Contrastive Studies on Traditional English Listening Course and English Audio-visual-oral Course Based on Information Technology

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ABSTRACT

Nowadays, with the fast development of information technology, changes happen in every field, thus reform also happens in every field. In teaching field, teachers begin to compare traditional teaching ways/methods with modern teaching ones. They try their best to have a try to reform their teaching methods or modes. In this paper, the author has made a contrastive studies on traditional English Listening course and English Audio-visual-oral Course (AVO course) based on information technology. From the contrast, the author has found so many advantages of the application of information technology. In the course of study, the author had done some comparisons and made some investigations. All of the investigation data supports the continuous reforming of teaching course. And the author hopes that the teaching reform as well as studying results in AVO course will be useful for all other teachers.

INTRODUCTION

As we know, English listening is a basic skill for all English learners. If a student cannot listen to others, he will not open his mouth. Listening abilities affects some other abilities in English learning course. Especially in modern time, listening abilities will directly influence communication abilities of students. Improving listening abilities are regarded as essential abilities to be improved.

According to general investigation, in China, all English majors must cover listening subjects. Listening subjects must be opened as one of the most important subjects. In the past, information technology cannot be developed, and all teachers had to use traditional listening teaching modes. In traditional listening teaching, task-motivated teaching modes are commonly used. In that mode, teachers are regarded as the core of class, they are guiders, controllers and leaders, while students are controlled by teachers without any autonomous learning rights. The autonomous learning abilities of students had to be pressed by the traditional teaching mode. The roles of teachers and students are not beneficial to the development of students.

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Due to the disadvantages of traditional listening class, teachers realized the necessity of teaching reform of listening class. In some universities, reform began with the building of modern lab for listening class based on information technology. Modern lab generally covers data base for listening material as well as autonomous practice center. They are convenient for autonomous practice of students, which will be helpful for improving autonomous learning abilities of students. In the paper, the author will compare traditional teaching mode of listening class and modern listening class. From the comparison, you will get better lessons for your own teaching.

ANALYSIS OF TRADITIONAL ENGLISH LISTENING COURSE

In English major, listening subject is regarded as one of the most important one to train students. All universities have opened listening class since English major began. So the history of listening has been decades. Traditional listening class is not optimistic. In the process of traditional teaching course, the teaching course is as follows.

In interactive action for traditional listening class, there were few interactive actions because some teachers are willing to play their listening materials again and again. Thus teacher(s) and students have no interactive actions, and mechanic listening process was on in the whole class. All students have no choice but listen to the given listening materials.

![Picture 1. Traditional teaching process and roles of students.](image)

In teaching course and teaching methods, as is shown above, we can see that in traditional process of listening class, teachers are regarded as center(s) of class, and in the process, teachers begin to introduce some new words connecting with listening and then teacher give students some listening materials firstly and begin to play the video again and again. After finishing the listening tasks, the teacher will give answers to students to check their listening. All of the process is in mechanic process. In the whole course, the teacher(s) is/are regarded as supplier of answers or player of video. The course looks like testing course. In the course, teachers are testers and students are turners between listening materials and listening keys. The course is boring and single. With time on, students will feel very boring and they are easy to lose interest on listening.
materials mechanically. The condition went on and as a result, most students feel boring about listening class and with time on, age changes with no changing of listening materials, which will be bad for the development of students and students are lack of autonomous and active listening abilities.

In addition, as for listening materials, in most universities, STEP BY STEP and LISTEN TO THIS have been used year after year. The listening materials like that put their focus on mechanic listening without any combination on listening and speaking, which is not beneficial for the improvement of listening abilities of students. The listening materials like that are single kinds, which are lack of motivating students improving themselves. They are lack of speaking environment, which is also bad for their future communication.

Therefore, there are some advantages for traditional listening teaching modes, which are not good for the development of modern listening teaching. With the development of students in the present age, all teachers in universities must realize the importance of teaching reform on listening.

ENGLISH AUDIO-VISUAL-COURSE BASED ON INFORMATION TECHNOLOGY

With the development of information technology, traditional teaching modes on listening must be reformed wholly for the need of our age. In the age of information, all areas are covered with technology besides teaching field. In listening course, so many teachers try their best to think out methods to improve teaching results. In fact, some teachers firstly reform their teaching requirements in the following.

In the aspects of listening equipment, the above recorders can be used frequently, which has been played by teachers mechanically. And every time, teachers have to take them into class. The disadvantages of them are on its mechanic points, especially for the first one, and for the second one, it is reformed for a large degree. But both of them limited autonomous abilities of students.
With time on, English listening course have been reformed into English Audio-visual-oral Course, which pay more attention to participants of students and communication of students from one to the others. Beyond single listening, speaking began to be paid attention to in the class, and interactive actions between teachers and students appear. At the same time, attention of students is also paid attention to. As a result, the whole teaching effects can be seen. Students begin to be masters of class, and they can control their listening tasks and listening process, which are good for their own development.

In modern English Audio-visual-oral Course, besides personal listening equipment, the whole desks used in class have been separated for better listening effects based on no-interfere environment. Each student has his own listening room with no-interfere environment, which will be helpful for their correct listening results. At the same time, it is also convenient for person to person communication. The scene can be shown in the following.

In English Audio-visual-oral Course, the teaching focus has been turned from listening to listening, speaking, watching etc. Students begin to use some comprehensive listening skills as well as English learning abilities in this course. And some teachers begin to use some modern information technology such as UMOOCs, Lannuyan Teaching platform, Wisdom teaching platform, Yun teaching platform ext. In the modern teaching platform, all teachers can design teaching contents ahead of time and arrange them on the platform, then teaching course will be arranged freely and scientifically. After class, there are some designed testing and evaluation to be used to
test students. In addition, practices and exercises will also be arranged in teaching plans. All Audio-visual-oral Course can combine teachers and students very well with better interactive actions and better practices and the course has more advantages than old traditional listening class.

CONCLUSION

In a word, the author has brief comparison studies on old listening course and new audio-visual oral course based on information technology. From the comparison, it is easy to know the advantages of new teaching modes. In the changing process, the author has made great efforts, which will be good for the latter teaching and latter research. In the research, the author has used comparison method with giving examples and data analysis to show the ideas. All of the data is from real teaching environment. The author hopes the research will be helpful for all other teachers.

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