

HOW TO MORE EFFECTIVELY TEACH COLLEGE  
ENGLISH LISTENING IN CHINA

Approved

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## ABSTRACT

As a means of communication, listening plays an important role in people's lives. English listening teaching is always the focal point which experts and scholars pay attention to. Educators realize it is of vital importance to more effectively teach English listening. Different people have different views on this point. For example, some people think that teaching English listening is easier than other courses; some people consider that the same listening tasks are not applicable to all students of different levels.

This paper is needed to research some effective methods to enhance the teaching of English listening. The paper involves pattern of English teaching and teachers and students' roles in teaching. First, diversifying patterns of teaching should focus the emphasis on teaching in authentic environments and interaction between listening and other teaching activities; secondly, teachers should design listening activities for the class and incorporate more creative methods in their teaching; thirdly, students' passive roles in class should also be modified by harmonizing their extrinsic motivations and intrinsic motivations. In a sum, it is important to pay more attention to teaching English listening; teachers should try to use some creative methods of teaching English listening.

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# CHAPTER 1

## INTRODUCTION

Listening, together with speaking, reading and writing is one of the four skills in language learning. As a means of communication, listening plays an important role in people's lives. We have to listen to many utterances in our everyday life; conversations will take place only when we can understand what our interlocutor says; although input (listening and reading) alone is not sufficient for acquisition, input is absolutely necessary for second language learning. In view of the present situation of college English listening teaching and questionable ideas about it, for instance, it is thought that teaching college English listening is easier than other courses; choice of listening materials is not considered as important in teaching; and it is wrongly considered that the same listening tasks are applicable for all students of different levels and so forth. As a result, so many misunderstandings cause a lot of problems in listening teaching. Therefore, it is important for educators to think about how to teach more effectively college English listening in China.

English listening teaching is a major focal point for foreign language experts and scholars in China. The ability to understand and participate in speech communication is one of recent concerns in foreign language education that has generated a stronger focus on listening in the classroom. It is one of the main tasks of teachers to teach more effectively English listening so as to improve students' listening ability. Teachers need to pay more attention to teaching methods related to this area.

### Statement of the Problem

The problem presented in this paper is to research more effective methods to teach college English listening in China. The main problems presented in my paper are “should the strategies of college English listening teaching be varied in China?”, and “What is the teacher’s role in college English listening teaching in China?”, and “What is students’ role in college English listening classrooms?”

Teachers need to integrate listening with other teaching activities, they need to design listening activities for the classroom and employ creative methods of teaching.

### Delimitation of the Research

The research was conducted in and through the library at the South-Central University for Nationalities. Primary searches were conducted via the Internet through EBSCO host with ERIC and Academic Search Elite as the primary sources. Key search topics included “pattern of college English listening teaching in China”, “the teachers’ role in college English listening teaching”, “the students’ role in college English listening classroom”, and “the purpose of college English listening teaching”.

### Method of Approach

A review of literature on effective methods to enhance English listening teaching will be conducted. This review of literature involves patterns of college English listening teaching in China, teachers’ roles in college listening teaching, and the purpose of college English listening teaching. In my paper, at first, the present

situation of English listening teaching will be stated; secondly, the problems in traditional English listening teaching will be presented; thirdly, suggestions for English listening teaching will be conducted.

## CHAPTER 2

### REVIEW OF LITERATURE

#### Pattern of teaching English listening

##### Creating Authentic Environments of Learning

There are two major purposes in listening. The first is for social reasons, such as casual conversation with friends or acquaintances to maintain or build social relationships. The second is to obtain and exchange information. The second kind is more difficult, according to Anderson and Lynch (1988).

Environmental clues are often more likely to provide information about the situation, speakers and general atmosphere than about the actual topic of discourse (Ur, 2000). Hedge thinks that listening is not just an aural activity in most situations. We are usually able to see the speaker, who provides non-verbal clues to meaning, for example, lip movement, facial expression, and gestures (2002). According to Wang Qiang (2006), while some of the things that listened to are rehearsed, e.g. radio news, television news and shows, movies, and some formal lectures, most of the time during an average day people listen to people speaking spontaneously and informally without rehearsing what they are going to say ahead of time. Most of the time in person to person interaction the other person is seen. This means we can see their facial expressions, gestures and other body language as well as the surrounding environment, which is relevant when, for example, people point at objects or in

certain directions. These visual clues help us understand and predict what we hear. Of course, there are situations where we cannot see the speaker, such as when we listen to the radio or use the telephone (2006).

### Integrating Listening with Other Teaching Activities

Brown points out that for almost six decades of research and practice in English, language teaching has identified the “four skills”-listening, speaking, reading and writing-as of paramount importance (2000). It is important to develop listening skills together with other skills. Most of the time in real life listening occurs together with speaking and it also occurs with writing, e.g. taking notes while listening to a lecture (Oxford, 1993).

Listening can be practiced with note-taking, and answers, role plays, retelling, interviewing, discussions, or a writing task. The important thing in designing listening activities is to give a clear purpose, a specific task and an appropriate context for doing them (Wang Qiang, 2006). Robin and Guo Naizhao consider that by combining listening with writing, teachers can divide the work into two parts. First, students might answer teachers’ questions in written English after listening to spoken language material. It is also important to remember that good listening entails recalling the essence of the material rather than the precise detail. Second, teachers should combine listening activities with speaking in ways that bring out the basics of oral communication. Listening and speaking rely on each other and regulate each other. Through a variety of listening-reading, listening-writing and listening-speaking

activities, students can not only strengthen their language skills but also sharpen their interests and raise their motivation to improve their learning efficiency (2006).

### Adopting Strategies of Listening Comprehension

Commonly, two approaches are frequently used to describe different processes of listening. They are the bottom-up model and the top-down model (Wang Qiang, 2006). In the bottom-up model, listening comprehension is believed to start with sound and meaning recognitions (Hedge, 2002). Robin and Guo Naizhao point out bottom-up strategies are test based in which the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include:

- listening for specific details
- recognizing cognates
- recognizing word-order patterns (2006)

In the top-down model, listening for gist and making use of the contextual clues and background knowledge to construct meaning are emphasized (Wang Qiang, 2006). Top-down strategies are listener based; the listener taps into background knowledge of the topic, the situation or context, the type of text and language. This background knowledge activates a set of expectations that help the listener to interpret what is heard and anticipate what will come next.

Top-down strategies include:

- listening for the main idea

- predicting
- drawing inferences
- summarizing (Robin & Guo Naizhao, 2006).

Wang Qiang considers that listening involves both ‘bottom-up’ processing-recognizing sounds of words, phrases or structures and ‘top-down’ processing-referring meaning from broad contextual clues and background knowledge (2003). Wilson thinks that there is a tendency to overlook bottom-up processing as many regard top-down processing as a superior strategy in the recent years (2003). Wang Qiang also points out language teachers should develop an awareness of each of these processes and their relative contribution to listening comprehension so that they can better design their listening activities to integrate both listening processes so as to help students develop both bottom-up and top-down listening strategies (2003).

## Teachers’ Roles in teaching

### Designing Listening Activities for the Classroom

Nunan (2001) suggests that the teachers can emphasize learning processes by stating the goal before listening. Such statements are important because learners are made aware of what the teachers are trying to achieve. During pre-listening, teachers help the students prepare to listen. Pre-listening activities should aim to motivate students, to activate their prior knowledge, and to teach key words or key structures to

the students before listening begins so that students are affectively, thematically and linguistically prepared for the listening task (Wang Qiang, 2003). The activities chosen during pre-listening may serve as preparation for listening in several ways.

During pre-listening the teacher may:

- Set a purpose or decide in advance what to listen for
- Decide if more linguistic or background knowledge is needed
- Determine whether to enter the text from the top-down (attend to the overall meaning) or from the bottom-up (focus on the words and phrases)
- Make students aware of the type of text they will be listening to, the role they will play, and the purpose for which they will be listening.
- Provide opportunities for group or collaborative work and for background reading or class discussion activities. (Robin & Guo Naizhao, 2006)

During “while-listening”, the focus of students’ attention is led to the listening text and the teachers can guide the students and help them understand it (Wang Qiang, 2003). Hedge (2002) points out the work at the while-listening stage needs to link in relevant ways to the pre-listening work. While they listen, learners will need to be involved in an authentic purpose for listening and encouraged to attend to the text more intensively or more extensively, for gist or for specific information. The while-listening stage is the most difficult for the teacher to control, because this is where students need to pay attention and process the information actively. However,

if the teacher provides a reason, goal, or task for the learner, this can encourage and help the listener to focus (Wang Qiang, 2003). Activities while-listening relate directly to engagement with text, and students do them during or immediately after the time they are listening. These points are kept in mind when planning while-listening activities:

- Decide what is and is not important to understand
- Use predicting to encourage students to monitor their comprehension as they listen.
- Use questions to focus students' attention on the elements of the text crucial to comprehension of the whole.
- Organize activities to guide listeners through the text. Combine global activities such as getting the main idea, topic, etc.
- Give an immediate feedback whenever possible. Encourage students to examine how or why their responses were incorrect.

(Robin & Guo Naizhao, 2006)

During post-listening, students are offered opportunities to integrate what they learned from the text into their existing knowledge and communicate with others using the information in the listening text (Wang Qiang, 2003). Wang Qiang also considers that the post-listening stage is where the teacher can determine how well the students have understood what they listened to, but it is important to design the tasks well. The teacher writes questions on the board and asks students to answer them. Students are also stimulated to talk and actively participate in the task.

- Tell students to compare their notes and discuss what they understood in pairs or small groups.
- Encourage students to respond to what they heard. Where possible ask questions like “Do you agree?” and encourage debate.
- Tell pairs to write a summary of the main points. Then have them compare their summaries and check if they covered all the main points.
- Evaluate comprehension in a particular task or area  
Decide if the strategies used were appropriate for the purpose and for the task, modify strategies if necessary

(Robin & Guo Naizhao, 2006)

Robin and Guo Naizhao(2006) also consider that by raising the student’s awareness of listening as a skill that requires active engagement and by explicitly teaching listening strategies, teachers help their students develop both the ability and the confidence to handle communication situations they may encounter beyond the classroom. In this way they give their students the foundation for communicative competence in the new language.

#### Employing Creative Methods of Teaching

McDonough (2000) thinks that it is necessary for teachers to design flexible questions before class, according to certain teaching content and listening materials.

McDonough also points out another way to increase learner involvement is by

providing extension tasks that take the listening materials as a point of departure, but which then leads learners into providing part of the content themselves. At the beginning period of the first term, the teacher guided students in setting up learning groups. Then the teacher and students identified learning objectives for each unit and designed teaching activities. In this way students' initiative was stimulated and enthusiasm was aroused (Robin & Guo Naizhao, 2006).

## CHAPTER 3

### SUGGESTIONS FOR TEACHING ENGLISH LISTENING

#### Diversifying Patterns of Teaching

##### Creating Authentic Environments of Learning

At present, monotony of teaching patterns is the largest problem in teaching English listening. The students listen to the tape and check the answers with teachers. They sit in the same classroom and listen to the same materials, maybe the students feel very monotonous, and then they will lack interest in English listening class. To learners, authentic environments are very important because listening environments affect our degree of understanding. The purpose of teaching English listening is to cultivate students' abilities of understanding authentic materials. To reach this purpose, teachers should try to create authentic environments of learning, which include the following features.

##### The use of visual materials

Students today have a strong visual orientation because of their contact with television, movies and videos. "The most compelling reason for using video is its immediate possibilities for engagement: it can provide high-quality, authentic listening and viewing material for a range of teaching purposes. Now with the expanding use of DVD and broadband digital broadcasts on the Internet, it is hard to

imagine not using video for some instructional purposes wherever the technology is available” (Rost, 2005). It is a part of their lives, if used carefully; it can be employed to the learner's and teacher's advantage. Content with visual support often make it easier for students to follow what is being said and therefore, greater learning takes place.

Video, for example, has many uses in the classroom. This medium makes explanations clearer, grabs the students' interests, and is very adaptable to all levels of students. The primary purpose of viewing a video is to aid students to listen and understand the film. Teachers should make full use of conversation on videos or communicate with students by words. “In most situations, listening is not just an aural activity. We are usually able to see the speaker, who provides non-verbal clues to meaning, for example, lip movements, facial expression, and gestures”(Hedge, 2002).

#### Response of the listeners

In many cases, the listener is required to give some kind of overt, immediate response to what has been said. This may be verbal (the answer to a question, for instance) or non-verbal (action in accordance with instructions, a nod of the head, for example). Even a lecturer or orator gets some sort of feedback from his audience in the form of facial expressions.

Yet many classroom listening comprehension exercises demand no response until the end of fairly long stretches of speech, so when the response comes it is largely a test of memory rather than comprehension. The teachers should try their best

to have the students take the initiative in learning. The students should take part in listening materials under the personal direction of their teacher.

#### Real-life language features

The selection of listening materials is very important in teaching. For better results materials should be authentic rather than imaginative.

Formal speech is very different from informal speech used in most spontaneous conversation. Informal speech is usually both spontaneous and colloquial; formal speech is usually characteristically neither. It would seem reasonable to say that classroom practice should usually incorporate such characteristics of real-life listening, as those described above; yet many books of listening exercises do not include any of them at all. Such books are made up of passages originally composed as written texts (extracts from novels, newspaper articles and so on) recorded onto tape, the listeners listen to the text without knowing much about what they are going to hear or what they are listening for, and then have to answer comprehension questions, usually multiple choice. This is a convenient classroom technique, and it does give a certain type of practice, but it does not provide any realistic preparation for real-life listening. A learner who relies on this type of exercise is going to experience a shock when he tries to understand native speech in natural communicative situation. So the choice of listening material is very necessary in teaching.

## Combining Listening with Other Teaching Activities

According to language acquisition theory, human capacity for discrimination between language intention and language content is a crucial step in the language acquisition process. Thus “listening comprehensive ability plays an important role in acquisition and improvement of language skills. Therefore, in listening teaching, there is a need to combine the development of listening ability with the development of other skills such as reading” (Robin, 2006). Historically, the four skills have been taught in separate segments of a curriculum, but there is a more recent trend toward skill integration and a goal that teaching will be more varied.

### Reading activities in English listening teaching

In order to improve listening ability it is very necessary to listen to materials and teachers' words in English listening class. In fact, reading activities help students understand to a certain extent. After listening, reading the materials under teachers' instruction assists them to have a full understanding of background knowledge and content of the materials. Besides, asking one student to read a passage he prepared before class is also a good opportunity for others to practice their listening, which at the same time makes students more accustomed to varied accents. Furthermore, accuracy of pronunciation through reading is improved. Also, by using these activities students will learn to combine the act of listening with reading.

### Writing activities in English listening teaching

“By combining listening with writing, teachers can divide the work into two parts. First, students might answer teachers’ questions in written English after listening to spoken language material. It is also important to remember that good listening entails recalling the essence of the material rather than the precise detail” (Robin, 2006). Teachers may design some writing activities in English listening teaching, such as filling in the blank and writing their opinion about listening materials. These activities will help students understand listening materials more completely and more accurately, and students can improve their writing ability.

### Oral activities in English listening teaching

“Teachers should combine listening activities with speaking in ways that bring out the basics of oral communication. Inevitably, listeners will lose the information resources without speaking; speaking will lose its objective without careful listening and, as a result, speaking ability will not be acquired”(Robin, 2006). Students with accurate aural perception can often reproduce sounds they hear without having the slightest idea of what these mean. However, the more complex the material is reproduced, the more difficult it is to repeat it accurately without understanding. Repetition is based on understanding. On the other hand, repetition is rather time-consuming. One student repeats a single word or a sentence, while most students are silent and relatively inactive most of time. So some useful practice may be obtained by the use of pair-work or group-work (students take turns to repeat it). In

addition, when students' listening is improved through repetition to some extent, a role-playing and imitation are appropriate for them. It is a process where remembering is changed into understanding. All the oral activities diversify the patterns of class and improve students' listening abilities.

To sum up, there are a lot of methods to diversify patterns of English listening teaching. Teachers may choose one of them or some of them to achieve their teaching goals depending upon different circumstances.

## Modifying Teachers' Roles

### Designing Listening Activities for the Classroom

The thing that a teacher does before, during and after the class and the degree to which he does these things reflect his assumptions about the roles teachers should play in language teaching. Before the class, the teacher is a planner, who plans what to teach, how to teach, and what result to achieve. After the class the teacher is an evaluator, who evaluates not only how successfully he has conducted the class but also how efficient the learning activities have been (Wang Qiang, 2006). Listening is one of the most challenging skills for teaching students. If students hear accurately, they are much more likely to be able to reproduce accurately, refine their understanding of grammar and develop their own vocabulary. This section is to outline a framework that can be used to design a listening lesson that will develop students' listening skills and look at some of the issues involved.

## Pre-listening

“The key to effective pre-listening activities is to heighten the degree of relevance for listening, so that students feel motivated to listen and will activate what they know as they listen”(Schmidt-Rinehart, 1992). During pre-listening, teachers help the students prepare to listen. There are certain goals that should be achieved before students attempt to listen to any text. Teachers may motivate students by making the topic relevant and interesting to them. They may think what knowledge is already known to the students and how can that knowledge be activated for new knowledge to be built upon. Besides, “the teachers can also emphasize the learning processes by stating goals before listening. Such statements are important because learners are made aware of what the teachers are trying to achieve”(Nunan, 2001). Teachers also need to design some interesting activities that will help students understand the text, for example, “setting the scene for students before listening is a very interesting pre-listening activity. Listening to passages in the classroom can be more difficult than listening in real life because of the lack of context, so as the teacher can help provide the background information to activate your learners’ schema and with your help, your students will be better prepared to understand what they hear”(Wang Qiang, 2006). Teachers may provide background knowledge and specific vocabulary or expressions for students before listening.

## While-listening

“The work at the while-listening stage needs to link in relevant ways to the pre-listening work. While they listen, learners will need to be involved in an authentic purpose for listening and encouraged to attend to the text more intensively or more extensively, for gist or for specific information”(Hedge, 2002). For learners in the early stages of developing listening ability, simple activities such as creating a list or numbering pictures in correct order will prevent the anxiety arising from trying to write while listening. More advanced learners will be able to cope with more complex tasks. Sometimes, the listening exercise will be repeated three times. The first listening task makes students grasp a general understanding of the text, then students should have a greater and more detailed understanding of the text after the second time; the third listening task could just be a matter of checking their own answers from the second task or could lead students towards some more subtle interpretations of the text. “Most of time, it is helpful to provide a task for the students to do while they are listening. This gives the students a purpose to listen and helps them focus on the listening itself. By providing a variety of types of tasks, students learn to listen for variety of purposes which better prepares them for listening in the real world outside the classroom”(Wang Qiang, 2006).

## Post-listening

During post-listening, students are provided with opportunities to integrate what they learned from the text into their existing knowledge and communicate with

others using the information in the listening text. Teachers' role is to help students see how successful they have been in doing the task. Furthermore, post-listening work can also usually involve integration with other skills through development of the topic into reading, speaking, or writing. If materials follow this route, it becomes important to ensure that new sources of motivation arise for students other than the interest of the original text. "Tasks like role play, debate, discussion, writing back, etc. can all be used at this stage. These tasks offer students an opportunity to integrate what they have listened to with their own knowledge and meanwhile they can show their personal views and reactions towards what they have heard. By integrating listening tasks with speaking and writing, it is easier to keep students' motivation high and motivation is essential in order for real language learning to occur"(Wang Qiang, 2006).

Within this section I have tried to describe a framework for listening development that could be applied to any listening text. This isn't the only way to develop our students' listening or to structure a listening lesson, but it is one of effective and motivating ways for student success.

### Developing Creative Methods of Teaching

"Methodology choices affect how well teachers can do their job of helping learners learn. Teachers are constantly searching, rightly so, for ways to teach more creatively, in ways that engages them as well as their learners, in a rich and enjoyable

learning experience”(Robin, 2005). Employing creative methods in English listening class that arouse the students’ enthusiasm and tap their listening potentialities to improve their listening comprehension should be a goal.

### Questioning

“According to a certain teaching content and listening materials, it is necessary for teachers to design of flexible questions before class”(McDonough, 2000). Different students have different answers to a same listening material, because they have different degrees of understanding. In addition, teachers may stop the listening activity to ask students what will happen next while listening. Students may give different answers. “Another way of increasing learner involvement is by providing extension tasks that take the listening materials as a point of departure, but which then lead learners into providing part of the content themselves”(McDonough, 2000). For example, the students might listen to someone describing the work they do, and then create a set of questions for interviewing the person. Therefore, the task of English listening is that students’ listening abilities would be improved instead of just getting the answers to exercises in their student books.

### Encouraging students to participate actively in class

In traditional English listening class, teachers ask students to do something according to their teaching plan. Nowadays, things change a lot; new ideas have been brought into classes. Teachers are no longer the center of the class, students play more

important role in class learning, they are the real “super star” in class. They need more time and opportunities to speak, to listen, to read, to write and to perform. When a student is speaking, teacher may be a patient listener; when they have a discussion, teacher may be a judge; when they are performing, teacher should be an audience; when they don’t know what to do, and teacher should be an adviser.

Besides, teachers should understand one of the most important things they can do in the classroom, regardless of subject or grade level, is to make students aware of their own meta-cognition processes to teach students to examine what they are thinking about, to make distinctions and comparisons, to see errors in what they are thinking about it, and to how they are thinking about it, and to make self-corrections.

Encouragement is extremely important for teachers in class to help rekindle that spark. It is imperative that students be able to use the creative skills of pretending, imaginative thinking, fantasizing, and inventiveness while they deal with the complex world around them. Strange as it may seem, these are the skills that will help them most in problem solving, getting along with others, understanding their world, and, eventually, in abstract thinking. Encouragement is an effective way to promote intellectual development in students. Teachers should encourage students to actively take part in class. If you do so, you will find your students are more active and positive than you imagine. Bring suitable teaching aids into class as often as you can.

## Modifying Students' Roles

It's important to modify students' roles in English listening class. Let's see something useful: "One of the most successful language learning experiences we know about took place towards the end of the Second World War when the American military needed to train their personnel in the languages of the countries they would have to engage in.. In short, intensive courses the students learned fantastically fast"(Harmer, 2000). In fact, a lot of factors affect listening; however, learner's motivation is critical among them (DengYuan &Yang Zhiqing, 2004: 11).

<u><i>Factors of Listeners</i></u>	<u><i>Concerned with Results in Listening</i></u>
<i>Motivation</i>	0.727
<i>Tactics</i>	0.715
<i>Language knowledge</i>	0.676
<i>Background knowledge</i>	0.623
<i>Mentality</i>	0.565
<i>Learners' background</i>	0.432

From this group of data, it is not difficult to see motivation is the most important factor. Researchers divide learner's motivation into two kinds: extrinsic motivation and intrinsic motivation. "Intrinsic motivation refers to the motivation to engage in an activity because that activity is enjoyable and satisfying to do. Extrinsically motivated learners are those whose actions are carried out to achieve some instrumental end, such as, earning a reward or avoiding a punishment. This internal-external distinction is one that has played a significant part in many current

theories of motivation”(Deci & Ryan, 1985). “Extrinsic motivation comes from the desire to get a reward or avoid punishment; the focus is on something external to learn activity itself. With intrinsic motivation the learning experience is its own reward. Research indicates that, while extrinsic motivation can also be beneficial, learning is most favorably influenced by intrinsic orientations, especially for long-term retention”(Arnold, 2000). So teachers need to cultivate the intrinsic motivation of their students, using this way can change students’ passive role. It is much more interesting to respond actively to something than to listen passively, and a well-constructed task can be fun as well as beneficial to listening, for an element of puzzle-solving or game-playing is easily built in. Here we must try to avoid boring or over-theoretical subjects, using the ones we think our students may be interested in, that seem to be of practical relevance, and may arouse or stimulate their interests. A little drama or humor can do a great deal towards such purpose if it is not of a particularly high standard of sophistication. Connection between intrinsic motivation and extrinsic motivation may change students’ passive roles and make them active in class.

## CHAPTER 4

### CONCLUSIONS

English listening competence is a complex skill that needs conscious development. English listening teaching involves the teaching of patterns, teachers' and students' roles in class. This essay has discussed how to find creative ways to teach the language and increase the student's motivation to learn the language. Various patterns of teaching might attract both teachers and students. Besides, teachers should integrate listening with other skills: speaking, reading and writing; they should adopt both the bottom-up model and the top-down model; they should select proper listening activities; they should create new methods in listening teaching. Besides, teachers play different roles in pre-listening, while-listening, and post-listening. Furthermore, teacher should provide as much positive practice as possible by talking to learners in English, by exposing them to a range of listening materials in the classroom, and by encouraging them to use whatever resources available in their institution or community. Meanwhile, ways should be cultivated to involve more activity in class. In short, teachers should dare to explore, make innovations in English listening teaching, so English teaching quality can be enhanced.

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