

# A Brief Discussion on the Approaches to Improve High School English Listening Instruction

Qianqian Teng

China West Normal University, Nanchong, 637000, China

936758813@qq.com

## Abstract

English listening is an essential skill for high school students to master. However, the current status of English listening teaching in high schools is not optimistic. This paper aims to analyze the current situation and problems of English listening teaching in high schools from the perspectives of teachers, students, and teaching materials. Moreover, some suggestions are also proposed to improve the English listening teaching in high schools.

## Keywords

High School Students; Listening Teaching; Teaching Methods; Course Content.

## 1. Introduction

With the rapid development of globalization, English has become an important communication tool in the world. English listening is one of the fundamental skills that high school students need to master. However, the current status of English listening teaching in high schools is not satisfactory. The teaching methods, teaching materials, and assessment system all have their problems, which hinder the development of English listening teaching. Therefore, it is necessary to analyze the current situation and problems of English listening teaching in high schools and propose some suggestions to improve the situation.

## 2. Current Status of English Listening Teaching in High School

### 2.1. Teaching Methods

The teaching methods of English listening in high schools are relatively outdated, and most teachers still use traditional methods, such as rote learning and translation, which are not effective in improving students' listening ability.

### 2.2. Teaching Materials

The existing English listening teaching materials in high schools are inadequate and do not meet the needs of students' listening training. The materials are often limited to the listening exercises in textbooks, which are not enough to provide students with enough practice opportunities.

### 2.3. Assessment System

The assessment of English listening in high schools is not comprehensive and does not reflect the students' real listening ability. The current assessment methods mainly focus on listening comprehension tests, which are not sufficient to evaluate students' listening ability comprehensively.

### **3. Problems of English Listening Teaching in High School**

#### **3.1. Insufficient Exposure to Authentic Materials**

Many English listening textbooks used in high schools often provide simplified and artificial listening materials that do not reflect real-life situations. As a result, students may struggle to understand native speakers in authentic situations.

#### **3.2. Limited Classroom Time and Resources**

English listening teaching is often allocated a limited amount of time in the classroom, making it difficult for teachers to provide sufficient practice and feedback to students. Additionally, high schools may lack resources such as up-to-date multimedia equipment to enhance listening teaching.

#### **3.3. Lack of Emphasis on Listening Strategies**

Listening strategies, such as predicting, note-taking, and summarizing, are crucial for effective listening comprehension. However, many high school teachers do not place enough emphasis on teaching these strategies, resulting in students having difficulty with understanding and retaining information.

#### **3.4. Lack of Emphasis on Individual Needs**

Every student has different listening abilities, strengths, and weaknesses. However, English listening teaching in high schools is often designed as a one-size-fits-all approach, which does not take individual differences into account. This approach can result in some students not receiving enough challenge, while others are overwhelmed with the level of difficulty.

#### **3.5. Limited Use of Technology**

Technology has the potential to enhance English listening teaching by providing authentic materials, multimedia resources, and interactive exercises. However, many high schools do not utilize technology enough in their listening teaching.

#### **3.6. Lack of Assessment of Listening Skills**

English listening teaching in high schools often focuses on grammar, vocabulary, and reading comprehension, while listening skills are not given enough attention. As a result, listening skills are not adequately assessed, and students may not receive enough feedback to improve their listening abilities.

### **4. Suggestions to Improve English Listening Teaching in High School**

#### **4.1. Increase Exposure to Authentic Listening Materials**

High schools can incorporate a variety of authentic listening materials into their curriculum, such as news broadcasts, TED Talks, and radio shows. These materials can be used to expose students to different accents, dialects, and topics, helping them develop their listening skills and cultural awareness. High schools can also encourage students to explore these materials outside of the classroom and provide recommendations for resources that students can access online.

#### **4.2. Provide Sufficient Classroom Time and Resources**

High schools can allocate more classroom time to listening instruction by adjusting their curriculum or by integrating listening practice into other subjects, such as social studies or science. High schools can also invest in the necessary resources, such as headphones, speakers, and software, to create a multimedia-rich learning environment. Authentic listening materials,

such as podcasts or audiobooks, can also be made available to students through the school library or digital platform.

#### **4.3. Emphasize Listening Strategies**

High school teachers can teach listening strategies explicitly by providing explicit instruction and modeling how to use them effectively. Teachers can also provide opportunities for students to practice these strategies during listening tasks and provide feedback to help students improve their use of these strategies. Teachers can also encourage students to develop their own strategies and share these with classmates.

#### **4.4. Address Individual Needs**

High school teachers can differentiate their instruction to meet individual needs by providing additional support or challenge for students as needed. Teachers can use formative assessments, such as short quizzes or listening logs, to gather data on student performance and provide targeted feedback. Teachers can also provide individual or small group instruction to support students who struggle with listening comprehension.

#### **4.5. Utilize Technology**

High schools can use a variety of technology tools to enhance English listening teaching. For example, teachers can use interactive software, such as Nearpod or Quizlet, to engage students and provide instant feedback. Teachers can also use digital platforms, such as YouTube or SoundCloud, to access and share authentic listening materials with students. Additionally, teachers can incorporate digital tools, such as dictation software or speech recognition software, to provide individualized feedback on pronunciation or listening accuracy.

#### **4.6. Assess Listening Skills**

High school teachers can assess listening skills in a variety of ways, such as through written responses, verbal responses, or multiple-choice questions. Teachers can also use rubrics or checklists to evaluate student performance on specific listening tasks or strategies. Teachers can provide feedback on areas for improvement and track student progress over time.

#### **4.7. Foster Student Motivation**

High schools can motivate students to develop their listening skills by emphasizing the practical benefits of being able to understand spoken English. Teachers can provide real-life examples of situations where strong listening skills are essential, such as job interviews or international travel. Additionally, teachers can use engaging and relevant listening materials, such as current events or pop culture, to motivate students to practice their listening skills. Teachers can also provide opportunities for student choice in selecting listening materials, allowing them to select topics and genres that interest them.

### **5. Conclusion**

In conclusion, the current status of English listening teaching in high schools is not satisfactory, and there are many problems that need to be addressed. However, with the joint efforts of teachers, students, and education departments, and by adopting a variety of measures, such as improving teaching methods, developing diverse teaching materials, and enhancing students' interest and motivation, English listening teaching in high schools can be effectively improved, and students' listening ability can be greatly enhanced.

### **Acknowledgments**

Natural Science Foundation.

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