

2014

BioTechnology

An Indian Journal

FULL PAPER

BTAIJ, 10(13), 2014 [7583-7588]

Research and analysis of the accuracy of listening question of cet4 based on the multi-media environment

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ABSTRACT

With the transition of teaching environment of college English, the listening of the College English Test Band 4 or the CET4 gradually gives priority to the teaching measure based on multi-media. While during the operation of multi-media teaching measure, how to improve the accuracy of listening of the CET4 is a common question to every English teacher in the college. This thesis combines the listening reverse training to research and analyze. And through regulating the data, the thesis explains listening reverse training's positive effects in the improvement the accuracy of listening of the CET4.

KEYWORDS

Multi-media teaching measure; College english test band four; Listening question judgment; The analysis of accuracy.



INTRODUCTION

Multi-media listening reverse training plays a positive way in promote student's listening and from the point of student's ability, the continuous improvement of their ability means that student clear away the obstacle during accepting and understanding the material. Finally, they can gradually control the rate of mismatching during listening and improve their adaptive capacity of speed. In this way, student can help the gathering of listening question through the multi-media teaching measure, and further develop their awareness of integrating and choosing the listening material.

This thesis combines the design of the listening reverse training to research and analyze the accuracy of listening question of CET4 based on the multi-media environment. And through the comparative experiment, the thesis effectively researches the practicability of multi-media teaching listening reverse training, in which, the change of students is shown by statistics and analysis. All of these also provide sufficient theoretical and practical basis.

THE DESIGN OF MULTI-MEDIA TEACHING LISTENING REVERSE TRAINING

The subject

The subject of the experiment is 180 students with 77 students in two classes from the civil engineering major of a college; 65 students in two classes from the animal medical major and 38 students in two classes from seed major. They come from a decade of provinces and over half of them come from Shandong province, including 120 boys and 60 girls. The average age is 19.2 and the average score of college entrance examination is 100.58. They were divided into the natural class of natural departments after they entranced the college. Two natural classes were chosen as the experimental class and the rest two were contrastive classes. The directors of the experimental class and the contrastive class are respectively the author and another teacher whose age, gender, educational background and job title are similar to the author. In order to guarantee the similar English listening level of two kinds of classes, a listening test has been made before the experiment. The content is past exam paper from 6 edition New College English (Shanghai Foreign Language Education Press). The scores are normally distributed and variance is homogeneous and can take the parametric test. As shown in TABLE 1, there is nearly no difference of the scores between the experimental class and contrastive classes. The average scores are 11.8667, 11.7735 and the standard deviations are 3.66990, 3.49898. P value is 0.805 and is far bigger than 0.05, the level of significance. They illustrate that there is no difference between two groups and the experiment can proceed.

TABLE 1 : The pre-listening score of independent sample T test of the experimental class and contrastive class

name	number	average score	standard deviation	standard error	T value	free degree	P value (two-tailed)	confidence interval of 95%	
								lower bound	upper bound
experimental class	180	11.8667	3.66990	27354	247	359	805	-0.64899	83536
contrastive class	181	11.7735	3.49898	26008			-0.64910	0.83547	

The design and procedure of the experiment

The thesis combines the listening question of college English teaching and researches on the accuracy. Through the analysis of the problem of student's listening and psychological effect, the positive effects of multi-media teaching listening reverse training are discussed and meets the ultimate aim of contrast experiment.

Research tool

In this experiment, firstly, the corresponding language test is divided into three stages. The first one applies the past exam paper; the second is the test of the improvement through the corresponding materials; the last one is the CET4 listening used to evaluate the degree of their improvement.

Secondly, regulate the data of the psychological effects of listening reverse training by survey. At the same time, the multimedia teaching is integrated into experiment. The change of student's psychological effects is understood and to guarantee the scientificity and the authenticity of experiment. Meanwhile, all of these indicate that the accuracy of English listening and offer scientific data sources of the analysis and research and sufficiently reflect the rationality of this thesis's structure.

Finally, interview several students and get the effects of multi-media listening reverse training on student's listening. And the accuracy rate of the CET4 listening is summarized effectively.

Data collection and analysis

In the experiment, the thesis applies the collection of the score of the English listening examination in the end of first term. The second data collection is from listening question of CET4 whose full mark is 142. After the test, students are asked to fill out the survey in the classroom. All the data is put into the computer and analyzed by SPSS11. 5.

THE RESULTS AND ANALYSIS OF EXPERIMENT

Multi-media listening reverse training guarantee the rate of accuracy of CET4 listening

We can find from the TABLE 2 that after the last practice test of CET4, the scores of the experimental class and contrastive class are checked in independent sample T. The difference is not obvious ($t=1.173$, $p=0.246 > 0.05$), however compare with the contrastive class the average scores test of the experimental class is higher. And the P value also declines from 0.246 to 0.242. The specific reason is the time of experiment is comparatively short while the change of next term is not obvious.

TABLE 2 : The first post-listening score of independent sample T test of the experimental class and contrastive class

name	number	average score	standard deviation	standard error	T value	free degree	P value (two-tailed)	confidence interval of 95%	
								lower bound	upper bound
experimental class	180	12.2056	3.49892	26079	1.173	359	242	-0.29224	1.15639
contrastive class	181	11.7735	3.49898	26008	358.989	-	0.29224	1.15639	

The experiment has not interrupted. During the term, after the application of multi-media teaching, the score of listening of CET4 is Q-Q rate normally checked and homogenously variance checked. In the probability graph made from the statistics, we find that the diagonal between the theory and the data coincide. From this point, the score of listening of CET4 is distributed normally, which meets the basic condition of parametric test. Through the data from TABLE 3, investigation software of parameter researches the median and average of the score, during which the free degree and average should be regulated. And the four testing data are bigger than 0.05. We can get a conclusion that the scores of CET4 of experimental class and contrastive class have the same variance and the assumed condition parametric test of is set up. The Q-Q probability is shown as Figure 1.

TABLE 3 : Homogeneity of variance

		Levene Statistic	df1	df2	sig
score of CET4	based on average	206	1	349	651
	based on median	322	1	349	571
	based on median and regulate the free degree	322	1	345.968	571
	based on the regulation of average	179	1	349	673

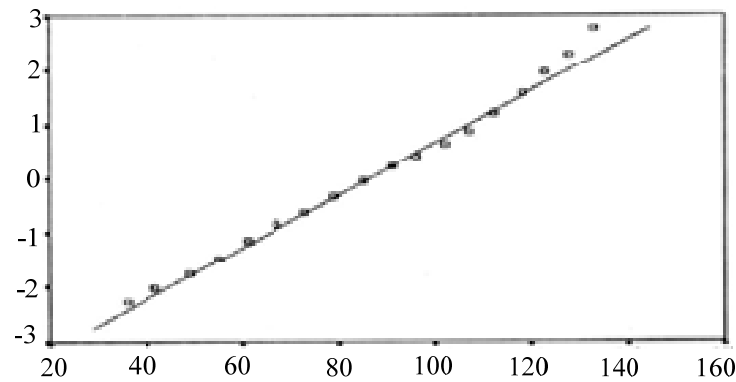


Figure 1 : Q-Q probability

From TABLE 4, we can see the independent sample of the experimental class and contrastive class. While in the CET4, the grade is changed and the full mark of the listening is changed to 142. And through the chart4, it is not difficult to find the corresponding change of two classes.

Through the test of chart 4, we can find that multi-media listening reverse training has remarkable influence on the listening of CET4 and effectively solves the basic question about insufficiency of control of student during the teaching. Armstrong thinks that the factor influencing the score of CET4 is the low control of the types of question and thereby student cannot deal with the speed and voice and have the blind psychology. In this way, student doesn't understand the type of question in the listening so that the efficiency of listening is decreased and the score is influenced.

TABLE 4 : The score of independent sample T CET4 of the experimental class and contrastive class after the experiment

Levene test with same variance		t-test for Equality of Means						
F test	significance	t	free degree df	significance (two-tailed)	average deviation	standard error	confidence interval of 95% difference	
							lower bound	upper bound
assuming the variance is same	2.318	1.999	353	0.046	4.7879	2.39467	0.07832	9.49755
assuming the variance is same		2.004	347.782	0.046	4.7879	2.38959	0.08808	9.48780

Listening reverse training in the teaching of CET4 requires more operation of multi-media. Through the operation of multi-media in the teaching can help student adjust the mismatching relation between the speeds and mismatching in the listening, in which student can effectively control the speed in different listening material. And the listening reverse training can specifically study the question style of CET4 listening combining the listening material, highlighting the advantages of the multi-media teaching in the CET4. While during the training in the fast speed, firstly we can enhance the efficiency of understanding the listening material and decrease the possibility of students' mismatching. In this way, condition is guaranteed to promote the accuracy of remind in CET4. The same conclusion also can be gotten from the teaching experiment. During the normal English teaching in listening, the level of improving of student's listening is not remarkable while in the listening reverse training, students can better adapt to their mismatching and speed. From then on, students improve their capabilities of receiving and understanding and the master more question types. Finally, they form a habit of

summarizing. This measure combines the previous CET4 questions and takes itself as an important reference. Through the wide operation of multi-media, the listening reverse training can effectively research the CET4 listening and its accuracy can be ensured. At the same time, as for the process of experiment, the learning ability of students is improved, and the accuracy of mastering different types is also prompted and all of these play an auxiliary role in promoting the scores of CET4.

The listening reversing training researches the learner’s psychology and improves their accuracy in listening

Through the survey in TABLE 5, we can see the statistics of the investigation item. The multi-media listening reversing training has positive effects of the respondents. And through the improvement of understanding of listening materials by means of multi-media, their level of receiving is comparatively quickly. Students in this part occupy 83.7% of the total number. Teacher can predict the types of listening and students’ summarizing can be improved. And in the end, it makes a good foundation for the whole score of listening. Besides, 85.5% students approve the improvement of repletion of listening materials, and they think that with the help of multi-media, their mismatching is decreased and the mastery degree is increased. So they become confident of the success of listening question. This show s that multi-media listening reversing training plays an positive role in improving the accuracy of listening and make precondition for their psychological changes.

TABLE 5 : The statistics of frequency of survey

variate	number	default	approve very well%	Approve%	Indeterminate%	Disapprove%	disapprove very well%
listening the fast speed material is effective	180	15	27.7	56	12.7	3.0	0.6
precise repetition is effective	180	15	27.7	57.8	12	1.8	0.6
it can cure the anxiety	180	15	12.7	43.4	31.9	10.8	1.2
it is failed	180	18	0.6	3.7	11	51.5	33.1

During clearing up the survey, the training process of student is shown by the statistics that their psychological obstacles are eliminated. In the statistics, 19.39% students are passive and disagree with the training which is contrasted to TABLE 4. While the stronger the student’s psychology are, the richer question types is. So that the accuracy is increased that is a contrast to the contrastive class. The whole scores are increased and fully show the accuracy of questions and achieve the goal of teaching.

During the process of comparing, we find that multi-media listening reversing training positively changes students’ learning attitude and strengthen their ability of accumulating and choosing. So student’s understanding of listening material is promoted. This is the common goal of multi-media teaching and listening training and meanwhile helps students to summarize the listening questions. And this research achieves the final goal.

REASONABLE REALITY

From the point of CET4 listening, the key is the investigative process of communicative English listening. So the higher requirement is proposed to effectively decrease the rate of fault. And meanwhile, students face more challenges to master the speed. The multi-media listening reversing training just improve these two problems and further strengthen students’ summarizing of the listening material including strengthen their confidence and students can adapt to different materials better. The feature of multi-media is wide resource of listening material, so it can give a better platform for listening reversing training. The promotion of student’s ability is bound to the optimization of their psychology and they

can reasonably choose when they face the different materials. And the sound foundation is offered to the trace of listening materials. The direct case is shown above, the statistics of decreasing mismatching and adjustment of speed as well as the improvement of student's ability. The sufficient support is given to the effective application of listening, which is fundamental precondition to student's understanding the CET4 listening questions. The goal and the data of experiment have high authenticity, which promote the development of student's ability. And this is the reason why the CET 4 listening teaching should be widely used. And at the same time, ensuring the accuracy of prognosis types is given a sound foundation and finally the effectiveness of listening teaching is enhanced continuously.

CONCLUSION

Above there is the main process of research on the multi-media listening reversing training working on the accuracy of listening question of CET4. The thesis adopts the experiment and gathering the data which have high authenticity. Through the corresponding statistics and handling, we get a conclusion that the multi-media listening reversing training has a positive function on improvement of the accuracy of listening question of CET4. During this process, with the help of language testing and individual survey, the reality of analysis is shown.

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