

Case Study of College English Listening Course by Foreign Teachers

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Article Detail:	Abstract
<p>Received: 19 Apr 2024; Received in revised form: 22 May 2024; Accepted: 01 Jun 2024; Available online: 08 Jun 2024</p> <p>©2024 The Author(s). Published by International Journal of English Language, Education and Literature Studies (IJEEL). This is an open access article under the CC BY license (https://creativecommons.org/licenses/by/4.0/).</p> <p>Keywords— <i>foreign teachers, listening instruction, advantages, problems</i></p>	<p><i>More and more foreign teachers are employed in China to teach English since they have the natural advantage of native language. More often than not, the major courses taught by foreign teachers are English speaking and listening. A large number of facts and studies show that foreign teachers have the advantages of language and culture in oral English teaching, and have achieved some positive results. Whether in public or private education, foreign teachers are very popular with children and parents. There is no exception in our university, where some foreign teachers are employed to teach English listening and speaking for non-English majors and various courses for English majors. Through questionnaire and interview, this study investigates the satisfaction of foreign teachers' listening class, and finds out the reasons why foreign teachers' listening class is popular. At the same time, classroom observation and discussion with teachers and students are conducted to explore the advantages and problems of foreign teachers' instruction in English listening course, as well as the analysis of teaching effect, with the purpose of providing some reference for the instruction of college English listening course.</i></p>

I. INTRODUCTION

A common phenomenon is that more and more foreign teachers come to China to engage in English education. Step by step, foreign teachers have become an important and indispensable part of English education in China, whether in public education or private education since they have some advantages that most domestic English teachers are not endowed with, that is, their mother tongue. That

also explains why many educational institutions employ some foreign teachers to help improve the language teaching effectiveness. Of course, because of the native language advantages of foreign teachers, most foreign teachers are assigned to teach listening and speaking courses to enable the students to learn more standard pronunciation and pure English expressions. In particular, oral English teaching is almost dominated by foreign teachers.

Similarly, the main subjects taught by foreign teachers in our college are oral English and English listening. Many scholars have conducted studies on speaking class by foreign teachers, including advantages and disadvantages, teaching methods, teaching effectiveness, etc. Few studies have discussed the listening class by foreign teachers. There is no doubt that in CET-4 and CET-6, the score of listening part also accounts for a certain proportion. Therefore, the importance of listening course in college English education shouldn't be ignored. In our college, English classes are divided into two levels: Level A for those students who have a higher English proficiency and Level B for those with lower language proficiency which is reflected through the English simulation test results right after they enter the college. Normally, most students in Level-A class have access to the instruction of English listening by foreign teachers, while Level-B students are usually assigned Chinese teachers for their listening class for the reason that Chinese teachers can teach them bilingually to generate better understanding. Whether listening course taught by foreign teachers produce better results still remains unknown. Through questionnaire, interview and class observation, this thesis aims to find answers to the following questions:

- 1) Are foreign teachers more popular than Chinese teachers in the listening class?
- 2) Do foreign teachers' instruction achieve better results?
- 3) What are the advantages and problems of listening instruction by foreign teachers?

II. LITERATURE REVIEW

2.1 English listening instruction in colleges

In most universities, English listening courses are usually taught at language labs. There are many problems concerning English listening skills and instruction. Hu(2010) suggests that the college students in our country basically have a certain foundation of English, but there is still a common phenomenon of poor listening ability at present. Many scholars have discussed the current situation

of English listening instruction from both students' and teachers' perspectives. The question for students is whether they master the phonetic knowledge and how much vocabulary they have acquired, and the teacher's problem lies in the monotonous teaching mode (Hu 2010 ; Wei 2016). In addition, there are also some problems in listening materials such as the lack of authentic audio materials (Guo & qi 2007). Therefore, students tend to lose interest in a single teaching mode (Xu 2014). Hu (2006) shows that the teaching of college English listening is divided, tested, special and temporary. So, there are still many problems in listening instruction.

2.2 Assessment of listening course instruction

Students and teachers are mainly concerned about the advantages and disadvantages of listening instruction by foreign teachers. To begin with, the purpose of listening teaching is to cultivate students' listening ability including speech recognition ability, information recognition ability, information reporting ability, overall understanding ability, conversational meaning comprehension ability, information synthesis, information application and opinion attitude evaluation ability to finally promote the development of students' communication ability (Wang 2007). And then, assessment is an important means to measure the effectiveness of listening teaching and improve the quality of listening instruction, which is an important part of the process. The assessment of listening classroom teaching should include the authenticity of listening materials, students' listening interest, humanistic quality, inquiry ability, language learning strategies, speaking, writing and translation training, comprehensive language application ability, teachers' teaching methods etc (Qiu 2012). The Internet encyclopedic by Baidu Company defines that effective teaching is a kind of teaching whose efficiency is not lower than the average level in a certain time and space under the premise of conforming to the times and the construction of individual positive value. And curriculum evaluation is referred to as the scientific method to check whether the objectives, compilation and

implementation of the curriculum have achieved the educational objectives and the degree of realization according to certain standards and curriculum system information, so as to determine the effect of curriculum design, and make the decision to improve the curriculum properly. Some researchers have conducted empirical studies to evaluate the effect of listening teaching by foreign teachers. On the one hand, through questionnaire survey, Gong, Lu and Zhou (2010) found that the teaching effect of foreign teachers has not been affirmed by the vast majority of students due to cultural differences in evaluation. Also, Yang, Deng and Chen (2015) found that there was no significant difference between Chinese and foreign teachers' listening instruction results. This paper compares the teaching effect of foreign teachers and Chinese teachers before and after one academic year of teaching college English listening. On the other hand, through semi-open questionnaire and interview, it is found that foreign teachers' instruction is especially effective in listening and speaking courses for non-English major postgraduates (Chen & Fu 2015).

2.3 Listening instruction by foreign teachers

Foreign teachers' instruction have both positive and negative aspects in the teaching of listening. First of all, there are many advantages in listening teaching by foreign teachers. For example, listening and speaking courses taught by foreign teachers could improve students' listening ability and arouse interest in speaking English. And, Zhuo (2015) shows that the teaching methods employed by foreign teachers are creative and enlightening and therefore is conducive to the cultivation of students' imagination and creativity. What's more, foreign teachers can help to create an authentic communication environment for students (Gu 2014). Certainly, English listening teaching mode in the context of pure foreign teachers can generally promote students' participation in the classroom. Students tend to have a positive attitude towards this teaching mode (Bi & Huang 2015). In addition, students generally think that the most striking feature of foreign teachers' English listening class is

humorous and relaxed with active classroom participation (Sun 2017). However, there are also many disadvantages in listening and speaking courses. For instance, through the questionnaire survey and random interview, Sun (2017) suggests that the main shortcomings of foreign teachers' listening class lie in the disordered classroom discipline, simple teaching content, foreign teachers' different pronunciation and speed of speech. Obviously, the teaching of foreign teachers often fails to achieve the ideal teaching effect (Li & Niu 2015 ; Gu 2014). These are the situation of listening instruction for foreign teachers.

2.4 Evaluation

Through the overview of the previous studies, we can see that most of them either explores the merits and shortcomings of foreign teachers' instruction, or make comparisons of listening instruction between Chinese and foreign teachers. Few of them have focused on listening courses by foreign teachers. Therefore, this study mainly aims at the case study of listening courses by several foreign teachers to analyze the reasons for the popularity and teaching effectiveness as well as problems so as to provide reference for listening instruction by Chinese teachers.

III. METHODOLOGY

3.1 Objective

The purpose of this study is to find out whether the listening course by foreign teachers are more popular with students and the reasons behind it, and at the same time analyze the merits and problems of foreign teachers' instruction of listening so as to provide references for improving the teaching efficiency of listening course whether by foreign teachers or Chinese teachers.

3.2 The Participants

In this study, participants include two foreign teachers who taught listening courses and students in level-A classes where the two foreign teachers teach listening.

3.3 Case selection

Two foreign teachers' listening classes will be

chosen as cases for analysis. The foreign teachers are from North American countries, one teacher with language education background and the other one with non-language education background. The students in foreign teachers' listening class are all level-A students with relatively higher level of English proficiency, who are considered to have better command of English than level-B students who are arranged in the classes by Chinese teachers. Such arrangement is made through negotiation with an eye to better enhance the students' overall ability in English especially the listening and speaking skills since it is commonly acknowledged that foreign teachers are better at teaching the speaking and listening courses. 4 listening lesson of each teacher (each lasting 90 minutes) will be carefully observed from teaching objectives, teaching design, curriculum evaluation, effective teaching methods, students' responses and other aspects to collect data on the characteristics of foreign teachers' instruction.

3.4 Data collection

At the beginning, questionnaires are handed out through the Internet to the students in the foreign teachers' class to investigate the satisfaction degree of the students' towards the teachers' instruction in various aspects. Then interview is applied to both students and teachers to talk about the advantages and problems of the listening course instruction. Observation is the major method in order to find the characteristics of teaching by foreign teachers.

3.5 Data analysis

The questionnaire data will be analyzed through the software SPSS 20.0, while other data through observation and interviewed will be analyzed through text analysis.

IV. FINDINGS AND DISCUSSION

4.1 The satisfaction degree of students toward the listening class

4.1.1 Students feel more interested

A survey was conducted on the students' satisfaction with the listening course of foreign teachers. According to the students' responses to the questionnaire, it is obvious that the teaching method

of foreign teachers is popular with most students. It can also be found in the interviews with students that most of them like listening lessons taught by foreign teachers. Half of the students say that the class atmosphere is more active in the listening class by foreign teachers. 57% of the students think that foreign teacher's listening class can stimulate their interest in learning English (Figure 1). About 65% of the students state that they could understand most of the listening class.

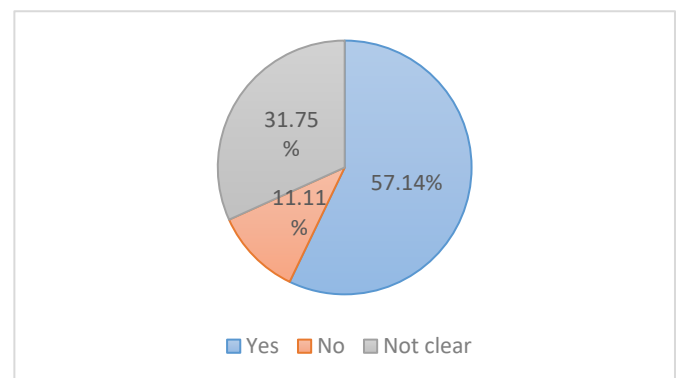


Fig.1: Whether learning interest is aroused in the listening class of foreign teachers

In the interview with foreign teachers, they also mention that interest plays an important role in learning. At the same time, more than half of the students say that they often think positively about teachers' questions and answer them actively in the listening class.

4.1.2 Students gain more benefits

More than 56% of the students think that English listening courses taught by foreign teachers are more effective and flexible. Nearly 60% of the students said that the teaching methods of foreign teachers are varied and colorful (figure 2). Listening is an indispensable part of college English education and it is tested in almost all the English proficiency tests like CET-4 and CET-6. It can be seen how important listening courses are to college students. Foreign teachers' listening class also has a lot of positive effects on students' listening learning process. For example, about 53% of the students think that in the foreign teachers' classroom, it is helpful for the students to correct their pronunciation and identify

some pronunciation phenomena such as British and American pronunciation, incomplete plosion, liaison, weak pronunciation and so on. In the interview with students, it can also be found that students like the pure English learning environment provided by foreign teachers since students can learn authentic English expressions and more standard pronunciation. About 60% of the students think it is helpful to form the standard voice tone in the listening class. In the interview with the students, some students also mentioned it is helpful to understand the culture of different countries and broaden their horizons in the foreign teachers' classroom. These are very beneficial to the students.

There is a significant positive correlation between students' class atmosphere and students' active thinking and answering questions in class (figure 3). The active classroom atmosphere in the listening class of foreign teachers can make students think actively and answer questions actively (figure

4). In the listening class, if students are always put in a "listening and answering" procedure, students would soon feel bored and lose the motivation to learn. Students are supposed to study in an active classroom atmosphere, which is conducive to improving their learning initiative. Therefore, it is necessary to have an active learning atmosphere in listening class.

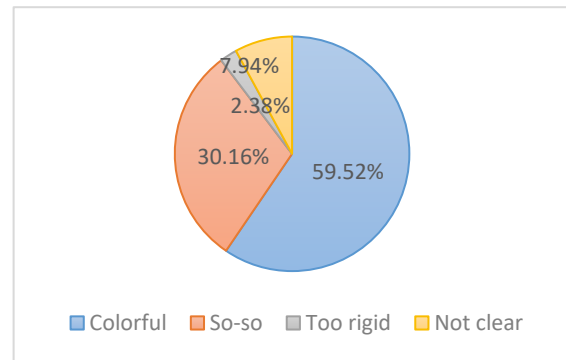


Fig.2: Comments of teaching methods of foreign teachers in listening class

Correlations

	15.What is the class atmosphere of the students in the listening class of foreign teachers?	21.In the listening class of foreign teachers, do you think and answer the teacher's questions actively?
15.What is the class atmosphere of the students in the listening class of foreign teachers?	Pearson Correlation Sig. (2-tailed) N	1 .355** .000 126 126
21.In the listening class of foreign teachers, do you think and answer the teacher's questions actively?	Pearson Correlation Sig. (2-tailed) N	.355** .000 126 1 126

** . Correlation is significant at the 0.01 level (2-tailed).

Fig.3: The correlation between class atmosphere and students' active thinking

ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	15.435	1	15.435	17.842	.000 ^b
	Residual	107.271	124	.865		
	Total	122.706	125			

a. Dependent Variable: 21.In the listening class of foreign teachers, do you think and answer the teacher's questions actively?

b. Predictors: (Constant), 15.What is the class atmosphere of the students in the listening class of foreign teachers

Fig.4: Regression analysis between classroom atmosphere and whether students actively answer questions

4.2 The advantages of listening instruction by foreign teachers

Questionnaires and interviews are conducted with both students and foreign teachers in order to identify the effectiveness of the foreign teachers' listening instruction. Judging from the results, some advantages can be easily identified concerning the listening class by foreign teachers.

4.2.1 The teaching concept and purpose of listening course by foreign teachers

Every teacher basically has his own teaching concept. One foreign teacher stresses that vocabulary is the very basic part of English learning, so that students must increase their vocabulary, which is the only way. Whatever the topic is, students must listen repeatedly. With repetition, the sounds and recognition become more familiar and easier. If the students are fully engaged in the study, they will get good results. Of course, it is not easy and it takes time. The other foreign teacher expresses that everything you do in life is all about "Attitude", and motivation is everything. A motivated person in many ways can guide themselves whereas a non-motivated student will look for excuses for their failure in everything else but themselves.

Foreign teachers attach great importance to the quality of teaching in the classroom. Of course, the ultimate purpose of listening instruction is to improve students' level of listening comprehension. College students have been exposed to English in primary

school, middle school and high school. What foreign teachers want to do is to let them have confidence to use the language skills they have mastered, and improve their listening ability so that they can better communicate in English.

4.2.2 The teaching attitude of foreign teachers

Patience is a very elegant quality. Foreign teachers show this quality vividly in their English listening courses. When students are not good enough to answer questions, about 70% of them think that teachers will give prompts, reinterpret the questions and repeat the questions slowly, which is a great encouragement and motivation for those shy and reserved students. When students make mistakes, about 67% of the students find that the teacher will skip a period of time and correct the mistakes after the students finish answering the questions. Foreign teachers also show that they could modify the listening course according to the actual situation of Chinese students. The foreign teachers find it a very pleasant experience to teach in China. Because most Chinese students started English learning when they were very young, it is assumed that most of them should have gained a basic command of the English language, but it is not the case with many students whose English stays at a much lower level than expected. In this case, the teachers must be very patient with such students. Whether it's useful suggestions for students or difficulties and doubts encountered by students in daily study, foreign

teachers are very patient to solve them. Some students ask foreign teachers to do some video recording work so that students can see clearly how the native speaker is actually moving his lips and making some gestures while speaking. Foreign teachers think that this is the first requirement of students, and they are also careful to complete this work. It seems that a lot of attention has been paid to the positive effects. The students like it better and the students are making progress faster. Of course, in the listening class of foreign teachers, it can be found that when students encounter words, phrases or questions that they don't understand, foreign teachers are always patient and timely to help students answer questions. At the same time, in most cases, when the students have answered a question, the foreign teachers tend to supplementary cultural notes to widen students' scope of language knowledge as much as possible. In the interview with the students, most of the students think that the foreign teachers always greet each other with a smile. Some of the interviewees said that at the very beginning they felt nervous when interacting with foreign teachers. After making a simple self-introduction, the foreign teacher occasionally told some jokes to ease the classroom atmosphere. With the course going on, these interviewees found that the listening course by foreign teachers was much more relaxed and joyful than they had thought.

4.2.3 Foreign teachers are good at stimulating and cultivating students' interest

Interest is an invisible power. When we are interested in something or an activity, we will be very engaged, impressed and highly motivated. Interest plays a great role in the formation and development of a person's personality, life and activities, which are mainly manifested in the following three aspects. First, interest can prepare for future activities. For example, if students are interested in learning English, it may encourage them to accumulate various knowledge of English and lay a solid foundation for their future career related to English. It can also be found from interviews with students that the amount of English learning is far from enough in limited classroom time. They need to practice a lot through English movies,

speeches and related English exercises that they are interested in after class to enhance their English proficiency. Second, interest can drive ongoing activities. In the questionnaire survey, about 60% of the students think that in the listening course of foreign teachers, it is helpful to improve the listening performance. Third, interest plays a crucial role in promoting the creative attitude of activities since it encourage people to study deeply and work and study creatively.

Students, to a large extent, are eager to learn and apply the knowledge. In terms of curriculum design, foreign teachers also try their best to find the most suitable teaching content for students. Foreign teachers follow a textbook which are designed for the course, and sometimes the textbook can be well designed. But in some cases the book may not be so appropriate, and in that situation, foreign teachers try to improvise the teaching materials from the Internet. In the listening class, foreign teachers usually adopt a student-centered approach. The introduction of warm-up before class is simple and clear, and the transition between courses is very smooth. After class, the foreign teachers guide the students to study independently with moderate intensity from shallow to deep.

In the listening class by foreign teachers, it is easy for the students to follow the teachers. The course begins with the appreciation of a movie clip. After watching it, the foreign teacher will briefly tell students his feelings and then leave time for students' discussion. Some students say that they like the section since they can practice listening while watching videos, and at the same time, speaking is not ignored, which is an effective way to combine the input with the output. When explaining the content, the foreign teachers can manage to make the listening course very relaxing through different methods such as description of pictures related to the topic, video watching and discussion. At the end of the listening course, the foreign teacher discusses with the students according to what they learned in this unit. The foreign teacher makes the students review what they have learned again in the form of dialogues. In this

activity, foreign teachers use relay Q & A to interact with students so that most students are able to participate in the activity actively. The foreign teachers effectively improve the students' interest in learning through this way. The foreign teachers seldom use examination paper test applied by many teachers to test their knowledge. The foreign teacher suggested that the students find the English materials they are interested in to study. In this way, the learning effect will be better. When interviewing foreign teachers, one foreign teacher believes that it's not important to watch movies or your favorite videos, because you are still listening to and learning new words. You can not expect students to come to class once a week and then after some time they will understand a lot. Therefore, the foreign teachers also advise that students find a listening segment they enjoy and listen again and again. No one is going to stay focused on listening if they don't enjoy the topic. For instance, some ESL teachers recommend VOA to students, but students are not willing to listen to some boring voice over and over about politics if they don't care about it.

4.2.4 The inherent advantages of foreign teachers

It is undeniable that the native language advantage of foreign teachers is one of the major reasons for attracting students. Some students say that they like the pure pronunciation and the authentic English expressions of foreign teachers very much. At the same time, some students say that their English expressions have been improved in the listening course of foreign teachers. Most of the students hope to practice their oral English and listening through more communication with foreign teachers. No matter in what type of English proficiency tests, sometimes students are not able to keep up with the speaker's pace, which will lead to incomplete and incorrect understanding of the listening part, resulting in score loss. And, the speed of foreign teachers can make people adapt to the English listening environment and the speaking rhythm and tempo.

Another advantage is about the experience of cultural diversity. Because foreign teachers come from different countries, they experience different cultures

and traditions living in China, which will enable the students to acquire some knowledge on their genuine feelings about the cultural differences between the east and the west. Language education in essence is the cross-culture education since language are closely related to culture. Foreign teachers consciously or subconsciously relate the English language to culture, which helps to enhance students' intercultural competence. All of the above advantages are usually not possessed by Chinese English teachers, which is the reason why foreign teachers are popular with students.

4.3 The problems in the foreign teachers' listening class

Based on the data from the questionnaire and the interviews with students chosen randomly, there are some problems in the foreign teachers' listening instruction, which mainly consist of the following aspects.

4.3.1 Difficulty in following the teacher

First of all, there is no doubt that almost all the students of listening course in this case are in the learning environment of pure English context. College students come from all parts of the country with different levels of English proficiency. What's more, in some areas, listening is not a compulsory part of the English test for College entrance examination in some regions of China. As a result, students from these areas find them lag far behind those who've spent a lot of time practicing listening for the entrance examination. Since foreign teachers are English native speakers and most students haven't had much experience of the native-speaking environment, they have difficulty catching up with the teacher if the teacher speaks at a normal speed of their daily talk. Because most foreign teachers can not speak Chinese to make further explanations, students may be stuck from time to time due to misunderstanding or lack of understanding. Some students may even get upset. What's more, some students may give up listening lessons. In the questionnaire, only about 8% of the students show that they can fully understand what the foreign teachers say in class. It can be seen that in listening class, teachers should communicate with

students more to find out the appropriate speed of speaking, so that students can understand most content of teaching.

4.3.2 Lack of after-class interaction

The 90-minute class is very limited for a class of about 30 students, let alone one foreign teacher is usually assigned with more than 2 classes. Most of the students hope to communicate and interact with foreign teachers. Due to the limited classroom time and students' language barriers, it is difficult for foreign teachers to achieve this. In addition, due to the language barriers, students do not communicate with foreign teachers as frequently as with Chinese teachers, worrying about the mistakes made in communication, whether in oral form or in written form. This result in the teachers' lack of communication and familiarity with the students. However, these problems do not exist in listening classes by Chinese teachers. Students can tell what they want to say to Chinese teachers without too much scruples. In the listening class by foreign teachers, if there is a lack of communication between teachers and students, they will not be able to receive timely feedback from students on the instruction, which will probably lead to poor results and reduced motivation in learning.

4.3.3 Inadequate instruction in test-related exercises

Although we do not advocate test-oriented education, at a certain stage, it is useful and important to encourage students to practice the relevant materials of CET-4 and CET-6. As one of the effective ways to stimulate students' interest in English learning and promote their language competency, these English tests do work many times as for most non-English majors, one of the major goals of learning English is to pass those standard proficiency tests like CET-4, CET-6, IELTS, TOFEL, etc. which are either important criteria for job hunting or required threshold for overseas study after graduation. Listening is an important part in these tests, which, for example, takes up 35 percent of the total scores in CET-4 and CET-6. Therefore, students hope that similar format or previously tested questions can be

practiced and elaborated in the listening class. However, due to lack of familiarity with the tests and consciousness about the importance of the tests, the foreign teachers do not like to teach the lessons according to the test requirement, claiming that this is neither the only way nor the effective way to improve listening ability. However, this will inevitably leads to students' dissatisfaction and concern that they may get less test-related knowledge as compared with students taught by Chinese teachers. According to the questionnaire, less than half of the respondents say that teachers sometimes teach listening skills related to those tests.

4.3.4 Problems arising from cultural differences

Since most foreign teachers are from North American countries, and most students are Chinese students (Some international students attending the class are not native speakers of English), cultural differences do exist and sometimes lead to misunderstanding. Due to lack of background cultural information, students may find it hard to comprehend the connotations of some words or sentences or where the humor lies. Therefore, although sometimes the teachers predict the lesson to be an interesting and instructive one, only to find the students' responses disappointing. On the other hand, students would feel boring since they haven't got the right information. From the first part of the students' answers to the questionnaire, however, about 40% of the students also said that they would occasionally feel bored in the listening class of foreign teachers. This can be attributed to both the teachers' lack of analysis of the students' learning status and the students' inadequate background knowledge in certain fields. Only through joint understanding and efforts will the lesson be turned into a meaningful and instructive one.

4.4 Suggestions for teachers of listening course

Based on the results and analysis of the questionnaire, interview and observation, some suggestions are put forward in the following part to hopefully provide reference for better listening instruction.

4.4.1 Enriching the teaching activities

Many teaching methods can be appropriately applied in the listening instruction, and the instruction should not be confined to the content of the textbooks. Task-based teaching method, for example, can be used properly in the listening class. Based on the listening material of the textbooks, teachers can design pedagogical tasks which involve communicative language use in which the user's attention is focused on meaning rather than grammatical form. To finish the tasks, students not only need to try their best to comprehend the meaning of the listening materials, but they are also required to organize and present what they've heard, thus realizing the perfect combination of listening and speaking. For example, if the topic in the textbook is about the introduction to some famous cities in the world, the pedagogical task can be designed to ask students to figure out the information about the cities and then present the information as tourist guides. Such tasks involve information acquisition, information processing and information presentation. Obviously, it is also an effective way to expand students' knowledge. This not only satisfies the students' needs, but also makes the listening class more interesting and interactive.

Teachers can also play some games in the listening class in combination with what they have learned, which can appropriately alleviate students' learning fatigue. This is one of the reasons why 56% of the students think that the English listening course taught by foreign teachers is more effective and can stimulate students' interest in learning.

In the selection of listening materials, some materials in the textbooks are test-oriented, and most are not. However, if teachers can still take time to search for some relevant audios or videos, such as movie clips, pop songs, current events, students might be better engaged in the interaction with teachers. For those test-oriented materials, both the teachers and students should attach more importance to them since in terms of teachers, they hope such practice can help students pass the proficiency tests and in terms of students, they are motivated with the purpose of

passing the tests.

4.4.2 Maintaining a moderate speech rate

Because of the differences in vocabulary and listening competence of the students, the teacher should speak at a moderate speed in the listening class, which is more convenient for most students to catch up. In the teaching of English listening course, the speed of foreign teachers should not be too fast, while that of Chinese teachers should not be too slow. When students have a place they can't understand, it's suggested that teachers slow down and explain for students. When explaining, teachers are also advised to reduce the use of Chinese interpretation. They can explain through paraphrasing method. There are many advantages of paraphrasing. For example, this method is conducive to the cultivation of students' English thinking pattern so that students can avoid Chinese thinking when translating part of the answers in various English tests, and at the same time, the translation level of students can be improved to a certain extent. Also, this method can deepen students' deep understanding of individual words or phrases, and enable students to use words and phrases more properly.

4.4.3 Getting familiar with the learners' needs

Teachers should keep frequent communication with students. In our life, we have various kinds of communication every day. In the process of communication, it is a good opportunity for those who participate in the communication. People know each other and understand each other by communication. Teachers can ask students whether the listening classroom teaching environment is set appropriately, whether they have difficulties in learning, etc. In the process of continuous inquiry, the teachers not only understand the students learning status better, but also get closer with the students emotionally, so as to lay a solid foundation for the establishment of a good relationship between teachers and students. At the same time, teachers should understand students' learning motivation, learning effect, learning methods, etc. Each student has his own characteristics. More communication and interaction enable teachers to find the methods

suitable for students' aptitude. Teaching students in accordance with their aptitude is an important teaching method and principle. In this way, teachers and students can learn more about each other, and it is also conducive to the smooth and efficient classroom teaching.

4.4.4 Adopting some test-oriented teaching

The CET-4 and CET-6 are very important for Chinese college students. This is not only a proof of English ability, but also a positive impact on the future career path of the students. In the interview with the students, most of the students expressed their hope that foreign teachers would teach more about CET-4 and CET-6. It can be seen that this happens to be the demand of students for listening courses during their college study. Therefore, teachers should also teach according to the syllabus of CET-4 and CET-6 so as to provide strong help for passing the CET-4 and CET-6. It is suggested that teachers should teach some listening skills in listening class. For example, in some listening materials, there may be situations where both American and British sounds appear in a conversation. In addition, there are a lot of differences in British and American pronunciation of the same words. Teachers can help students learn to identify them. One of the most frequently used tactic in question design is the replacement by synonyms or hyponym or superordinate, so teachers can expand the vocabulary in vocabulary teaching and ask students to become sensitive to the related words. Through the training of classified content, students will be able to gradually make improvements in terms of pronunciation, numbers, proper names, related words, long and difficult sentences, so as to improve their listening test ability. This is very necessary for college English learning.

4.4.5 Emphasizing the basic language skills

Rome is not built in one day. Likewise, it is impossible to make a big leap within a short time. Good listening competence needs constant practice and the right skills. Only through long process of accumulation will the achievements be reflected. This requires students to accumulate enough knowledge concerning pronunciation, vocabulary, grammar and

so on at ordinary times. Without adequate stock of vocabulary, good listening skills mean nothing since they are complementary. With a lot of practice, students will know more about the model of listening exercises, and improve the speed and quality of listening comprehension. While guiding students to do the model tests, teachers can design some activities to encourage students to acquire more vocabulary than required. Therefore, rich vocabulary is the very basic prerequisite for progress in listening. Obviously, rich vocabulary will make students feel like fish in water in listening practice. At the same time, rich vocabulary will improve students' English proficiency as a whole. In listening class, teachers should attach more importance to basic language skills such as vocabulary learning.

V. CONCLUSION

5.1 Major findings

Through the research of foreign teachers' listening course, it is found that foreign teachers' colorful teaching activities and active classroom atmosphere are the main reasons for the popularity of their class. Good combination of listening and speaking practice in the class is found to be another attraction to students since they think foreign teachers' speaking are more natural than Chinese teachers. In addition, in the foreign teachers' class, students can learn about the culture of different countries. Of course, the foreign teachers listen to their classmates' weekend life, and the students like the pure pronunciation and expression of the foreign teachers. At the same time, through this research, we can also find the advantages and problems of listening instruction. The native language advantage of foreign teachers is still a significant advantage of foreign teachers. Some students said that they could practice more standard pronunciation and learn pure English expression in the listening class of foreign teachers. Foreign teachers are very patient in all aspects of listening teaching. For example, when students can't answer questions, we can find that nearly 90% of the students hope that the teacher would give hints and more than 50% of the students hope that the teacher

extend the time waiting for students to answer. Foreign teachers advise students to listen to more listening materials they are interested in. Foreign teachers think that people can do things they like better. Foreign teachers are also good at making changes to their teaching methods and teaching students according to their aptitude. Many Chinese students do not reach the English level of this age group. Foreign teachers spend more time to train and review courses at the same time. At the same time, this proves that about 66% of the students think that teachers should never blindly pursue teaching speed and ignore teaching quality in listening class. Foreign teachers are also very creative in class.

Of course, there are two sides to everything. There are also some problems in foreign teachers' listening instruction. Unlike Chinese English teachers who are bilingual, sometimes they can't provide clear explanation if students encounter some difficulties in catching up or understanding what they say. Due to cultural differences, foreign teachers usually fail to get a better understanding of the students' learning status and background. Furthermore, the lack of understanding of both cultures may give rise to some misunderstanding which might lead to the tension between teachers and students. Another problem is that foreign teachers are not familiar with the Chinese tests such as CET-4 and CET-6 and their importance for the students, so they seldom include test-related exercises in their teaching, which causes some dissatisfaction from students. Even if we don't advocate test-oriented teaching, it is necessary to tailor the teaching to meet the needs of the students before the test.

Therefore, it is essential for teachers to employ various and appropriate teaching methods to enliven the listening class as for listening, concentration is crucial to make progress. Of course, the prerequisite can't be ignored, that is, the accumulation of students' vocabulary and grammar input. In addition, some useful listening techniques should be summarized to help students deal with different listening tasks.

5.2 Limitation and Suggestion for Further Research

Although the findings help to find answers to the research questions, there are some obvious limitations in this thesis. First of all, there are only two foreign teachers in the study, and one of them has a language education background and the other has no language education background. Due to the different personalities, they don't share too much in common concerning the specific teaching methods, which makes it difficult to generalize the useful suggestions for listening instruction. Therefore, if possible, it is better to study the listening courses of foreign teachers with similar background, which could better reveal the characteristics of listening courses of foreign teachers and the reasons for their popularity.

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