

Empirical Reforms on New-CET4 Communicative Listening Teaching

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Abstract

As proved, communicative listening test and teaching are indivisible partners but are not subordinate to each other; only by effective interaction of each other and promoting their active strengths, will productive fruits come into reality in walks of language acquisition (Lei, 2012). Subsequent to the *Empirical Reforms on New-CET4 Listening Test*, This article also selects two representative classes of sophomores coming from Hubei University of Education as the sample to complete the empirical research on what necessary strategies should be employed in New-CET4 communicative listening teaching, in the methods of quantitative and qualitative comparative analysis with the help of the instrument SPSS (Statistics Planning of Social Science). The research findings prove that the student-centered communicative listening teaching mode of “view-listen-imitate-interpret-evaluate” based on the principle of teaching students in accordance with aptitude, is beneficial to build up students’ authentic communicative competence in different situations.

Key words: Empirical reforms; CET-4(College English Test Band 4); Communicative listening teaching

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INTRODUCTION

As proved in *Development Status of Communicative Listening Test and Teaching*, communicative listening

test and teaching are indivisible partners but are not subordinate to each other; only by effective interaction of each other and promoting their active strengths, will productive fruits come into reality in walks of language acquisition (Lei, 2012). Subsequent to the empirical reforms on New-CET4 Listening test (Lei, 2012), this research continue to explore what corresponding reforms should be conducted in communicative listening teaching and what teaching strategies are beneficial to the common development of New-CET4 listening test and teaching in the purpose of enhancing students’ communicative competence.

To work out and verify the empirical communicative teaching strategies, following comparative empirical studies has been conducted in the subject college--Hubei University of Education as well.

1. EMPIRICAL REFORMS ON NEW-CET4 LISTENING TEACHING

1.1 Hypotheses and Purpose

The Hypothesis of this empirical study on New CET4 communicative listening teaching activities lies in that there is no Mean difference between the scores that students successively got in New-CET4 listening test before and after conducting reformed teaching strategies, which is called null hypothesis. If the null hypothesis is rejected by the results of empirical study, it can be proved that there is a notable difference between them, which identifies that the reformed communicative listening teaching strategies have a significant impact on students’ achievements both in comprehension-oriented and communication-oriented New-CET4 listening test.

The purpose of this study is to verify whether the reformed communicative listening teaching strategies will do contribute to students’ authentic communicative competence in methods of quantitative and qualitative

empirical study both in horizontal and longitudinal comparisons.

1.2 Subjects

Same as *An Empirical Study on Problems Involved in CET4 Communicative Listening Test and Teaching*, this study also employ two classes of 95 student subjects (one is engineering management class of 2008 grade named Class 2, the other one is primary education class of 2008 grade named Class 1 in following study).

1.3 Instruments

In order to make the empirical study convinced, effective and justified, one or more instruments should be taken into SPSS (Statistical Program for Social Sciences) such as questionnaire, test and interview as follows.

1.3.1 Questionnaire

Before the empirical study, the questionnaire has been conducted at the very beginning of second semester in 2010, in the purpose of collecting students' attitudes towards current CET4 listening teaching activities and then work out some effective strategies in listening teaching, which aims at building up students' practical communicative competence in different situations. The questions for CET4 listening teaching involves six questions in total, together with another fifteen questions concerned with CET4 listening testing have been organized into one big questionnaire which have been discussed in the former study *Development status of Communicative Listening Test and Teaching*. Of those six questions, two negative questions have been planned with the purpose of guaranteeing the validity of questionnaire itself. As for the detail organization of this questionnaire, we can get a detail material from the given study. (Lei, 2012)

1.3.2 Pretest and Posttest

The purpose of setting pretest and posttest is to explore whether there are great progresses happened to empirical classes after implementing the reformed communicative listening teaching strategies, compared with the achievement got before this empirical practice. If the answer is positive, above null hypothesis will be overthrown, in this sense, the strategies which are employed in teaching activities will be justified in CET4 listening teaching reformation. In this study, at first, pretest and posttest uses the same paper for the sake of doing the longitudinal comparison between two times of achievements; subsequently, the paper used in posttest will be replaced with the reformed test named new question types in statistics, in order to reconfirm the former results. The interval of time between pretest and posttest spans a whole term, in course of which, certain reformed communicative listening teaching strategies have been carried into execution.

1.3.3 Interview

After a term of communicative listening teaching, ten

student subjects from each parallel class with different major under my teaching have been chosen to conduct the interviews for the sake of collecting their feedback upon the communicative listening teaching strategies which have been practicing in classroom activities during the whole term. In course of interviewing, double ten subjects have been test individually. The questions concerned can be reduced into two big categories: one is concerned with the effect of the communicative listening teaching strategies acted on them; the other one involves free talk about their troubles in listening and speaking activities. The whole process of each interview is limited in 10 minutes, during which both interviewee and I conduct communication in English in the purpose of examining their practical conversational competence.

1.4 Procedures

Although many strategies have been employed in communicative teaching activities, in this section we only focus on the step-by-step multimedia teaching mode of "view-listen-imitate-interpret-evaluate".

1.4.1 Instructing of the "View-Listen-Imitate-Interpret-Evaluate" Mode

Before the implement of the "view-listen-imitate-interpret-evaluate" mode in parallel classes of listening teaching, relevant detail explanation upon it is supposed to be given to my students. This mode can be conducted into five steps: At first, assignment distribution must be completed. The students will be grouped into five, and each one is offered special assignment, in detail, student A and B are in charge of imitating the speech conducted by two speakers in audio listening clip on showing, student C and D act as interpreters of A or B respectively, the fifth student E is responsible for doing an evaluation upon former four students' performances and then give his or her constructive suggestions. Subsequently, the audio listening clip involving two speaker' conversation is been played for the first time without captions, in course of which, all the students are required to view and listen intensively. On the third step, the same audio listening clip can be played for the second time with the caption, this time every students are asked to check what they did not catch on. For the Fourth step, the same clip will be projected for the third time in the condition of silent voice but equipped with captions, under which, the group of five students are required to imitating this clip at the original speed, two speakers speak following the caption but two interpreters have to blind themselves just for listening two classmates' speech and interpret their conversation in time, during which instructor gives a proper interval to two interpreters according to their circumstances. At last, when four students finished their imitating activities, the fifth student has to put forward his or her evaluation and suggestions upon the peer's presentation. Hereto, one turn of this mode practice is completed.

1.4.2 Design of Learning Groups

In the convenience of conducting “view-listen-imitate-interpret-evaluate” mode in listening class, all the students in class 1 and 2 have been divided into regular leaning groups of five. From each group, one leader has to be chosen in charge of organizing and reporting their learning within or out of class. After each group’s practical performance, the relevant written records have been collected and hand in.

1.4.3 “View-Listen-Imitate-Interpret-Evaluate” Mode

Before listening class, the relevant audio listening materials must be prepared up to students’ listening level as well as their interests. In the course of preparation, students major difference must be take into careful consideration. For example, as the analysis made in the former study *Empirical Reforms on New-CET4 Communicative Listening Test*, generally, the male dominant science class is good at logic and creative thinking but weak in knowledge memorization, while the female dominant art class is adept at affective thinking and knowledge memorization but weaker in logic inference. Furthermore, social class is in favor of current news, reports and action movie while art class is fond of fashion and vivid cartoon movie and good at imaginative thinking. Therefore, the listening materials must be prepared based on the students’ major or gender differences: In art class 1, some shot movie clips covering children education, recreation news and fashion etc. are selected; however in class 2 some audio clips involving exploration, inference, current news and economic resources etc. are introduced. After an elaborate preparation for audio listening materials, the subsequent classroom teaching organization is of greatest importance. In course of listening teaching activities, the mode of “view-listen-imitate-interpret-evaluate” has to be conducted step by step: Firstly, the order of listening materials must be arranged according to their difficulty, in other words, the easy one may be practiced at first, and then a little difficult one and at last the difficult one. Secondly, when carrying out the “view-listen-imitate-interpret-evaluate” mode, three big steps can be followed: On the first step, the basic comprehension of materials is achieved by two times’ intensive viewing and listening (first time for viewing and listening without captions, second time for checking the give information got from the first time with captions). On the second step, group practice for imitating the audio listening materials on tape with or without captions. On the third step, the realistic evaluation is made by the peers in group, and some suggestions may be given for improvement. During students’ practice, I will show around and give some advices to them. The whole process is student-oriented in stead of teacher-centered. After students’ sufficient autonomic presentation, I can check one or two groups at random, and then give a pointed evaluation and instructions. As for the time arrangement in class, the time distribution of audio introduction, students’

autonomic learning practice and teacher’s instruction can be correspondingly planned in proportion of 15:25:5 (15 minutes for audio introduction; 25 minutes for students’ autonomic learning practice; 5 minutes for teacher’s instruction). As the quota of each lesson is concerned, it will depend on the students’ circumstances, but on any account, more than three clips are not enough within one class of 45 minutes. After class, some assignments of presentation based on the “view-listen-imitate-interpret-evaluate” mode have been given out, for example, the task of imitating and practicing a piece of episode of movie *Shawshank Redemption* is assigned to do after listening class, which stimulated classes’ interests so that most of them acted their roles excitingly and conducted a splendid presentation in class.

1.5 Data Collection and Analysis

In this study, all the data of instruments including questionnaire, pretest and posttests are expected to be computed and analyzed with the aid of SPSS. Before conducting the empirical study of Paired Samples Test and Independent Samples Test, the distribution of normality and homogeneity of variance upon the variances for study such as subjects’ achievements should be testified. That is the prerequisite for further empirical study. In *Empirical Reforms on New-CET4 Listening Test*, the datum of posttests involving simulated CET4 listening posttest and reformed (new questions type) one have been justified in terms of distribution of normality and equality of variance. Also the qualifications of questionnaire in terms of validity and reliability have been testified in *An Empirical Study on Problems Involved in CET-4 Communicative Listening Test and Teaching* (Lei, 2012). Hence, in this paper, it just only needs to testify the qualifications of pretest (simulated test before the empirical study) in terms of distribution of normality and equality of variance before T-tests as follows.

Table 1
Case Processing Summary for Pretest

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Pretest Section A	95	100.0%	0	.0%	95	100.0%
Pretest Section B	95	100.0%	0	.0%	95	100.0%
Pretest Section C	95	100.0%	0	.0%	95	100.0%
Pretest Total	95	100.0%	0	.0%	95	100.0%

Table 1 states that all 95 student subjects have been taken part in Section A, B, C of the pretest.

In Table 2, the values of Mean, Skewness and Kurtosis of each Section and Total score item have been reported respectively.

Table 3 shows the M-Estimators level, a very important reference to measure the normality of distribution of all the items being analyzed such as Pretest Section-A, B, C and Total listed . It is a principle that if the value of M-Estimators is much closer to its corresponding mean

value, we can conclude that the data distribution belongs to normality distribution. Compared with the Mean value of each one of above four items (shows in Table 2), all their corresponding M-Estimators values are very closer to their mean values. In detail, Pretest-A's M-Estimator value 8.41 is much closer to its mean value 8.35; Pretest-B's M value 3.28 approaches to its mean value 3.44 and so do that of Pretest-C as well as Pretest-Total. It identifies that the data distribution of above four items belong to normality. This is also testified by the Skewness level: all their values of Skewness (-.278, .530, .645 .157 shows in Figure 4.2) are all far less than 1, which strongly confirms us their normality of distribution as well.

Table 2
Descriptions for Skewness and Mean

		Statistic	Std. Error
Pretest Section A	Mean	8.35	.218
	Skewness	-.278	.247
	Kurtosis	-.264	.490
Pretest Section B	Mean	3.44	.170
	Skewness	.530	.247
	Kurtosis	.109	.490
Pretest Section C	Mean	3.08	.238
	Skewness	.645	.247
	Kurtosis	-.381	.490
Pretest Total	Mean	14.87	.463
	Skewness	.157	.247
	Kurtosis	-.547	.490

Table 3
M-Estimators Level of Pretest

	Huber's M-Estimator ^a	Tukey's Biweight ^b	Hampel's M-Estimator ^c	Andrews' Wave ^d
Pretest Section A	8.41	8.40	8.39	8.40
Pretest Section B	3.28	3.22	3.33	3.22
Pretest Section C	2.68	2.18	2.60	2.17
Pretest Total	14.67	14.64	14.77	14.64

- a. The weighting constant is 1.339
- b. The weighting constant is 4.685.
- c. The weighting constants are 1.700, 3.400, and 8.500
- d. The weighting constant is 4.340*pi.

1.5.1 Results and Analysis of the Questionnaire

Because the results of questionnaire for New CET4 communicative listening teaching have been analyzed in *An Empirical Study on Problems Involved in CET-4 Communicative Listening Test and Teaching*, here the detail analysis upon student subjects' attitude towards New-CET4 listening teaching reformation can be simplified into summary: most part of student subjects are in favor of timely reformation upon current CET4 listening teaching, which can be definitely explained as Table 26 described in former study *An Empirical Study on Problems Involved in CET4 Communicative Listening Test and Teaching*. But among six results of questions for teaching (from Table 20 to Table 25), we can focus on the analysis of Table 26 concerning the results of students' attitude towards the step by step multimedia teaching mode of "view-listen-imitate-interpret-evaluate", because this mode is the core point for this section of empirical study.

Table 4
Frequency Descriptions for Q20 (Lei, 2012)

20. The step-by-step multimedia teaching mode of view-listen-imitate-interpret-evaluate" should be introduced into CET4 listening sections.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid strongly agree	81	84.4	84.4	84.4
agree	7	7.3	7.3	91.7
disagree	3	3.1	3.1	94.8
strongly disagree	5	5.2	5.2	100.0
Total	96	100.0	100.0	

Above Table illustrates that 91.7% of students agree with the communicative listening teaching mode of "view-listen-imitate-interpret-evaluate", which strongly demonstrates the effectiveness of this teaching mode in terms of enhancing students' practical communicative competence in different situations.

1.5.2 Results and Analysis of the Pre- and Post-Test

The comparison between Pretest and Posttest has been realized by Paired Samples Test upon eight pairs that listed in Table 5 The former four pairs belong to the compassion between two simulated CET4 listening tests, one is conducted before the implement of the communicative listening teaching mode of "view-listen-imitate-interpret-evaluate" and the other is accomplished after one terms practice of the mode. The latter four pairs are concerning about the comparison between pre-simulated test and the new questions type test conducted at the end of the term, during which some communicative listening teaching strategies represented by the mode of "view-listen-imitate-interpret-evaluate" have been putting in practice step by step.

Table 5
Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest Section A	8.35	95	2.123	.218
	Posttest Section A	9.39	95	2.214	.227
Pair 2	Pretest Section B	3.44	95	1.661	.170
	Posttest Section B	3.75	95	1.657	.170
Pair 3	Pretest Section C	3.08	95	2.323	.238
	Posttest Section C	4.84	95	2.385	.245
Pair 4	Pretest Total	14.87	95	4.515	.463
	Posttest Total	17.98	95	4.636	.476
Pair 5	Pretest Section A	8.35	95	2.123	.218
	New Section A	10.58	95	2.210	.227
Pair 6	Pretest Section B	3.44	95	1.661	.170
	New Section B	5.36	95	1.304	.134
Pair 7	Pretest Section C	3.08	95	2.323	.238
	New Section C	5.81	95	1.539	.158
Pair 8	Pretest Total	14.87	95	4.515	.463
	New Total	21.75	95	4.092	.420

Table 6
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Pretest Section A & Posttest Section A	95	.313	.002
Pair 2	Pretest Section B & Posttest Section B	95	.354	.000
Pair 3	Pretest Section C & Posttest Section C	95	.698	.000
Pair 4	Pretest Total & Posttest Total	95	.721	.000
Pair 5	Pretest Section A & New Section A	95	.358	.000
Pair 6	Pretest Section B & New Section B	95	.231	.025
Pair 7	Pretest Section C & New Section C	95	.481	.000
Pair 8	Pretest & New Total	95	.605	.000

Table 6 informs us that all the eight pairs of variances

outnumber 0.3, which achieve the higher level of correlation. Moreover, all the eight pairs of variances have the lower level of significance (less than 0.05) which confirms us that these pairs of variances are qualified for Paired Samples Test. Although the correlation of pair 6 (.231) is less than 0.3, its corresponding significance level (.025) are far less than 0.05, which indicates that pair 6 still accord with the requirement for Paired Samples.

Table 7 states that between the lower limit and the upper limit of the 95% Confidence Interval of The Difference, the values of eight pairs do not include zero, which means that there is a great difference within each pair of variances; Also the eight values of Significance 2-tailed are far less than 0.05, which strongly reject the null hypothesis and reconfirms us that there exists a greater difference between each pairs as well.

Table 7
Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pretest Section A - Posttest Section A	-1.042	2.543	.261	-1.560	-.524	-3.994	94	.000
Pair 2	Pretest Section B - Posttest Section B	-.305	1.885	.193	-.689	.079	-1.578	94	.118
Pair 3	Pretest Section C - Posttest Section C	-1.758	1.832	.188	-2.131	-1.385	-9.353	94	.000
Pair 4	Pretest Total - Posttest Total	-3.105	3.419	.351	-3.802	-2.409	-8.852	94	.000
Pair 5	Pretest Section A - New Section A	-2.232	2.456	.252	-2.732	-1.731	-8.857	94	.000
Pair 6	Pretest Section B - New Section B	-1.916	1.860	.191	-2.295	-1.537	-10.04	94	.000
Pair 7	Pretest Section C - New Section C	-2.726	2.081	.213	-3.150	-2.302	-12.77	94	.000
Pair 8	Pretest Total - New Total	-6.874	3.843	.394	-7.657	-6.091	-17.43	94	.000

From the column of Mean showed in Table 7, we can get the conclusion that students' posttest achievements scattered in Section A, B, C and Total are higher than their scores obtained in pretest. It proved the fact that through a terms' communicative listening teaching practice, students have got a definite improvement in listening ability. By comparative analysis, we can account for the improvement in detail: On one hand, we can explore the achievement differences between pretest and the posttest that shared the same paper with the former. In terms of Section A, the Mean of studetns' pretest achievement is 1.042 points more than their posttest'. Because questions in this section are half comprehension-oriented and half communication-oriented, this gap demonstrates that students have a progress both in listening comprehension and in listening conversation. In respects of Section B, students only have .305 points lag in pretest, since all the questions in this section are comprehension-oriented, moreover all the listening passages are monologue with written speech and difficult same as the reading comprehension in

CET4. Therefore, students' little progress in this section is predictable and reasonable. In Section C, students' average achievement is 1.758 points more than that got in pretest. It respects that students have a definite progress in knowledge memorization and shorthand. This fact informs us that communication-oriented and student-centered teaching strategies are beneficial to build up students' autonomic learning ability. As for Total Score, there is 3.105 points gap between pretest and posttest in Total. On the other hand, the comparison between pretest and the new questions type posttest can be conducted thoroughly. In Section A, compared with the former, students have a bigger progress of achieving 2.232 points improvement under the condition that the new questions type posttest is one-third comprehension-oriented and two-thirds communication-oriented with the bigger difficulty than the pretest. It indicates that students have a definite progress both in listening comprehension and communication. In Section B, students' development in new questions type posttest lies in 1.916 points progress in listening

communication competence. In Section C, students have got 2.726 points improvement in comprehension-oriented posttest, which represents their progress in comprehensive ability. In Total Score item, there is 6.874 points gap in total. It is more than twice as much as that occurred in former Pre-post test. It strongly confirms us that only the perfect interaction of communication-oriented listening test and communication-oriented teaching can speed up students' practical communicative competence effectively.

Above comparative analysis of Paired Samples Test upon pretest and posttest have testified the effectiveness of the communicative listening teaching mode of "view-listen-imitate-interpret-evaluate" in longitudinal. By which every student's individual development can be demonstrate explicitly, but the within group development of students has been ignored, hence, the following comparative analysis of Independent Samples Test upon two different major classes (education class and engineering class) can account for their within group

improvement clearly. Because the new questions type posttest has been justified in terms of building up students' communicative competence, it is the best choice in following horizontal comparative study.

In Table 8, the column of Mean informs us that there are differences between education class and engineering class within three Sections as well as Total Score item.

Table 8
Descriptions for Group Statistics

	Major	N	Mean	Std. Deviation	Std. Error Mean
New Section A	Education Class	54	11.19	2.258	.307
	Engineering Class	41	9.78	1.891	.295
New Section B	Education Class	54	5.69	1.343	.183
	Engineering Class	41	4.93	1.127	.176
New Section C	Education Class	54	6.11	1.239	.169
	Engineering Class	41	5.41	1.802	.281
New Total	Education Class	54	22.98	3.834	.522
	Engineering Class	41	20.12	3.887	.607

Table 9
Independent Samples Test for Posttest of New Questions Type (named as New)

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
New Section A	Equal variances assumed	.765	.384	3.22	93	.002	1.405	.437	.538	2.272
	Equal variances not assumed			3.30	92.06	.001	1.405	.426	.558	2.251
New Section B	Equal variances assumed	.821	.367	2.92	93	.004	.758	.260	.242	1.275
	Equal variances not assumed			2.99	92.03	.004	.758	.254	.254	1.262
New Section C	Equal variances assumed	7.385	.008	2.23	93	.028	.696	.312	.076	1.316
	Equal variances not assumed			2.12	67.30	.037	.696	.328	.042	1.351
New Total	Equal variances assumed	.461	.499	3.58	93	.001	2.860	.799	1.273	4.446
	Equal variances not assumed			3.57	85.65	.001	2.860	.800	1.268	4.451

Table 9 describes each difference concretely: In respect of Section A, education class' average score is 1.405 points more than the engineering class', which indicates that engineering class has a little lag; In terms of Section B, education class is also a little superior to the engineering class, according to their average score; That also does in Section C; Consequently, Engineering class has 2.86 points lag behind education class in Total Score. Compared with the engineering class' 5.871points lag in 2009 CET4 listening test Total Score, It has a great progress in communicative listening level owing to the employment of conducting teaching in accordance with students' aptitude.

In summary, both longitudinal comparative study and horizontal one confirms us the communicative listening

teaching strategies represented by the mode of "view-listen-imitate-interpret-evaluate" are beneficial to improve students' authentic communicative competence.

1.5.3 Results and Analysis of the Interviews

According to the research of interviews, more than 95% students consider that the student-centered communicative listening teaching mode of "view-listen-imitate-interpret-evaluate" effectively improved their authentic English communicative competence in conversational situations. Some of them said that before undergoing this teaching mode, they were not confident in English speaking and had to struggle for escape in hysteria especially at the time when they came across a foreigner or encountered English teacher's question. Most of them regard it is the student-oriented teaching mode that offers them a very

free room in which they can drill themselves into full play in cooperative atmosphere. By which they establish their interest and enthusiasm upon English learning step by step, and then change their past passiveness into current positive attitude toward English speaking and listening. Also, they said this mode can not only broaden their vision upon English countries' interesting cultures and customs but also stimulate their enthusiasm to improve their conversational ability. All of them indicate that they have got a great progress in English speaking and listening, so that they are confident to talk with foreigners and answer English questions freely. In addition, they revealed that they have formed a good habit in English learning, for example, they spend half hours in listening and viewing China Daily news and another fifteen minutes in communicating with peer partner about what he or she have heard, seen, and thought today.

When it comes to the troubles they encountered in English speaking and listening, the common problems have been advanced: the current CET4 listening test are still comprehension-oriented, it can not measure and speed up their real English communicative competence. They advocate the test and teaching should be interacted together to benefit students' improvement of English application so as to avoid the trouble phenomenon of "higher scores in test but lower level in communication". Furthermore, they put forward two constructive suggestions: one is small class teaching in listening and speaking course should be taken into consideration, the other one is to convince the school authority transfer their examination-oriented education system to the integrated-ability-oriented cultivating.

CONCLUSION

From above empirical studies, we can get the conclusion that more than 80% students are not in favor of current CET4 listening teaching activities, attributed to the fact that present goal of teaching is nothing but serve for passing the exam, rather than improving students' authentic English communicative competence. The results of questionnaire, test and interviews altogether confirm us that the student-centered communicative listening teaching mode of "view-listen-imitate-interpret-evaluate" based on the principle of teaching students in accordance with aptitude, is beneficial to build up students' authentic communicative competence in different situations. In detail, questionnaire statistics illustrates that there are 91.7% of student subjects agree with above step-by-step teaching mode (Lei, 2012), which also be justified by the longitudinal and horizontal comparison between pre-test and posttest. At last, the Interviews upon 20 subjects reconfirm us that this mode plays a great role in improving their communicative competence.

Despite so many valuable findings have been discovered from these scientific empirical studies in ways

of questionnaire, tests and interviews, the limitation lies in the sample of 96 subjects is not big enough; owing to lack of time, my conceived thinking of introducing multimedia technology into English listening class has not been studied in detail. I consider it the mainstream development tendency in our future teaching activities, although the majority of English teachers have not commanded this useful technology completely. Moreover, English teachers' computer skill and knowledge involving multimedia courseware making have a great impact on the teaching effect. I think the further study concerning multi-media listening test and teaching will be of great significance in respects of improving college English teaching and test. The most important recommendation I will put forward lies in that you should not be engaged in either test or teaching without taking its twin brother's positive or negative feedback into account. In other words, the development of test and teaching must be synchronous.

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APPENDIX I

New-CET4 Listening Teaching Reformation

ID	Major	Number	Gender	Pre A	Pre B	Pre C	Pre Total	Post A	Post B	Post C	Post Total	New A	New B	New C	New Total
1	1	850,920,001	1	8	3	4	15	8	4	6	18	15	6	7	28
2	1	850,920,003	2	11	5	4	20	10	6	7	23	14	7	9	30
3	1	850,920,004	2	12	2	2	16	8	2	7	17	13	7	8	28
4	1	850,920,006	2	8	4	4	16	12	4	8	24	12	5	6	23
5	1	850,920,007	2	8	2	0	10	12	4	8	24	11	7	4	22
6	1	850,920,008	2	9	1	3	13	12	3	4	19	11	6	6	23
7	1	850,920,009	2	8	2	2	12	7	3	4	14	8	7	7	22
8	1	850,920,010	2	9	4	7	20	11	5	8	24	10	5	6	21
9	1	850,920,011	1	10	3	4	17	8	6	3	17	10	6	7	23
10	1	850,920,012	2	11	4	2	17	11	4	5	20	12	5	4	21
11	1	850,920,013	2	11	3	2	16	6	5	7	18	11	6	5	22
12	1	850,920,015	2	10	3	5	18	10	4	7	21	11	6	5	22
13	1	850,920,017	2	10	2	2	14	8	2	4	14	5	5	5	15
14	1	850,920,018	2	9	3	5	17	10	6	5	21	13	3	6	22
15	1	850,920,019	2	9	3	1	13	11	4	5	20	10	2	4	16
16	1	850,920,020	2	7	4	1	12	9	4	6	19	10	5	6	21
17	1	850,920,022	2	12	3	4	19	5	4	6	15	10	5	6	21
18	1	850,920,023	1	7	2	1	10	10	3	4	17	13	4	3	20
19	1	850,920,024	2	6	3	3	12	10	2	5	17	11	5	6	22
20	1	850,920,025	2	9	3	5	17	12	3	7	22	15	5	6	26
21	1	850,920,026	2	9	2	0	11	12	4	7	23	9	5	5	19
22	1	850,920,028	2	5	0	3	8	5	2	6	13	5	2	5	12
23	1	850,920,029	2	8	4	3	15	10	4	6	20	12	6	7	25
24	1	850,920,031	2	11	4	7	22	13	5	8	26	11	6	6	23
25	1	850,920,033	2	12	1	8	21	6	5	8	19	13	7	7	27
26	1	850,920,034	2	12	6	5	23	12	6	8	26	14	6	6	26
27	1	850,920,039	2	12	3	6	21	13	6	7	26	14	8	8	30
28	1	850,920,040	2	10	5	5	20	10	7	7	24	13	7	8	28
29	1	850,920,041	2	7	3	5	15	9	4	6	19	9	6	5	20
30	1	850,920,042	2	11	5	6	22	8	5	9	22	13	9	9	31
31	1	850,920,043	2	9	6	9	24	12	6	9	27	14	7	7	28
32	1	850,920,044	2	11	7	5	23	13	3	4	20	10	7	7	24
33	1	850,920,046	1	7	3	2	12	10	7	5	22	10	4	5	19
34	1	850,920,048	2	9	3	5	17	11	4	6	21	9	4	5	18
35	1	850,920,049	2	8	5	6	19	12	5	7	24	11	7	7	25
36	1	850,920,051	2	8	6	0	14	11	5	4	20	13	6	7	26
37	1	850,920,052	2	6	3	1	10	6	5	2	13	11	5	7	23
38	1	850,920,053	2	7	4	1	12	11	3	2	16	13	5	6	24
39	1	850,920,055	2	9	3	4	16	9	8	6	23	13	5	7	25
40	1	850,920,056	2	8	3	3	14	9	3	8	20	11	6	6	23
41	1	850,920,057	2	8	3	9	20	10	5	9	24	12	6	6	24
42	1	850,920,058	2	6	2	2	10	5	1	0	6	13	5	5	23
43	1	850,920,059	2	8	1	7	16	11	2	8	21	12	7	7	26
44	1	850,920,060	2	10	2	3	15	9	2	5	16	11	7	6	24
45	1	850,920,061	2	11	4	5	20	8	5	5	18	12	6	6	24
46	1	850,920,064	2	9	4	4	17	9	6	6	21	13	5	7	25
47	1	850,920,054	1	6	1	0	7	3	4	2	9	9	6	5	20
48	1	850,920,065	1	3	3	0	6	5	3	2	10	5	5	4	14
49	1	850,920,066	2	11	5	2	18	11	5	6	22	9	6	7	22
50	1	850,920,067	2	10	4	0	14	10	2	6	18	9	4	6	19
51	1	850,920,068	2	9	3	4	16	12	3	6	21	13	5	6	24
52	1	850,920,070	2	10	4	7	21	11	4	8	23	12	6	5	23
53	1	850,920,071	2	10	1	3	14	8	4	5	17	11	6	7	24
54	1	850,920,075	2	9	8	6	23	10	6	7	23	10	8	7	25
55	2	850,520,053	1	5	3	3	11	9	2	5	16	7	5	5	17
56	2	850,830,015	1	9	3	2	14	10	3	4	17	8	6	7	21
57	2	851,011,003	2	8	2	2	12	12	3	4	19	11	5	7	23
58	2	851,011,004	2	9	4	5	18	12	5	6	23	13	7	8	28
59	2	851,011,006	1	6	4	1	11	8	1	2	11	8	6	6	20
60	2	851,011,007	1	7	5	0	12	10	2	3	15	10	5	5	20

To be continued

Countiued

ID	Major	Number	Gender	Pre A	Pre B	Pre C	Pre Total	Post A	Post B	Post C	Post Total	New A	New B	New C	New Total
61	2	851,011,008	1	6	1	0	7	9	2	2	13	9	5	5	19
62	2	851,011,009	1	9	3	1	13	8	2	3	13	11	4	6	21
63	2	851,011,010	1	12	5	0	17	10	2	6	18	9	5	6	20
64	2	851,011,011	1	6	6	0	12	8	3	2	13	9	5	3	17
65	2	851,011,012	2	9	6	5	20	11	4	5	20	11	5	7	23
66	2	851,011,013	2	7	2	2	11	7	8	3	18	12	6	7	25
67	2	851,011,014	1	10	1	2	13	10	2	0	12	9	3	3	15
68	2	851,011,015	1	6	5	0	11	9	4	1	14	11	3	2	16
69	2	851,011,017	1	7	4	3	14	10	3	4	17	10	4	2	16
70	2	851,011,019	1	6	4	2	12	9	1	3	13	10	4	3	17
71	2	851,011,020	1	11	6	3	20	9	5	1	15	9	5	6	20
72	2	851,011,021	1	7	2	2	11	11	5	2	18	11	5	6	22
73	2	851,011,022	1	5	1	2	8	7	2	2	11	10	3	2	15
74	2	851,011,023	2	8	2	6	16	11	1	9	21	10	6	7	23
75	2	851,011,024	1	3	2	0	5	6	2	3	11	9	6	6	21
76	2	850,710,025	1	10	3	1	14	10	3	1	14	8	5	5	18
77	2	851,011,026	1	4	3	1	8	8	1	1	10	8	3	4	15
78	2	851,012,001	1	9	3	2	14	7	3	3	13	5	4	3	12
79	2	851,012,002	1	7	3	3	13	7	4	6	17	11	6	7	24
80	2	851,012,004	2	12	6	7	25	11	5	8	24	9	6	8	23
81	2	851,012,005	2	9	7	8	24	12	5	8	25	13	7	9	29
82	2	851,012,006	2	8	4	2	14	8	4	5	17	10	6	6	22
83	2	851,012,007	2	7	5	7	19	13	3	7	23	13	6	8	27
84	2	851,012,008	1	8	3	6	17	7	6	7	20	12	5	6	23
85	2	851,012,011	1	8	1	1	10	10	2	3	15	10	6	5	21
86	2	851,012,012	1	10	5	2	17	8	3	2	13	11	6	6	23
87	2	851,012,013	1	7	3	2	12	9	2	4	15	8	4	5	17
88	2	851,012,015	1	9	3	1	13	11	2	3	16	12	5	6	23
89	2	851,012,017	1	7	1	1	9	7	1	2	10	7	4	4	15
90	2	851,012,019	1	7	5	2	14	11	3	2	16	9	5	8	22
91	2	851,012,020	1	9	8	2	19	10	7	3	20	11	3	3	17
92	2	851,012,021	1	9	6	1	16	7	2	2	11	11	6	5	22
93	2	851,012,022	1	5	2	2	9	6	4	0	10	10	4	4	18
94	2	851,012,023	2	5	3	2	10	14	5	3	22	11	5	5	21
95	2	851,012,024	1	4	2	2	8	6	2	4	12	5	3	6	14

APPENDIX II

Questionnaire for Non-English-Major Students' Attitude towards New-CET4 Listening Test and Teaching

NO. _____ Class and Grade: _____
 Gender _____ School Name: _____

Dear students,

The purpose of this research is to know your attitude towards current CET4 listening test and teaching. Your careful and authentic answers will facilitate us to work out best strategies for improving current CET4 listening test and teaching so as to speed up your English level. Here are 21 questions for you; each of them has five scales of choices:

- 1= strongly agree
- 2= agree
- 3= neither agree nor disagree
- 4= disagree
- 5= strongly disagree

Please answer each question honestly and frankly according to your own opinion or learning experience. There are no "correct" answers. Please write the number which best indicates your opinion at the end

of each statement. All the data collected will be highly confidential and will be used for the research only, Thank you very much for your time and cooperation!

1. The listening sections of CET4 presently can not effectively improve the S's English communicative capability. ()
2. The listening sections of CET4 presently can improve the S's English communicative capability. ()
3. The listening test item types in CET4 do not benefit to improve Ss' daily English communicative level. ()
4. The listening test item types in CET4 are beneficial to enhance Ss' daily English communicative level. ()
5. The listening materials in CET4 do not benefit to Ss' daily English communicative level. ()
6. The listening materials in CET4 are beneficial to Ss' daily English communicative level. ()
7. The light background music should be employed into CET4 listening test so as to relieve S's nervous. ()
8. The hot topic upon current affairs and daily life and related comments should be added to the passage listening section in CET4. ()
9. Some video-listening materials should be introduced into CET4 listening sections. ()
10. Some appropriate subjective questions should be employed into CET4 listening sections. ()

11. All the Questions in CET4 listening sections should be objective ones. ()

12. The narrative passage monologue listening items should be reformed. ()

13. The listening materials in CET4 should be spoken-orientated. ()

14. The terminologies in CET4 Listening test materials should be reduced as few as possible. ()

15. The authentic English countries' communicational situation in daily life such as open an account in bank should be employed into listening test in CET4. ()

16. Present listening teaching activities upon CET4 can not effectively improve the S's English communicative capability. ()

17. Present listening teaching activities upon CET4 can effectively improve the S's English communicative capability. ()

18. The present goal of college English listening teaching activities is basically to improve S's percentage of passage in CET4. ()

19. The present goal of college English listening teaching is basically to improve S's authentic English communicative capability. ()

20. The step-by-step multimedia teaching mode of “view-listen-imitate-interpret-evaluate” should be introduced into CET4 listening sections. ()

21. The authentic communicative situational English listening teaching should be put into teaching activities. ()