

An Investigation into Objective-based English Listening and Speaking Instruction

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Abstract—Based on the theories of instructional objectives, this research investigates the current situation of teachers' attitude toward objectives, how English teachers design objectives and how they facilitate the attainment of objectives in College English listening and speaking class. This research aims to arouse teachers' awareness of objectives in College English listening and speaking classroom instruction and restate the importance of objectives for effective instruction. Meanwhile, the investigation also aims to presents problems existing in teachers' professional competence, especially in objective design before class and promotion in classroom instruction to provide clues for teachers' professional development.

Index Terms—objectives, College English, listening and speaking instruction

I. INTRODUCTION

Background

In 2015, the Steering Committee for College English Instruction of the Colleges and Universities, Chinese Ministry of Education released a draft of the *College English Instruction Guide*, which proposes the general objective of College English course is to develop students' integral competence, enhance their inter-cultural awareness and develop their social abilities. Meanwhile, English courses aim to develop students' autonomous learning ability and improve their comprehensive culture accomplishments.

The key to realize the target is the enhancement of the effectiveness of College English instruction. English listening and speaking, as two basic and required skills, play important roles in College English classroom instruction. However, English listening and speaking competence has been a relative weakness for non-English major students. Although much improvement has been made in College English instruction, the effectiveness and quality of the instruction in College English have been improved as a whole, the phenomenon of low effective or ineffective instruction still exist.

There are many factors influencing the effectiveness of instruction. Objective is a key factor. Bloom, an Educational Psychologist in United States has said "effective instruction begins with clearly knowing what the instructional objective is." Objective "explicit formulations of the ways in which students are expected to be changed by the educative process" (Bloom, 1956, p.26).

Therefore, there is a profound significance to conduct a research from the perspective of objectives in College English listening and speaking. In order to know how objectives influence the effect of the instruction of College English listening and speaking, the research will be carried out to explore the current situation of teachers' design of objectives and how these objectives are achieved during the process of classroom instruction. Therefore, there is a profound significance to conduct a research from the perspective of objectives in College English listening and speaking. In order to know how objectives influence the effect of the instruction of College English listening and speaking, the research will be carried out to explore the current situation of teachers' design of objectives and how these objectives are achieved during the process of classroom instruction. The study will be carried out in a mixed research method to explore the effectiveness of the instruction in College English classroom through three questions as following: 1) What is the College English teachers' views on classroom instructional objective? 2) How is the current situation of teachers' designing of objectives? 3) How are these objectives achieved during the process of classroom instruction?

General Ideas of Objectives

To be effective in class, we must have direction and purpose. For example, we want to focus on listening and speaking skills in college English class. Our task would then be to decide on the specific learning activities that will lead to the attainment of this goal. Therefore, listening and speaking as two broad skills would be integrated into course content and related specific objectives.

Indeed, it is Ralph W. Tyler (1949/2014) who puts forward the concept of objective for evaluation of education. According to Tyler, educational objectives "represent the kinds of changes in behavior that an education institution seeks to bring about in its students (Tyler, 2014, p. 101)." Influenced by Tyler's idea, experts began to explore objectives. Among which, Bloom's Taxonomy is the most impacted theory. Research on objectives is accompanied by the birth of Bloom's Taxonomy of educational objectives.

There are many synonymous terms used to refer to objectives including behavioral objective, cognitive objectives, learning objectives, educational objectives and objectives (Marken & Morrison, 2013). Actually, most educators have formed a consensus view on "what objectives are" even they use different statements focusing on learning outcome,

change, intended outcome or result. For example, Bloom (1956) defines it as a change of the students after instruction procedure. Mager (1997) points out “an objective is a description of a performance you want learners to be able to exhibit before you consider them competent.” Morrison regards it as a statement that specifies what a learner will be able to do after instruction (Morrison, Ross & Kemp, 2007).” Gagné (2005) thinks there are five expected “learning outcomes.” In Moore’s view, “An objective is not a statement of what you plan to put into the lesson (content) but instead a statement of what your students should get out of the lesson.” “...an objective describes an intended result of instruction, rather than the process of instruction itself...” (Moore, 2012, p.164).” Wu Hongyun & Pi Liansheng (2011) agree that objectives are the expected learning outcome of the students.

Despite their differences in the specific situation, they hold the same purpose to show students’ expected outcome after learning.

Objectives can be stated at varying levels of specificity. At the general level, objective presents the broad goals of instruction. At the more specific level, objective tells what students will be able to do following instruction. When writing objectives, we can begin by identifying goals at a broad level and follow these with the more specific objectives.

Generally speaking, objectives can be written at three different levels. These three levels can be described as following in descending order: goals, aims and objectives.

Aims refer to a broad statement about the intent of education. They are value-laden statements, written by panels, commission, or policymaking groups, that express a philosophy of education and concepts of the social role of schools and the needs of children and youth. In short, they are broad guides for translating the needs of society into educational policy. Aims are written on a societal level. They are descriptive and vaguely written statements.

Goals are more definite than aims, but they are still non-behavioral and therefore non-observable and non-measurable. Goals provide direction for educators, but they do not specify achievement levels or proficiency level. Objectives are descriptions of what eventually are to take place at a specific subject or grade level and at the classroom level. They specify content and sometimes the proficiency level to be attained.

Objectives are stated in behavioral terms. They state specific skills, task, content, and attitudes to be taught and learned, and give teachers and students a standard by which to judge whether they are achieving the objectives. Naturally, objective should be consistent with the overriding goals of the school system and state and the general educational aims of society. Each teacher, when planning for instruction, might contribute to these goals and aims in a different way. Aims are the broadest, and objectives are the most specific.

In our research, the objectives refer to the more detailed description of what a learner is expected to be able to do or the change after a period of College English instruction. Specifically, they are the intended outcome at the end of an English lesson and usually formulated by the teacher to plan for the entire English class. It can be the expectation of a unit, a lesson, or a period of class.

Role of Objectives

There are many reasons why we should care about instructional objectives. For example, Gronlund (1999) identifies some of the benefits of objectives:

They provide an instructional focus for participants (learners, instructors, and instructional designers). They provide participants with guidelines for learning and teaching. They provide standards for assessment (including self-assessment) and evaluation. They communicate instructor and course expectations to participants. They communicate instructional intent. They provide instructional designers with guidelines for selecting media, materials, and strategies.

The role of objectives concerns about three aspects: teachers’ guide; students’ learning; evaluation and assessment of the instruction effectiveness; premise of the educational goal.

1) Objectives are the guide for teachers to carry out instructional activities. Objectives establish the framework for instruction: They force teachers to provide students with the environment and sequence of activities to reach the stated intent. As Gronlund mentioned in his book, objectives can provide an instructional focus for instructors and instructional designers with guidelines for selecting media, materials, and strategies (Gronlund, 1999), overcoming the blindness and random in traditional instruction, which assure the achievement of educational objectives and provide norm for formative evaluation.

2) Objectives give students indication for their learning. Objectives make clear to students a teacher’s expectations prior to his instruction. This communication eliminates guess work related to students’ learning. Students who are told what they should accomplish at the conclusion of a course know what must focus on, have tangible goals to strive for, and are better able to judge how successful they have learned new materials. Students can make more informed decisions about how to focus their efforts and allocate their studying time, and they can more effectively monitor their comprehension as they read and study (Gronlund, 1999).

3) Objectives can help the evaluation of instruction effectiveness.

Objectives also prescribe exactly what skills and knowledge students must reveal as a result of instruction. In other words, your objectives will set the framework for the evaluation process (Moore, 2012, P.164). Whether the objectives are attained and achieved is the most important standard to judge the effective instruction. The classroom instruction cannot be regarded as a successful class without fully attainment of objectives even if other aspects are really good enough.

To judge whether an English class is successful or not should depend on the real enhancement of the students’

language level. However, language competence, the effect of a classroom instruction cannot embody right away through one's language expression. So how the teachers design the objectives and how he facilitates the attainment of such objectives will be the focus of the research.

4) Objectives are the basic support for the goal realization of education. Objectives are beneficial for the scientific instructional design which plays roles as stimulating, checking and evaluating. Each level of instructional objective should be realized so as to assure the language teaching goal.

Objectives make a framework for instruction design, teaching strategies and specific activities and evaluation process for students' attainment, which will drive instructors to provide the environment and activities for students to reach the stated intent. The teacher who understands why and how to use objectives can teach more effectively. Objectives help the teacher focus on what student should know at the end of the lesson plan or unit plan and help students know what is expected from them. Objectives help the teacher plan for teaching and organize instruction; they identify what to teach and when to teach it, and thus serve as a "map" or guide for both teachers and students.

Therefore, clearly stated objectives are important for the effectiveness of English classroom because they provide you with a solid foundation for designing relevant activities and assessment. Well-written objectives tell clearly students what the mastery level is. How well students achieve this level tells the teacher whether the instruction is successful and effective.

II. RESEARCH DESIGN

Research Overview

This research aims to pursue answers for the following three questions:

- 1) What is the College English teachers' view and attitudes toward objectives in listening and speaking class?
- 2) What is the current situation of teachers' design of objectives for College English listening and speaking class?
- 3) How are these objectives achieved during the process of classroom instruction in listening and speaking class?

The first question will be divided into teachers' view or attitude and their design competence of objectives. A survey investigation based on questionnaire will be adopted to find how the College English teachers view and their attitude on objectives. By analyzing the teachers' lesson plan for listening and speaking class, teachers' competence of designing objectives will be discovered.

With regard to the third question, a case study will be adopted to observe two selected teachers' real classes so as to find how the teacher facilitates the attainment of objectives.

Participants

In the research, thirty-three teachers who teach College English in Zunyi Medical college where I have been working are involved for the investigation about the teachers' view and attitude on the objectives. These English teachers vary widely in professional preparation, age and teaching experience. Among them, 28 are female and 5 are male. Their years of teaching experience in the field of English teaching range from 1 to 15 years with a mean of 5 years. All of them are full-time English teachers. Table 1 shows the structure of teachers' background involved in questionnaire.

TABLE 1
TEACHERS' BACKGROUND INFORMATION

Sex	Age			Year of teaching			
	male	90s	80s	70s	1-3years	4-6years	7-10years
28	5	4	20	9	14	13	6

Note: 90s, 80s and 70s in the table refer to the birth year of the teachers. For example, 90s means that the teacher was born in 1990s.

In addition, two teachers of them were selected to be observed in their listening and speaking class to find out how they facilitate their students' attainment of objectives. One is Anne, who teaches freshmen, another is Jane, who teaches sophomore. Both are full-time College English teachers. Their background information is given as following.

Anne

Anne is a novice teacher in Zunyi Medical College. She comes from a county of other province. She came to Zunyi because her boyfriend as a soldier in service was assigned to Zunyi. Thus they can meet once a week at weekends.

When the study started, she has just graduated with a master degree major in English language and literature from an international studies university one year ago. Before coming to the College, she has the experience of being an English teacher in a university for a year, and trainer in an English training institute during her vocations. When at school, she has worked as vice-minister of the learning department of the student committee. She has a personality of open-minded, kind-hearted. She is willing to help others and cooperative and working hard.

When I first meet her, she undertakes the teaching of College English for five classes. Each class has four periods of class hour. In other words, she has twenty class hours a week. Since this is the first year of teaching career in university, she has to attend pre-job training for the first two months this semester. In addition, she is a member of the chorus in foreign language school. Therefore, I really appreciate for her warm-heart to help me finish my research because she is busy all the time. "The life in this semester", as she said, "seems like a battle." However, despite her busy work, she is energetic and smiles all day long. And I have never even seen she has used the microphone I gave to her like most of the

other teachers do.

Jane

Jane is a native girl with three-year teaching experience. She graduated from a teachers' university before she began her postgraduate study. Before she came to Zunyi Medical College, she has no any experience of teaching. She said she never dreamed to be teacher before. She has no child and her husband supports her teaching work very much.

Jane is the director of the teaching group for freshmen and sometimes works for the teaching secretary. She is rigorous when she works. She refused to be observed at first because she was afraid of her students' performances. After negotiating with her students, they expressed their welcome to me.

Jane has four classes to teach this semester. Her teaching tasks are not as many as Anne because she has one class in English major. In total, she has eighteen class hours a week. Therefore, Jane is as busy as Anne even if her class hours are less than that of

I told Anne and Jane my purpose of research before observing her class because I feel ashamed if I keep it in secret although this may influence the authenticity of the observation. So at the very beginning, I did not give much comments about their teaching and tried to give them clues about my pure motivation to make them out of the pressure. After four class hours passed, that is, two weeks later I found the classes went normally.

Another big population is the students of the two selected English teachers. As described in former chapter, their responses in class reveal the degree to which they have attained the designed objectives. They are freshmen in two parallel classes with 50 students in average in each class. They were chosen randomly no matter they are girls or boys and not considering their English levels.

Procedure

The research is designed in three stages. First, questionnaire for teachers are designed to find teachers' view and attitude on objectives. In this part, quantitative method has been used to get an overall impression about teachers' attitude, knowledge and competence of objectives. Thus, valid data can be collected and analyzed in terms of current situations of the design of the objectives in College English listening class.

The second stage is analysis of teachers' lesson plan, specifically, analysis of teachers' design of objectives. 33 teachers' lesson plan were collected among which the objectives were analyzed to find how teachers classification of objectives, their statement of objectives, the use of verbs in stating objectives, and the alignment between objectives and the teaching activities, etc.

Classroom observations is the third stage, which was conducted to explore the attainment of objectives in the two selected teachers' real listening and speaking class. Three phases were taken to check the effectiveness of listening and speaking class from the attainment of objectives. First, we got to know about teachers' designing of objectives before each class. Second phase happened in the whole process of instruction, observer observed and made record for teachers' behaviors and students' response. A survey was taken after the class in the third phase in which the students were required to make an evaluation on the attainment of the objectives of this class. And the teacher was interviewed to recall and make an assessment of this class from the attainment of objectives.

By observing teachers' behavior and interactive activities in classroom from Zunyi Medical College, what happens in real class is a good source for the research, which provides authentic information for effective classroom instruction. A classroom observation sheet was designed based on the question how the College English teacher facilitate the attainment of classroom instructional objective so as to realize the effectiveness of College English classroom instruction (see Appendix II). Observations have been conducted from September 2015 to December 2015, two selected teachers' listening and speaking classroom instructions were observed successively for 16 class hours.

In this part of the research, qualitative method was used to get an overall impression about classroom instruction in College English listening and speaking class. After each period of listening and speaking class, a question was asked to the students to see to what degree they think they achieved the expected objectives.

III. RESULTS AND DISCUSSIONS

Results and Discussion of Questionnaire for Teachers

Teachers' view on objectives serves as the guidance of teacher's performance and premise the effective instruction in the class. It reveals teachers' attitudes, education values, awareness, and theories foundation about teaching and learning that are set up over times, it is a source for teachers' classroom performance and guidance of their decision-making for effective instruction. Therefore, under the background of teaching reform recently, effective instruction in College English requires more consideration about objectives.

1. Teachers' Attitude toward Objectives

Items 1, 4, and 11 are designed to explore teachers' attitude toward the importance or the function of objectives. Table 3.1 presents teachers' response to these items.

TABLE 3. 1
TEACHERS' ATTITUDE TOWARD THE IMPORTANCE OF OBJECTIVES

Items	Options	Percentage	Total
1. Do you think it is necessary to set up objectives in college English listening and speaking class?	Completely necessary	42.42%	14
	Necessary	57.58%	19
	Not necessary	0%	0
	Completely not necessary	0%	0
4. Do you agree with the statement that objectives are the basis of effective instruction?	Completely disagree	0%	0
	Disagree	6.06%	2
	Agree	93.94%	31
	Completely agree	0%	0
	Objectives underlie the design of activities	66.67%	22
11. Please choose the statement which you agree with.	Objectives guide the choice of teaching method	75.76%	25
	Objectives do not guide the instructional design	24.24%	8
	Objectives guide the teachers' effective instruction	81.82%	27

Item 1 shows how important teachers think of objectives in College English listening and speaking class. According to the table, all College English teachers think objectives are important in College English listening and speaking class. Item 4 is designed to know the importance for effective teaching. Based on the table, most of the teachers agree the say that objectives are the basis of effective instruction. Apart from the function in effective instruction, objectives play roles in other parts of instruction. We can find from item 11, 66.67% teachers think objectives underlie the design of activities. 75.76% teachers think objectives guide the choice of teaching method. 81.82% teachers believe objectives can guide the teachers' effective instruction. That is to say, most teachers admit the function and role of objectives in College English listening and speaking class. However, it's worth noting that 24.24% teachers hold the view that objectives do not guide the instructional design. The number reaches nearly to one third, which is not a small portion.

2 Teachers' Knowledge of Objectives

In order to know teachers' knowledge of objective, we design item 2, 3, 6, 7,12,13, which range from the meaning of objective, elements of objectives, domain of objectives, some famous theories of objectives and what a well-written objective is. The responses are shown in Table 3.2.

TABLE 3. 2
TEACHERS' KNOWLEDGE OF OBJECTIVES

Items	Options	Percentage	Total	
2. Please choose the statement which describes objective.	Develop students' integrated competence	54.55%	18	
	Cultivate students' four skills	18.18%	6	
	Students can gain main idea of listening material according to key words after learning this unit	24.24%	8	
	Finish exercises after class	3.03%	1	
3. The objectives for College English class are_____.	The basic requirement of teachers' teaching	18.18%	6	
	The expected outcome of learning or behavior, which can be measured scientifically	57.58%	19	
	The requirement of college English course	18.18%	6	
	The description of learning process	6.06%	2	
6. Which domain of the following objectives is most important ?	Knowledge and skills	33.33%	11	
	Process and methods	27.27%	9	
	Culture	6.06%	2	
	Attitude and value	24.24%	8	
	Learning strategies	9.09%	3	
7. What features do you think are well-written objectives	Complete domains of objectives	54.55%	18	
	learner-centered	87.88%	29	
	Teaching-content-centered	30.30%	10	
	Measurable	27.27%	9	
	Diversity of levels	54.55%	18	
12. Do you agree with the idea that the "Requirement of College English course" can guide and define the design of objectives?	Completely disagree	0%	0	
	Disagree	25.93%	7	
	Agree	74.07%	20	
	Completely agree	0%	0	
13. Do you know about the following theories?	A. Bloom's taxonomy of objectives?	Absolutely unfamiliar	5%	1
		Unfamiliar	60%	12
		Familiar	30%	6
		Very familiar	5%	1
	B. Mager's approach of writing objectives	Absolutely unfamiliar	10%	2
		Unfamiliar	65%	13
		Familiar	20%	4
		Very familiar	5%	1
	C. Gronlund's approach of writing objectives	Absolutely unfamiliar	15%	3
		Unfamiliar	70%	14
		Familiar	5%	1
		Very familiar	10%	2

In order to explore the current situation of teachers' understanding of instructional objectives, we set Item 2 and 3 related to the understanding of instructional objectives in the questionnaire.

Item 2 and 3 are used to check how teachers know about the basic meaning of objectives. According to this table, 54.55% teachers item 2 regard "develop students' comprehensive competence" as a classroom instructional objective, 18.18% teachers think of "cultivate students four skills" as classroom instructional objective, only 24.24% teachers regard "students can gain main idea of listening material according to key words after learning this unit" as objectives. In other words, less than one quarter teachers believe objectives are the expected change or outcome after learning. More than half teachers cannot identify specific objectives from general goal of course objectives. Ironically, in item 3, 57.58% teachers make the correct choice for the meaning of objectives. This response is contradicted with item 2.

Item 6 is a question to find out teachers' focus on the domain of objectives. The proportion of culture and learning strategies are only 6.06% and 9.09%, which are obvious lower than the rest. That is to say, knowledge and skills are still focus of teachers in College English while culture and learning strategies draw less attention.

Teachers were asked to judge whether a statement is a well-written objective in item 7 to know how much they know about objectives. From their answers, it is shown that, complete domains of objectives and learner-centered are two main aspects they think very important for a well-written objective.

3 Teachers' Competence of Stating Objectives

Teachers' competence on the stating of objectives is to be found in item 5, 8, 9 10 in table 4.3. Item 5 is to check what teachers refer to when writing objectives. Item 8 is to find the philosophy of objectives. Item 9 is the principle of stating objectives and item 8 focus on the alignment between objectives and activities. Detailed information will be shown in Table 3.3.

TABLE 3.3
TEACHERS COMPETENCE OF STATING OF OBJECTIVES

Items	Options	Percentage	Total
5. What do you refer to when writing objectives?	Design according to the course requirement, content and students' condition	75.76%	25
	Consult excellent lesson plans	0%	0
	Adopt the instructional objectives directly from teachers' book	15.15%	5
	Write objectives based on personal experiences	3.03%	1
	Write objectives only for the administration checking	6.06%	2
8. Which of the following embodies the philosophy of writing objectives?	Students-centered	84.85%	28
	Teachers-centered	3.03%	1
	Combination of presetting and generating	54.55%	18
	Combination of comprehensiveness and emphasis	72.73%	24
	Combination of scientific spirit and humanistic spirit	54.55%	18
9. Which principles should be followed when designing objectives	Specific	69.70%	23
	Comprehensive	75.76%	25
	Scientific	69.70%	23
	Operable	90.91%	30
	Measurable	42.42%	14
10. Do you pay attention to the alignment between objectives with teaching activities?	Yes	100%	33
	No	0%	0

According to the responses in item 5, most teachers (75.76% and 15.15%) claim that they design objectives based on the course requirement, content and students' condition as well as the teachers' book. The figures are largely aligned with the result of item 12 in Table 3.2, which shows 74.7% teachers regard "Requirement for English course" serve as the guidance for designing objectives. However, there are still 25.93% teachers disagree the role of "Requirement for English course" in designing objectives. This number cannot be neglected.

With regard to the designing methods and principles, item 8 is designed for teachers to judge what a well-written classroom instructional objective is, 87.88 teachers chose "learner-centered", 54.55% chose "complete domains of objectives", 54.55% teachers chose "diversity of levels", 27.27% teachers chose "measurable", and 30.30 % teachers chose "teaching-content-centered." This suggests that teachers give much consideration to the diversity of level and domains of objectives, that is, they concern about the comprehensive aspect when designing while "measurable" is less considered as in item 10, and the proportion of "measurable" is lowest, in teachers' designing classroom instructional objective.

4 Teachers' Evaluation of Objectives

As for teachers' view on the evaluation of objectives, teachers' responses are found in item 14 and 15. Detail information will be shown in Table 3.4.

TABLE 3.4
TEACHERS' VIEW ON EVALUATION OF OBJECTIVES

Items	Options	Percentage	Total
14. Will you evaluate your objectives in different ways?	Often	27.27%	9
	Constantly	63.64%	21
	Not evaluate	6.06%	2
	Don't know how to evaluate	3.03%	1
	Can be achieved	15.15%	5
15. Do you think the designed objectives can be achieved after leaning?	Can be Largely achieved	27.27%	21
	Can be achieved sometimes	63.64%	7
	Cannot be achieved, they are just for show	6.06%	0

From the responses, we can find all teachers pay attention to the alignment between classroom instructional objectives with teaching activities. But not all of them can evaluate their objectives in different ways. The result of evaluation seems not so perfect, only 15.15% can be achieved. 63.64% teachers think the designed objectives can be achieved sometimes. This is not an optimistic phenomenon.

IV. CONCLUSION

Objectives play an important role in promoting the effectiveness of English listening and speaking class in College. Nowadays, many scholars begin to rethink the setting of objectives in College English course in order to change the phenomenon of current teaching situation "time consuming, low efficiency", thus there is a profound significance to take an investigation into how teachers view and design objectives for English listening and speaking class. Since it happens in the real class on how teachers facilitate the attainment of objectives, it is necessary to take classroom observation into account. In addition, the effectiveness of English listening and speaking class in College also depends on the students to a large degree, therefore, the study also explores the attainment of the objectives by classroom observation and self-evaluation from a students' perspective. The Major findings of this study will be shown as follows.

A. Major Findings of the Research

1. Teachers' Attitudes Toward Objectives

Through analyzing 33 English teachers' responses to the questionnaire about the objectives, the author concludes that English teachers in College admit the importance of the objectives. But they lack of systematic knowledge about it. The specific details are as following:

- 1) The functions of objective are admitted by most of the English teachers for the effective instruction of listening and speaking class. All teachers think it is necessary to set up classroom instructional objective, which will give guidance for teaching and learning.
- 2) Most teachers know the meaning of objectives, but they cannot make it clear about the difference between the instructional objective for a course and a class.
- 3) Most teachers know the way of design objectives, but Knowledge and skills are still the main concern when English teachers design objectives.
- 4) Most teachers consider they evaluate the objectives occasionally. And their students can achieve the objectives after learning in class.

2. Teachers' Design of Objectives

English teachers' effective design of objectives premises the effective instruction in listening and speaking class. Based on the analysis of the teachers' designed objective for the listening and speaking classes, we found the features as follow:

- 1) Teachers mainly concern about language knowledge and skills, which is aligned with the findings in the response of the questionnaire.
- 2) Most teachers cannot make clear about the differences between the objectives and the teaching activities or tasks, which may influence the effective design of the objectives. This finding shows there is a certain discrepancy between teachers' self-evaluation and the real situation about their knowledge about objectives.
- 3) The subjects of the objectives are vague, and teachers' book is the main recourse of their designing, which does not conform to the response of the questionnaire. It is possible that teacher forgot the rules when designing objectives in reality. And time is another reason.
- 4) No specific details are given in teachers' design, for example, there is no condition to show how to judge the achievement of the objective.
- 5) No signs are shown about how to evaluate the attainment of objectives.

3. Attainment of Objectives

The study observed two teachers' classes in order to find the effectiveness of the instruction by the effective attainment of objectives in English listening and speaking class. Teachers' promotion for the attainment of the objectives is the core of observation. According to the analysis of the classroom observation, the researcher concludes that:

1) Teachers present the classroom instructional objective mainly in a direct way. Usually, they just tell students what they are going to listen and speak. They did not give details about how to achieve the objective from students' perspective.

2) Teachers' teaching activities are all aligned with designed objectives, which conform to the response of the questionnaire. However, influenced by the teaching plan of the course, teachers may focus on different part of the listening and speaking. Students' English competence, and the objectives, cannot be developed in balance, which may impede the effectiveness of the instruction of listening and speaking class in College English.

Nowadays, formative assessment is mainly used in College English in the listening and speaking classroom. Teachers' subjective assessment will decide students' performance in the classroom. Therefore, the assessment for the attainment of instructional objective requires highly for the teachers' knowledge, experience and beliefs or value of teaching.

B. Implications of the Research

1. Implications for Teachers

As we have discussed in this research, the design and the attainment of objectives underline the effective instruction of English listening and speaking. On the one hand, teachers should take the classroom instructional objective seriously and learn more about the knowledge of instructional objective. Particularly, they need to identify the different meaning of different levels of objective, thus helping designing the objectives effectively for English listening and speaking class. On the other hand, teachers of College English should develop more expertise of English teaching to facilitate the attainment of classroom instructional objective, so as to assure the effectiveness of the instruction of College English listening and speaking class.

2. Implications for School Administrators

Firstly, the finding of the research can give clues to the school administrators and leaders about the current situation of the effective instruction from the perspective of objectives, that is, from the teachers' view on the objectives and how they promote the students' achievement of objectives, which is helpful in finding the factors influencing the effectiveness of College English instruction.

Secondly, the research findings also make the school administrators and leaders know the current situation of teachers' teaching knowledge and make proper decisions for teachers' professional development.

Therefore, suggestions could be given to strengthen in-service English teachers' learning and straining, enhancing the teachers' level of teaching theories. Moreover, a better of environment of teachers' development could be created to help students reflect their teaching so that the teaching competence and quality can be improved effectively.

3. Implications for Students Learning

The finding of the research also gives implications for students' English learning in listening and speaking class. Because no matter what the findings of the research implies for teachers and school administrators or leaders, students are the final beneficiaries. The purpose of teachers' development and administrators' making policy is to serve for students learning and education.

C. Limitations and Suggestions for Further Study

The design and attainment of classroom instructional objective premise the effective instruction in College English listening and speaking class. The important function of instructional objective in effective instruction cannot be looked down upon. However, limitations exist in the study due to the constraint of the condition and time. One of the limitations in this study is the response rate and sample size. The items in the questionnaire are not all-around. The author's lack of comprehensive understanding of the current situation or limited assessment to materials available may lead to some other significant factors for the design and attainment of objectives might have been dropped. The number of the subjects is not very large and all the participants including teachers and students are from Zunyi Medical College. Thus, whether this conclusion can be applied further will be brought out as a question. Another limitation lies in the documents and data collected. The teaching plan collected may not be completely the same teachers' who answer the questionnaire, which may influence the result of the research to some extent. Furthermore, when observing the two teachers' classes, some designed points cannot be done due to teachers' time schedule. And teachers and students' behavior were marked with subjective judgment.

This research may have many limitations as illustrated above, but it does not mean we should stop research about the effective instruction in College English. More researches should be taken on how teachers and students behave to maximize the effective instruction. Perhaps the closest answer for English teachers and researchers is to become open-minded and flexible enough, equipped with more things they need to find out more factors influencing the effectiveness of College English instruction in class. Classroom observation can be adopted as a new method of research by revealing variety of information during the process of teaching and learning.

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