

# ***Research on College English Listening Teaching Based on Blended Teaching Model***

**Zhang Jianfeng**

*School of Humanities and Foreign Languages, Xi'an University of Science and Technology, Shaanxi, Xi'an, 710054, China*

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**Abstract:** With the rapid development of information technology, the traditional teaching mode has been difficult to meet the needs of college English listening teaching. Blended teaching mode, as a new teaching method combining online and offline teaching, is gradually attracting widespread attention. The purpose of this study is to explore the path of college English listening teaching based on blended teaching mode, and analyze its concept, importance and problems that should be paid attention to, in order to provide reference for the reform of college English listening teaching.

## **1. Introduction**

English listening is an important part of English language proficiency and plays a key role in students' comprehensive English application ability. However, in the traditional teaching mode, college English listening teaching often has simple teaching methods, insufficient resources, and low student participation, resulting in unsatisfactory teaching results. With the increasing popularity of information technology, the emergence of blended teaching mode has brought a new concept and method to college English listening teaching. Today, with the rapid development of information technology, the blended teaching model has also emerged. It combines the richness of online teaching resources and the flexibility of learning time, as well as the face-to-face interaction in traditional offline classrooms, which provides a new opportunity for college English listening teaching. Combined with online and offline platforms, self-directed learning and offline classroom centralized guidance, we can create a more diversified and personalized learning environment for students, so as to effectively improve the quality of English listening teaching, which is the direction of this paper.

## **2. Definition of the concept of blended teaching mode**

The blended teaching model is an innovative teaching paradigm that organically integrates online digital learning and traditional offline classroom teaching in the field of education and teaching. From the perspective of teaching elements, it integrates a variety of rich and diverse online learning resources, including online courses, audio and video materials on online learning platforms, and e-learning documents, etc., which provide students with self-directed learning opportunities anytime, anywhere, while retaining the face-to-face interaction and on-site guidance between teachers and

students in traditional classrooms [1]. From the perspective of integration, it is not simply a patchwork of online and offline teaching activities, but a careful design of offline teaching links according to the teaching objectives, course content and students' characteristics, so that they can learn from each other and form a synergy. For example, some online students can use fragmented time to complete basic knowledge learning and preliminary practice, and have a preliminary understanding of knowledge; Offline classes deepen students' knowledge and application through in-depth explanations, group discussions, and practical activities [2]. In terms of achieving the goal, the blended teaching mode aims to give full play to the advantages of online learning convenience, resource richness and interpersonal interaction of offline teaching, build a personalized and diversified learning environment for students, promote the improvement of learning effect, and cultivate students' ability to learn independently, cooperate and communicate and comprehensively use knowledge, so as to better meet the requirements of talent training in modern society.

### **3. The importance of blended teaching mode in college English listening teaching**

(1) Conform to the development trend of the times and meet the needs of education informatization

Today, with the rapid development of information technology, education informatization has become an irreversible trend of the times. The blended teaching model is an important part of education informatization, which organically integrates online and offline teaching and gives full play to the respective advantages of the two [3]. The application of the blended teaching mode to college English listening teaching is not only in line with the development trend of the times, but also in line with the requirements of educational informatization. Through the online platform, students can practice listening anytime, anywhere, without time and place restrictions. In addition, offline classes provide face-to-face communication opportunities between students and teachers to help students resolve their learning doubts in a timely manner.

(2) Meet the individualized learning needs of students and promote all-round development

Every student has a different learning style and pace, and the blended teaching model can well adapt to the needs of students' personalized learning. In the online platform, students can choose appropriate listening materials for practice according to their own situation, so as to achieve the purpose of independent learning. In offline classes, teachers can explain and guide students based on their feedback and information. This personalized learning method is conducive to stimulating students' interest in learning, improving students' enthusiasm for learning, and promoting students' all-round development.

(3) Integrate and optimize teaching resources to improve teaching efficiency and quality

The blended teaching model can integrate online and offline teaching resources and optimize the allocation of teaching resources. The online platform provides a variety of listening materials and interactive tools to facilitate students' learning. In an in-person teaching environment, detailed explanations and guidance from teachers can help students master and understand listening skills more deeply [4]. This teaching model not only improves the teaching efficiency but also ensures the quality of teaching. Through the blended teaching model, students can learn English listening more effectively, promote the improvement of listening skills, and lay a solid foundation for future study and work.

### **4. College English Listening Teaching Path Based on Blended Teaching Model**

(1) Pre-class preview, focusing on the important and difficult points of learning

Before the official class, teachers can use various online teaching platforms, such as Chaoxing Learning Pass and Rain Classroom, to push preview materials related to the topic of the listening

course to be studied for students. These materials include, but are not limited to, vivid and interesting short English original soundtracks, concise and clear audio explanations, and illustrated electronic documents. For example, before writing a listening course on the topic of "tourism", teachers can publish videos of English introductions to popular tourist attractions through the platform, which involve a large number of tourism-related vocabulary and authentic expressions. At the same time, it is accompanied by electronic documents containing key words and phrases for students to preview and record.

In order to guide students in targeted preparation, teachers need to arrange clear preparation tasks. Preview assignments are published through an online platform, such as simple multiple-choice questions and fill-in-the-blank questions, and students can complete them after watching the video or reading the material, so as to test their proficiency in the basics. In addition, students can also record the problems in the preview and share them in the discussion area of the platform. For example, for a pre-study material on a tourism theme, the teacher could set the question: "What is the name of the tourist attraction mentioned in the video?" Write at least three "" in English "What did you hear from the listening material about the way to travel? "Through these assignments, students are encouraged to think positively and pay attention to the important and difficult points in learning.

In addition, the online learning platform can record students' preview in real time, and teachers can understand each student's learning progress and existing problems according to the data fed back by the platform. For students who do not have satisfactory preview results or have many questions, teachers will provide personalized learning suggestions and guidance through private messages on the platform or online communication. For example, it is recommended to supplement some difficult and slow listening materials for students with poor foundation to help them deepen their understanding of basic knowledge; For those students who have already mastered the pre-study material, there are some extended learning resources, such as English news stories related to related topics, to meet their needs to further improve.

## (2) In-class guidance to improve the teaching effect

At the beginning of the lesson, the teacher can spend 5-10 minutes reviewing what the students have learned before the lesson by asking questions and sharing them with the students. Taking the "Tourism" class as an example, the teacher gives detailed explanations based on the problems related to the pronunciation of tourism words and the meaning of some expressions in the area where the students are discussed, so as to ensure that there are no barriers to students' understanding of the key knowledge.

Using multimedia equipment, teachers replay some of the listening materials pushed before class in class to guide students to practice in-depth listening. During the playback, pause at the right time to explain listening skills, such as how to judge the theme and details of the listening content by keywords, tone and intonation. At the same time, students were organized to have group discussions to share their understanding and experience in the listening process [5]. For example, after playing a dialogue about a travel experience, students are asked to discuss in groups how the characters in the dialogue feel, the problems they encountered and the solutions they encountered, so as to exercise their listening comprehension and oral expression skills. After that, teachers use the online teaching platform to display some extended materials related to the course content, such as the introduction of tourism culture in different countries, to broaden students' cultural horizons.

To enliven the classroom atmosphere and enhance student engagement, teachers can also design a variety of interactive teaching activities. Teachers play a short listening material, ask questions, let students raise their hands to answer, and reward students with excellent performance to stimulate students' enthusiasm for learning. Teachers organize role-play activities for students to imitate and act according to the scenes in the listening material, and apply the language knowledge they have

learned to real-world situations. For example, in the tourism-themed course, scenarios such as "airport check-in" and "hotel check-in" are set up for students to role-play in groups to improve their listening and speaking skills through interaction.

(3) After-school development summary, teachers and students develop together

After class, the teacher provided a large number of resources to students through the online learning platform to help them consolidate what they had learned and broaden their learning horizons. These include films, documentaries, and audiobooks in English that cover the topics of the course. For example, in the course on the theme of "Tourism", students can recommend some classic English travel movies, such as "Roman Holiday" and "Food, Prayer and Love", so that they can better understand and appreciate the movies when watching them, further appreciate the cultural customs of various countries, and improve their English listening skills. At the same time, links to some professional English learning websites are provided, such as "English Learning Network" and "Putt English Listening and Speaking Network", etc., where students can choose the listening materials they are interested in for practice. Teachers can also ask students to summarize and reflect on what they have learned in this section and write down their learning experiences after class. Students can share their learning gains, difficulties encountered and solutions on the platform. Teachers regularly review students' summaries and reflections, and evaluate and give feedback on students' learning. For example, teachers can focus on questions or provide personalized guidance to students in their summaries. At the same time, teachers themselves reflect on the teaching process and summarize lessons learned in order to continuously optimize teaching methods and content.

The School uses online communication tools, such as WeChat groups, QQ groups, etc., to build an after-school communication platform for teachers and students. Students can ask teachers and classmates for advice in the group at any time when they encounter problems in the after-class learning process, and teachers will give timely replies and guidance. In addition, teachers can initiate discussions on topics related to English learning in the group, encouraging students to actively participate and share their opinions and experiences. For example, The Teacher organizes a discussion on the topic of "your favorite tourist destination and why", so that students can express their ideas in English, promote communication and cooperation between teachers and students, and jointly improve comprehensive English literacy.

(4) Construct diversified evaluations and improve the quality of teaching

In order to construct a diversified evaluation system and improve the quality of teaching, teachers should also actively conduct students' self-evaluation and mutual evaluation while strengthening the process evaluation and optimizing the final evaluation in the process of college English listening teaching. Teachers make full use of the online learning platform in the process evaluation, and integrate the students' learning process into the evaluation system completely. By recording the data of students' pre-class completion, in-class participation and after-class homework submission, we can grasp the learning dynamics of students in real time. For example, students will be given corresponding score incentives based on the accuracy of their pre-study assignments on the platform, the quality and quantity of their speeches in the discussion forum. In the classroom, Teachers closely observe students' performance in group discussions and participation in interactive activities, give extra points and encouragement to students who actively participate and perform well, and timely remind and guide students who are not highly involved to ensure that every student can actively participate in learning.

In terms of final evaluation, in addition to retaining the traditional listening test questions, an oral test can also be added to comprehensively test students' listening comprehension and oral expression skills. The content of the Speaking test is closely related to the topics of the listening course this semester, such as keynote speeches, conversations, etc. At the same time, the proportion of written and oral tests in the total score has been reasonably adjusted, so that the evaluation results

can better reflect the actual English level of students.

In addition, students can be guided to conduct self-evaluation and mutual evaluation, and develop their self-directed learning ability and critical thinking. Through self-assessment and peer assessment, students are able to have a more comprehensive understanding of their own learning, make suggestions for improvement with each other, and jointly promote progress. The construction of this diversified evaluation system is helpful to comprehensively and objectively evaluate students' learning from multiple dimensions, so as to effectively improve the quality of college English listening teaching.

## **5. Problems that should be paid attention to in the blended teaching of college English listening**

### **(1) Selection and maintenance of teaching platforms**

The teaching platform is the foundation of blended teaching, and its selection and maintenance are crucial. Teachers choose a platform that is technologically mature, stable, reliable, and functional to ensure that students can smoothly conduct online learning. At the same time, the platform should have a wealth of listening resources and interactive functions to meet the diverse learning needs of students. In addition, the platform needs to be maintained and updated regularly to ensure its stable operation and avoid technical problems affecting the teaching effect.

### **(2) Effective connection between online and offline teaching**

In blended teaching, the effective connection between online and offline is the core link. Teachers should carefully design teaching activities to ensure that online learning and offline teaching complement and facilitate. The online part can focus on knowledge transfer and preview, and the offline part can be in-depth discussion and practice to deepen students' understanding of what they have learned. At the same time, teachers also need to pay attention to the transition and connection between online and offline teaching to ensure that students can smoothly realize the transition from online learning to offline teaching and maintain continuous and consistent learning.

### **(3) Cultivation and supervision of students' self-directed learning ability**

Blended teaching emphasizes students' self-directed learning, so teachers need to focus on developing students' self-directed learning ability. Teachers can guide students to formulate individual learning plans by setting clear learning goals and tasks in the teaching process, and encourage students to actively explore and learn. In addition, teachers should also establish a set of effective supervision mechanisms, regularly check students' learning progress and results, and provide timely feedback and guidance to ensure that students can complete their learning tasks on time and improve the effect of self-directed learning.

## **6. Conclusion**

Overall, the blended teaching model has brought significant innovation to the teaching of English listening courses in universities. It not only breaks through the inherent limitations of traditional classroom teaching, but also provides students with more flexible and diverse learning paths. In this mode, students' learning initiative and self-directed learning ability are fully utilized, and teachers can more appropriately adapt to students' personalized learning needs, and continuously promote teaching innovation and development. The implementation of the blended teaching model has undoubtedly injected new vitality into college English listening teaching and promoted the overall improvement of teaching quality.

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