

# Research on Strategies to Improve Effective Teaching of English Listening in Rural Junior Middle Schools

Yang Li<sup>1</sup>, Anran Liu<sup>1</sup> & Yuhan Gong<sup>1</sup>

<sup>1</sup> School of Educational and Science, Mudanjiang Normal University, Mudanjiang, China

Correspondence: Anran Liu, School of Educational and Science, Mudanjiang Normal University, Mudanjiang, China.

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## Abstract

Junior high school is a critical period of English learning. According to the English curriculum standards in China, junior high school English should not only pay attention to the imparting of language knowledge but also pay attention to the cultivation of language skills. The junior high school stage is the critical period for students to learn. English listening is the first link of language skills and dominant position on speaking, reading and writing and other aspects of far-reaching impact. Different from the rich teaching resources and activities of urban junior middle schools, the resources and facilities in rural areas are relatively weak, so the effective teaching of junior middle school English listening needs to be paid more attention, which meets the requirements of the new curriculum standards of junior middle school English and the needs of curriculum reform in China. Based on this situation, this paper investigates and studies the effective teaching of junior middle school English listening. From the perspective of teachers and students, it combines quantitative research with qualitative research to find out the phenomenon of low efficiency and ineffective teaching in the current rural junior middle school English listening teaching, analyzes its causes, and puts forward effective countermeasures.

In this study, 185 students were surveyed and 10 students and 15 teachers were interviewed by questionnaire and interview. Based on the relevant theory of effectiveness, combined with the interpretation of the specific requirements and basic spirit of English ability in the new curriculum standards, as well as the analysis and research of test results, this paper summarizes the inefficiencies existing in English listening teaching in rural junior high schools at this stage, and makes an in-depth study of the causes of the problems, including misleading effects of examination results and the professional level of teachers. In view of these problems, the author proposed to improve and enhance the effective teaching strategies of rural junior middle school English students, hoping to be helpful to the majority of front-line grassroots teachers.

**Keywords:** rural junior middle school English, listening, effective teaching

## 1. Introduction

### 1.1 Statement of the Problem

Junior high school is a crucial time for studying English. However, for a long time, China's rural

junior high school English has been overly focused on the transmission of language knowledge while neglecting the cultivation of language skills. The primary connection and dominant role of language skills is English listening, which has a far-reaching effect on speaking, reading, and writing, among other things. Therefore, successful teaching of junior high school English listening must be prioritized, in accordance with China's junior high school English curriculum standards and curriculum reform criteria.

### *1.2 Significance of the Study*

Firstly, it is beneficial to enrich the research results of effective teaching theories. This paper combines the effective teaching research of junior high school English listening with the actual situation, and describes that the impact of children's English listening experience should be seen in conjunction with all facets of children's physical and mental health.

Secondly, it facilitates the transformation of teachers' teaching principles. Teachers follow the times' reform movement and encourage teachers to move from a conventional view of teachers to a new view of teachers in order to foster teacher career growth and maximize teaching effectiveness.

Thirdly, it is helpful for schools to find their own problems and actively adjust their teaching. It also helps to attract the attention of the education department to the curriculum setting, resource allocation and teacher strength of junior high school English.

### *1.3 Outline of the Thesis*

This research consists of five parts.

The first chapter is the introduction, which introduces the statement of the problem, the significance of the research and the framework of the paper.

The second chapter is a literature review, which includes the definition of English listening and effective teaching, as well as two dimensions of objectives and evaluation criteria for junior high school English listening effective teaching connotation; effective teaching at home and abroad is studied retrospectively.

The third chapter is about research design, including the design of research problems, research objects, research tools and research procedures.

The fourth chapter is the research results and discussion, and proposes additional research methods and recommendations.

The fifth chapter is the conclusion, which outlines the key conclusions, reveals the study's shortcomings.

## **2. Literature Review**

This chapter provides an outline of how to teach effectively. Based on empirical research, the author reveals research on efficient teaching at home and abroad, summarizes previous research, and presents the research's innovation points, in order to render this topic's review more realistic and targeted.

### *2.1 The Definition of Effective Teaching*

Effective teaching is the teacher's fulfillment of humanity's highest purpose. Comenius (1984) wrote *A Treatise on Great Teaching*, whose "main purpose is to seek and find a method of teaching in which the faculty can therefore teach less, but the students can learn more." Effective teaching should be "Effective, Efficient, Profitable" from the standpoint of educational economics. Babinski (1998), a former Soviet educator, pointed out that "Optimization is a purposeful arrangement of teachers' education process on the basis of teaching rules and principles, a conscious and scientifically based choice of teachers, and the most suitable arrangement of classroom teaching and the whole teaching process." Professor Yao Limin (2014) proposed that effective teaching means that teachers can successfully cause, maintain and promote students' learning through the effectiveness of teaching process, which can achieve the expected teaching effect effectively. To summarize, Effective teaching entails teachers following equal and effective classroom rules, paying attention to the mutual creation of teaching objects, incorporating a range of effective and constructive teaching methods, and achieving the desired result in a reasonable amount of time.

### *2.2 The Retrospect Studies of Effective Teaching*

#### *2.2.1 Researches Abroad*

From the beginning of the 20th century to the present, the research on effective teaching in foreign countries has experienced three stages.

The first stage is the study of the characteristics of effective teachers (from the early 1930s to the 1970s). Early research on effective teaching focused on effective teachers' personality traits,

qualities, and experiences, but few studies explored what constitutes good teaching and the specific relationship between teachers' personality traits and the efficacy of teaching tasks.

The second stage, the study of effective teaching behavior (from the early 1970s to the late 1980s). Based on Ryans et al. (1960), effective teaching research has shifted its emphasis from teacher characteristics to teacher teaching behavior, especially the influence of teachers' classroom behavior on teaching effect. The effective teaching research reached its peak in the 80s, many academics have conducted extensive research on how to increase the quality of the whole teaching process. Teacher clarity is one of the most studied successful teacher practices in the education literature. Hines, Cruickshank, and Kennedy (1985) conducted research into the relationship between instructor clarity and positive student outcomes. Teacher emphasizes critical facets of content, describes content with illustrations, and assesses potential comprehension deficits. Student performance was shown to be closely linked to teacher action. Rophy and Good (1986) concluded that: (a) teachers do make a difference in the classroom; (b) it is a myth that anyone can teach; (c) effective teachers combine positive expectations for themselves, their classes, and their students.

The third stage is the comprehensive research on effective teaching (from the early 1990s till now). At this point, the study's research object has shifted from teachers' teaching behavior to students' learning behavior. Teachers' instructional styles influence students' learning styles, which have a direct impact on learning outcomes. The study's spectrum includes not only teacher characteristics and teaching styles, but also student learning styles and their interactions. Therefore, research on effective teaching in the West has tended to step in the direction of integration. Friedman (1990) presents a list of 56 "laws of good teaching". For example, never laugh at your students, treat your students with respect, never start slowly and end fast, and let your lecture be spontaneous. At this stage, the typical research is the study of OECD (Organization for Economic Co-operation and Development), which believes that teaching quality is a comprehensive concept. The OECD's position and commitment in the advancement of education, which is critical for economic growth

and social stability. On this basis, the investigation of the teachers' effectiveness at least includes three aspects: teachers' knowledge reserve level, teacher education teaching skills, teachers' reflection and the ability of lifelong learning, etc. Young & Shaw (1999) proposed the judge the teaching effectiveness of seven behavior standards and to distinguish the ineffective teachers and effective of the five criteria.

### 2.2.2 Researches in China

In China, the research on effectiveness teaching starts relatively late. The research on the effectiveness teaching has entered the stage of theorization and localization since the early 1990s. From the 21st century on, domestic experts and scholars continue to pay attention to effective teaching, the domestic research on the effectiveness of English listening mainly focuses on the following aspects:

Study from the perspective of learners' internal factors and language knowledge itself. The success of listening instruction is influenced by the learners' own experience level, as well as social and emotional influences. Firstly, students' hearing impairment is caused by a lack of relevant cultural background and language skills in the classroom, which leads to negative learning emotions and thus affects the listening effect. Zuo Huanqi (2001) proposed that strengthening ability training and mastering knowledge are not contradictory. Proper ability cultivation is helpful for students to accumulate and consolidate knowledge and optimize knowledge structure; The scholar Tao Jiazhong (2006) pointed out that the problem affecting students' effective learning is that students generally lack the English vocabulary and sufficient discourse knowledge in listening comprehension. Secondly, social anxiety and aversion to studying, and other emotional factors, have a significant impact on students' ability to learn English by listening. Anxiety researcher Zhu Yanhua (2009) defines listening anxiety in the context of second language acquisition. Listening anxiety refers to the stress, anxiety, fear and other emotional states caused by cognitive evaluation, anticipation or fear. These emotional states may lead to the interruption of listening comprehension process and the decline of comprehension effect.

Some researchers examine external variables and argue that listening instruction using

multimedia, photographs, computer equipment, and other tools can help students improve their listening validity. For example, Gu Zhen (2009) believed that the active role of school radio in broadcasting English should be given full play, which is conducive to the improvement of students' listening; Teachers can help students appreciate the content of a listening material by mixing sound with pictures or actual things, according to Luo Xiaoyan (2016), which can minimize the complexity of interpreting the listening material, make the teaching situational, and raise interest.

Some learners combine internal factors with external factors to study adjustment strategies. Via field studies and analysis, Fan Xiaoli (2018) trained students in three listening strategies: note-taking, selective focus, and self-evaluation for three months. Following that, students' listening technique comprehension was increased, resulting in a significant reduction in students' listening anxiety and a significant improvement in their listening learning outcome. Therefore, teachers should not only pay attention to students' internal factors in the teaching process, but also use teaching tools to develop students' listening skills.

### 2.2.3 Summary

To sum up, the research on effective teaching presents a variety of characteristics. Foreign research tends to be theoretical, while domestic scholars' research is more practical. Both of them have less research on the psychological process and understanding model of rural junior middle school English listening from the perspective of psycholinguistics. To provide realistic instruction for rural front-line teachers, we can integrate applicable ideas with junior middle school English listening experience, study and evaluate the neurological mechanism of junior middle school students' listening comprehension, and propose concrete strategies.

## 3. Research Design

### 3.1 Research Questions

This study will begin with the following three questions in order to explore the current state of rural junior high school students' English listening ability:

(1) How is English listening instruction and preparation for junior middle school students in rural areas currently going? Is there any phenomenon of low efficiency or even

ineffectiveness?

(2) What are the problems in cultivating rural junior middle school students' English listening ability?

(3) How to conduct effective listening teaching according to the characteristics of rural junior high school students?

### 3.2 Research Subjects

In this study, 185 junior high school students and 20 English teachers from Liuhan Township Middle School were selected. They completed questionnaires and interviews, delivering their views. The students are composed of 52 boys and 133 girls from Grade 7, Grade 8 and Grade 9, who are between the ages of 12 and 16. The teachers were selected at random from all ages. Among them, there are 7 teachers with less than 5 years of teaching experience, 5 teachers with 5-10 years of teaching experience and 3 teachers with 10-15 years of teaching experience. The author conducted a questionnaire survey of these 15 teachers and interviewed them according to the interview outline.

### 3.3 Research Instruments

#### 3.3.1 Questionnaires

The researchers used questionnaires from students and teachers. The questionnaire consists of six parts: listening skills (questions 1-10), language knowledge (questions 11-14), affective attitude (questions 15-17), strategy application (questions 18-21), cultural awareness (questions 22-25), and current situation (questions 25-35). This paper mainly investigates the current situation of effective English listening teaching in Liuhan Township Middle School. This questionnaire is designed primarily with reference to the master's thesis Lijun Xia (2012).

#### 3.3.2 Interviews

As an important supplement to this paper, the interview is mainly designed for junior middle school English teachers (see Appendix I for details). The interview outline is composed of six questions, which are designed from teaching objectives (Q1), teaching activities (Q2), teaching feedback (Q3, Q4), teaching ability and teaching organization and management (Q5, Q6) on the basis of Sun Yaling's (2008) "Standard Framework for Classroom". Students' interviews also include seven questions. In the interview, 10 students were randomly selected from five aspects. The specific feedback was



obtained as follows. Question (1, 2) are about the importance of English listening. Question 3 is a deeper understanding of the teaching method of listening class. Question 4 tries to investigate the teaching equipment. Question (6, 7) are designed from the learning strategy and teaching evaluation. They're all meant to look at the current state of English listening instruction and provide factual materials that influence the success of English listening instruction and strategies.

### 3.4 Research Procedures

Due to the postponement of the start of the epidemic, the author communicated with the school in advance on March 6, 2021 and conducted an electronic questionnaire survey to the corresponding classes of the three grades. The sample came from 185 students and 20 English teachers in Liuhan Town Middle School. Before filling out the questionnaire, the author gave a brief introduction to the students in the group. After completing the questionnaire, the author selected 10 students and 15 teachers from 3 grades to conduct WeChat phone interviews and recorded the content of the interviews. Besides, in order to ensure the representativeness of the sample, interviews were conducted with 5 English teachers of Yongnian No. 4 Middle School.

## 4. Data Analysis and Discussion

This chapter analyzes the collected data, identifies the current challenges, and proposes solutions using a questionnaire survey and interviews with teachers and students.

### 4.1 Data Analysis of Students' Questionnaires

#### (1) Data analysis of language competence

Language skills are a crucial component of language proficiency. This questionnaire is focused on the basic criteria of English listening skills at all levels of the new curriculum standards to examine the current condition of English listening skills in rural Liuhan Township Middle School. The new program standard establishes consistent expectations for students in junior high school in terms of their English listening abilities. For example, with the assistance of prompts, students are required to interpret comments about familiar subjects, present knowledge and suggestions about the topics, and engage in discussions in Grade 9.

**Table 1.** Present situation of students' English listening skills

Question	A	B	C	D
1	28.11%	71.89%	~	~
2	22.16%	36.22%	23.24%	18.38%
3	36.22%	42.16%	16.76%	4.86%
4	47.57%	40.54%	8.65%	3.24%
5	38.38%	46.49%	11.35%	3.78%
6	27.57%	52.97%	13.51%	5.95%
7	13.51%	62.7 %	18.38%	5.41%
8	17.84%	60.54%	16.22%	5.41%
9	12.97%	55.14%	27.03%	4.86%
10	15.14%	65.41%	16.22%	3.24%

According to Table 1, Question 1 reflects the uneven distribution of male and female students in rural middle schools, with male students accounting for only 28.11%.

Question 2 shows that 41.62% of the students' listening score is in the middle or poor stage, which indicates that nearly half of the students' listening status is not optimistic.

As can be seen from question 3 and 4, 78.38% of the students agree that the listening class is helpful to the improvement of listening level, and 88.11% of the students think that the listening class is very important, which indicates that the students have a positive attitude towards English listening class.

In question 5, 6, Liuhan Township Middle School's English listening teaching time 84.87% concentration between 0 ~ 4 section, after listening course of study, the middle school listening level is not obvious and not increase the proportion of 52.97% and 5.95% respectively, indicating that the listening teaching effect is unsatisfactory, the teaching of listening course time serious problems in the design and teaching quality.

From Table 1 (6-10), it can be observed that students of three grades in rural junior middle schools have a very high proportion of basic or complete incomprehension of familiar topics, simple stories, simple broadcasts and simple information recording in normal listening training, accounting for 76.21%, 78.38%, 78.11% and 80.55% respectively.

According to the aforementioned review, the current state of rural junior middle school

English listening instruction is dire, and students' listening levels desperately need to be strengthened and enhanced.

#### (2) Data analysis of language knowledge

Language knowledge is an essential component of language performance and the foundation for developing English listening skills in junior high school students. According to the "compulsory education English curriculum standard" (2011), the sounds of language knowledge, vocabulary, grammar, functions put forward specific requirements, such as vocabulary, for grade students to learn to use at least 1500 ~ 1600 words and 200 ~ 300 idioms or fixed collocation.

**Table 2.** Students' opinion about the mastery of language knowledge

Question	Absolutely no grasp	Basically not mastered	Basic mastery
11.Vocabulary	13.51%	58.92%	21.62%
12.Phonetic	11.35%	63.78%	21.08%
13.Grammar	9.73%	61.62%	25.95%
14.Discourse	11.35%	66.49%	18.38%

From Table 2, it is known that the language knowledge of junior high school students in Liuhan Town Middle School is far from meeting the requirements of the new curriculum standards. In terms of vocabulary, pronunciation, grammar and function, the total number of students who have no knowledge at all and those who have little knowledge at all account for 72.43%, 75.13%, 71.35% and 77.84%, respectively, which indicates that the students have a weak language foundation and a low degree of mastery of specific language knowledge. However, Language mastery is important for developing communication skills because language knowledge is the basis for the implementation of language skills. The data show that English instruction in rural junior high schools is inefficient and counterproductive, which should draw the attention of teachers, schools, and relevant education departments.

#### (3) Data analysis of emotional attitude

Emotional attitude refers to the characteristics of interest, confidence, spirit, etc., which are important factors that affect the learning effect of students. Maintaining a positive learning

attitude is the key to promoting the continuous development and improvement of students' learning. "Compulsory Education English Curriculum Standards" (2011) provides specific explanations on the emotional attitudes of junior high school students, with clear learning goals: have the confidence to learn English well, dare to express in English; have the desire of learning English, and are willing to participate in various Kinds of communication activities, etc.

**Table 3.** Students' opinion about emotional attitude

Question	A	B	C	D
15	17.84%	50.81%	25.95%	5.41%
16	23.24%	51.89%	20.54%	4.32%
17	21.62%	45.95%	25.41%	7.03%

According to Table 3, from Question 15, it can be seen that in the process of English listening learning, the number of students with no learning purpose and fuzzy learning purpose accounted for 17.84% and 50.81% of the total number of students, indicating that high school students have serious problems in the process of listening learning, further reveals most students do not learn in the state and the situation of English listening teaching really exist inefficient and ineffective. From Questions 16 and 17, it is known that in terms of students' confidence in learning and the enjoyment of learning from learning, the overall emotional state is weak, accounting for 51.89% and 45.95% of the total number of students. We know that most students lack of clear learning objectives and learning methods, students' confidence is gradually frustrated in listening learning process, which is not conducive to the cultivation of English listening skills.

#### (4) Data analysis of strategy application

Learning strategies refer to the various actions and measures taken by students in order to effectively study and develop. Learning strategies mainly include cognitive strategies, control strategies, communication strategies, and resource strategies. The "Compulsory Education Junior High School Curriculum Standards" for junior high school students' ability to use strategies with a series of specific requirements. For example, cognitive strategies require middle school students to be good at

positive thinking and memory in learning points for effective review of what they learn at the end of the course and focus on summarising. Learning strategies are the guarantee of mastering listening skills and carrying out effective learning. Teachers should pay attention to the teaching of learning strategies and encourage students to actively apply them in the learning process.

**Table 4.** Students' opinion about strategy application

Question	A	B	C	D
18	14.59%	37.84%	36.76%	10.81%
19	18.38%	49.19%	24.86%	7.57%
20	14.05%	47.03%	29.73%	9.19%
21	17.5 %	23.33%	38.33%	20.83%

From the data in Table 4, the students in this school are not optimistic about the use of resource strategies, cognitive strategies, meta-cognitive strategies, and communication strategies in the listening-learning process. In the application of each strategy, the number of people who use it occasionally and who never use it accounted for 48.15%, 57.06%, 56.22%, and 44.16% of the total, respectively. The data shows that students already have a complete set of learning strategies, but they have ignored the application in the learning process. Students do not know how to use the learning strategies they have mastered for efficient learning, which requires teachers to play a role in students' listening teaching. Teachers should pay attention to the explanation of learning strategies in teaching activities and create scenarios for applying strategies to provide opportunities for students to actually apply corresponding strategies, so that students can adjust, reflect, consolidate and improve the level and ability of English listening.

#### (5) Data analysis of cultural awareness

Cultural awareness refers to the perception and comprehension of the country's customs, traditions and customs, codes of conduct, cultural connotation of the process of learning language. Enhancing the cultivation of students' cultural awareness will help students deepen their understanding of their own culture and establish world awareness, thereby improving

their cross-cultural communication skills. In the "Compulsory Education English Curriculum Standards" (2011), a series of detailed explanations are made on the cultural awareness that students of all grades of junior high school should have in the process of English learning. Based on this, the questionnaire investigates the cultivation of cultural awareness from several aspects.

**Table 5.** Students' opinion about cultural awareness

Question	A	B	C	D
22	17.84%	46.49%	28.65%	7.03%
23	18.38%	50.27%	23.24%	8.11%
24	21.62%	47.03%	24.86%	6.49%
25	17.84%	45.41%	27.03%	9.73%

From Table 5, judging from the mastery of body language, appellation, dressing customs, and festival customs, the number of people with moderate deviation in mastery degree accounted for 35.68%, 31.35%, 31.35%, and 27.57% of the total number of students respectively, indicating that some students lack the necessary cultural awareness. At the same time, it is reflected from the side that the cultivation of cultural awareness in rural junior high schools is not yet in place, there is a significant gap between the current curriculum standard's cultural awareness criteria and the cultural knowledge required by many students, who are unable to adequately capture the connotation of the content, affecting the development and improvement of English listening skills.

#### (6) Data analysis of meta-cognitive problems in English listening class

This part is mainly to investigate the actual situation of students in English listening teaching and their own views about the current status. Through this part of the survey, it is more conducive to understand the real rural junior middle school English listening teaching situation and students' real feedback, the author hopes to find out the practical problems in the listening teaching process, and put forward effective solutions through further analysis and summary.

**Table 6.** Students' opinion about current situation

Question	A	B	C	D	E
26	8.65%	52.43%	29.73%	9.19%	~
27	10.27%	48.65%	24.86%	8.65%	7.57%
28	11.35%	38.38%	36.76%	9.73%	3.78%
29	12.97%	42.7%	30.27%	9.73%	4.32%
30	11.89%	43.78%	29.73%	9.73%	4.86%
31	11.89%	38.38%	37.84%	7.57%	4.32%
32	12.43%	56.22%	23.78%	7.57%	~
33	11.89%	40.0%	30.81%	12.43%	4.86%
34	12.97%	36.22%	36.76%	10.27%	3.78%
35	12.97%	41.62%	36.76%	8.65%	~

According to Table 6, Question 26 points out that 82.16% of the students want the best teaching time to be 10-30 minutes of the total class time, which indicates that the degree of knowledge students receive is related to the teaching time of the teachers. If the teachers teach too long, excessive student participation in the learning process, students will often result in the opposite effect.

Question 27 and 28 point out that 58.93% of the students are not satisfied with the teacher's evaluation method in listening class, and 49.73% of the students are not satisfied with the teacher's teaching method, which indicates that there are serious problems in the teacher's evaluation method and teaching method. A successful assessment approach and the use of instructional techniques should not only judge students' success over a particular time span based on academic results, but should also assess whether students are developing comprehensively and dynamically.

As can be seen from issues 29, 30 and 32, only 14.05% and 14.59% of the students consider themselves fully enjoy and think teachers are always ways to attract students, as well as 68.65% of the class, the students do not appear focused attention on the phenomenon of listening class. This demonstrates that a vast number of students are not completely engaged in the English listening class.

Questions 31 and 33 show that 50.37% of the students are not satisfied with the currently used listening materials, and 51.89% of the students think that the learning of English listening is not interesting, which shows that the

listening situations and conditions of the students need to be further adjusted. Question 34, 35 shows that only 14.05% and 45.41% of the students think they have good listening habits in the listening learning process, and dare to make self-adjustment and reflection after the course is over. This pattern demonstrates that existing rural junior middle school English listening instruction has significant flaws, lowering students' English listening learning effectiveness.

To summarize, the present condition of English listening ability training at Liuhan Township Middle School is not perfect, and it falls well short of the program expectations. Therefore, we must exert greater effort.

#### *4.2 Data analysis of Teachers' and Students' Interviews*

##### *4.2.1 Data Analysis of Teachers' Interview*

Interview is a purposeful and planned survey of junior high school English teachers through chatting, so as to collect relevant data. The interview outline is composed of six questions, which are designed from teaching objectives, teaching activities, teaching feedback, teaching ability and teaching organization and management. 10 English teachers from Liuhan Town Middle School were interviewed in detail. Furthermore, 5 teachers from Yongnian No. 4 Middle School were consulted to ensure that the study was representative. Following is an overview of the usual responses to each question based on the interview data.

1). Teachers are usually aware of the goals of English listening instruction, but there are challenges in implementing the objectives'



efficacy.

In interviews to 15 English teachers about Q1, 11 teachers made it clear that knowledge of English listening teaching goal: The ultimate aim of junior middle school English teaching is to cultivate students' holistic ability to use language, and this ability is shaped based on the students' experience, abilities, emotion, technique, and overall progress. Most teachers are conscious that students are the focus of classroom elaboration, but successful application of the goals in actual teaching is challenging. The other 4 teachers had no knowledge of the issue and only considered the rate of learning success without considering students' learning initiative. Here are a few examples of representative reactions to the comprehension of teaching objectives:

Teacher 1: According to my personal opinion, the new curriculum standard requires students to reach the five-level goal when they graduate from junior high school. For example, they can understand the speaker's intentions according to the intonation and stress. When these teaching goals are actually adopted, they may be hampered by a variety of reasons. Few teachers will truly fulfill these expectations. For example, in order to address the demands of curriculum change and The Times, we have recently made significant changes to the listening teaching equipment in each classroom. However, due to a shortage of funding, we continue to face several challenges. When I was in class recently, the newly built multimedia broke down and could not be fixed in time, so I had to miss the listening teaching stage

Teacher 10: Personally, I believe that the primary aim of education is to foster a person's overall growth. As our second language, English listening is conditioned by the environment and cultural norms. Only by attempting to build a more authentic language atmosphere for students can we successfully accomplish the purpose of listening teaching in the educational process. However, in our classroom, it is extremely difficult to fully fulfill the basic criteria of teaching goals due to a shortage of instructional hardware tools and a poor degree of teacher professionalism.

2). Deceived by the poor listening test paper ratings, teachers engage in less English listening teaching exercises.

In an interview to the 15 English teachers about

Q2, only six teachers made it clear that the importance of English listening teaching activities carried out. However, these are new teachers. Generally, teachers with more than 5 years of teaching experience don't pay much attention to this point. They are affected and restricted by the school assessment system, management goals and high school entrance examination. They lack attention to the improvement of students' real listening skills, but pay more attention to students' test scores. Here are a few examples of representative responses to teaching activities comprehensions:

Teacher 3: I am a new instructor with just one year of experience. Listening teaching practices, in my opinion, are extremely necessary. As a result, in each of my lectures, I would use multimedia to show students some fun English videos. I often sometimes schedule games to help students improve their listening skills. While this can arouse students' interest, it takes a significant amount of time. Some old professors, after listening to my class, do not believe that I expend a lot of time on listening exercises, and the listening score only accounts for a small part of the paper to reassure me, but I focus on my discipline, and try to find the best of all worlds in the actual teaching process.

Teacher 8: From what I have been teaching for so many years, the exam-oriented system in our country, schools, parents and even the students themselves all require the higher the better, but the listening scores only account for a part of the test paper, we should not be penny wise and pawn the big. What we can do is guide the students to brush the listening within the question, learn the skills to do the question, and find the feeling to do the question; this is the secret to improving the performance.

3). The rural teaching resources are scarce, the textbook layout is unreasonable, and the way of teaching feedback is single.

In interviews with 15 English teachers about Q3, 9 teachers believe that the current teaching content does not contribute to listening teaching because standard English textbooks are organized according to the ease of grammar knowledge, combining listening reading and writing, allowing students to miss the hearing aspect of the learning process and only focus on grammar learning and reading. They only pay attention to the formal "effectiveness", always pay attention to the smooth completion of

teaching tasks, lacking of strategy teaching and ignoring the real progress of individual students. There are some representative responses to teaching resources:

Teacher 2: English listening textbooks have significant flaws. The teaching in English listening skills in textbooks is haphazard, lacks system, and does not adhere to the internal rationale of students learning to listen. I believe the school's facilities are inadequate, since there is no speech classroom. The use of audio affects the effect of listening teaching, which cannot promote the development of effective teaching.

Teacher 6: I typically use English test questions as listening materials in English class to perform corresponding listening instruction. The primary goal is to successfully develop students' listening skills. I usually play recordings, guide students to listen to English recordings, check the answer at last. I am not satisfied with the English listening teaching materials. Listening is placed in the preview part at the beginning of each chapter. Observing the students' preview case, I discovered that they either missed this section completely or merely listen to it twice, with no learning impact. Furthermore, I believe that the information points in the textbook are overly confusing. Some students with poor learning ability only know but can't speak, and can't hear it when listening. This causes the phenomenon of "deaf-mute English".

4). The teachers' reflection consciousness is weak and the teaching method is singular.

Among the 15 teachers, only 3 teachers were able to truly reflect on their own problems in listening teaching. The listening class of 12 teachers adopted the teaching model of "listen to the recording-pair the answer-listen again". Their evaluation of students is based on the students' scores and only focuses on the correct rate of questions. Teachers' evaluation of students lacks diversified evaluation methods, which will seriously reduce students' enthusiasm and effectiveness of listening teaching. Teachers rarely reflect on the results of students' listening tests, and only pay attention to the targeted questions on the entire test paper. There are some representative responses to teaching feedback and ability:

Teacher 7: I am a teacher who has just entered the school for 6 months. I found a common phenomenon in students' listening ability, that is, students lack confidence in their listening ability.

They always hope that they can understand all the words and information, and their listening habits are poor. The hearing process is completely out of context of the article, chapter structure, reread important factors in hearing a weak reading, etc., so that the hearing becomes inefficient, counterproductive horrors.

Teacher 12: If relevant listening instruction is done at the moment, my standard approach is to give students the right response on the spot. Allow the students to listen to it again if there is a mistake. Since learning time is minimal, students are assigned the task of repeatedly listening to the content as homework after class. If some students report that they do not understand, I will list the grammatical knowledge points for the students to recite.

5). There is a lack of management knowledge and management efficacy in the listening classroom discipline, efficient division of time, and learning environment.

In an interview with 15 teachers, 14 classroom situation teachers showed no active classroom atmosphere, students do not actively participate in the teaching of listening time, many teachers complained about the lack of time for listening teaching assignments. In terms of teachers' ability to manage teaching time, they continue to stick to the allocation of class hours by mechanically copying the curriculum standards. Few teachers can successfully complete the listening instruction goals in a short amount of time. Students' poor listening skills have not received the full attention of teachers and colleges. Reflected from the listening record below:

Teacher 4: As a new teacher, I feel that I lack the knowledge of teaching management. As far as I know, the entire English teaching task and the time arrangement for listening teaching are too rational, and fail to take into account the differences of students, which is not practical enough.

Teacher 5: I think, in addition to the problem that teachers generally feel that there is not enough time, the classroom atmosphere is also very important. The new curriculum standard emphasizes the student's main role in the learning process. Two extremes appear in our classroom: one is that we overuse multimedia, video, games and other means to attract students' attention, thus ignoring the limited time. The other is the silence, the students just

accept blindly, without interaction and thinking, full of formalism. Both cannot make the listening class more efficient.

#### 4.2.2 Data Analysis of Students' Interview

In the interview, 10 students were randomly selected from five aspects, including the importance of English listening, the teaching method of listening class, the teaching equipment, the learning strategy and teaching evaluation. The specific feedback was obtained as follows.

**Table 7.**

Teaching Situation	Students' feedback
Listening Importance	English listening as a part of the test, but scores accounted for a relatively small proportion, not as important as reading and writing. Listening occupies less time in the whole class, and there is less setting of listening class alone
Teaching Method	The listening class teacher teaching method is single, just play the recording, listen to the recording, correct the answer.
Teaching Equipment	Students reported that the equipment was backward and could not meet the needs of all students.
Learning Strategy	Students know some specific strategies, but there are problems in their application.
Teaching Evaluation	Teachers only pay attention to scores in teaching evaluation and do not see students' progress.

From the above table, there are many problems in junior middle school listening, which restrict the effective teaching of junior middle school listening, make the teaching in a state of low efficiency or invalid, so that students' listening level cannot be effectively improved.

#### 4.3 Pedagogical Implications and Strategies

Through investigating the current situation, problems and influencing factors of students' English listening ability cultivation, the following teaching strategies and inspirations

are put forward.

1) Increase investment in education, improve educational facilities, and perfect the conditions of listening teaching

The input of educational resources includes the input of material resources and human resources. The input of educational resources directly affects the output of educational benefits. Therefore, in the education system, to ensure adequate investment in educational resources is the basis of ensuring the effectiveness of teaching. However, in the current rural junior high school education system, there is a serious shortage of teachers and teaching equipment

In the vast rural backward areas, the number of English teachers is relatively short. During the investigation, the author found in the Liuhan Township Middle School that there were 7 classes in the grade 8 of the school, and only 3 English teachers were equipped. Due to the shortage of English teachers, the school had to take temporary measures to let some non-English teachers teach English, which seriously affected the quality of English teaching in junior high schools.

Therefore, the relevant education departments should increase investment in equipping schools with corresponding media and various resources, which is an important condition to ensure the effectiveness of junior high school English listening teaching.

2) Increase teacher training and improve the professional degree of teacher listening teaching

English teachers are the main implementers of English education activities and play an important role in the whole education system. Firstly, Effective English classroom teachers should set up three basic education ideas, one loves the job, loves students, student-centered education ideas. Secondly, Teachers should develop the educational principle of language teaching preceding language testing. Teachers should design teaching content from the perspective of students' English learning and application. Thirdly, teachers should establish the concept of lifelong learning and constantly update the knowledge structure. In this study, it is found that some old teachers in Liuhan Township Middle School are not willing to adjust their listening teaching form and only pay attention to the phenomenon of results, which is not conducive to the improvement of students'

English listening level.

### 3) Develop effective learning strategies for students' English listening

The primary goal of junior high school English classes is to develop students' listening learning techniques and teach them how to study independently. According to Ellis' second language acquisition framework, "learner processing" is an important process for language learners to acquire second language, which is usually realized through learning strategies. Learning strategies include cognitive strategy, meta-cognitive strategy, regulation strategy, resource strategy, affective strategy and so on. Rural junior high school students' English foundation is relatively weak, so we should let students master the basic knowledge, and pay attention to training students' listening skills and the habit of listening. Before the beginning of the listening, browse the question, understand the purpose of the question, according to the content of the dialogue between the people to estimate the answer.

Students' affective techniques in English learning refer to how human factors such as emotions, behaviors, motives, and beliefs impact language learning. According to Krashen's affective filter hypothesis, learners have an affective filter, which determines how much they learn in formal or informal language environments. In order to reduce students' anxiety in listening learning, teachers should create a harmonious learning environment in English listening teaching, focus on the positive evaluation of students' English learning achievements, pay attention to the process evaluation of English learners, give students timely encouragement and help, and cultivate students' self-regulation ability.

### 4) Compile special listening textbooks, and increase the proportion of junior high school English listening lessons

The realization of effective teaching requires proper listening materials and adequate class time. The English textbooks used do not conform to the internal logic of students' listening learning. Middle school English listening textbooks should be compiled in a spiral form from easy to difficult, including declarative knowledge and procedural knowledge. According to the findings, the proportion of English listening classes allocated organize professionals to compile special

listening textbooks, increase the proportion of junior middle school English listening class, which is conducive to guarantee the effective teaching of junior middle school students' English listening level. In rural junior middle schools is negligible. Therefore, the relevant departments should timely adjust to the current inappropriate situation.

### 5) Improve the school democratic management system and multi-dimensional evaluation system to assess the effectiveness of listening teaching for students

The realization of effective teaching cannot be separated from the democratic school management system in line with the new curriculum standard and the support of reasonable and multi-dimensional teaching evaluation system. Teaching is not a problem that teachers can solve unilaterally. The democratic teaching system is the real decisive factor. Traditional evaluation systems of teachers take students' scores, enrollment rate as the only standard for teachers' professional titles, academic year evaluation and performance pay. It is necessary to establish a multi-dimensional evaluation system which emphasizes the combination of formative evaluation and summative evaluation in the teaching process in accordance with the new curriculum reform. The management system of the school should reflect the teaching service of teachers, provide policy, system or economic support for teachers' professional development and classroom teaching, and create a democratic teaching environment for teachers.

The ultimate goal of evaluation is to cultivate students good study habits, stimulate the student to study the intrinsic motivation, enhance self-confidence, and motivate student's better learning and development. The implementation of formative assessment strategy in English listening course is conducive to the improvement of students' listening effectiveness by evaluating the effectiveness of teachers and students.

## 5. Conclusion

### 5.1 Major Findings

Through questionnaire survey and interview analysis, it is found that the current situation of English listening ability cultivation in Liuhan Town Middle School is not optimistic.

From the students' point of view, Liuhan Town



Middle School students' understanding of English listening ability is fuzzy, think to listen is not important. In rural areas of our country, due to limited resources, class capacity in primary school is large, English teachers are insufficient and parents have low educational level, which leads to students' weak foundation of English learning, poor learning atmosphere and low interest in learning. Students in rural areas are poor in mastering and applying listening learning strategies and lose confidence in cross-cultural communication.

From the perspective of teachers, listening teaching of teachers in rural areas is not highly professional and has limited ability. Teachers pay little attention to listening teaching, leading to fewer teaching activities. Some rural teachers lack the consciousness to keep pace with The Times and fail to improve their ability. Teachers also lack the teaching of strategic knowledge and the emotional education, do not pay attention to the learning process and learning effect of students. When students have pressure and fear in the process of learning, teachers only pay attention to scores blindly. The evaluation method of teachers is not appropriate.

From the perspective of external teaching elements, rural areas lack funds and backward facilities. The teaching material arrangement and design is not reasonable. Current textbooks do not conform to the internal logic of listening teaching, which is easy to cause students and teachers to ignore the improvement of listening skills. The teaching form of teachers is monotonous and lack of new ideas. Teachers often use Chinese to teach English courses, especially grammar knowledge points. The absence of a good language environment is not conducive to the formation of English thinking. The frequency of using English in and out of class is low, and English habit cultivation is not in place.

### 5.2 Limitations of the Study

This research aims to investigate the current situation of English listening ability in Liuhan Township Middle School. However, there are some drawbacks. First and foremost, the scope of this study is small, and the survey results do not represent all students' English listening abilities. Second, this study only conducts surveys using questionnaires and interviews, and the research method is relatively easy. As a consequence, ensuring the precision and

completeness of the survey results is difficult.

### 5.3 Suggestions for Further Study

In view of the limitations of this research, the author puts forward some suggestions for improvement. First of all, researchers should expand the scope of research objects as much as possible, increase the number of research objects, the purpose is to make the research results more accurate. Second, researchers should adopt more research and look at the problem from multiple angles to explore it, and provide a basis for future research.

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