Research on the Teaching Mode of College English Listening Based on Computer Multimedia Platform

Caiyun Liu1,*

1Associate Professor, School of Foreign Languages, Shandong Women’s University, Shandong, Jinan, China, 250352

*Corresponding author e-mail: 3624281987@qq.com

Abstract. Single teaching environment, limited teaching conditions and backward teaching equipment hinder the development of listening teaching. In recent years, with the development of science and technology, the application of computer multimedia in the classroom has greatly improved the teaching equipment and conditions of listening class, and made the classroom teaching of English listening have a qualitative leap.

Keywords: Computer Multimedia Platform, College English Listening, Teaching Model

1. Problems in traditional listening teaching

First of all, based on the teacher’s explanation of the language difficulties, then tell the background knowledge to the students, and teach the students the listening and distinguishing skills according to the teachers’ experience. After listening, the students choose the correct answers, judge the correct answers and complete the sentences with gaps according to what they have heard and with the experience of teachers. Finally, the teacher gives the correct answer and explains and analyzes the students’ mistakes. In recent years, as CET4 and CET6 have become a social requirement for talents and an important indicator to measure the level of College English teaching, some college English teachers have adopted the test oriented teaching method in College English Listening Teaching in order to enable their students to pass CET4 and CET6 with higher scores, to improve the students’ listening ability through the sea of questions. As the sea test is a mechanical listening training method, its purpose is to make students remember the content of listening by repeatedly stimulating their hearing. This kind of education method makes students unable to experience the beauty of a language in the learning process, can not cultivate students’ listening skills, and is not conducive to the application of students in related fields in the future. In practice, students often get tired and can’t concentrate in the process of listening for a long time. In addition, the monotonous listening for a long time can also make students feel disgusted. The effect of listening training is greatly reduced, which can not meet the requirements of the society for talents[1].
2. Advantages of English listening teaching mode based on multimedia network background

Based on the problems in traditional English listening teaching, we find that the introduction of multimedia network technology can solve almost all the above problems. Firstly, the introduction of network technology can provide rich teaching materials for listening teaching and improve the authenticity of teaching materials. In the network teaching, students can choose the listening materials according to their ability and level (even their interests). What the teacher does is to set the learning topic or task for the students in class. For example, the theme of this listening lesson is to get peoples attitudes and opinions on cosmetic surgery, or we should pay attention to hearing different people (appearing in the listening materials) to reflect different attitudes and views on cosmetic surgery. Students can choose who to listen to and what level they understand. Teachers only need to give guidance and suggestions according to students’ English level[2].

The research shows that: most students acquire knowledge only through listening, which will make them feel twice the result with half the effort and greatly frustrate their learning self-achievement. For example, some students are easy to be trapped by new words and need to listen to a certain paragraph of the material repeatedly; while some students are slow to respond to the listening content and need to speak slowly or practice extra speed; Some students are unable to consolidate the information by hearing, so they can finish the task after listening materials. The multimedia technology provides the choice of learning methods and the controllability of the learning process, that is, choosing the listening mode and listening times independently, and adjusting the learning progress and method according to the learning effect in the learning process will greatly reduce the above problems. As a result, it will promote students to develop and optimize their own listening learning methods, which will also effectively improve students; autonomy in listening learning. After learning the required materials, multimedia network technology can also provide a convenient and effective way to consolidate listening ability. For example, teachers can communicate with students online to answer students problems in the learning process; they can also ask questions to students to answer or discuss online; We can also set up the real context through multimedia network technology, and require students to give corresponding response in the context according to the listening learning content, so as to help students consolidate their knowledge and enhance their ability[3]. (As shown in Figure 1)

![Figure 1. Making method of computer multimedia teaching device](image-url)
3. The method and process of constructing this teaching mode

3.1. The construction of teaching materials should be three-dimensional and diverse

There should be not only main teaching materials, but also corresponding auxiliary teaching materials, such as corresponding audio-visual products, electronic and network publications. The teacher processes the selected material, slows down the speed of speaking, and has a press release attached, which is very popular with the students. Therefore, in listening teaching, the teaching content must reflect the times, thinking and interest, and try to be close to the life of college students and the reality. (As shown in Figure 2)

![Figure 2. Technical basis of Educational Technology](image)

3.2. The diversity of teaching methods and means

In the traditional teaching mode of listening, the teacher is an informant, a lecturer, a machine operator, a responder, a corrector and a text material provider. Under the new situation, teachers should be good at using modern educational technology to change the roles, participants and sources of information of teaching organizer, controller, tester and initiator. In the teaching, we should make full use of various teaching methods, such as scaffolding teaching method, so that the listening level of students gradually improves. (As shown in Figure 3)

![Figure 3. Blackboard manufacturing technology for computer network multimedia teaching](image)

3.3. The three-dimensional performance evaluation

In order to make students scores more scientific and fair at the end of the semester, the assessment of students listening performance in our college includes two parts: process assessment and summative assessment. The process performance mainly includes classroom performance, online learning, student
self-assessment and mutual evaluation, which accounts for 40% of the total score; the summative assessment includes the mid-term and final score, accounting for 60% of the total score. In this way, it completely changes the method of evaluating students' grades with one or two papers. At the same time, make students realize that learning is a process, every link is very important, surprise learning or cheating in the examination, opportunistic learning and other learning methods are not desirable, only pay attention to each link of good learning, can we achieve good results. This also cultivates a good learning attitude of students.

4. Problems in Teaching

4.1. Teacher training

For the College English listening teaching mode based on the computer multimedia platform, the first thing to do is to train the teachers so that they can have a better understanding of the advantages of this teaching mode and quickly master the teaching methods, so that they can be more proficient in teaching tasks. Only when the teachers master how to use this teaching mode, can they be more quickly integrated into the learning and teaching, and integrate the new teaching mode with the traditional teaching method to produce a teaching method more conducive to students' acceptance. (As shown in Figure 4)

![Figure 4. Brain memory process of hearing](image)

4.2. Establishing a new relationship between teachers and students

In the multimedia network environment of English listening class, teachers should change their roles, from the traditional classroom teaching knowledge lecturer to the information organizer and compiler, to the student learning guide, helper and promoter. Teachers will control the frequency and proportion of multimedia, reasonably distribute classroom time and play its leading role. In teaching, teachers should skillfully use various multimedia means to assist teaching, so as to avoid the phenomenon of using high-grade equipment at low-grade level, such as using an advanced equipment with dozens of functions as a recorder.

4.3. Selection of teaching content

Teaching material is an important part of the course, a good set of teaching materials can stimulate students’ interest and motivation in learning, and it is also the only way to the teaching goal. However, due to various reasons, the types of listening textbooks for English majors are limited and can not meet the needs of students. Therefore, in the process of research, we should grasp the actual situation of students, choose the content of teaching materials, and add auxiliary audiovisual materials, such as BBC, VOA, CCTV and other radio and television programs. At the same time, teachers should be encouraged
to develop courseware suitable for our students.

4.4. *The combination of classroom teaching and autonomous learning after class*

Therefore, it is necessary to combine classroom teaching with afterschool autonomous learning to overcome the difficulties of short classroom teaching time and less weekly school hours. Campus network plays a powerful role in students’ autonomous listening learning. Students can make use of the teaching courseware, instant news, listening materials, original English movies and other contents uploaded by teachers on campus. In guiding students to learn autonomous listening after class, teachers’ guidance, encouragement and necessary inspection and evaluation system are indispensable, otherwise, some students may be left to their own devices.

5. **Conclusion**

Multimedia assisted foreign language teaching refers to the comprehensive utilization of various media and technologies to store, process and disseminate the information of foreign language teaching and learning, so as to achieve the optimization of foreign language teaching and learning. Therefore, the teaching mode of combining classroom teaching with the auxiliary resources of English Listening Teaching on campus should be the main development direction.

**References**

[1] Wang Hua; research on College English Listening Teaching Mode under multimedia network environment [J]; Tokyo literature; 2017.

[2] Liu Ke; exploration of College English Listening Teaching Mode under multimedia network environment [C]; Journal of Hunan University of science and technology; 2011.

[3] Wu Guangping, Duan Zhongyu; College English audio visual oral teaching mode under the media network environment [J]; China Science and education innovation guide; 2012.

[4] Zhu Xiaoying; College English Listening Teaching in multimedia network environment [J]; campus English; 2017.

[5] Tu Yonghong; research on College English Listening Learning in the context of web-based autonomous learning [C]; Jiangxi Normal University; 2008.

[6] Zhao Guiling, Zheng Jianfeng; research on Network-based College English listening teaching mode [J]; scientific and technological information development and economy; 2008.