

QUALITY OF TEACHING ENGLISH AND FACTORS INFLUENCING CHINESE STUDENTS TO PREFER ENGLISH AS THEIR MAJOR IN UNIVERSITY EDUCATION: AN EXAMPLE OF SCHOOL OF FOREIGN LANGUAGES AT NORTHEAST NORMAL UNIVERSITY; CHINA

Nadir Hussain Bhayo¹ and Dr. Qin Yuyou²

¹Ph.D Scholar, Faculty of Education, Northeast Normal University, China

²Professor, Vice Dean of Institute of Rural Education Development, Faculty of Education, Northeast Normal University, China

ABSTRACT: *The purpose of this study is to understand the quality of teaching at school of foreign languages, Quality of teaching in terms of (Teachers' Classroom Preparation, Subject Knowledge, Teaching Methodology, Assessment, Time Taken for Assessment, Course Contents, Classroom Environment, Consultation Hours, Learning Material used, Pace of Course, Course Requirements and Outcomes, and Students' Respect). And to identify the factors that influence the Chinese students to prefer English as their major at undergraduate and graduate level of their study programs at university; rather than choosing other languages; such as Korean, German; French, Russian or other; as their major. The scope of this study is limited to the school of foreign languages; Northeast Normal University; where students come from different parts of China; most specifically from Southern, Central and Southeastern parts of China. Research Design: Mixed method research design is adopted in this study; in which "four point likert scale questionnaire" and "structured interview" are used to collect data. Quality of teaching is measured through questionnaire; which measures the "Teacher's Performance" on the basis of twelve factors: Teachers' Classroom Preparation, Subject Knowledge, Teaching Methodology, Assessment, Time Taken for Assessment, Course Contents, Classroom Environment, Consultation Hours, Learning Materials (Lesson Plans, Course Notes etcetera), Pace of Course, Course Requirements and Outcomes, and Students' Respect. While structured interviews were conducted to identify the factors that influence Chinese students to prefer English as their major. Findings: Out of these twelve evaluation bases for teaching quality; almost every base has different rankings but the; Pace of Course; is ranked good and pedagogy and classroom environment; ranked poorly. Study also shows that there are three main factors which influence Chinese students to choose English as their major in university education, First and most common factors are the psychological factors; such as 'getting new experience and wish to see other countries, preferably western countries. Second are the social factors; such as high school teachers and friends and family influence specially the suggestion of parents make Chinese students decide to learn and choose English as their major in university and prefer English over other languages. Third are the economic factors; that Chinese students perceive that after getting 4 years undergraduate and graduate degrees in English as major language will increase the job opportunities for them locally in China as well as in other countries.*

KEYWORDS: Quality of Teaching, Influencing factors, English Language, Chinese Students.

INTRODUCTION

The roots of conducting this study are embedded in observations and experiences of living in China. Since the openness and internationalization of China the inclination of Chinese schools and parents towards learning English has changed dramatically. Popularity of English in China is increasing day by day as majority of Chinese people (parent and students) are inclined towards learning English, and they are ready rather happy to pay over cost and time for learning English since kindergarten school level. As compared to past 15 years Chinese people were more reluctant to use English in their personal and professional communication. But now a days; the scenario has totally changed, as education reform in China has been a widely discussed topic for a number of years and numerous reform directives have been issued by government authorities time by time, China's rigorous examination-oriented education system has been criticized and reforms have attempted to broaden the educational aims to focus on developing well-rounded individuals rather than only memorization and examination scores. In doing so, China is has adopted the education track of other Asian nations like Singapore, Malaysia, Japan, and South Korea. Contemporary Western education is also a model with teaching approaches currently fashionable amongst educational thinkers in the United States, Australia and other Western countries such as learning by doing and student centered learning being promoted. This paper is aimed to provide a glimpse of the contemporary discourse of English language teaching quality in a normal university of China; which is under direct control of Ministry of education, China and is ranked among top 5 normal universities in China. This paper helps us to understand more about the quality of teaching English in a Chinese culture and environment and identifies the factors that influence Chinese students to choose English as their major subject at undergraduate and graduate level of studies in university. This paper is a little contribution towards the teaching of English in China at university level education and internationalization of China under the banner of Chinese government attempts for *suzhi jiaoyu* "quality education".

Goals of study

1. To understand the quality of teaching depending on the 12 given factors in the school of foreign language in Northeast Normal University.
2. To identify the factors that influence the Chinese students to choose English as their major at undergraduate and graduate level of their study in university.
3. To understand the preferences for English language teachers by students (native or non native).

And based on these goals the research questions are

1. What is the quality of teaching English at school of Foreign Languages at Northeast Normal University; depending on given 12 factors?
2. What are the factors that influence Chinese students to choose English as their major at university level education?
3. Which type of teachers such as; native English speakers, nonnative English speakers or Chinese local English speakers are preferred by students to teach them English?

Conceptual Framework

The quality of teaching and teaching are the two different phenomenon; teaching and its philosophies are discussed in literature review and though quality as whole; may not be described through a number of factors but the scope of quality may be limited to certain factors; as certain objectives of the study could be achieved; because according the economic theory of scarcity; “*Resources are limited*”, its almost impossible to define quality as whole because of scarce resources; and other reason for limiting the scope of quality in this study is that; *Quality*; itself is a *Subjective* phenomenon; so it can not be defined objectively and accurately; therefore the Quality of teaching here is limited to these twelve factors; *Classroom environment, Assessment, Teaching Methodology, Course Contents, Course Requirements and Outcomes, Subject Knowledge, Teacher preparation, Pace of course, Time taken for Assessment, Student Respect, Student Consultation, and Learning Material used*, where Quality of teaching as dependent variable depends on twelve factors or variables; as shown in below Chart (**Figure 3**).

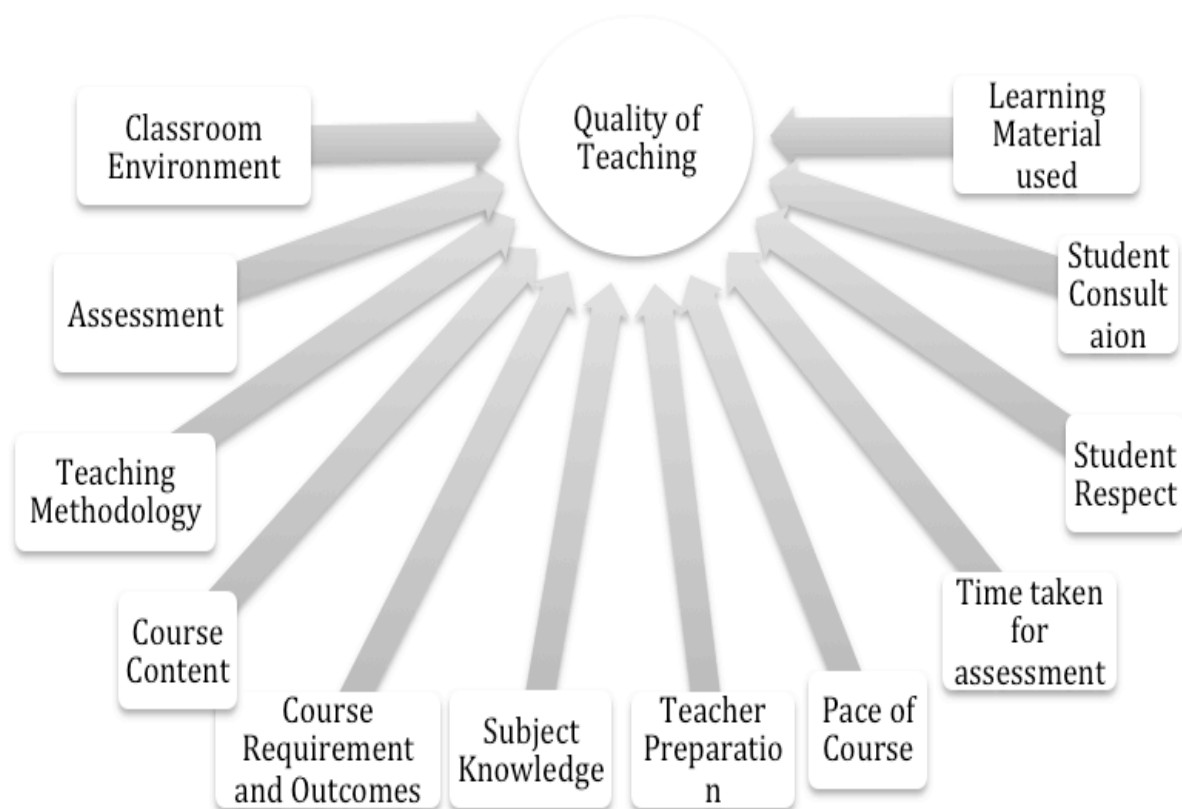


Figure 3. Conceptual Framework Chart

LITERATURE REVIEW

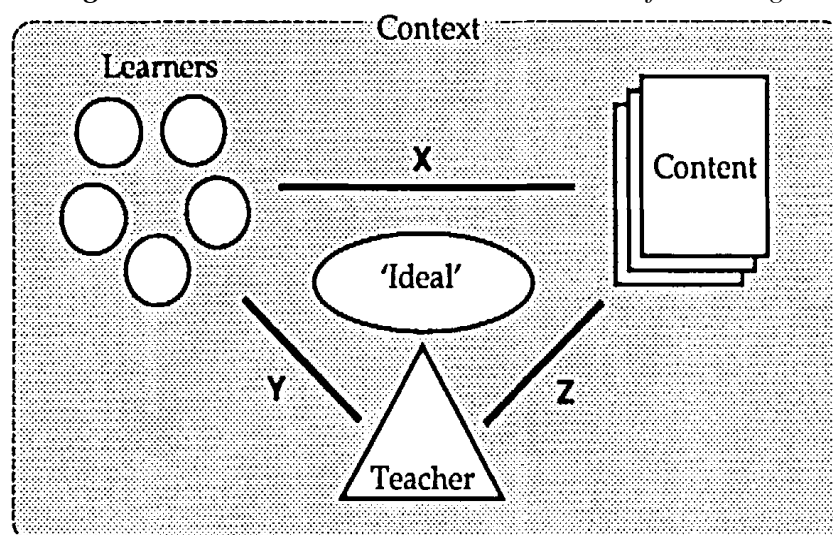
The term “quality” defined by Merriam Webster dictionary as “*degree of excellence*”, But in the context of “learners quality”, it is defined as “*how good or bad something is*” or “*a characteristic or feature that someone or something has something that can be noticed as a part of a person or thing*” Since, we are talking about the quality of teaching here so the quality of teaching is based on conception of teaching and conceptions have specific meanings attached to a phenomena, that conception mediates our responses to the situation involving those phenomenon. Daniel states that our conception is formed virtually on different aspects of the phenomena of the world and from those aspects our perceptions are built, which are based on those conceptions, which were already provided by the world. And afterwards we use our abstract to represent our limits and relate it to certain aspect of the world. In result, we view the world through the lenses of our conceptions, interpreting and acting in accordance with our understanding of the world. Thus, conception significantly influences our perception, behavior and interpretation of events, people, and phenomena surrounding us. This connection between conception based perception and behavior has impact on how educators conceptualize teaching and how they teach. **(Daniel D. Pratt, 1992)**

Teaching Actions

Daniel states that practices of teaching are governed by our thoughts. We make decisions and follow routines, which are based on our interpretation of events and understanding of what it means to us regarding “to learn,” “to teach,” and “to know.” **(Daniel D. Pratt, 1992)**. Extending the conception based perception and behavior as defined by Daniel, Calderhead, Clark & Peterson, Halkes & Olson; states that teaching is not only purposeful, but it is also thoughtful, and governed by our conceptions **(Calderhead, 1987; Clark & Peterson, 1986; Halkes & Olson, 1984; Harvard Educational Review [Special Issue], 1986; Pratt, 1989)**.

Teaching Conceptions According to the assumption of Daniel; conception of teaching **(Figure 1)** is based upon one or more of the following areas of teaching and learning process, that are: *Content* (what was to be learned); *Learners* (the nature of adult learners and the learning process); *Teachers* (roles, functions, and responsibilities); *Ideals* (purposes of adult education); and *Context* (external factors that influence teaching and/or learning). **Daniel D. Pratt, (1992)**

Figure 1: Daniels D. Pratt’s General Model of Teaching



Another assumption that guides this research is that conception of teaching informs, and or is informed by the practice of teaching. As such, conception is assumed to be a dynamic and interdependent trilogy of *Actions*, *Intentions*, and *Beliefs* regarding the elements of the general model (*Figure 2*).

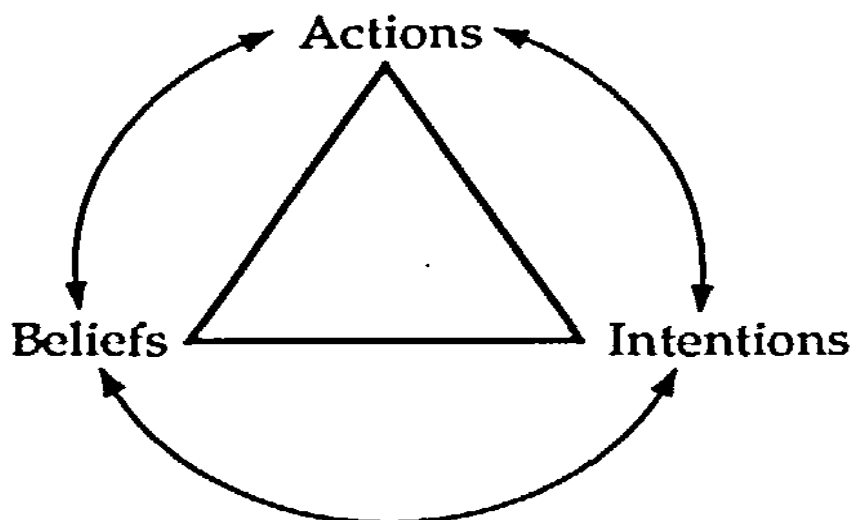


Figure 2: Aspects of "Teaching" Conception

Teaching as Complex phenomenon and Factors that inhabit teaching

Teaching is a complex phenomena and multidimensional process that requires deep knowledge and understanding in a wide range of areas and the ability of a person to synthesize, integrate, and apply this knowledge in different situations, under varying conditions and environment, and with a wide diversity of groups and individuals in terms of learning abilities and acceptability of new knowledge; where socio-cultural, economical and family background of learner is critical to learning.

In quality teaching, the knowledge is applied in the way that provides access and equitable opportunities that build upon and extend what learners already know and facilitate their ability to acquire, construct, and create new knowledge and understanding.

Access and equity of educational opportunities are the two important pillars of quality teaching and quality education as whole which is unequally distributed among public schools in different contexts and that serve different populations of students. The percentage of students underserved and who underperform across the nation increases as student diversity increases (**Zhou, 2003**). Over the past two decades there has been a great deal of focus on reform in *teacher preparation aimed at improving learning outcomes for students*.

Understanding preliminaries for Teaching

The essential knowledge, skills, and understanding for quality teaching includes **(a)** *knowledge of human growth and development* and individual differences that when combined with specific knowledge of particular learner such as their background and life experiences and what and how they know and make sense in specific ways in which learning is

facilitated; **(b)** deep understanding of the *learning process* that combines findings from the new learning sciences with a clearly delineated theoretical perspective on learning as a framework for classroom practices and the assessment of learning; **(c)** deep understanding of the *organizing ideas for a discipline based* with specific reasoning and practices and different domains of the community discourse; and how to connect disciplinary knowledge and practices to the everyday experiences of learners from diverse cultural, linguistic, and experiential backgrounds; **(d)** an *understanding of pedagogy* as a clearly designed and interrelated pattern of teaching and learning experiences embedded within a particular theoretical perspective and guided by a clearly articulated philosophical stance that provides vision and purpose for long and short-term learning outcomes; **(e)** an understanding of *classroom assessment* and approaches for evaluating learners' progress in relationship to discipline based knowledge and practices and how to manage the demands of standards-based curriculum and assessment to identify and develop appropriate learners' learning environment, and **(f)** an ability to maintain a self-directed *professional growth and development* to recognize characteristics and qualities of professional circles and working communities in different contexts of the school, and to work collaboratively with colleagues to improve learning outcomes. **Etta R. Hollins (2011)**

Rahama, Christopher, Jamila and Faisal and other researchers have long been interested in the characteristics associated with "good" teaching. However, most relevant studies have been conducted in Chinese context also, As cultural background has a strong influence on the way good teaching is perceived, it is considered important to explore the way Chinese students evaluate English language teachers in terms of twelve factors mentioned above for language teaching. **(Rahma Al-Mahrooqi, Christopher Denman, Jamila Al-Siyabi, and Faisal Al-Maamari, 2015)**

Students' Motivation for Learning English

An important way to understand students' motivation about learning English is through the lens of attribution theory. Attribution theorists state "*individuals seek to understand why events have occurred and occur*" **(Schuster, Forsterlung, & Weiner, 1989, p. 192).**

According to Weiner, Attribution refers to "constructions imposed by perceivers to account for the relation between an action and an outcome" **(Weiner, 1986, p. 22).** Weiner's 1979 and 1986 attribution theory of motivation is one of the most cited theories for explaining an individual's affect and behavior in academic-related events as per identified by **Linnenbrink & Pintrich (2002); Salili, Chiu, & Hong (2001); and Tollefson (2000).**

Jinjin Lu, Woodcock and Han Jiang considers learner's attribution for learning English as Foreign Language (EFL) in China supports the pattern of *collective effort driven attribution* in general, they argue that college or university learners are more effort driven than their counterparts in high and junior schools; as they face more competition from in and out side of the school like family, friends and market and also face comparatively higher peer and social pressure that compels students to take more efforts towards learning English. **Jinjin Lu, Stuart Woodcock, and Han Jiang (2014).**

Quality of Language Teaching at University Level in China

These days the quality of language teaching at university level is increasingly the subject of social and political rhetoric, but still doubt remains about both actual performance outcomes and the performance and of teachers and teaching quality. Present teaching quality

procedures are found to be inadequate about teachers' capacity to overcome these doubts with well-justified two reasons. First, the almost complete lack of recognition of the importance of incentives to motivate teachers to put more effort towards teaching at the expense of research; and the inadequate attention to the need of teacher performance and its more accurate indicators. **Ross Guest (2003)**

Developing students' English learning ability has been focus of the Chinese Ministry of Education (MOE) in the College English Curriculum since 2005. A large number of studies have focused on this in the last 20 years in China, especially in recent years; however, not many scholars have shed light on Chinese students in university level education from in Mainland China. Ministry of Education (MOE), China in 2007 directed high schools and universities to cultivate students learning autonomy with major focus of English teaching and learning in high schools and in universities. However, in Chinese high schools, students were reported as holding a passive attitude toward autonomous learning and having a lack of learning objectives and aims (**Shao, 2012**). This situation was also found in Peng et al's (2014) study where she identified a deficiency of English language teaching materials and qualified English teachers in Chinese rural areas, to promote students' all-round development. Although it is not easy for all students and teachers to adapt to all conditions requirements, but a recent outline from the National Plan for Medium- and Long-Term Education Reform and Development (2010-2020) re-emphasizes that a better life needs to be based on "citizens' with fundamental language studies so as to improve citizens' quality and to promote their all-round development" (**MOE, 2010, p. 5**). From this point of view, enhancing students' English learning is not only beneficial for their quality of education but also for lifelong learning and citizens' quality in the fundamental education program.

How Chinese Students approach to English?

Since; this study is about the Chinese students and their learning about English studies so lets review the cultural characteristics of Chinese students and their approaches to the English studies.

As per the study of **Wang Mao-jin**, from Shaanxi Normal University, China in 2001 he states that Chinese students believe that:

1. The strong aspirations for overall and English learning, is critical to their successful studies. (Aspiration)
2. English studies should be preceded in step-by-step and steady way that could accumulate knowledge. (Accumulation)
3. Chinese students believe that they need firm and indomitable spirit for their English studies. (Indomitableness)
4. Diligence is an important way for successful English studies. (Diligence)
5. Their ultimate aim of English studies is for the benefits for the nation ' and its people. (Patriotism)
6. The combination of theory (rules) and their application makes English studies effective. (Application)
7. Erudition is one of the important goals they pursue in their English studies. (Erudition)

- 8.They attach importance to the development of their personality during English studies. (Personality development)
9. They think of English books as the carriers of knowledge more than as authority of knowledge. (Books as knowledge carriers)
10. It is important for the students to be confident in overcoming difficulties when they encounter them in English studies. (Confidence)
11. Reviewing what is learned before is an important way for learning English knowledge. (Review)
12. What they value most is the time for English studies. (Emphasis on time)
13. They should pay respect to the teacher of English, who is the giver of English knowledge and ethical model. (Respect to teacher)
14. Modesty is one of the important factors for successful English studies. (Humility)
15. They make regular thinking for learning English knowledge. (Regular thinking)

Wang Mao-jin (2001).

Quality Language Teaching with respect of Native and Non Native English Teachers

Cross-border education has grown dramatically in both English-speaking (native) countries and non-native English-speaking countries specially a number of Asian students go to English-speaking countries, and also a number of NESs (Native English Speakers) as English teachers are coming to Asian countries (such as South Korea, Japan, Mainland China, and Hong Kong; China) to teach English in language training centers, primary and secondary schools, and universities. In this context, cross-cultural misunderstanding and cultural bias between English language learners and native English teachers has raised a major concern of parents, schools and universities in Mainland China.

Gupta (2001, p. 366) defines a native speaker of a language as ‘one who acquired the English language in infancy, before any other language was acquired’. This does not mean that all native speakers have an inbuilt ability to reach high standards of English, or know how to teach the language.

The native and non-native dichotomy, focusing on English proficiency, assumes that all NESs have a natural ability with Standard English, and that the version that non-native English speakers (NNEs) speak is ‘non-standard’.

Widdowson (1994, p. 384) claims that: Real proficiency is when you are able to take possession of the language, turn it to your advantage, and make it real for you. This is what mastery or real proficiency means. So in a way, proficiency only comes with nonconformity, when you can take the initiative and strike out on your own.

As **Gupta (2001, p. 367)** argues that there is no central authority in English language speaking, Standard English is a learned skill, and a skill in which there is not always an absolute agreement’.

The quality of teaching is not determined by the teacher's English proficiency alone, although English proficiency is one of the factors that facilitates only in English language learning and teaching. What constitutes quality teaching may involve many factors like teaching experience, teacher beliefs, the match between teaching beliefs and learners' needs, broad understanding of learning and teaching contexts and characteristics of learners, etc. The focus should shift from, 'Who is better, native or non-native?' One is not automatically superior to the other. Rather, the focus needs to be on, 'Who knows and can teach what and how well?' instead of pointless debate about native and non-native distinctions, attention needs to be concentrated on how all language teachers can be helped to create effective language learning environment where learning and teaching are focused on learner needs and interests, and the development of cross-cultural understanding.

It may be generally assumed that learners in a same culture share the same learning experience, styles, and characteristics. However, there are a number of variables that impact on learners' beliefs, views, and learning styles, such as proficiency level, learning experience, age, social status, educational level, gender, etcetera. Such variables contribute to the complexity of learning processes and create learner differences. In recognition of the complexity and flexibility of culture and the individual learner differences within a culture, the characteristics of Chinese learners in this paper are identified in a broad cultural frame. This provides an understanding of general characteristics of Chinese learners as well as a basis for understanding the roots of individual Chinese learner differences.

Beliefs' role in learning in Chinese Society

Buddhism and Confucianism from China (37 BC–1910), Japanization during Japanese colonization (1910–1945), and Americanism in the 20th century until present has great influence despite such changes, within the tensions and contradictions between traditional values and modern individualism and commercialism, Confucian principles, in particular, continue to play an important role as a foundation of educational philosophy and practice in Chinese society. Confucianism puts a high emphasis on 'propriety, etiquette or ceremony, knowledge and trust' (Peterson, 1997, p. 144).

It is believed that these values can be obtained through education and one can become perfect through learning and gaining knowledge. Education is believed to be achievable by everyone if he or she wants to achieve, regardless of ability. Such a belief puts enormous emphasis on effort and will power to succeed in academic achievement and life. Therefore, success is perceived to stem from controllable factors such as effort, will power and study methods, while failure is a result of lack of effort and willpower rather than personal inability. The view of ability is flexible, fixable and controllable. Ability can be obtained from hard work and effort (Salili, 2001). The Chinese educational system has been established on the basis of these beliefs, which has generally led to extreme dedication, high motivation and hard work to gain good education and high literacy rates.

Confucianism places importance on loyalty and obedience toward parents and teachers, which is defined as 'filial piety' by Salili, Fu, Tong and Tabatabai (2001)

The teachers' role is to pass correct (absolute) knowledge onto their students. Teachers expect to be respected as authority figures and unquestioned about their knowledge (Ellis, 1994; Ho et al., 2001). On the other hand, students are expected to be obedient, humble, respectful and hard working. Decision-making regarding study tends to be externally from

the pressure from parents, peers and examination results rather than by student inner direction (**Ho et al., 2001**). Due to this passive role of the students, it is likely to be assumed by Western teachers that the students from the Confucian heritage cultures (CHCs) are silent, spoon-fed recipients rather than active, responsive seekers or generators of new knowledge. In short, the general passive and silent learning attitude of students from CHCs seems to be basically from role definition: the teachers deliver knowledge, and the students receive.

Parents' role in students' learning

Parents in East Asian contexts, in particular Chinese parents, have been well documented for their zealous involvement in their children's academic development (**Stevenson and Stigler 1992; Pang and Watkins 2000; Sung and Padilla 1998; Hung and Marjoribanks 2005**). Educational research on family factors in students' academic development supports parental involvement as a sound educational strategy in enhancing students' academic achievement, especially in mathematics education (**Wang 2004; Gonzalez-DeHass et al. 2005; Hung and Marjoribanks 2005; Spera 2005**). In language learning research, parental involvement is commonly considered to contribute to learners' language learning and Asian parents, especially Chinese parents, are often closely involved in their children's second or foreign language learning (**Sung and Padilla 1998**). Since the English language, in Chinese contexts as well as many other contexts, has been widely regarded as providing an access to material resources and social capitals and a way for social and economic advancement by students and their parents (**Ross 1993; Pennycook 1994; Zhao and Campbell 1995; Yang 20002; Jiang 2003**), Chinese parents unsurprisingly provide immense support to their children's development as English language learners. Moreover, after thirty years of concerted research efforts on developing language learners into effective ones (**Wenden 1998, 2002**), recent educational initiatives in China suggest that learners' competence in language learning has been recognized as an important objective in the new curriculum for secondary school learners (**Hu 2005**). However, little research has explored the issue of how parents participate in Chinese students' second or foreign language learning, in particular learning English as a foreign language. This seems to be a disappointing neglect as enquiries into parental involvement in language learners' development will inform language teachers and researchers about how school-family cooperation can be deepened to support the emerging curriculum initiatives aiming for language learners', particularly, young language learners' enhanced competence in language learning, as English has recently become part of the national primary school curriculum in China (**Nunan 2003, Hu 2005, Gao Xuesong 2006**)

The studies reveal that Chinese parents (and other family members) are as closely involved in children's development as English language learners as they are in their children's academic development (**Stevenson and Stigler 1992**). There is also ample evidence from this study to confirm that Chinese parents' involvement not only has a deep impact on Chinese students' language learning attitude and motivation (**Sung and Padilla 1998**) but also has left marks on the participants' strategy use and learning beliefs, which are crucial to learner development (**Wenden 1998, 2002**). In other words, these Chinese parents are willing to be much more proactive in the participants' language learning than a 'we provide and you learn' approach, regardless of their linguistic and pedagogic knowledge. However, parental involvement for individual learners might have been limited to one or two aspects of the participants' language learning. (**Gao Xuesong, 2006**)

Teacher and Parents' Relationship role in learning

It also becomes an important aspect for language teachers to seriously consider developing a teacher-parent partnership in implementing learner development programs. In the family-school/teacher-parent partnership, parents need to be supported in how to guide and supervise children's language learning more effectively by teachers. In their efforts to enhance learners' competence in learning, language teachers may receive crucial assistance from parents who spend a much longer time with children and have a strong emotional attachment to them. Language teachers must realize that their intention to develop their language learners, especially young language learners, into effective ones will not go too far without collaborating parents in the home front. If language teachers and researchers could pass on some of the wealth of knowledge about learner development in accessible forms to parents and other social agents, we would contribute to the creation of a wider social environment facilitating learners' language learning and development.

METHOD

The participating university is a good ranking universities in the northeastern part of China. The students enrolled within this university needed to finish their secondary education and achieved a high level in the College Entrance Examination. The participants involved in this study were full-time students on the main campus of the university.

Participants

Undergraduate and Postgraduate Students from the School of Foreign Languages at Northeast Normal University.

Twenty-five students from undergraduate and twenty-five students from graduate level of education.

Data is collected through three ways:

- Questionnaire
- Interview
- Focus Group Discussion and

At the very beginning each group of students was briefed about the study then a questionnaire with Rating Multiple Choice Questions was distributed. Afterwards Interview was conducted, each interview was recorded in audio or video format and necessary notes were also taken. Each interview consists of 12 questions at all; including 3 close ended and 9 open-ended questions. Afterwards Focus Group Discussion was arranged for 25-30 minutes from undergraduate and graduate students respectively with 3 sub-groups of each level of study.

Data collected through Questioners is analyzed through Microsoft Excel and results are inferred in Quantitative form.

While; interview is analyzed on the basis of the answers of the respondents and described in Descriptive form; as below. And data from Focus Group Discussion is derived through

Observation and notes and results are written in descriptive form and if possible responses could be coded as to secure the privacy of the interviewee.

RESULTS

- Quality of teaching English in school of foreign language and Northeast Normal University is that teachers come prepared in class is rated mostly; and the teachers possess average subject knowledge, Methodology adopted is less liked by the students and students are respected usually by the teachers. Teachers assess students' performance fairly. And time taken for the assessment is also acceptable. Classroom environment of the school is okay. Consultation time of the teachers for students is not satisfied. Course content is satisfied. Learning material is used not often. Pace of course is good encouraging; Finally Course Requirements and Outcomes are satisfied.
- Good grades in English subject in Senior High School, British Broad Casting (BBC) Listening, Widely usage of English, Personal interest, Schools Teachers, Watching English movies, Less attention paid to English in Senior High School, Wish to go abroad, more job opportunities for English speakers in China; are the factors that motivated students to learn English.
- Ninety percentages of the students decide to learn English by themselves and 10% choose to learn English after consultation with their parents.
- English is the most liked second language in China as compared with other languages such as French, Japanese, Korean German and Russian.
- Majority of the students are intended to be English Teacher at School level, interpreter and translator.
- Ninety-nine percentage of students are excited to go abroad and but they do not want stay or work there for long time.
- All students perceive that English is just access to the rest of the world for Chinese people so in future there is no threat of English towards Chinese language.
- All students accepted that the teachers in School of Foreign language are responsible and experienced.
- Lack of spoken/oral communication/practice with foreign students, same content and boring pedagogy, and romantic and general talk in classes of few teachers are the perceived weaknesses by the students in the school of foreign languages.
- Native English speaker teachers got the highest votes followed by Chinese and Nonnative Speaking teachers.

DISCUSSION

From the results above it is seen that the students have rated Course Consultation very poorly. Classroom Environment and Teaching Methodology is rated as second poor aspect of the school, which is followed by the Subject Knowledge, Assessment, Time for assessment, Course Content, Learning material, and Course requirements are rated fair. Classroom preparation and Student Respect are rated as good, while the pace of course was rated as the highest of all.

Popularity of English and easy to learn, senior-school teachers, English media and personal likeness are the main factors that mostly influence the students to learn English at high level.

Almost Chinese students prefer English after Chinese language, and they are enthusiastic to go abroad, even majority of them like to work in abroad for short time not for long term. They prefer to return back and spend rest of life with their parents in China.

CONCLUSION

From the above discussion; it is inferred that teachers spare less time for the consultation of the students; Class environment is not good enough. Less interactive and non-student centric methodology is adopted. Subject knowledge is good but not exceptionally well, Assessment is somewhat fair and result announcement is delayed. Teachers come prepared in class except some times. Course content is Average, Learning material is somewhat relevant and course requirements are completely stated in the syllabus. Teachers respect students mostly and finally the pace of the course is appropriate.

The room for improvement is always empty; so following are the few ways that study shows; that could be used to achieve improvements of students' language learning experiences and ultimately for better teaching practice. *Teachers should adopt student-centered and practice based teaching methodology for students. More opportunities (dialogues, talks, workshops, debate competitions, cultural exchange activities among Chinese and Foreign students) may be created to improve the oral English of Chinese students. Teachers may ensure to give proper time for students consultation. More focus may be given on the learning of the students instead of increasing the workload. Results may be announced on time. Classroom infrastructure may be improved.*

REFERENCES

- Belinda Dello-Iacovo (2009). *Curriculum reform and 'Quality Education' in China: An overview*. International Journal of Educational Development 29 (2009) 241–249
- Chandra Muller, Susan Roberta, L.Janelle, (1999). *Investing In Teaching And Learning Dynamics Of The Teacher-Student Relationship From Each Actor's Perspective*. Urban Education, Vol. 34 No. 3, September 1999 292-337
- Daniel D. Pratt, (1992). *Conceptions of Teaching*. Adult Education Quarterly Volume 42, Number 4, Summer, 1992,203-220. Sage Publishers.
- Etta R. Hollins, (2011). *Teacher Preparation For Quality Teaching*. Journal of Teacher Education 62(4) 395–407 © 2011 American Association of Colleges for Teacher Education.
- Gao Xuesong, (2006). *Strategies Used by Chinese Parents to Support English Language Learning: Voices of 'Elite' University Students*. Regional Language Center Journal, Vol. 37(3) 285-298 | DOI: 10.1177/0033688206071302 © 2006 SAGE Publications (London, Thousand Oaks CA and New Delhi)
- Jinjin Lu, Stuart Woodcock, and Han Jiang (2014). *Investigation of Chinese University Students' Attributions of English Language Learning*. SAGE Open , October-December 2014: 1–15

- Rahma Al-Mahrooqi, Christopher Denman, Jamila Al-Siyabi, and Faisal Al-Maamari (2015). *Characteristics of a Good EFL Teacher: Omani EFL Teacher and Student Perspectives*. SAGE Open April-June 2015: 1–15
- Ross Guest, Alan Duhs (2003). *Quality assurance and the quality of university teaching*. Australian Journal of Education, Vol. 47 No. 1.
- Song-Ae Han, (2005). *Good teachers know where to scratch when learners feel itchy: Korean learners' views of native-speaking teachers of English*. Australian Journal of Education, Vol. 49, No. 2, 2005, 197–213
- Wang Mao-jin, (2001). *The Cultural Characteristics Of Chinese Students: A Study Of Basic Attitudes And Approaches To Their English Studies*. Regional Language Center Journal (RELC) Vol. 32. 2001.

Figures' Legend:

- Figure 1:** General Model of Teaching.
- Figure 2:** Aspects of “Teaching” Conception
- Figure 3.** Conceptual Framework Chart