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Research Article

The Effectiveness of College Students' Listening Comprehension Learning Based on Mobile English Teaching Software*

Liyong Cao¹

Hunan Institute of Engineering

Abstract

This research aims to investigate the contributions of Turkish pre-school children's levels of positive/conflicting relationships with their mothers and close/conflicting relationships with their teachers in predicting their adjustment to school. The sample of the study consists of 190 six-year-old children attending public pre-schools in Adana (a city in southern Turkey), as well as their mothers and teachers. For the data analysis, hierarchical regression analysis has been conducted. The results of the study show the positive relationship established with the mother and teacher to be related to an increase in children's school-adjustment behaviors. A positive relationship has been noted for positive mother-child relationships with children's cooperative participation, self-directedness, and total school adjustment. The results indicate a positive link for closeness in the teacher-child relationship with school liking, cooperative participation, self-directedness, and total school adjustment. Additionally, a positive relationship has been observed for the conflictive teacher-child relationship with school avoidance. An inverse relationship has also been observed for the conflictive teacher-child relationship with cooperative participation, self-directedness, and school adjustment. As conflicts with a teacher increase, the child's school adjustment decreases.

Keywords

Mobile English Teaching Software • College Students • English Listening Comprehension • Advantages

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¹Correspondence to: Liyong Cao (MA), Hunan Institute of Engineering, Xiangtan 411104, China.

Email: 1275198236@qq.com

English, as an international universal language, has gradually crossed the cultural boundaries in recent years and become a daily indispensable skill. In particular, the intensification of globalization in recent years has gradually highlighted its importance. For English learning, "listening" is the most basic skill in daily communication activities. As early as 1978, from the statistics of Temperley, a famous American teaching expert, we can find that in the foreign language communication, "listening" accounts for more than 45% while "writing" occupies only 9% (Elaine & Horwitz, 1991). That is, for normal English learning, the basic premise should be to master listening (Zhang, 2015). With the rapid development of mobile network and intelligent software in China in recent years, it is possible to use mobile teaching software to learn English interactively (Chou, 2015). Mobile teaching software can enable college students not to be limited to the traditional teaching environment, but to conduct English learning anywhere in listening learning.

Based on the status quo of college students' English listening comprehension learning, this study analyzes the advantages of mobile English teaching software in English teaching and focuses on the effectiveness of college students' listening learning under the model of mobile English learning software.

Status Quo of College Students' English Listening Comprehension Learning in China

In the process of globalization, English communicative competence is becoming more and more important, so teachers and students in colleges and universities begin to face up to the importance of English learning, especially listening. However, in the course of research, we find that in the present traditional listening teaching, we can't achieve the expected results. On the one hand, in listening teaching, students aren't much interested in the traditional listening class because of the lack of effective ways. On the other hand, teachers hope that students can master more listening knowledge, which makes teaching conflict becomes more obvious in listening teaching. This kind of teaching conflict causes students to lose interest in learning listening (Vu & Shah, 2016).

Student's problems

We all know that Chinese students have a relatively weak foundation in English learning because there is no a complete English learning environment around us. Thus, when students try to understand the information expressed in the listening materials, it is difficult for them to obtain the required information immediately after the play of the listening materials is completed. In addition, when the teachers ask the students whether they can understand the basic concepts expressed in the listening materials, many students can't express them clearly.

In addition, students believe that listening materials are generally too complex, so they lack the initiative to learn English. They seldom participate in some activities involving English learning. In colleges and universities, many students are intimidated by the oral English courses involve listening, and no one takes an active part in them even if the teachers bring up interaction for many times.

Teacher's problem

First of all, in the traditional English listening teaching model, teachers will adopt the same teaching method to treat students with different degree of English listening due to the limited time and place. When students with poor English level show that they can't understand the listening contents in listening learning, teachers often don't have too much time to carefully explain to them. The vicious circle will make the students poor in listening learning more backward, and gradually lose confidence in the learning. At the same time, there are many students from poverty-stricken areas in colleges and universities. Although they can understand the contents of the modern listening materials, they can't understand the contents of the listening materials correctly, so they won't understand the listening materials well. In the long run, students' initiative in listening learning has become more and more lacking.

Secondly, many colleges and universities still adopt the traditional teaching methods, that is, they provide a certain amount of listening materials within a limited period of time, and then the students will finish listening independently and carry on the corresponding listening exercises. Finally, teachers will give the answers. In class, students are allowed to ask questions. However, in most cases, it isn't possible to ask questions to the teacher in time because it is difficult for the student to fully understand the listening contents in limited time. Few students will ask questions to teachers after class. In addition, in the course of listening training, some new words and new cultural background are often involved. However, teachers seldom explain to students due to the limited time so that students can't understand the cultural meaning.

Analysis of Advantages of Mobile English Teaching Software in English Teaching

Abundant English learning resources

At present, in China and all over the world, the application and popularization of network teaching resources has become a new teaching model. With the help of mobile networks, we can search for a huge number of resources related to English teaching. At the same time, there is much very mature mobile software for English teaching, which has collected most of the English learning resources on the Internet and can greatly enrich the learning environment of students. With the help of smart phones or related devices, we can download the mobile software to watch and learn relevant courses at any time. Besides, in face of the vast market of English learning, a lot of smart phone operators are constantly bringing forth new ideas and help people better learn English and master English through developing a variety of programs conducive to English learning. Early English listening comprehension, which is regarded as a roadblock, can be continuously circulated by the software. In addition, relevant training can be carried out anytime and anywhere. With the help of the mobile network teaching software, the English listening comprehension learning will become more interesting and easier.

Very convenient to carry

Mobile devices are very convenient to carry. For example, smart phone is only a fraction of the size of a laptop, but its internal capacity is equivalent to countless paper textbooks (Shyshkanova, Zaytseva & Frydman, 2017). In the traditional teaching model, if we want to carry out listening learning, we must use the proper equipment and English listening comprehension courses. However, if we use the mobile device to study, we can replace the existing listening textbooks and dictionaries with a smart phone, which can not only save our energy, but also greatly expand the scope of English knowledge learning. Even for many underfunded college students, this can greatly reduce the cost of purchasing learning equipment and various English books.

Powerful sound system

With the development of technology, mobile intelligent devices represented by smart phones tend to have better scalability (Lee & Kwon, 2016), which makes it possible to further extend the function of the intelligent devices by installing the corresponding application program in the actual use process. At the same time, the powerful sound processing function and application program in the smart phone make it possible to further improve the effectiveness of English teaching through the application of the smart phone in the process of English teaching.

For English teaching, listening and speaking are the focus and core of English teaching, which makes how to improve students' listening and speaking ability in the process of English learning become an important criterion to judge whether mobile intelligent technology has learning effectiveness or not. With the help of multimedia function of the smart phone, students can use the smart phone for listening, speaking, reading and writing to realize the improvement of self-learning ability.

On the other hand, in order to cooperate with the teachers and students in the process of college English teaching, teaching materials are often equipped with multi-media CD-ROM, which provides students with the opportunity to study after class. Students can copy their learning contents into their smart phones in a variety of ways, taking advantage of leisure time to improve their listening and speaking abilities. In addition, the diversified network teaching resources enable students to enjoy the relevant learning resources of the network through mobile phones. The existence of network social software also provides students with the possibility of making friends with foreigners so as to further improve their listening practice abilities through communication with foreign friends.

Study on the Effectiveness of College Students' Listening Learning under the Model of Mobile English Teaching Software

In order to explore the effectiveness of learning listening with mobile English teaching software, this study conducts experimental statistics on two natural classes of a general university with a total of 48 students for three months. Before and after the experiment, the experimental data are collected and processed respectively

for the experimental class and the control class so as to lay a certain foundation for the report and discussion of the results of the experiment.

Object of study

In this experiment, a total of 48 students from two natural classes in University H are selected as the object of study. Among them, there are 24 students in each class, all of whom are taught by the same English teacher, so there is no difference in teaching due to different teachers. At the same time, the university is a full-time general undergraduate school, located in the central region which is relatively representative both in the local economy and the number of people. The two selected classes are a set of parallel classes. The students have no big difference in age, gender ratio, educational background and learning environment, so they can be used as the object of analysis.

Research method

First, the test process includes the pre-test and post-test of the experimental class and the control class by the researchers. After a certain period of learning, we can distinguish their listening level by comparing their performance before and after the experiment with the listening test.

Second, the specific methods for two parallel classes are:

(1) In the course teaching, teacher still adopt the “traditional listening teaching method”, that is, teacher chooses the listening teaching materials of higher education edition to explain the new words in class, and then start to play the recording materials. At the same time, teacher gives a proper explanation when the students listen. Under this model, there is less interaction between students and between students and teachers, and most communicate through a few questions. According to the teaching procedure of the teacher, students listen to the listening materials in order, finish the questions involved in the listening materials, and finally check whether the selected item is the correct option. Then the teacher explains it.

(2) For the experimental class, the teaching model of teacher in the classroom is still the same as that of the control class. However, the difference lies in that, the experimental class has carried out three months of listening training with the cooperation of the researchers. The smart phones popular among the students are used to download English teaching software for listening learning and the independent learning mode of not less than three days per week and not less than one hour per day is kept, which is recorded by punching cards at regular intervals.

Analysis of research results

Before the experiment, we will perform a listening test on the two classes and record the average scores. In addition, after three months of listening learning, we will also conduct a listening test on the control class and

the experimental class so as to judge whether there are significant differences between the two classes after three months of mobile teaching software listening learning.

Results of pre-test listening test: At the beginning of the semester, we conduct an English listening comprehension test on two parallel classes. The test results are shown in Table 1. The average score of the control class is 18.40 and the average score of the experimental class is 17.20.

Table 1

Comparison of English Listening Test Achievements between the Control Class and the Experimental Class

	Control class		Experimental class	
	Average	standard deviation	Average	standard deviation
Pre test results	18.40	6.518	17.20	6.679

Post-test In the later stage of the experiment, we conduct a listening test for the control class and the experimental class respectively, the total score of the test paper is also 40. The average score of the control class is 26.40 and the average score of the experimental class reaches 30.60 (shown in Table 2).

Table 2

Comparison of Listening Test Between Control Class and Experimental Class

	Std. Deviation	df	Sig. (2-tailed)	Average	
				Control class	Experimental class
Control class - experimental class	5.95361	9	.027	26.40	30.60

Based on the analysis results in the above table, we can see that after a certain period of experiment, the test score of the experimental class is 4.20 points higher than that of the control class. At the same time, combined with the analysis results, we can also see a significant difference in average scores between the two classes ($P = 0.027 < 0.05$). We have reason to think that the application of mobile English teaching software can improve the listening level of college students. That is to say, in practice learning, we can use this new learning model as an aid to English listening comprehension learning so as to help students improve their listening level. Therefore, mobile English teaching software plays a positive role in improving college students' English listening comprehension level.

Conclusion

With the change in modern information technology, mobile software has become a necessary part of people's life. In this case, the modern mobile English teaching software can enrich the existing English teaching resources to a greater extent. It enables our traditional English listening class to be innovated, and also enables students to stimulate their own interest in learning during listening learning. Mobile English teaching software can create a more vivid learning environment. Therefore, mobile English teaching software will become a great

boost to college English learning in the future, and is also an effective tool to improve the quality of college English teaching as well as the English learning level of college students.

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