Construction of Learning Community of College English Listening Course under Internet Environment

Ziwei Fu, Fangyuan Li

Gongqing College of Nanchang University,Jiujiang, Jiangxi,332020,China

Abstract: With the development of society, learning community have become an important concept in the field of education and a new way of learning. In the Internet + , the reform of English listening course in university have also taken a new direction. This paper discussion based on the current situation of university English listening course and the significance of building a learning community, and then discuss the teaching method and strategy of university English listening course based on learning community in the Internet +.

Keywords: Internet+; Learning community; College English Listening Course

1. Introduction

With the development of the Internet, all aspects of social life have changed rapidly. In the field of education, the subject, the medium and the learning method have all changed accordingly. To promote effective learning, the concept of learning community, which emerged at the end of the 20th century, is gaining much attention from education experts and scholars, and is being expanded through the educational technology of the Internet. The deep integration of "Internet +" and education will become an irreversible new norm for foreign language teaching. The "Internet +" has provided more convenient conditions for students to learn. In English listening teaching in college, the traditional teaching method is changed, create a learning community can better facilitate students' absorption of knowledge. Traditional teaching led study contents away from reality life and students can not apply knowledge to life, so that many students only can get high scores in exam, but they can not apply English well. Students don't know the purpose of learning English and don't understand the value of English learning. For students, learning English is means of get scores not learning language. Students can acquire knowledge but can not apply it, this kind of learning can not help students build up interest and improve language ability. The construction of learning community is important for mobilizing students' English learning autonomy and enthusiasm, ensuring that students gain richer English knowledge under the community model, achieving English teaching goals and promoting reform and innovation in university English listening teaching.

2. Internet+

The "Internet+" action plan was first mentioned by Premier Li Keqiang in the 2015 Chinese government work report. "Internet+" is the use of information technology and network platforms, allowing the Internet to intermingle and combine with various fields to create new development prospects. "Internet+" education refers to a new model of education, which relies on the advantageous achievements of the Internet, incorporates rich teaching resources into it, establishes an Internet+ education platform that breaks through the constraints of time and space, realizes the optimization of the teaching model and the scientific allocation of educational resources, and provides the conditions and basis for lifelong education. Internet+ education has great advantages and bring huge influence to the teaching and learning. It make study no longer constrain by space and time, students can studying by themselves in any place. Putting the internet data into learning analyses can promote education fair. In a word, internet+ education can achieve the aim of no wall school and whole life learning. Take advantage of internet+education, organizer can collect students study information more accurately comprehensive. Besides, utilizing the data, teacher can put forward more pertinence advance. Providing suitable teaching method according to student personal need. Education is more pertinence and promote teaching efficiency.

3. Learning Community
3.1 Relatively Research about Learning Community

The concept of "community" was first introduced by the famous German sociologist Ferdinand Tonnies in his book "Community and Society" in 1887. In the field of education, the famous American educator Ernest L. Boyer introduced the concept of "learning

community" in his book in 1995. Subsequently, the attention paid to the concept of "learning community" has been increasing, and many educational experts and scholars have conducted more and more research on the concept of learning community, but there is no unified definition of learning community. Zhao Jian defines it as "a social arrangement of learners that provides learners with social interaction around a common goal of knowledge construction, with multiple levels of participation embedded in the social interaction". Zhao Ying constructed a teaching model of learning community in university English classrooms and conducted a comparative teaching experiment, which proved the effectiveness of learning community to a certain extents. "The ideal, scientific goal of teaching English at university should be pluralistic and integrated. It uses English as a carrier or medium to achieve the goals of broadening horizons, increasing knowledge, enhancing thinking and discernment skills, promoting self-improvement, and carrying out effective communication"(Han Baocheng, 2012).

3.2 Characteristics of Learning Community

Firstly, respecting is the crucial elements in teaching activities. The students in the community from different home background, so they may have diverse personality and habits. Learning community is student-oriented, students can come up with different opinions, besides, students allowed to query and debate in class.

Secondly, a sense of belonging is means acceptance between community members and the friendship in the team. Members in the community not only have sense of identity of learning objects, but also have sense of belonging to the community. The sense of identity and belonging can form the mutual assistance between the community members.

Thirdly, students need to trust in mutual. The learning activity need community member work together to finish it. In order to achieve the common study objects, each one need to collect and settle their own resources. Students sharing experience and confusion by demonstrate their learning outcomes. And finally formed a sharing and communicated model. The trusting in mutual can promote develop of cooperation and strength values.

Lastly, promoting life long development. Learning community provide more opportunity to communicate. It is good for student community ability develop. In the process of communication, not only improve students criticize and query ability, but also expand students thought and strength learning ability. Learning community activities not limit in class, it can organized in many different methods.

3.3 The significance of building a learning community

Since the emergence of the concept of learning community, a large number of scholars have conducted in-depth research on them and found that learning community can effectively organize learners' learning and help them grow rapidly. In the college English listening courses, building learning community has the following profound implications.

Firstly, It is conducive to stimulating the learning initiative and motivation of the members. The members of a learning community have a common goal and learn together in a common environment, which is conducive to creating a good learning atmosphere. This atmosphere can motivate members to give full play to their own initiative and to learn proactively. In the case of college English listening courses, members can use English to communicate in the community, creating an environment for listening and increasing learners' motivation and ability to express themselves in English.

Secondly, It facilitates the discovery and sharing of community resources. One of the characteristics of a learning community is the sharing of resources. In Watkins' view, members of a community are active participants who have a sense of collective responsibility and belonging, and often learn together. In the process of learning, learners need to search for learning materials or seek help from helpers to obtain information to solve problems, then discuss and share the learning experience together in order to better complete the common learning task. In this way, members can learn from each others experiences and draw on the strengths of others, thus maximizing the sharing of learning resources. For example, learners can learn from others' accurate pronunciation, learn from others' authentic English expressions, etc.

Thirdly, Flexible learning methods and rich and varied content. Learning content in the internet+ can be presented via the internet, so that members of the community are not restricted by time and space and can freely choose when and what to learn. The vast amount of information available in the internet also provides theoretical support for the realization of tailor-made learning content for different learners

Finally, Rowlands and Avramenko point out that learning communities have a strong focus on the process of learning and on creating learning knowledge for their members and the community, which enhances learners' skills and promotes their growth. Bielaczyc and Collins claim that for individual learners to learn how to construct knowledge, the process has to be model on real-life situations in the surrounding community and be effective, and supported by real-life situations in the community.

4. Listening Teaching in College

"In information age, information technology, especially the Internet, has permeated every aspect of modern life, as a result, lifestyles have changed dramatically. Students cannot live without the Internet and information technology, and their learning style cannot be separated from the Internet and information technology"(Li Fangyuan, 2011). Listening is one of the most important basic ways of acquiring language knowledge for second language acquisition, and listening input plays a key role in language acquisition. The linguist Widdowson has pointed out that "listening comprehension consists of two levels of understanding: first, hearing the grammatical structure of the discourse, the second is understood the function of language"(Widdowson,1990).

There are many disadvantages of teaching English listening courses at university. In traditional English classes, the teacher needs to consider the teaching schedule, and the teacher mainly uses the traditional teaching mode, so the teacher only focuses on playing English recordings and asking questions in class, ignoring the communication and interaction between teachers and students, which often does not fully mobilize the students' independent learning initiative in English, and it is difficult to really stimulate students' interest and enthusiasm in learning, resulting in a significant reduction in teaching efficiency. Traditional English teaching is limited by

the lack of teaching resources, which makes the classroom content relatively dull and cannot mobilize students' learning excitement well. In traditional listening classes, the training of listening learning strategies has been neglected and students lack effective listening strategies. Many of these factors inevitably lead to poor teaching in university English listening courses.

There are many factors affecting students listening ability in college. First of all , emotional factors, for the emotion of learning, the nature of activity can better reflect the learning tendency and motivation of college students. If the teaching content is close to the students' life and is lively and interesting, the teacher's teaching is intuitive, rich in content and concrete in image, student will more easy to achievement goals in study. However, the instability of students' academic and academic status can also affect students' achievement. When students are very nervous, the fear of making mistakes will directly affect their language activities and their ability to speak. Secondly, the language environment factors. Chinese students often have Chinese-English in the process of communicating with each other. The main reasons is the lack of perfect language environment for learning English. Usually, students learn English in English classes, the learning knowledge are away from the environment, so the chance of using English in real life is almost zero. Over the long term, students' listening ability is naturally difficult to improve. While some Chinese families settled abroad, children growing up in an English-speaking environment, English listening skills are naturally acquired. Lastly, methods and strategies influence factors, proper learning strategies and correct learning methods have a direct impact on the improvement of English listening ability. College students who rely on their mother tongue are not good at using the English way of thinking when they are learning English. When students speaks English they often thinking about grammar. They do not know how to learn and master a foreign language when they learn English. Because of the influence of their mother tongue, Students often use pinyin to pronounce English words in the beginning of learning English, which indirectly misleads their correct pronunciation. An incorrect way of learning results in their inefficiency in learning English, and it is easy to lose their learning interest in English, understanding fluent English is much difficult.

In the Internet + environment, the English listening course will changed rapidly. In the Internet + environment, university English listening classes are often conducted in special multimedia audio classrooms, which lays the foundation for the construction of a combination of visual, listening and speaking English listening teaching mode, students can watch and listen to the video and audio repeatedly in the process of learning through the Internet, so that students are transformed from passive recipients of knowledge to active inquirers of knowledge.In the Internet + environment, teachers should select English listening materials that are relevant to the students actual situation, so that they can be stimulated both visually and aurally. At the same time, students can receive the latest English listening materials more conveniently in the Internet + environment, and their interest in learning can be stimulated and they can participate more actively in the classroom interaction. In the Internet + environment, university English listening teaching should strictly follow the principle of "listening to promote speaking, listening to practice speaking, listening to interact", so that students can learn to imitate while listening, and learn to create while imitating, transforming listening knowledge into students' learning skills. By building a learning community, students are motivated to learn through effective interaction between teachers and students, between students and the Internet, and gradually improve their English listening skills. In the Internet + environment, teachers can also combine the Internet + environment with a variety of teaching methods, such as the effective combination of intensive listening and general listening, and the effective combination of listening and imitation, in order to fundamentally improve the teaching efficiency. In the Internet + environment, with the help of multimedia technology, teachers can provide students with a variety of listening information, including the most realistic and authentic video materials in listening training, so that students can experience foreign culture. In addition, by using the Internet technology platform, teachers can freely browse and select a wide range of English listening materials, and through the accumulation of materials, they can eventually create a special English listening audio and video corpus, which will not only provide students with the latest English listening training content, but also promote the continuous improvement of teachers' own teaching ability.

The Internet can provide more English learning and teaching resources, and the creation of a learning community can make better use of these learning resources, using the Internet + in the university English listening classroom to build a learning community to further improve the overall level of university students' English, especially the continuous improvement of university English listening skills.

5. College Listening Class Learning Community Construction

In the Internet+, the rapid development of the Internet and information technology has brought new opportunities and challenges to foreign language teaching. In view of the various problems in the current university English listening teaching, it is imperative to explore new modes of university English listening teaching.

5.1 Imitating Training

As we know, listening class in college is tedious. In order to make our class more interesting, we can utilize internet to make our class more funny. For example, we can help students imitating for some movies or cartoon. After the imitating training, students can have good audition and pronunciation. In the beginning of learning, we can choose some easy materials and slow down the speed of video. In the imitation training, students should listening carefully and understand the material. Then teacher should request students practice after class. Finally, teacher can collect students imitation paper and presented it in class.

5.2 Repeating Training

Some listening material is away from students real life, and students are not familiar with the topic. So as a teacher, we can choose some listening material which related to students life and help students to understand the listening material by repeat listening. For example, we can choose some foreign music as listening material, music can attract students and inspired them. Teacher can play the music for several times and let student repeat the lyrics. Besides, teacher can also play video to students, students watch the movie and write down the words, this method let student who is not good at English can also take apart in class. After the repeating listening, students will find out that they have maintain more information and can pronunciation better. The most important things of imitating

training is that the listening material must be suitable to students need and level. Students can not feel satisfactions If the material is too easy. But if the material is too difficult, students don't know how to prepare it and the imitating training will hardly continue.

5.3 Reciting Training

Listening teaching not only can organized in class, but also can learning after class. Teacher can demand students recite listening material. And as the internet developed, we can provide material from internet, and sharing listening material more conveniently and efficiency. For example, the learning apps like BBC and VOA have lots of listening material. Teachers can require students to reciting the news after class and presented in the class, which not only develops students' listening skills, but also helps them keep abreast of current affairs and adds interest to their English learning.

6. Conclusion

As the develop of technology, teaching methods should be organized in different ways. Utilizing the internet+ to enrich class and inspired students learning interest. In the class of learning community, students are more active in learning than they used to be. Students' learning attitude, cooperative consciousness and learning effect are all improved positively. University English teaching based on "Internet +" has adapted to the changes in the current information age and meets the current needs of national development for talent training, reflecting the unity of "educational, instrumental and humanistic" aspects.

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Author: Ziwei Fu, Gongqing College of Nanchang University, Jiujiang, Jiangxi, China; Corresponding author：Li Fangyuan, Professor, Yuzhang Normal University, Nanchang, Jiangxi, China.