

Study on the Application of Metacognitive Strategies in College English Listening Teaching

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Abstract

With the continuous development of society and the continuous improvement of national economic level, China's position on the world stage is becoming more and more stable, and has formed more frequent contacts with other countries. As the common language in the world, English plays a vital role in the communication between China and other countries. University is the main incubation base for cultivating talents, so it should closely follow the development trend of the times, adjust the talent training system in combination with the development requirements of the times, and focus on Strengthening Students' English listening and speaking ability. Based on this background, this paper will effectively analyze the application of metacognitive strategies in College English listening teaching.

Keywords

College English; Listening Teaching; Metacognitive Strategies.

1. Preface

Metacognitive strategy, in short, refers to a comprehensive learning system in which students can base themselves on their own, study according to their own actual situation, targeted self-regulation, self optimization and self-monitoring. Introducing the first mock exam into College English listening training can enrich students' learning experience and enhance their autonomy. At the same time, it can further expand their vocabulary reserves, so that they can continuously improve themselves and strengthen their professional ability in self supervision and self perfection.

2. Preparation before English Listening

First, teachers need to consciously stimulate students' metacognitive awareness and cultivate students' metacognitive thinking. Before entering the University, students have been exposed to high pressure learning activities for three years. In these three years, most students have only one task, that is to improve their grades and prepare for the college entrance examination. Under the influence of traditional teaching ideas, many high school teachers adopt a single and rigid teaching method. Students only need to passively accept the teacher's teaching feeding in the classroom. Especially in the process of English teaching, many English teachers require students to memorize by rote, and the methods adopted in listening training are also boring, resulting in students having no interest in learning. And students' own metacognitive consciousness can not be effectively formed. In this regard, in the educational work at the university stage, teachers need to play the role of a guide and appropriately assist students in metacognitive analysis, so that students can gradually get used to listening training from the perspective of metacognition. For example, after completing listening training activities, teachers can first check the answers with students, and then actively guide students to analyze why they made mistakes and why they couldn't understand. Imperceptibly infiltrate the concepts related to metacognitive strategies, and gradually enrich students'

experience and understanding [1]. Before the next listening training, teachers can encourage students to review this link, try to analyze the reasons why they can't understand the content according to their previous experience, gradually form good habits and make adequate preparations.

Secondly, teachers need to help students build a sound listening plan and set specific listening goals. In the process of applying metacognitive strategies, a more important part is that students need to set specific learning goals before learning activities begin. Only a clear learning plan can ensure the high feasibility of metacognitive analysis and metacognitive thinking. In this link, teachers naturally need to provide corresponding guidance for students. For the Underachievers in the class, teachers can further refine the contents of the learning plan. For example, start with pronunciation training, and use high-intensity training to promote students to master more pronunciation skills and consolidate their own foundation of listening training. In later teaching activities, for some students who have made progress or have a high level of English listening, Teachers can assign them some extracurricular tasks. For example, by searching some foreign interview videos and radio videos on the Internet, students are required to use their spare time to listen to these videos and audio, and make a tentative analysis. Some of the words spoken by the protagonists can exercise students' English listening ability and enrich the reserve of listening materials in the long-term English language environment.

3. Application of in English Listening

First of all, we should enhance students' awareness of self-learning and self-management. In English listening training, many students will be too limited by the traditional teaching mode, and will have a high dependence on teachers in the classroom, so they can not carry out learning activities independently without teachers. And when many students encounter difficulties in listening, they subconsciously produce the idea of giving up, or completely distract their attention. In the state of inattention, they are even more unable to hear the content of the listening materials, forming a vicious circle over time. For this situation, in the teaching process, teachers need to play their own guiding function. For example, from the perspective of metacognition, tell students some tips of self-monitoring, so that students can have the awareness of self-management and self-monitoring.

On the one hand, students need to consciously improve their attention. After entering the university stage, students have gradually matured both physically and psychologically, and tend to mature. Therefore, students have the ability to manage their consciousness, improve their attention and keep it stable. At the same time, teachers can drive students from the perspective of psychology. For example, scientific research shows that the most focused time of each adult is 8 seconds, and there will be a short attention fluctuation after 8 seconds [2]. Therefore, teachers can guide students to learn how to find the key sentences in listening materials, so as to improve the effect of listening training.

On the other hand, teachers should guide students to grasp the structure of the article. At the university stage, the listening materials that students contact will be more rich and complex, and the overall length will be longer. It is no longer a simple dialogue between men and women. Even many listening materials are a complete story, so teachers can pass on some listening structure methods to students, so that students can continuously improve their ability to grasp the article structure based on the perspective of language cognition, so as to improve their listening level.

Secondly, teachers should focus on cultivating students' prediction ability. In College English teaching, the difficulty of English listening training has increased, which will not only involve richer vocabulary, but also accelerate the overall speed of listening. Many students say

it is difficult to quickly accept these English information and convert it into their familiar language. Therefore, teachers should cultivate students' prediction ability. In short, it means that when listening to the previous sentence, students can make a tentative judgment according to their own experience. The information that will be mentioned in the next text can ensure that they can reach a stable state without panic in the pre judgment state, or they only focus on analyzing the previous sentence and omit many subsequent sentences [3]. In daily training, teachers need to consciously cultivate students' ability, so that students can achieve a kind of muscle memory as far as possible, so as to improve their listening effect with the habit of prediction.

Finally, we should enhance students' self-monitoring ability. This ability occupies a core position in the metacognitive strategy system. In College English listening training, students' ability and listening effect will be effectively enhanced through self-monitoring. Due to the high complexity of College English listening, students are prone to psychological ups and downs during training. Due to the change of mentality, it is easy to be blank in the brain, and even extremely lax attention. Many students are also very vulnerable to the influence of the external environment. For example, when they hear some sounds outside the window or hear some strange words, they focus their attention and are very tangled, resulting in the inability to take into account the following large sections of content. Therefore, teachers need to cultivate students' monitoring awareness and improve students' self-monitoring ability, so that they can be aware of whether they are distracted in time. If you encounter some listening content that you can't convert or don't know in time, you should also skip and continue to listen to the following content in time. In this way, it will not cause too much loss. At the same time, it is very possible to judge the meaning of this strange word through the connection of context. When necessary, teachers can guide students to conduct shorthand training, such as capturing key words in time when listening, and forming a set of shorthand symbols that fit their own thinking, so as to improve their listening level.

4. Use of English after Listening

First of all, teachers should encourage students to summarize themselves in time and form good habits. In College English listening training, the text students are exposed to will be more complex and highly professional. After completing a listening training, if students do not carry out self feedback and self summary, the significance of the overall activity will disappear. And college teachers are different from high school teachers. University teachers generally leave after completing classroom teaching activities and do not guide students to consolidate and summarize their learning. Even in the teaching evaluation of students, they will operate directly according to the scores in the test paper. This behavior does not mean that university teachers are irresponsible, but that what is mainly cultivated in the university stage is students' autonomous ability. But because of this, many students will deliberately follow the loopholes, resulting in cheating themselves, and it is difficult to find out what problems they have in listening training. Therefore, teachers need to stimulate students' self-awareness based on metacognitive strategies, so that they can actively summarize and feedback themselves. For example, after the completion of listening training activities, teachers can ask students to spontaneously form a group to jointly solve some listening problems and share some experience of listening training through mutual communication and sharing in the group. In addition, when students cooperate in groups, teachers can patrol the classroom as quietly as possible, observe the state of students, and provide timely guidance for students when necessary, so that students can have self summary, feedback and optimization direction.

Secondly, teachers should carry out effective communication with students, so as to effectively help students find the causes of listening problems. Generally speaking, after completing

listening training activities, many students can initially realize the causes of their problems through metacognitive strategies. However, for how to avoid and adjust, students often do not explore, let alone actively reflect from the perspective of autonomy. Therefore, after the training activities, teachers need to stand in an equal position to communicate and interact with students to understand the causes of students' problems. For example, some students can't listen to key words, some students can't take shorthand, and some students have insufficient vocabulary. In view of these problems, teachers can provide some reasonable suggestions to gradually improve students' ability.

5. Conclusion

To sum up, up to now, there are still many limitations in College English Teaching in China. Many students are still used to relying on teachers, and their knowledge application ability can not be improved. Based on this background, teachers must introduce metacognitive strategies and integrate them with listening teaching. After listening, give full play to the application value of the original cognitive strategies, so that students can spontaneously monitor their learning status and adjust their learning strategies, constantly improve their ability and promote the all-round development of their comprehensive literacy.

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