

Research on the Teaching Strategies of Senior High School English Listening Guided by The Meaningful Learning Theory

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Abstract

Senior high school English listening courses have always been an important part of the high school English courses in China. In the current situation of increasing development of internationalization, the work of teaching English has also received more and more attention. In the current high school English listening teaching practice in China, teachers and students pay more attention to test-taking ability. Listening has become the shortcoming of most high school students, and students still cannot reach the ideal English listening level. In this study, I analyze some problems in the current high school English listening teaching practice in China, and propose corresponding improvement strategies, through the use of meaningful learning theory.

Keywords: Meaningful learning theory, Senior high School English, Listening teaching, Strategies

1. An overview of The meaningful learning theory

The theory of meaningful learning was first proposed by American educational psychologist David P. Ausubel on the basis of reflecting on the discovery learning theory of Jerome Seymour Bruner. The so-called meaningful learning refers to a non-artificial and substantive connection between the new knowledge represented by the symbols and the existing concepts in the learner's cognitive structure. This connection is not artificial or arbitrarily imposed, but a reasonable and logical connection; this connection is also not literal, but an internal connection based on a logical relationship. Ausubel believes that meaningful learning can only occur when this connection is established; he believes that meaningful learning theory must have three basic conditions: first, the learning materials themselves must have logical meaning, that is, the content of the learning materials must be regular, instead of chaotic and pointless. Therefore, when selecting listening materials, teachers should consider the internal structure of the materials, that is, whether the material is clearly divided into levels and whether the content has keywords (such as ordinal words and related words) that can attract students' attention. The second is the tendency of learners to learn meaningfully. Students should actively connect new knowledge with old knowledge, carefully observe and summarize the laws in it, and deepen their understanding of knowledge, instead of memorizing and passively accepting knowledge. The third one is that students' cognitive systems need to have old knowledge that can establish connections with new knowledge. This is an important foundation for linking new and old knowledge and assimilating old knowledge into new knowledge. If there is no old knowledge or appropriate concepts in the student's cognitive system that can be connected with the new knowledge, then there is no way to establish a connection between the new and old knowledge. For example, in the learning process, if students cannot understand the word "depth", teachers can use deep to establish a connection with depth, so that students can master depth, but if students do not even know deep, this method is not feasible.

2. The significance of solving listening problems

It is of great significance for listening teaching to carefully analyze the problems that students have in listening and adopt corresponding measures to solve them. It can make teachers understand the students' problems, and take different measures to solve them according to different problems. The listening problems of high school students in China have their own characteristics. The language materials they listen to are restricted by the test syllabus. Most of the words of them are vocabulary they have learned, and there are few new words. "However, the teacher should consciously expand the vocabulary related to the material content in the selected listening materials, and explain the relevant names, place names, proper nouns, idioms, proverbs, etc. and explain the pronunciation rules of special words." (Tao Xianmei 2000.) This is necessary for them to understand the content of the listening materials. In terms of grammar, after years of accumulation, students with good academic performance have a better grasp of grammatical knowledge, but when listening to sentences with a little more difficult grammar, especially when playing foreign original materials with a little more complicated grammatical structure, they also feel a little difficult to

understand. And the students with poor academic performance simply cannot understand these sentences, let alone understand the meaning of the article. Therefore, teachers must provide guidance in listening. As high school students spend most of their time preparing for the college entrance examination ("GaoKao" in Chinese), they have very little time to read a large amount of European and American cultural knowledge, which leads to the lack of cultural background knowledge in listening comprehension, so sometimes it seems a little difficult to make them solve the specific listening problems. The improvement of high school students' abilities in pronunciation, speaking speed, and listening habits is also very helpful for them to understand the meaning of listening materials. Because "the different pronunciations of English and American accents make it difficult for them to accurately reflect the meaning of polysyllabic words within a few seconds." (Cui Yanmei 2005: 2). The English listening materials of the college entrance examination are close to the normal speaking speed, and the speed of speaking directly affects their understanding of the meaning of the listening materials. In addition, poor listening habits make them less accurate when choosing answers.

Therefore, when designing listening teaching situations for the above problems, we must take into account the characteristics of different classes and different levels of students, and adopt different methods to treat them. This has important practical significance for solving listening problems.

3. Problems in English Listening Teaching in Senior High School

First, there is not enough time for listening training. In the allocation of teaching time, teachers focus on vocabulary, grammar, reading, etc., but not enough time for listening training. One is that compared with vocabulary, grammar, reading, etc., the improvement of listening ability requires a lot of time and practice, and the effect is not significant; the second is that English teaching time is limited and time is tight while tasks are heavy. Under the pressure of the college entrance examination, teachers have to pay more attention to vocabulary, grammar, reading and other sections, and even adopt a "semi-laissez-faire" attitude to the "hard bones" of listening, which is time-consuming, slow to take effect and has low scores. For students, the boringness of traditional listening classes has long avoided listening training. Few people will spare time for listening training after class.

Second, the students' listening skills are poor. It is mainly manifested in two aspects: First, the students have poor phonetic foundation, inaccurate pronunciation, and unable to recognize words with similar pronunciations. For example, when they hear "He is full", the brain may reflect "He is fool". The second one is the understanding of phonetic knowledge (such as continuous reading, weak reading, omission, missing explosion, etc.). For example, "I wish she would talk to me." In this sentence, wish and she are read consecutively and the sound of /ʃ/ is omitted, which creates obstacles in the listening process of students and makes it difficult for students to understand. Therefore, even if some students realize the importance of listening, but lack the corresponding guidance, phonetic knowledge, strategies, etc., it is difficult to make significant progress.

Third, listening is relatively "strict" in terms of materials and environmental conditions. First of all, listening materials need to be selected, that is, the materials must not only be related to the actual life of the students, but also meet the students' current listening level, so the choice of listening materials is a big problem. Secondly, listening needs the support of audio recorders, headphones, multimedia and other equipment (but not vocabulary, grammar, reading, etc.). Again, listening is never a separate skill, the ability of listening and speaking are complementary and inseparable. In the process of practicing listening skills, speaking must be supplemented, but each student's oral level is different, so oral practice is not suitable for reading together, so it is difficult to implement in a classroom environment.

4. Listening teaching strategies under meaningful guidance

For teachers, it is far from enough to master advanced theories. It is important to use advanced theories to guide teaching practice and promote better learning for students. Taking the 10th paragraph of the listening materials in the 2016 college entrance examination (New Curriculum Paper II) as an example, the specific steps for training students' listening are as follows:

The first step is to make a brief introduction to the background of the listening materials, tell the students that this material is some suggestions for weekend trips in London, and guide the students to read the question: What are the tourists advised to do when touring London? What will the Tourists do in fifteen minutes? Where probably is the speaker? Let the students conduct group discussions or guesses based on the problem, stimulate their desire for listening practice, and let them enter the listening practice purposefully with the problem. Because one of the conditions for meaningful learning to occur is that learners themselves must have the disposition or tendency to actively construct the connection between new and old knowledge, so teachers must stimulate students' desire and initiative to learn.

In the second step, after the listening practice, the teacher should release the listening text on the big screen, let the students find out where they did not understand, and analyze the reasons for not understanding, and then lead the students to read the text, translate sentence by sentence, and understand The full text is to the point, and students are given time to read the unintelligible parts repeatedly until they can understand it. Teacher Zhao Jiankun, a former New Oriental teacher, has decades of listening teaching experience. He once said in class: "At most we can understand the sentences we understand." This sentence deeply embodies the meaning of meaningful learning, that is to say students' cognitive system must have appropriate concepts that can establish a connection with new knowledge, which is a prerequisite for understanding and accepting new knowledge. Those sentences that are difficult to read are incomprehensible input and will not help the improvement of students' listening. The purpose of reading text is to establish relevant knowledge or concepts in the students' brains and lay the foundation for meaningful listening in the future.

In the third step, the teacher should help students find the phonetic phenomenon of the full text and divide the meaning group. As mentioned above, the poor listening of students is mainly reflected in two aspects: one is the weak foundation of voice, and the other is the lack of

understanding of voice knowledge. Therefore, teachers are needed to help students find out phonetic phenomena. In addition, the division of the meaning group is also very important for understanding English. There will be a short pause between the meaning group and the meaning group, which makes it easy for students to grasp the primary and secondary information in the sentence and sounds more relaxed. If the students do not know how to divide the meaning group, they will have more difficulty in listening.

The fourth step is to read aloud section by section following the recording in the unit of meaning group, paying attention to pauses and intonation, from slow to fast. This step is called "echo" by some listening teaching experts, which means to follow the sound. As we all know, listening and speaking are inseparable, and the two complement and promote each other and cannot be separated. listening is not only related to the ears, but also the cooperation of the eyes, mouth, brain and other organs, which is an activity of full-heartedness. Therefore, the more standard students read the material, the clearer they will hear.

The last step is to remove the text material and perform naked listening again. With the preparation of the above steps, students' listening has greatly improved compared with the previous ones. Most students said that the proportion of comprehension has been greatly improved, and at the same time, they have built up confidence in listening and a pleasant experience. Lay a good foundation for future listening learning.

5. Conclusion

As the saying goes: "Teaching people to fish can benefit their lives", and proper methods can make people do more with less. The author suggests that the teaching of listening class should not be limited to the limited time and space of listening class. The study of listening should be penetrated into every corner of daily life. In school, students can make full use of the campus radio and audio-visual equipment in the language room to play various English teaching programs and enjoy some popular British and American songs. The online audio-visual resources can also be opened to students. In short, to comprehensively improve the high school students' English listening test-taking and application ability is an arduous task for English teachers to complete. This requires teachers to make continuous progress in the practical teaching of listening, improve their own professional level, sum up experiences and lessons, and adopt practical methods to improve students' listening skills. Of course, listening teaching is a complex systematic project. It is affected by many factors such as teachers, students, teaching methods, etc. Only by constantly overcoming the difficulties in listening and adopting effective listening strategies can the high school students' English listening ability be improved. Enable them to make continuous progress in their future studies.

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