

Conference Paper

On Listening Teaching of TCFL and Cultivating the Ability of Listening and Speaking

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Abstract

Listening is an essential part of TCFL, but, listening class should not be just limited to listen and doing listening exercises, it should combine hearing training and verbal training and should focus on cultivating students' language-thinking ability. What it teaches should be flexible to make teaching live and practical.

Keywords: TCFL, listening teaching, ability of listening and speaking

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1. Introduction

Listening is an important language skills. The higher comprehensive level of listening reflects the better comprehensive language ability and reflects the better communication ability. By listening and comprehending, the learner can get a lot of information and Corpus material. They can also examine vocabulary commandment, sentence comprehension and discourse analytical ability. But the current listening teaching exists the following questions:

2. The Present Condition of Listening Teaching

2.1. Deficient work before listening

Some teachers believe that they can teach listening course without any preparations so long as they have the tapes and reference books. So I would like to emphasize the importance of preparations for a class, it is the basic need of an effective listening teaching.

Firstly, the teacher does not train students to make predictions and do not choose suitable listening materials. If the students can learn to make predictions about what they are going to hear, the listening comprehension must be easy. If they give a

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daily telephone conversation, students may learn much more about the language and start to gain confidence. Secondly, the listening materials we use nowadays are usually not well organized, and many of them are not as interesting as what students' desire for, which will decrease students' learning interest. In this case, we should reorganize the materials in an exciting way. We may resort to more games, stories or other activities to make the task more attractive to the students. They even do not know the length of the materials, the difficult points and the focus of the materials, and they cannot decide in advance how to go on with the teaching in class. Thirdly, the teacher does not help the students overcome linguistic Knowledge obstacle, nor let students pay attention to the different phonemes; nor improve students' ability of distinguishing sounds. Teachers should have students become familiar with the phenomenon of sound change, with the different sentence structures and grammar structure. A language is established by people who use it; people speak differently in different situations. Knowing some common formulas, the students will quickly determine speakers' social status and attitude.

2.2. Old pattern of teaching

Firstly, the traditional method is to play a tape several times for the students, and then give tests to examine how much they have understood according by doing a lot of comprehension exercises, rather than being taught how to get information and how to deal with their listening problems in class, the main task of the teacher is to check the answers and explain the difficulties. The center of this kind of teaching method focuses on whether the students' answers are right or wrong. Secondly, many classroom listening comprehension exercises have no response until the end of long speech, so these responses are very largely a test of memory rather than of comprehension. In fact, the psycholinguistics studies have shown that people do not remember what they hear word for word, they can remember the meaning. If the teacher always gives the listening comprehension exercises like that, the students may become passively even bored listeners because of the lack of participation in the process of listening. As to lose motivation and interest or have a so-called panic feeling when listening. Thirdly, the teacher does not contrive a situation for English teaching. A teacher should try to speak English in class. He can use gestures, authentic materials, and pictures to help himself with teaching. Fourthly, because there are about 50 to 70 students in one class and the level of their listening are different, so it is difficult for teachers to take care

of everyone. If the teacher can divide the students into groups and give them several tasks in pair, they will feel easier.

2.3. Deficient task after listening

The teacher only checks the answers after listening, and does not focus on the listening comprehension. They cannot realize that listening must be integrated with the other basic skills such as speaking, writing and reading. No matter in class or after class, the teacher should contrive a situation for English teaching, after class the teacher can hold the English corner, it not only increase students' listening ability but also their speaking ability. After class, the teacher does not give the students useful assignments, the level of assignments should be proper for students, because if the assignments are too difficult for students, the students may lose their learning interest.

The form of Listening teaching can be varied, it can use the audio-visual method, and can also combine listening and speaking. What's more, it can introduce varied audio and video materials such as, vivid stories, movies, news, paper and students' study works. So we can make Chinese learning rich and interesting. In many students and teachers' opinion, the listening class just about listening and doing listening exercise. In listening class what you need to do just listen with watching a long list of exercise questions, and miss the answers by a little inattentive. Listening class is simulated into listening test, and listening ability training is completely simulated into the training of examination ability. In fact, the goal of listening class is not only about cultivating students' ability to do listening exercises, but also activating students to acquire language information, improving students' listening and oral ability and improving communicative competence.

3. The Survey about Task-based Approach Teaching of English Listening class

3.1. Framework of task-based approach

Task-based language teaching has emerged since the 1980's; it is new teaching methodology, which is recommended as an effective teaching approach. TBLT is developed on the basis of communicative language teaching. Task-based language teaching approach is a great challenge for teachers to adopt, students to learn and course books to design. It requires teachers to transfer from a controller into a designer,

director, a manager, and a helper and demand students from passive learners into student-centered learners. Task-Based Language Teaching has been advocated by language teachers and educators. But what task really is, linguists and researchers only have a framework of Task-based Approach. The author of this thesis will talk about it from the following aspects:

3.1.1. Definition of a Task and TBA

"A task is a piece of work undertaken for oneself or for others, freely or for some reward (Long 1985)." (Zhang Helan, 2007:2) It means what people do in everyday life, at work, at play, and in between, e.g. painting a fence, dressing a child, filling out a form, buying a pair of shoes, making an airline reservation, borrowing a library book, taking a driving test, taking a hotel reservation, writing a check, finding a street destination, helping someone across a road.

"In Willis's idea, a task means a goal-oriented activity with a clear purpose. Doing a communication task involves achieving an outcome, creating a final product that can be appreciated by others." (Zhang Helan, 2007:1) Examples include compiling a list of reasons, features, or things that need doing under particular circumstances, comparing two pictures to find the differences, and solving a problem.

"According to Brumfit & Johnson, task-oriented teaching is defined as teaching which provides "actual meaning" by focusing on tasks to be mediated through language, and where success or failure is seen to be judged in terms of whether or not the tasks are performed." (Zhang Helan, 2007:1)

Nunan claimed, "in general, I too will consider the communicative task as a piece of classroom work which involves students in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right." (Zhang Helan, 2007:1)

Although the above definitions are different, they all imply that tasks involve communicative language use in which the users' attention is focused on meaning rather than on linguistic structure.

"TBA is a kind of teaching or learning approach that takes specific learning or teaching tasks as the motivation, which takes the task completion as the learning or teaching process, which takes the task presentation and task implementation as showing the effect of teaching and learning." (Zhang Helan, 2007:2) In brief, task-based approach is an English teaching approach in which students learn English through doing.

3.1.2. Types of task

Willis considers tasks as the following types:

Listing: students are required to speak out the things related to titles and list them. This listing task can cultivate students' competences to collect information, which can also help teachers to know more about their students.

Ordering, sorting, classifying: through analyzing and concluding a series of input materials, students can sort and classify them in order. This task can cultivate students how to deal with and apply information, and competences of logic thinking and analysis. **Comparing, matching:** through comparing and matching different input materials, students can find out their differences and can also speak out by using their own language. **Problem solving:** these tasks focus on finding out methods to solve problems by participants' collaborating, communicating and negotiating and its answer is not unique. This open and creative task can help students to develop their competences to solve problems, to apply knowledge and to create thinking. **Sharing personal experience:** by imitating what happens in real life, students can communicate with each other, getting various information about their families, learning, hobbies and so on and share personal experience. **Creative tasks:** to accomplish these tasks, students should consult references or carry out investigations to gain information on a certain topic. Holding kinds of activities, editing newspapers and writing research reports are such tasks.

However, listening ability is the foundation of communication, only rapidly and accurately acquiring language information, we can successfully complete the language exchange or do better interpretation work.. Therefore, Listening teaching of TCFL should be paid particularly attention. Through the listening teaching and the cultivation of comprehensive listening ability, we can orally improve the students' listening and speaking ability and also help students cultivate comprehensive language ability.

1. Combining listening training and oral expression training

In the listening class. both teacher and students concentrate to the workbook and exercises. After the recording finishing speaking, students will be eager to find the right answers. The communication between teacher and students is mainly concentrated to explain the listening material and repeat the answers. Therefore, listening class is boring, the students only care about listening but few have the chance to do oral expression. Over the long term, the ability of listening and speaking will be separated,

and students will develop the habit of passive acceptance so that the negative words will increase but the language expression ability can be improved.

The teachers should set up the ideas of listening and speaking are the same importance. In the listening class, teachers should give more chance to students to expression. A higher goal of the listening teaching is to help students express more content thanks to broadened horizons and ideas by listening. To reach this goal, teachers can arrange students to multiple the listening materials so that to help students improve the ability of storage memory information and improve the ability of organizing language. Teachers also can add more exercises about oral questions and oral answers, such as asking questions about the listening material, making the students to answer by oral expression, Q&A between students. It can not only active the classroom atmosphere but also Can help students obtain the comprehensive exercise about listening and speaking.

2. Flexible listening training contents

Listening training class content should not be limited to the books and training materials.

Teachers can choose more rich audio-visual materials to enlarge students' knowledge. For the elementary Chinese students, teachers can choose some good audio-visual materials. For the senior Chinese students, teachers can choose the news clips, classic movie dialogues, the outstanding literary reading materials and so on. In a word, teachers should let the students to contact the more practical language material, should let them know more daily communication expression form, should let them has a comprehensive know about oral expression form, news language, even to the literature language. So that they can avoid linear listening comprehension due to single listening materials and single model problems.

3. Focusing on cultivating students' language thinking ability

In the listening teaching , training. teachers should focus on cultivating students' language thinking ability. In a word, teachers should help students culture basic capacity of handling language, including discrimination analysis ability, memory storage capacity, integrated guessing ability and rapid response capability.

In summary, listening is the most difficult to acquire among the four skills, although teachers have better teaching methods, they must understand the listening process

and the spoken language better, which will help the students to understand the difficulties that they experience in developing effective listening habits, listening strategies and listening skills. It will also help us to design better listening activities for students.

When it refers to according exercise materials, teachers should consciously guide students to develop their thinking potential by memorizing and storing the language information through listening process, and thinking actively and responding quickly after listening and by answering the questions to cultivate the ability of identification and association. Only regarding the students' language thinking ability as the training target, can truly reflect the value and significance of the listening teaching.

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