



An Empirical Study on Problems Involved in CET-4 Communicative Listening Test and Teaching

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Abstract

Due to testing and teaching are indivisible partners in language education, effective interface of each other will do a good contribution to their common progress and development. This article enlists two representative classes of sophomores coming from Hubei University of Education as the sample to conduct the empirical research on what are the potential problems involved in CET-4 communicative listening test and teaching in the methods of comparison and analysis with the help of the instrument SPSS (Statistics Planning of Social Science). The research findings demonstrate that some problems eager for reformation do exist; furthermore, most of subjects suggest that current comprehension-oriented CET-4 listening test and teaching and passing-exam-centered teaching activities should be transferred into communication-oriented one in purpose of promoting students' authentic English communicative competence.

Key words: Problems; CET-4 (College English Test Band 4); Communicative listening test and teaching; Empirical study

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INTRODUCTION

As Arthur Hughes states, "the proper relationship between teaching and testing is surely that of partnership" (SUN,

2007). Testing and teaching are indivisible partners but 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 education. However, it is true that the significance of mutual washback effects of testing and teaching has being neglected so far, most scholars and instructors treat them as two separate activities which attributes to a series of potential problems in course of testing and teaching such as "teaching to test", "learning to test", "having students acquired higher scores but lower capability" and etc..

Taking CET-4 Test and teaching for instance, they are not well interfaced with each other in current college English education. In terms of the relevant theoretical realm, as yet, quite a few scholars have done the microscopic researches either on CET-4 listening test or on CET-4 listening teaching only from one side point of view; few of them can take their partnership into consideration. Likewise, in respect of practice, even though students can mark out the correct choices on their test paper, most of them are unable to reorganize, reproduce and then output what they have heard on the tape. Among those students who have got high scores in listening section, only a few of them can express their idea fluently in actual situational communication. The phenomenon of having higher scores but lower English communicative competence is fairly popular in present college English test and teaching, which leaves us some notable questions: whether the present CET-4 listening test can really assess students' authentic communicative competence in English; may present listening teaching upon CET-4 effectively improve students' English communicative competence rather than instill skills just for successfully passing the test; what potential problems are involved in CET-4 testing and teaching.

To explore and find out the answer to above questions, an empirical study of questionnaire has been conducted in the subject college – Hubei University of Education.

1. QUESTIONNAIRE

In order to get first hand information about college students' attitude towards current CET-4 Listening test and teaching, I devote myself to college English teaching especially focus on CET-4 listening test and teaching. In the course of my teaching activities, I get to find that there are many problems both in CET-4 testing and teaching waiting for proper improvement and reformation, which draw up my attention to conduct a critical investigation upon it. I adopt the statistic method of Questionnaire as the instrument due to reach for the authentic ideas and constructive suggestions from college students who plunge themselves into struggling for CET-4. This Questionnaire was conducted after the student audiences finished their exam of CET-4 for the sake of obtaining the most updated and valuable ideas.

The questionnaire are divided into two big sections, the first section consists of student individual information such as gender and class, the other is concerned with close-questions both for CET-4 testing and teaching.

1.1 Subjects

I enlist two representative classes of sophomores who are under the control of my teaching from Hubei University of Education: one is art class, major in primary education comprising 54 students; the other one belongs to science class, major in engineering management with 42 members; there are 96 student subjects in total. Due to both of them have gone through the experience from the hope for certification of CET-4 to fight for examination, at length to get frustration or congratulations, it turns out they became the qualified subjects of this research.

1.2 Hypothesis and Procedures

This questionnaire is based on the hypothesis that the necessary reformation upon new CET-4 testing and teaching in favor of speeding up students' authentic communicative competence should be taken into special consideration. On the basis of this hypothesis twenty-one questions concerned are worked out as follows:

1. The listening sections of CET-4 presently cannot effectively improve the students' English communicative capability.
2. The listening sections of CET-4 presently can improve the students' English communicative capability. (-)
3. The listening test item types in CET-4 do not benefit to improve students' daily English communicative level.
4. The listening test item-types in CET-4 are beneficial to enhance students' daily English communicative level. (-)
5. The listening materials in CET-4 do not benefit to students' daily English communicative level.
6. The listening materials in CET-4 are beneficial to

- students' daily English communicative level. (-)
7. The light background music should be employed into CET-4 listening test so as to relieve students' nervous.
8. The hot topic upon current affairs and daily life and related comments should be added to the passage listening section in CET-4.
9. Some video-listening materials should be introduced into CET-4 listening sections.
10. Some appropriate subjective questions should be employed into CET-4 listening sections.
11. All the Questions in CET-4 listening sections should be objective ones. (-)
12. The narrative passage monologue listening items should be reformed.
13. The listening materials in CET-4 should be spoken-orientated.
14. The terminologies in CET-4 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 CET-4.
16. Present listening teaching activities upon CET-4 cannot effectively improve the students' English communicative capability.
17. Present listening teaching activities upon CET-4 can effectively improve the students' English communicative capability. (-)
18. The present goal of college English listening teaching activities is basically to improve students' percentage of passage in CET-4.
19. The present goal of college English listening teaching is basically to improve Students' authentic English communicative capability. (-)
20. The step-by-step multimedia teaching mode of "view-listen-imitate-interpret-evaluate" should be introduced into CET-4 listening sections.
21. The authentic communicative situational English listening teaching should be put into teaching activities.

Each question has the same five scales of optional answers: 1. strongly agree; 2. agree; 3. neither agree nor disagree; 4. disagree; 5. strongly disagree. On the basis of research contents, above questions can be reduced into two categories under testing and teaching respectively (see Table 1): one covers potential problems, the other one involves in feasible strategies. In the case of testing, items from one to six state the current problems that wait for solving, and items from seven to fifteen advance the appropriate strategies to reform. As to teaching, items from sixteen to nineteen present the common problems and items from twenty to twenty-one recommend two important solutions for improvement.

Table 1
Classifications of Questions

Items	Students' attitude toward reform														
	Problems					Strategies									
Testing	1/	2/	3/	4/	5/ 6	7/	8/	9/	10/	11/	12/	13/	14/	15	
Teaching	16/	17/	18/	19		20/	21								

1.3 Qualification Test for Questionnaire in Respects of Item Validity, Reliability

It is so necessary to guarantee the due validity and reliability of a questionnaire in the hope of acquiring valid and powerful data resources that we must testify whether the questionnaire has good validity and reliability before the relative quantitative data analysis have been conducted. By the aid of SPSS, we get the results of its validity in Table 2, and reliability in Table 3.

Before filling up the questionnaire, the academic

Table 2
Validity Report

Items	1/2	3/4	5/6	7/8	9	10	11	12	13
Correlation	.642**	.464**	.599**	.659**	.555**	.578**	.499**	.647**	.650**
Sig (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	.000
Items	14	15	16	17	18	19	20	21	
Correlation	.707**	.705**	.424**	.455**	.343**	.425**	.412**	.587**	
Sig (2-tailed)	.000	.000	.000	.000	.000	.000	.000	.000	

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

Table 3
Reliability Statistics

Cronbach's alpha	N of items
.947	21

From Table 3, we can get the information that the reliability coefficient (Cronbach's Alpha coefficient) amounts to 0.947, much closer to 1, which indicates that there are good consistency between these 21 items, namely, this questionnaire has a good reliability.

It has been verified that this questionnaire has not only a good validity but also a credible reliability. Both of them combined to qualified this empirical research, and make its result much reliable and powerful.

1.4 Results for CET-4 Testing

After the validity and reliability test of questionnaire, all the data that have been collected are operated in statistics software SPSS, which result in the frequency of each question (Question Table 1 to 21). The frequency description for testing covers questions from 1 to 15, of which the former six questions are involved in the potential problems involved in testing, the latter nine ones take strategies into account.

intention of exploring an effective CET-4 listening test and teaching approaches to building up students' practical English communicative competence in different situations have been informed to the students. The whole process of filling up questionnaire is completed under my careful instruction.

Table 2 informs us that all the twenty on items of questionnaire we have planned have higher level of correlation coefficient because all their correlation coefficient are far greater than 0.03 and their value of P (sig 2-tailed) are less than 0.05, that is to say, all the items are amount to the considerate significance at the 0.01 level (2-tailed). In other words, we can define that twenty-one items have higher level of internal consistency or this questionnaire have a good Item validity.

Table 4
Frequency Descriptions for Q1

1. The listening sections of CET-4 presently can not effectively improve the S's (students') English communicative capability.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	71	74.0	74.0	74.0
agree	9	9.4	9.4	83.3
disagree	16	16.7	16.7	100.0
Total	96	100.0	100.0	

Table 5
Frequency Descriptions for Q2

2. The listening sections of CET-4 presently can improve the S's English communicative capability.

	Frequency	Percent	Valid percent	Cumulative percent
Valid agree	16	16.7	16.7	16.7
disagree	9	9.4	9.4	26.0
strongly disagree	71	74.0	74.0	100.0
Total	96	100.0	100.0	

Table 6
Frequency Descriptions for Q3

3. The listening test items in CET-4 do not benefit to improve Ss' daily English communicative level.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	38	39.6	39.6	39.6
agree	34	35.4	35.4	75.0
disagree	23	24.0	24.0	99.0
strongly disagree	1	1.0	1.0	100.0
Total	96	100.0	100.0	

Table 7
Frequency Descriptions for Q4

4. The listening test items in CET-4 are beneficial to enhance Ss' daily English communicative level.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	1	1.0	1.0	1.0
agree	23	24.0	24.0	25.0
disagree	34	35.4	35.4	60.4
strongly disagree	38	39.6	39.6	100.0
Total	96	100.0	100.0	

Table 8
Frequency Descriptions for Q5

5. The listening materials in CET-4 do not benefit to Ss' daily English communicative level.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	37	38.5	38.5	38.5
agree	27	28.1	28.1	66.7
disagree	31	32.3	32.3	99.0
strongly disagree	1	1.0	1.0	100.0
Total	96	100.0	100.0	

Table 9
Frequency Descriptions for Q6

6. The listening materials in CET-4 are beneficial to Ss' daily English communicative level.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	1	1.0	1.0	1.0
agree	31	32.3	32.3	33.3
disagree	27	28.1	28.1	61.5
strongly disagree	37	38.5	38.5	100.0
Total	96	100.0	100.0	

Table 10
Frequency Descriptions for Q7

7. The light background music should be employed into CET-4 listening test so as relieve S's nervousness.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	82	85.4	85.4	85.4
agree	4	4.2	4.2	89.6
disagree	9	9.4	9.4	99.0
strongly disagree	1	1.0	1.0	100.0
Total	96	100.0	100.0	

Table 11
Frequency Descriptions for Q8

8. The hot topic upon current affairs and daily life and related comments should be added to the passage listening section in CET-4.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	67	69.8	69.8	69.8
agree	12	12.5	12.5	82.3
disagree	17	17.7	17.7	100.0
Total	96	100.0	100.0	

Table 12
Frequency Descriptions for Q9

9. Some video-listening materials should be introduced into listening sections in CET-4.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	67	69.8	69.8	69.8
agree	13	13.5	13.5	83.3
disagree	16	16.7	16.7	100.0
Total	96	100.0	100.0	

Table 13
Frequency Descriptions for Q10

10. Some appropriate subjective questions should be employed into listening Sections in CET-4.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	50	52.1	52.1	52.1
disagree	35	36.5	36.5	88.5
strongly disagree	11	11.5	11.5	100.0
Total	96	100.0	100.0	

Table 14
Frequency Descriptions for Q11

11. All the Questions in CET-4 listening sections should be objective ones.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	12	12.5	12.5	12.5
agree	34	35.4	35.4	47.9
strongly disagree	50	52.1	52.1	100.0
Total	96	100.0	100.0	

Table 15
Frequency Descriptions for Q12

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

	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	8	8.3	8.3	100.0
Total	96	100.0	100.0	

Table 16
Frequency Descriptions for Q13

13. The listening materials in CET-4 should be spoken-orientated.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	79	82.3	82.3	82.3
agree	10	10.4	10.4	92.7
disagree	7	7.3	7.3	100.0
Total	96	100.0	100.0	

Table 17
Frequency Descriptions for Q14

14. The terminologies in CET-4 Listening test materials should be reduced as few as possible.

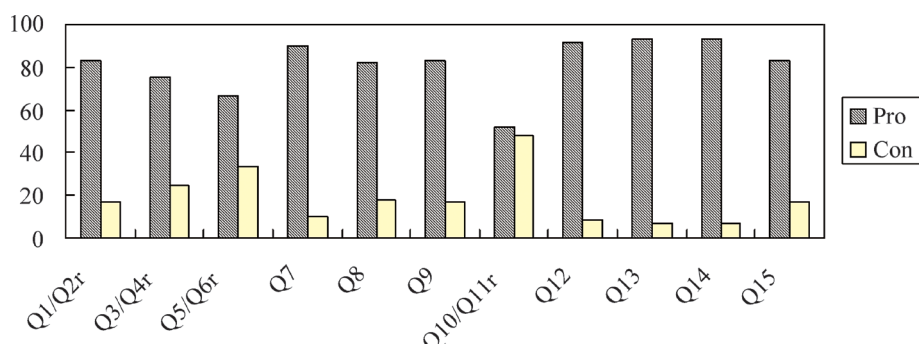
	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	72	75.0	75.0	75.0
agree	17	17.7	17.7	92.7
disagree	7	7.3	7.3	100.0
Total	96	100.0	100.0	

Table 18
Frequency Descriptions for Q15

15. The authentic English countries' communicational situation in daily life such as open an account in bank should be employed into listening test in CET-4.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	66	68.8	68.8	68.8
agree	14	14.6	14.6	83.3
disagree	16	16.7	16.7	100.0
Total	96	100.0	100.0	

Table 19
Attitudes Toward Test Reform



Above fifteen questions frequency tables (from Table 4 to 18), including four negative direction questions 2r, 4r, 6r and 11r which are only used for guaranteeing the accuracy of the result of questionnaire, can be illustrated as Table 19 which clearly account for the fact that the great bigger part of students hold pros for testing reformation, while the small party of students have Cons for testing reformation.

All the supporters consider that there are some problems involved in current CET-4 listening testing, for example, the listening materials are not close to English daily communication situation; as far as listening item types are concerned, objective items always dominates the test; besides, certain appropriate subjective ones are not taken into consideration; with regard to listening records, light background music that can easy examiners nervousness are ignored as well.

1.5 Results for Teaching

The frequency results of questions on teaching are illustrated as following tables from Table 20 to Table 25, of which the former four questions talk about the possible problems such as lack of effective communication-oriented listening teaching strategies etc. occurred in teaching, the rest two put forward the feasible strategies for teaching reformation, for example, to employ the step-by-step multimedia teaching mode of “view-listen-imitate-interpret-evaluate”.

Table 20
Frequency Descriptions for Q16

16. Present listening teaching activities upon CET-4 cannot effectively improve the S's English communicative capability.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	72	75.0	75.0	75.0
agree	14	14.6	14.6	89.6
disagree	10	10.4	10.4	100.0
Total	96	100.0		

Table 21
Frequency Descriptions for Q17

17. Present listening teaching activities upon CET-4 can effectively improve the S's English communicative capability.

	Frequency	Percent	Valid percent	Cumulative percent
Valid agree	10	10.4	10.4	10.4
disagree	14	14.6	14.6	25.0
strongly disagree	72	75.0	75.0	100.0
Total	96	100.0		

Table 22
Frequency Descriptions for Q18

18. The present goal of college English listening teaching activities is basically to improve S's percentage of passage in CET-4.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	64	66.7	66.7	66.7
agree	21	21.9	21.9	88.5
disagree	7	7.3	7.3	95.8
strongly disagree	4	4.2	4.2	100.0
Total	96	100.0		

Table 23
Frequency Descriptions for Q19

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

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	4	4.2	4.2	4.2
agree	7	7.3	7.3	11.5
disagree	23	24.0	24.0	35.4
strongly disagree	62	64.6	64.6	100.0
Total	96	100.0		

Table 24
Frequency Descriptions for Q20

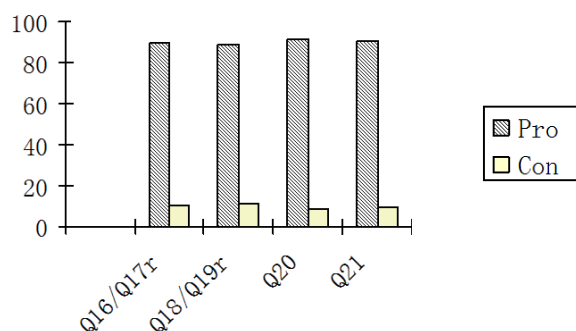
20. The step-by-step multimedia teaching mode of “view-listen-imitate-interpret-evaluate” should be introduced into CET-4 listening sections.

	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		

Table 25
Frequency Descriptions for Q21
 21. The communicative situational English listening teaching should be put into teaching activities.

	Frequency	Percent	Valid percent	Cumulative percent
Valid strongly agree	79	82.3	82.3	82.3
agree	8	8.3	8.3	90.6
disagree	9	9.4	9.4	100.0
Total	96	100.0	100.0	

Table 26
Attitudes Toward Teaching Reform



Above six questions frequency tables (from Table 20 to 25), including two negative direction questions 17r, 19r which are only used for guaranteeing the accuracy of the result of questionnaire, can be illustrated as Table 26 which sufficiently explains the fact that the great bigger part of students hold pros for teaching reformation, while the small party of student have Cons for current teaching activities.

More than 80% Student are not satisfactory with current CET-4 listening teaching activities. They claim that the present goal of teaching is nothing but serve for passing the exam, rather than improving students' authentic English communicative competence. Therefore, many strategic solutions have been proposed in the help of teaching reform.

In a word, most part of subjects support the necessary reformation upon current CET-4 listening test and teaching activities.

2. TEST

Due to testify whether current CET-4 listening testing is able to improve students' authentic conversational competence in different communication situation, the comparison between the students' CET-4 listening achievement and their spoken English achievement has been conducted with the aid of software SPSS (Statistics Planning of Social Science).

2.1 Subjects

Same as the subjects who have been enlisted in questionnaire research, the subjects in this test also conclude 96 Students in total with two different majors, one is engineering management, and the other one is

primary education. The only difference lies in that in this test, the whole 96 Students have been divided into two class based on their majors, that is to say, engineering management class and primary education class are studied separately at first because the two classes have a great difference in terms of CET-4 achievement. By this way, the results of study can be convinced and representative. At last, we can compare the two consequences and make a relevant analysis.

2.2 Hypothesis and Purpose

The Hypothesis of this test research is that there is no difference between CET-4 listening test achievement and spoken English test achievement in respect of mean values, which is called null hypothesis. If the null hypothesis is rejected by the result of research, it may be proved that there is a great difference between listening test and spoken language test, which means that current CET-4 listening test cannot effectively benefit the student to equip with authentic communicative competence.

The purpose of this test is to draw much attention to CET-4 listening test communicative reform, and base the end-goal of CET-4 listening testing on how to progress students' authentic conversational capability in different communicative situation.

2.3 Qualification for Paired Samples Test

Before conducting Paired Samples Test, the tests of normality and homogeneity of variance upon two class of date should be testified. That is the prerequisite for further test study.

Table 27
Case Description of Engineering Class
Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Listening	40	100.0%	0	.0%	40	100.0%
Speaking	40	100.0%	0	.0%	40	100.0%

Table 28
Test of Normality for Engineering Class
Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Listening achievement	.092	40	.200	.968	40	.307
Speaking achievement	.090	40	.200*	.968	40	.306

*. This is a lower bound of the true significance.
 a. Lilliefors Significance Correction

From above two Tables, we can be informed that the date provided by engineering management class of sophomores is distributed in normality, because the Listening' significance .200/.307 and Speaking' significance .200/.306 are all far more than 0.05, which shows that there is no difference between the students' scores distribution and the normality.

Table 29
Case Description of Education Class
Case Processing Summary

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Speaking	53	100.0%	0	0%	53	100%
Listening	53	100.0%	0	0%	53	100%

Table 30
Test of Normality for Education Class
Tests of Normality

	Kolmogorov-Smirnova			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Speaking achievement	.128	53	.030	.957	53	.052
Listening achievement	.082	53	.200*	.973	53	.265

*. This is a lower bound of the true significance.
a. Lilliefors Significance Correction

Above two tables indicate that the data provided by primary education class of sophomores is distributed in normality, because both the Listening' significance .052 and Speaking' significance .265 are all at the significance level of 0.05, which shows that there is no difference between the students' scores distribution and the normality.

Table 31
Case Description of Engineering Class
Case Processing Summary

Gender	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
Listening achievement male	31	100.0%	0	.0%	31	100.0%
Listening achievement female	9	100.0%	0	.0%	9	100.0%
Speaking achievement male	31	100.0%	0	.0%	31	100.0%
Speaking achievement female	9	100.0%	0	.0%	9	100.0%

Table 32
Test of Homogeneity of Variance for Engineering Class
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Listening achievement	Based on Mean	.052	1	38	.821
	Based on Median	.024	1	38	.879
	Based on Median and with adjusted df	.24	1	37.944	.879
	Based on trimmed mean	.049	1	38	.827
Speaking achievement	Based on Mean	.178	1	38	.675
	Based on Median	.154	1	38	.697
	Based on Median and with adjusted df	.154	1	37.550	.697
	Based on trimmed mean	.167	1	38	.685

Above two tables indicate that the data provided by engineering class of sophomores grouped according to their gender, meet the prerequisite of the homogeneity of variance, because as for Listening achievement and Speaking achievement, the significance level of all the four tests based on Mean, Median, Median and with adjusted

df. and trimmed mean are all far more than the required Significance level of 0.05. It shows that the requirement of the Test of Homogeneity of Variance has been achieved.

Table 33
Case Description of Education Class
Case Processing Summary

	Gender	Cases					
		Valid		Missing		Total	
		N	Percent	N	Percent	N	Percent
Listening achievement male	5	100.0%	0	.0%	5	100.0%	
Listening achievement female	48	100.0%	0	.0%	48	100.0%	
Speaking achievement male	5	100.0%	0	.0%	5	100.0%	
Speaking achievement female	48	100.0%	0	.0%	48	100.0%	

Table 34
Test of Homogeneity of Variance for Education Class
Test of Homogeneity of Variance

		Levene statistic	df1	df2	Sig.
Listening achievement	Based on Mean	0.983	1	51	.326
	Based on Median	0.78	1	51	.781
	Based on Median and with adjusted df	0.78	1	28.629	.782
	Based on trimmed mean	.656	1	51	.422
Speaking achievement	Based on Mean	.178	1	51	.449
	Based on Median	.154	1	51	.553
	Based on Median and with adjusted df	.357	1	38.511	.553
	Based on trimmed mean	.541	1	51	.465

Above two tables account for that the data provided by education class of sophomores grouped according to their gender, meets the prerequisite of the homogeneity of variance. Which can be explained by Table 34: the significance level of both Listening achievement and speaking achievement arrive at the required significance level on the basis of four indexes such as Mean, Median, Median and with adjusted df and trimmed mean. The significance values listed in the last column are all far more than the required Significance level of 0.05. It shows that the requirement of the Test of Homogeneity of Variance has been achieved.

2.4 Results and Discussion

After the tests of normality and homogeneity of variance, all the student scores upon listening and speaking are processed and analyzed in a way of Paired Samples Test with the help of SPSS. Consequently, we can get the results as follows:

Table 35
Case Description of Engineering Class
Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	Listening achievement & spoken language achievement	40	.845	.000

Table 36
Paired Samples Test for Engineering Class
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	Listening achievement & Spoken language achievement	787.33164	697.86318	110.342	564.14	1010.52	7.135	39	.000

Table 35 shows the pair of variances have the higher level of correlation 0.845 (closer to 1) and the lower level of significance (0.000), which indicates that these two variances are qualified for Paired Samples Test.

Table 36 reports that between the lower limit and the upper limit of the 95% Confidence Interval of the Difference, it does not include zero, which means that there is a great difference between the pair of variances; also the value of Significance 2-tailed 0.000, far less than

0.05, illustrates there exists a critic difference between Listening achievement and Spoken Language achievement in engineering class.

Table 37
Case Description of Education Class
Paired Samples Correlations

	N	Correlation	Sig.
Pair 1 Listening achievement & Spoken language achievement	53	.484	.000

Table 38
Paired Samples Test for Education Class
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	Listening achievement & Spoken language achievement	-146292	48758.55651	6697.503	-159732	-132853	-21.843	52	.000

Table 37 shows the pair of variances have the higher level of correlation 0.484 (more than 0.3) and the lower level of significance (0.000), which indicates that these two variances are qualified for Paired Samples Test.

Table 38 states that between the lower limit and the upper limit of the 95% Confidence Interval of The Difference, it does not include zero, which means that there is a great difference between the pair of variances; also the value of Significance 2-tailed 0.000, far less than 0.05, shows that there exists a greater difference between Listening achievement and Spoken Language achievement in education class.

In conclusion, it is common that both the sophomores of art subject represented by engineering class and science students represented by education class, got far less scores in spoken English test than scores achieved in listening test, which confirms us the current CET-4 listening testing can not effectively benefit the student to equip with authentic conversational capability in different communication situation.

CONCLUSION

From above empirical study, we can get the conclusion that current CET-4 listening testing and teaching do not

make a good partnership and contribution in improving students' caliber of language competence in actual communication. There are many potential problems involved in both activities.

Firstly, the listening materials are not close to English daily communicative situation, most of which belong to written English monologues with strange words and terminologies. Secondly, as far as listening item types are concerned, objective questions, namely closed questions always dominate the testing, however certain appropriate subjective questions are taken out of consideration, which result in the confine of students' potential expressing ability. Thirdly, with regard to the variety of testing contents, it is very dull and plain, which cannot draw students' enthusiasm. In summary, the majority of questions are comprehension-oriented rather than communication-oriented, that is to say current CET-4 listening test does not put the priority to the purpose of improving students' authentic communicative competence. In terms of teaching activities upon current CET-4 listening, more than 80% student are not in favor of current CET-4 listening teaching activities, because the present goal of teaching is nothing but serve for passing the exam, rather than improving Students' authentic English communicative competence.

In a word, most of subjects consider the current comprehension-oriented CET-4 listening test and passing-exam-centered teaching activities should be transferred into communication-oriented one so as to promote students' authentic English communicative competence. They propose that it is imperative to make a reformation upon current CET-4 listening test and teaching.

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