexts in real life. This leads to students' difficulty in adapting and coping with listening tasks in different scenes and contexts. And the listening materials in textbooks are often carefully designed and organized to suit the teaching objectives and students' levels. However, such filtered materials may not be able to simulate real-life language communication, thus making students feel confused and at a loss when facing real listening tasks. Meanwhile, prolonged exposure to the same type of listening materials may make students feel tired and bored, leading them to lose interest in English listening. Interest is an important motivation for learning, and if students lose their interest in English listening, their learning effectiveness will be greatly reduced [10]. Therefore, a single type of listening material cannot provide enough opportunities for students to practice and improve their listening skills. Students need to be exposed to English listening materials with different scenarios, accents and speeds in order to gradually improve their listening comprehension skills.

3.3. Weak Basic Knowledge

Weak basic knowledge such as insufficient vocabulary and poor grammar knowledge will affect the understanding of listening materials. Of course, the basic knowledge of English involved in high school English listening also includes sentence structure, correct pronunciation and phonological discrimination, relevant linguistic and cultural background knowledge, effective listening strategies and skills, etc., all of which constitute students' comprehension of English texts. For example, students may not be able to quickly and accurately recognize the phonetic information they hear, which is usually due to their weak phonological skills and inaccurate pronunciation of words. Even when students are able to recognize phonological information, they may have difficulty in the process of sound-meaning association, which may be due to a narrow and rigid understanding of vocabulary and an inability to comprehend multiple-meaning words. Students may have difficulty in recognizing long and difficult sentences when listening to longer materials, which may be due to a lack of understanding of sentence structure and grammatical rules. In the gaokao listening test, there is a tendency to increase the number of inferential judgment questions, and students need to pay attention to the occasion of the conversation, the degree of formality of the language, the tone of voice of the conversation, and the speaker's intentional stance and other extra-linguistic meanings.

First of all, vocabulary is the foundation of English learning. If students do not have enough vocabulary, it will be difficult for them to understand the key information in the listening materials, thus leading to difficulties in listening comprehension. Secondly, knowledge of grammar is crucial to understanding sentence structure and meaning. If students do not have solid knowledge of grammar, they may be confused when they encounter complex sentence structures during listening, thus affecting their understanding of the overall content. Correct pronunciation and speech recognition skills are important for listening comprehension. If students do not practice pronunciation and speech recognition sufficiently during the learning process, they may have difficulty in distinguishing similar pronunciations or accents during listening, thus affecting listening effectiveness. Listening materials often involve certain cultural backgrounds and specialized knowledge. If students lack such background knowledge, they may encounter unfamiliar vocabulary or concepts during listening, thus affecting their comprehension of the material. Effective listening strategies and skills can help students understand the listening materials better. However, if students' basic knowledge is weak, they may not have sufficient confidence and ability to apply these strategies and skills, thus leading to difficulties in listening comprehension.

3.4. Lack of Listening Skills

English listening skills are crucial to English learning, which is not only the basis of language learning, but also helps us to acquire diverse information, understand culture and improve our communication skills. Lack of listening skills will lead to English listening difficulties in the college entrance examination, which is manifested in the following aspects. Firstly, students lacking listening skills may not know how to make effective predictions based on the questions and options, thus failing to obtain information about the listening materials in advance and reducing the efficiency of problem solving. Secondly, the lack of listening skills may lead to

students' difficulty in capturing key information. During the listening process, students who lack skills may not know how to capture key information, such as topic sentences, keywords and transitions, which will affect their overall comprehension of the listening materials. Meanwhile, students without proper listening skills may be easily distracted during the listening process, especially when they encounter vocabulary or complex sentences. This will reduce their listening comprehension and lead to missing important information, and students who lack listening skills may not be able to deal well with different accents and speeds of speech, which is a common problem in Gaokexue English listening, especially when dealing with non-standard accents or faster-speaking materials [11]. Finally, lacking English certain English listening skills students will not be able to make effective post-listening summaries and will not know how to effectively capture key information, make predictions and inferences. This will affect their review and understanding of the whole listening material and reduce the accuracy of the solution.

3.5. Poor Psychological Quality

Nervousness and anxiety during the test caused by poor psychological quality can affect the listening level. Nervousness before and during the test may cause students' heart to beat faster, palms to sweat, and even a blank brain. This state will seriously affect students' concentration and comprehension of the listening materials, and too much nervousness will affect their memory and reaction speed when doing listening, thus affecting the overall listening effect and listening performance. In addition, students may also have some fear of English listening or excessive worry about their performance, and these situations may cause students to develop an avoidance mentality and be unwilling to face the listening test. This kind of mentality can weaken students' self-confidence and reduce their courage to cope with listening challenges. Students with poor psychological quality are easily distracted during listening tests, especially when they encounter vocabulary, difficult sentences or complex situations. Lack of concentration can cause students to miss key information and affect listening comprehension. Nervousness and anxiety may affect students' short-term memory, making it difficult for them to remember important information and details in listening materials. This can make it more difficult for students to recall information when answering questions. Poor mental performance may lead to impaired judgment in students' listening tests. They may have difficulty in accurately determining the main idea, author's attitude, or key information of the listening material, which may affect the accuracy of their answers.

4. Coping Strategies for English Listening Difficulties in College Entrance Exams

4.1. Create a Good Language Environment

As we all know, the most effective way to learn a foreign language is to be there. American linguist Stephen Krashen put forward the idea of second language acquisition in the 1970s. In the 1970s, American linguist Stephen Krashen put forward the theory of second language acquisition, which mentioned that language output should follow the principle of "here and now", that is to say, language acquisition can be produced only in the real language environment, and only in

the real language environment, language communication activities are meaningful.

Creating a good English language environment is crucial to improving English listening, reading and writing skills, and the improvement of English listening ability and oral expression needs to be put in an all-English environment as much as possible, to cultivate their own English thinking, English sense of language, which can be realized by actively participating in activities such as the English corner, and you can also form a study partner with the same classmates to have conversations with each other using more English to help improve the expression of English. In addition, you should watch English movies and TV programs regularly in your life, and you can choose English movies, TV dramas or documentaries with subtitles to reduce the difficulty in order to develop the habit of watching them regularly. This can not only improve listening, but also understand western culture and customs. You can also take advantage of the current developed information network, such as utilizing apps like Duolingo, Rosetta Stone, HelloTalk, etc. for interactive and fun English daily practice. One can also subscribe to English podcasts, such as BBC Learning English, VOA Learning English, or listen to English radio, such as BBC World Service to create a language environment conducive to English learning and enhance the sensitivity to English speech intonation, thus effectively improving English proficiency.

The pressure of learning in high school is certainly enormous, but the combination of work and leisure can give full play to the students' kinetic energy, regularly organize some activities related to English to stimulate students' interest so that they have the curiosity and the desire to participate in such activities can be the sharing of the aftermath of an English movie, can also be the English week to organize a variety of activities related to the native English-speaking countries, such as Halloween, the English corner and so on, and even in the classroom of the free corner open book corner dedicated to placing some of the English language learning environment, and so on. Even in the spare corner of the classroom, a book corner can be opened to put some English books for students to read.

It is true that teachers and schools are unable to create a good English language environment for students in Chinese high school English teaching due to objective reasons, which is limited by the limited educational resources and the fact that the direction of English teaching in China is more inclined to dealing with exams, so students need to mobilize their own internal motivation to look for suitable listening materials through the medium of the emerging online media, and even now, the AI technology has been quite developed, so students can use ChatGroup, which is the best way for students to learn English in their own language, and they can even use ChatGroup to learn English in their own language. Even now, AI technology has been quite advanced, and students can use AI with mature models such as ChatGPT to conduct highly targeted speaking and listening training.

4.2. Enriching English Listening Materials

Enriching English listening materials helps students receive diverse English knowledge, so teachers and students should consciously collect various types of English listening materials, such as news, speeches, songs and so on, and use them to broaden their listening horizons. Instead of limiting the English listening materials for the college entrance examination to textbooks and test papers, students need to

listen to BBC World Service, CNN International, VOA News and other news broadcasts, or subscribe to "This American Life", "This American Life", "Stuff You Should Know", "TED Talks Daily" and other English podcasts.

In addition to these English platforms, you can also watch more English original movies and TV dramas to "sharpen your ears", and you can also choose different accents and speeds of speech according to your own English level to improve your English. Of course, in order to get better grades, you can also make use of English learning websites, such as BBC Learning English, ESL Lab, Randall's ESL Cyber Listening Lab, etc., or use language learning apps, such as Duolingo, Rosetta Stone, FluentU, etc.

Currently, teaching conditions in China are not sufficient to provide students with a native-speaking environment, and high schools in economically developed areas such as Beijing and Shanghai have foreign teachers, but this can only be viewed as an example. The vast majority of English language listening training in China is still based on the "old-fashioned" way of thinking -- that is, using disks or textbooks to solve the problems. -The vast majority of regions in China still follow the "old school" way of solving English listening problems, i.e., using disks or textbook audio for training.

Nowadays, in an era of extremely advanced technology, it has become the norm to have a cell phone in every hand, and students can make use of APPs such as "Xiaozhan IELTS" and "Youdao Dictionary" to search for relevant training materials by typing in the keyword "gaokao english listening". "Such software is categorized in great detail into the original questions of the college entrance exams of different years as well as materials of a simulated nature. Its relevance is also very considerable, different types of special exercises can be found and with the back of the answers and explanations, you can do their own correction, to understand why they have errors targeted to improve their listening level.

In order to have a more intuitive understanding of the learning and progress of English listening, it is also necessary to keep records of the training of diversified English materials, analyze the help of different types and quantities of materials on listening comprehension, and regularly review and summarize the vocabulary and expressions learned. Finally, in order to be more adaptable to the college entrance examination English listening test, it is also possible to conduct regular practice test training to familiarize with the college entrance examination listening questions and difficulty.

4.3. Strengthening the Learning of Basic Knowledge

Solving the problem of students' weak basic knowledge of English requires multifaceted efforts and continuous attention. First of all, it is necessary to accurately assess the students' specific problems in English fundamentals, such as vocabulary, grammatical knowledge, pronunciation, etc., and then, according to the students' specific conditions, make personalized learning plans to target their deficiencies in basic knowledge. Strengthening the learning of basic English knowledge is an important part of improving the overall level of English. In the process of vocabulary learning, it is necessary to make a daily study plan, learn a certain number of words every day, and repeatedly use the gap time to review. For example, for the insufficient amount of basic English vocabulary, students can list some of the words in the ten minutes of recess in the notebook for short-term memory, so

that day after day will certainly play a quantitative change caused by qualitative change, but need to pay attention to according to the German psychologist Ebbinghaus (H. Ebbinghaus) found that forgetting starts immediately after learning, and the process of forgetting is not uniform. The process of forgetting is not uniform. Initially, the speed of forgetting is very fast, and then gradually slow. Based on his experimental results, a curve describing the process of forgetting was plotted, the famous Ebbinghaus Memory Forgetting Curve.

Therefore, after memorizing unfamiliar words, you should review them in time to consolidate them. Read more English articles and books to memorize words through context, and learn the knowledge of roots and affixes to help understand the meaning of words. In terms of grammar, the improvement of basic knowledge requires systematic study of English grammar and understanding of various grammatical structures. Grammar can be tested by completing grammar practice questions, especially fill-in-the-blank and corrective questions, or by practicing, such as writing diaries or short essays, to apply what you have learned about grammar. Phonological knowledge of English can be practiced by imitating native English speakers or by using speech analysis software to help correct pronunciation. Improve listening comprehension by constantly listening to English songs, podcasts, movies and audiobooks in your daily life. Read more English materials such as news, novels, and popular science articles to enhance reading speed and ability. Through the above methods, the learning of English basics can be strengthened in a more systematic way, laying a solid foundation for further improving the ability of listening, speaking, reading and writing in all aspects of English. Teachers should also pay attention to the teaching of basic knowledge in daily teaching to ensure that every student can master the basic vocabulary, grammar and pronunciation of English, and provide more opportunities for students to practice listening, speaking, reading and writing, so that they can learn and consolidate basic knowledge in practice. More multimedia resources can be used and multimedia teaching resources, such as video, audio and interactive software, can be utilized to make learning more vivid and interesting.

4.4. Intensive Training of Listening Skills

Intensive training in English listening can not only help students master correct English listening skills and strategies, but also encourage students to use listening strategies flexibly in the process of listening practice and follow the correct listening steps to complete the listening task. This is an important part of effectively improving students' English listening comprehension.

Intensive listening skills training is a systematic process that involves a variety of exercises and strategies, and requires knowledge of how to capture key words, predict the following, and make inferences, so as to improve the speed and accuracy of listening comprehension. Intensive English listening skills training first requires purposeful listening practice, i.e., clarifying the goal of the practice before starting the listening practice. In order to have better results, it is necessary to use diverse listening materials, such as news, movies, podcasts, songs, audiobooks, etc., to adapt to different speeds of speech, accents and topics. It is also necessary to listen to English listening materials intensively, i.e., repeat listening and imitation, listen to the same material several times and try to imitate pronunciation and intonation, which helps to improve

speech recognition and oral expression, and at the initial stage, English subtitles can be used, so that a link can be established between listening and reading. As your ability improves, try to remove the subtitles and increase the difficulty of listening. Always pay attention to the listening details during listening, and conduct self can training to hear the information about the people, time, place and reason clearly.

Memorizing words by using synonyms and antonyms is a very effective listening technique. There are a lot of synonyms and antonyms in English. In teaching, students are guided to appreciate the subtle differences and similarities, and expand their vocabulary by categorizing and comparing them.

Synonym summarization and substitution are not only effective for the efficient completion of reading questions, but also helpful for listening training. In the gaokao English listening questions there are a lot of not directly appear in the listening material but to carry out a certain material or some of the key words for the replacement of synonyms, and in the absence of playback in the listening test in the valuable time is self-evident, the candidates do not have enough time to read the questions word by word, so the ability to quickly locate the key words and in the material when you hear the relevant information to be able to clear-headed and fast! The replacement of synonyms can greatly improve the listening score.

Such as the beginning of the hegin and start points, the end of the end and over, and end is a verb, over is an adverb, the lexical nature is completely different: near-synonyms big and large, these two are expressed in the "big", but also different, one is the size of the large, one is the size of the area. By analyzing and comparing the vocabulary and mastering the usage of the words, it helps to improve listening comprehension and listening ability.

After listening to a piece of material, try to summarize the main content and retell it in English, which are very important to help deepen comprehension and memorization. Of course, improving listening is a long-term process that requires patience and continuous practice. For some short-form material can be done immediately after practicing the review, as far as possible in the case of listening again, probably on the draft paper to restore the original text, and for more complex long material students can do fine listening exercises, repeated listening to the material until the accumulation of subconscious memory, and did not hear the omission of the vocabulary sentences for the red pen to supplement the outline.

After all, listening training is not only about understanding the language, but also about understanding the cultural background and context, so try to get more exposure to English materials in different contexts and cultivate students' good listening habits, such as memorizing while listening and listening repeatedly.

4.5. Strengthening the Exercise of Psychological Quality

Strengthening the exercise of psychological quality requires more psychological counseling for students to help them build up self-confidence and overcome tension and anxiety. In the usual training, simulate the test scene, so that students gradually adapt to the rhythm and atmosphere of the test. In order to overcome the listening difficulties caused by poor psychological quality. Students also need to maintain a positive and optimistic mindset and believe in their own

efforts and preparation. Relieve tension through deep breathing and meditation to stay calm and focused.

Breathing in Indian Yoga is an excellent method used to regulate a high stress state to calm oneself. Yoga breathing, a common practice in India, can be used to improve physical fitness by regulating the body's routine and relieving mental stress.

At the same time, students should make full preparation before the test, familiarize themselves with the type and difficulty of the listening materials, and master the problem-solving skills and methods. This can increase self-confidence and reduce fear and worry. More simulation training is also needed to practice listening through the simulated test environment and gradually adapt to the test rhythm and atmosphere. This helps students maintain a stable mindset and play well in the actual exam. Teachers should enhance students' sense of self-worth through positive feedback and praise. Students should also be taught how to recognize and manage their emotions, especially in the face of stress and challenges. In order to reduce students' stress, they should also help them set specific, achievable goals and teach them how to make plans to reach them, so that they can "jump up and pick a peach" and increase their sense of belief, so that they can achieve their goals step by step. Through the implementation of the above strategies, students can gradually break through the predicament of English listening in the college entrance examination, improve their listening level, and lay the foundation for achieving excellent results in the college entrance examination.

For the school arranged in the college entrance examination before the official arrival of a number of practice tests should firmly grasp the opportunity to face the real college entrance examination attitude to prepare for the war, many students enter the examination room as soon as they hear the listening test read out the rules of the test will feel panicked and at a loss in fact is the psychological fear, and this fear can be overcome, as mentioned above many times as the practice test as exercise! As mentioned above, many times the mock test as an opportunity to exercise the "fearless" general style, after the official test when the so-called rapid heartbeat, trembling will be relieved.

Strengthening students' mental fitness is an important educational goal as it relates to their overall development and future success. By doing so, students can gradually strengthen their mental fitness in a safe and supportive environment, learn how to stay calm and focused in the face of stress and challenges, and thus achieve better results in their future studies and lives.

5. Conclusion

Research has concluded that creating immersive English language environments is critical to improving students' listening skills. Exposure to English through a variety of media such as movies, podcasts, and language learning apps helps students become accustomed to different accents and speeds of speech, thus improving listening comprehension. It is clear that a variety of listening materials is necessary to prepare students for the different topics and accents they may encounter in the GCSEs. By expanding their exposure to different English content, students can develop the flexibility and adaptability needed for the exam. The study emphasizes the importance of solidifying students' knowledge of basic English (including vocabulary, grammar, and pronunciation). A strong foundation in these areas is essential for

understanding complex sentences and mastering the nuances of spoken English. Intensive training in listening skills is crucial. This includes the ability to anticipate content, capture key information and make inferences. Teaching students to use synonyms and antonyms effectively can also improve their listening performance. Finally, the study emphasized the importance of improving students' mental toughness. Regular practice under simulated test conditions and skills to control stress and anxiety will help students to perform better in the actual test. Maintaining a positive attitude and confidence in one's ability is the key to overcoming exam nerves.

In conclusion, this study provides a comprehensive set of strategies to address English listening difficulties in the college entrance examination. By implementing these findings, educators and students can work together to improve their listening skills and achieve better grades in the exam.

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