

A Survey of English Majors' Expectation and Satisfaction Degree of Foreign Teachers' Teaching ——A Case Study on SUAS

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Abstract

With the development of China, more and more foreign teachers come to China and teach English in schools of various levels, especially in colleges. The expectation and satisfaction of English majors towards foreign teachers have become a question worth pondering and exploring. Based on the actual situation of students, the survey designs 26 questions about their expectation and satisfaction degree of foreign teachers, trying to investigate and analyze the expectation and satisfaction degree of foreign teachers, so as to present an insight into the teaching practice of foreign teachers. The research shows that most of the surveyed students have high and multi-faceted expectations of foreign teachers' teaching. Only 40% of the students are satisfied with their teaching subjects, styles, curriculum contents and after-school assignments. The degree of students' satisfaction is strongly related to foreign teachers' teaching activities, students' own personality and psychological trends. Based on the survey results, this study puts forward suggestions on how to optimize the teaching of foreign teachers from the perspective of foreign teachers' hiring, teaching management and students' learning guidance.

Key words: English majors; expectation; satisfaction degree; foreign teachers' teaching

I. Introduction

With the development of the times, the demand of social talents for foreign languages is increasing, especially for English talents (nowadays English is a world language). English not only helps with learning with foreign cultures, learning about foreign science and technology, international exchange as well as cooperation. English is very important and plays an equally important role in the publicity of Chinese culture. Therefore, English has become an indispensable course in cultivating qualified personnel, and English teaching occupies an important position in subject teaching. With the progress and development of China, more and more foreign teachers (Foreign teachers in this paper refer to those English native speakers who teach English in China) come and participate in English teaching in China. Foreign teachers have introduced many foreign teaching modes in the process of teaching practice. And at the same time, many problems have arisen, and the research on foreign teachers' teaching has gradually attracted attention. Research on foreign teachers (范志忠,2006;黄娇娇,2014.) in China shows that there are some differences and conflicts in many ways between foreign teachers and Chinese students.

Few people have discussed the Chinese students' expectations and their satisfaction with foreign teachers' teaching. Based on the previous studies on the teaching of foreign teachers, this paper, taking SUAS (Sichuan university of Arts and Science) for example, is aimed to study the expectations and satisfaction of Chinese students with the help of a questionnaire from the perspectives of students' expectation and satisfaction with foreign teachers and to find out whether the Chinese-context English majors are satisfied or not with the foreign teachers' teaching, to explore the reasons and to put forward advice on the hiring of foreign teachers, the teaching management of foreign teachers and the direction of student learning, to optimize the teaching effect of foreign teachers.

Students' expectations and satisfaction with the teaching of foreign teachers reflect to some extent, demonstrate the influence of foreign teachers on English majors, and help English majors adjust their expectation of foreign teachers to improve their satisfaction with the teaching of foreign teachers and to stimulate the students' cooperation in teaching and classroom activities. At the same time, the research can maximize the teaching value of foreign teachers by guiding foreign teacher's hiring, management of their teaching and students' learning.

II. Research Design

2.1 The Existing Research

Due to the increasing need of communication in English, most domestic universities employ English speakers to help with English teaching. An increasing number of foreign teachers ("Foreign teachers" in this paper refers to those English native speakers who teach English in China) come and participate in English teaching in China. Because of their unique advantages in teaching English, English speakers play a very important role in English.

In accordance with statistics from the Ministry of Education, until January 2014 (<https://m.xzbu.com/2/view-6475162.htm>), foreign teachers in China have amounted to approximately 1.6 million. The average number of full-time foreign teachers in key universities in China is nearly 40 foreign teachers per school, accounting for about 2.3% of the total number of full-time teachers. And at the same time, many problems have arisen, and the research on foreign teachers' teaching has gradually attracted attention. Liu Xin (2011) analyzed the positive effect of the Pygmalion effect in college foreign language teaching, indicating that foreign teachers should use this effect to change their teaching strategies by making clear their expectation for students' English learning, making

students progress faster and develop better while learning English. Zhang Qingying and Hao Zhiping (2011) proposed that various measures should be taken in English foreign teachers' teaching to promote students' formation of appropriate and positive expectation so as to effectively improve their English teaching level. Ying Hongying (2011) analyzed the cultural differences between foreign teachers and Chinese students along with their impact on teaching, and explored the misunderstandings existing between foreign teachers and Chinese students in the process of communication. This will enable Chinese students to recognize the cultural differences between foreign teachers and themselves, and to cultivate the cultural awareness of foreign teachers in order to strengthen communication and understanding between the two sides and understand the real needs of students. Huang Qiaoqiao (2014) studied Chinese college students' perception of English teaching among Chinese and foreign teachers, indicating that students appreciate different teachers in different aspects. To encourage Chinese and foreign teachers to learn from each other, English teachers should consider teachers' past teaching experience, academic qualifications in language education and English fluency. They should also consider the views of students to improve language teaching and learning. In the above four studies, foreign teachers, Chinese English majors, and the differences between the two were studied to help better understand the teaching of foreign teachers. However, no one tried to study the teaching of foreign teachers from the perspective of students. And few people have discussed the Chinese students' expectations and their satisfaction degree with foreign teachers' teaching. This paper is intended to make an attempt at such study.

2.2 The Designed Survey

As more and more foreign teachers participate in English teaching in China, their teaching has eventually attracted attention and increasing researchers have come to study foreign teachers' teaching. The above four studies explored the factors influencing teachers' teaching efficiency, cultural difference, conflicts between teaching styles and learning styles, and misunderstanding between students and foreign teachers. However, they have not explored foreign teachers' teaching from the perspective of student expectations and satisfaction. The student's teaching expectations and satisfaction may have influences on the teaching activities.

Based on the previous studies on the teaching of foreign teachers, this paper, taking SUAS (Sichuan University of Arts and Science) for example, is aimed to study the expectations and satisfaction degree of Chinese students with the help of a questionnaire from the perspectives of students' expectation and satisfaction with foreign teachers and to find out whether the Chinese-context English majors are satisfied or not with the foreign teachers' teaching, to explore the reasons and to put forward advice on the hiring of foreign teachers, the teaching management of foreign teachers and the direction of student learning, to optimize the teaching effect of foreign teachers.

The investigator reflected around English teaching in the daily life. At the same time, the investigator observed the situation and feelings of classmates every day, and thought about their opinions, performance and the reasons. Based on the actual situation, the investigator decided to use the traditional method of questionnaire research and statistical method. In the preparatory work, the concept was blurred, but the group continued to do some investigations and researches, and seek a lot of information so that clarified the ideas. After the actual situation, the investigator set up a survey which was involved all English majors and foreign teachers after several revises. Then, the members of the group drafted the questionnaire, and repeatedly discussed with the mentor. The investigator eventually developed an "English majors' expectations and satisfaction of foreign teachers"

questionnaire which started with students, combining analysis of students' ideas, and continually reflects on their own perspective and considered the opinions and suggestions of students and considers the opinions and performances of students. The questionnaire was designed around "Expectations of Teaching" and "Satisfaction", including 26 questions (concerning all post-secondary teachers), which are about the basic information of students, their abilities of listening, speaking, reading, writing, cultural knowledge, and about foreign teachers' teaching style, teaching methods, teaching content, classroom management as well as students' advice about foreign teachers' teaching. When organizing the implementation of the survey, the survey questionnaire for English majors in the college, drawn from the freshmen to the junior each grade of 78, 89, 29 students, a total of 196 students (166 girls, 30 boys) participation the survey. A total of 196 questionnaires were sent out and eventually 196 were recovered. The investigation group collected the data did much calculation work which will be mentioned in part III. According to the statistical situation, the investigator analyzed and concluded the various problems and the contact between problem and problem. After many exchanges and discussions, the investigator summarized the data analysis and derived the results of the questionnaire survey.

III. Results and Analysis

The investigation group collected, neatened and analyzed the data. It can be seen that English majors have expectation for foreign teachers' teaching and some of them are satisfied while some are not. The followings are the detailed results and analysis.

3.1 Results and Analysis of English Majors' Expectation

The results of Question 5 and 6 are as follows in Table 1:

Table 1: The Results of Question 5 and 6

	A	B	C	D	E	F
Q5	74.50%	25.50%				
Q6	83.20%	80.60%	52.00%	21.90%	69.40%	13.80%

Students have expectations in foreign teachers' teaching of speaking, listening, their classroom environment, the teacher-student relationship and cultural knowledge. Even English majors in are lack in the necessary English language environment, lack in listening and speaking skills, failing to improve their speaking. Being able to communicate in English without saying "dumb English", English majors need to further improve their speaking and listening, and they expect to improve their oral skills and listening skills with the help of foreign teachers. Lectures in English force them to concentrate which will eventually improve their listening and thinking. Foreign teachers' relatively standard accent, authentic expression provides a good opportunity for them to improve their listening skills and pronunciation as well as intonation. Most foreign teachers design more classroom activities in classroom teaching, and create a more relaxed, learning atmosphere, which encourages students to communicate with teachers and classmates. Intimate teacher-student relationship can help reduce the pressure of students from classrooms and teachers. The pressure is conducive to the absorption of knowledge.

The results of Question 7, 8, 9 and 10 are as follows in the Table 2:

Table 2: The Results of Question 7, 8, 9 and 10

	A	B	C	D	E	F	G
Q7	71.40%	28.60%					
Q8	48.00%	43.90%	10.20%	57.70%	15.80%	15.30%	25.50%
Q9	22.40%	41.80%	21.90%	13.90%			
Q10	35.70%	27.00%	31.10%	22.40%	39.30%		

In these courses, the proportion of film and television appreciation, spoken language, and listening (the order is from most to least) is larger. The reason is that there are many activities of teachers and students, extraordinary thoughts of foreign teachers, fewer tasks, etc. Students who said they don't like foreign teachers thought that they cannot learn useful and meaningful knowledge in foreign teachers' classes. Their teaching content is less challenging or more difficult and cannot really help they improve their English skills. The difference between China and foreign viewpoints of various aspects is also one of the reasons. Film appreciation, speaking and other classes have more active classroom atmosphere, and rich variety of classroom activities in various forms. The task is relatively easy, and after-school tasks are relatively relaxed. As a contrast, most courses, such as reading, public speaking, phonetics and profiles of English-speaking countries, are more difficult and less appealing. At the same time, the foreign teachers do not seem to teach students the test-taking skills like guessing words' meaning, grammatical analysis, and semantic translation, which is in fact practically important for students who are used to examination-oriented learning. This is the chief reason why students don't think they can learn practical and meaningful knowledge. Foreign teachers' western teaching style, flexible teaching methods, and class activities explained in English often make distracted students confused, resulting in students' interest less in learning English.

3.2 Results and Analysis of English Majors' Satisfaction Degree

The results of Question 11, 12 and 13 are as follows in Table 3:

Table 3: The Results of Question 11, 12 and 13

	A	B	C	D
Q11	52.00%	3.60%	44.40%	
Q12	52.50%	3.60%	43.90%	
Q13	65.30%	77.60%	49.00%	14.30%

According to students in favor of foreign teachers, foreign teachers' classes are helpful in listening comprehension, oral proficiency, understanding of foreign cultures and ways of thinking. English majors' native language is Chinese. Due to the more informal teaching style of foreign

teachers, their flexible teaching methods, their loose arrangement of classroom activities, and their lack of teaching theme and their poor classroom management and discipline, the students are easily distracted and cannot always follow the foreign teachers' instructions and intentions of their teaching. The results of Question 14 and 15 are as follows in Table 4:

Table 4: The Results of Question 14 and 15

	A	B	C	D	E
Q14	22.40%	6.60%	71.00%		
Q15	31.60%	39.80%	58.70%	5.10%	16.80%

Some students think the difficulty of foreign teachers teaching is related to their poor listening skills, which makes it difficult for them grasp the key points, the differences in logical thinking between teachers and students, and the difficulty of the teaching contents. Students don't understand some English background culture and customs, which also causes difficulties in understanding the teaching content. Foreign teachers do not really know about students' English proficiency and practical ability may also make another obstacle because the teaching contents and methods planned by foreign teachers may not conform to the actual English level and abilities of students. In some aspects, they neglect the reception ability of students of different levels. During English majors accept the foreign teachers' teaching, it is expected to do more in line with the actual situation of their students.

The results of Question 19, 20 and 21 are as follows in Table 5:

Table 5: The Results of Question 19, 20 and 21

	A	B	C	D	E
Q19	7.70%	87.20%	5.10%		
Q20	35.20%	55.10%	51.00%	53.60%	10.70%
Q21	76.50%	47.40%	53.00%	23.00%	17.90%

The reasons why some students don't have enough communication with foreign teachers mainly lie in their ability to speak Chinese, their own personality, lack of time and opportunities, and their own listening skills. Students' ability to communicate in English is weak, and their own personalities or psychological factors, and students can't communicate in English in public, and foreign teachers more difficult to speak, not to communicate, which is why students can not improve their speaking ability. The reason why they like to communicate with foreign teachers is that students want to improve their oral English, listening skills, to understand foreign cultures, to enjoy the relaxing atmosphere, and to get closer with their teachers and students. Some foreign teachers will pay more attention to students' psychological conditions and pay attention to the cultivation of students'

qualities, which is good for students' character development and those who do not like to communicate with each other to express themselves.

The results of Question 22, 23, 24, 25 and 26 are as follows in Table 6:

Table 6: The Results of Question 22, 23, 24, 25 and 26

	A	B	C	D	E	F
Q22	8.70%	38.30%	53.00%			
Q23	5.60%	44.90%	49.50%			
Q24	9.70%	39.30%	51.00%			
Q25	8.70%	43.30%	48.00%			
Q26	59.70%	57.10%	40.80%	55.10%	28.60%	19.40%

The examination of those questions showed that among the surveyed students in our college, 8.7 % said the foreign teachers' class is unsatisfactory, 38.3% said satisfied, the other 53.0% of the students in between. When it comes to the foreign teachers' class style, 5.6% of students are not satisfied, 44.9% are satisfied, 49.5% of the students in between. When the curriculum content of the foreign teachers is concerned, 9.7% of the students said they were not satisfied, 39.3% said they are satisfied and 51.0% of the students are in between. And 8.7% of the students said they are dissatisfied with the post-assignment homework, 43.3% said they are satisfied and 48.0% of the students were between the two. Foreign teachers lack strict and standardized teaching systems, have few teaching tasks, they may fail to meet the requirements of the curriculum and aim to improve their abilities. In the process of accepting the teaching of foreign teachers, English majors expect that the teaching of foreign teachers will be more in line with the actual conditions of the students themselves. Students' knowledge level, adaptability, English language skills, personality, and psychological factors all affect their satisfaction of foreign teachers. As to the teaching subjects and teaching style, students are more satisfied with the foreign teachers' teaching style which is suitable for the specific course, and the style which is not so rigid or active is more welcomed by students, which is also conducive to the teaching and interpretation of knowledge. In terms of course content and after-school assignments, it is not easy to promote student learning progress. It is too difficult for students to master the difficulty lore, and students like to hang the difficult part and easy part together. It is also worth noting that courses taught by foreign teachers do not necessarily conform to their personalities and abilities, which may explain in some degree why students don't like some of the foreign teachers' classes. The person in charge should arrange corresponding courses according to the style and ability of foreign teachers. Foreign teachers' personal charisma, individual qualities and teaching styles and abilities will to a certain extent affects the students' expectation and satisfaction with their teaching.

IV. Implications and Suggestions

Based on the survey results, this study puts forward suggestions on how to optimize the teaching of foreign teachers from the perspective of foreign teachers' hiring, teaching management and students' learning guidance.

4.1 The Improvement of Foreign Teachers' Quality

Based on the above findings, the college can optimize the teaching of foreign teachers from the following aspects. First, only qualified foreigners are expected to teach English in college. The potential foreign teacher is not only expected to speak English. Their study and work experience should also be considered. It is better to hire English native speakers who have language, culture, education and teaching background. Not all foreign teachers have rich teaching experience. Some of them even lack professional training in teaching. This is a lack of professionalism for students who gain professional knowledge. It is advisable to employ those who have university teaching experience to teach non-English-speaking college student so as to avoid the oversimplified teaching content of the foreign teacher. Also, the choice of foreign teachers needs to avoid their local accent, so as to affect development and affect the quality of teaching. Second, only responsible foreigners are wanted to teach in college. Responsible foreigners love China and have a certain level of enthusiasm for learning Chinese and understanding Chinese culture. They must have rich experience in teaching foreign students, have long-term work preparations, have no ethnic discrimination, and tolerate cultural differences.

4.2 The Management of Foreign Teachers' Teaching

The management of foreign teachers' teaching is an important part of the management of foreign teachers. To ensure that foreign teachers' teaching is standardized and improved, the college needs to take measures to take advantage of their strengths, and make full use of their wisdom and talents.

The school implements pre-employment training for foreign teachers so that their teaching becomes more vocational and standard, ultimately improving their teaching quality. The college should clarify the teaching duties of foreign teachers so that they can understand the Chinese teaching model and develop their Chinese teaching methods. In accordance with the foreign teacher's own personality and the actual conditions of the college, the college formulates foreign language teacher education regulations, foreign teachers strictly abide by the rules and regulations of all colleges. It is necessary to scientifically evaluate the teaching situation of foreign teachers, combine student evaluation with teacher evaluation, and provide timely feedback on the evaluation results. The college must also flexibly conduct targeted teaching evaluation activities according to different requirements and information feedback from various parties, and continuously improve evaluation methods.

4.3 The Active Cooperation of China-Context English Majors

The English majors generally want improvement of their English learning motivation. Interest promotes students' learning motivation. The more intense learning motivation is the more efforts students make in learning, the better their learning outcomes are. Interest in learning not only relies on teachers' efforts, but also on the students' subjective initiative. As learners, English majors should first take the initiative to adjust and correct the attitude of learning English, change the subconscious view of learning English. They should learn to enjoy learning English, and ultimately determine their own

learning goals and strive to achieve. After mobilizing the subjective initiative, English majors should cultivate our own interest in English by reading, translating, hearing and so on, enjoy the process of learning English, and finally determine our own learning goals and strive to achieve them. At the same time, actively meet the foreign teacher's teaching requirements, find suitable learning methods, and actively participate in the classroom teaching as well as take seriously the out-of-class assignment. Students should have proper expectation of the teaching of foreign teachers, recognize the difference between the characteristics of foreign teachers and those of Chinese teachers, learning to try new learning methods consisted with foreign teachers' new teaching methods. English majors should avoid expecting foreign teachers with satisfy what they want from Chinese teachers. Efforts should be made to learn from foreign teachers what they cannot learn from Chinese teachers. It's the significant reason to include foreign teachers in English teaching.

V. Conclusion

The survey was meant to examine in English majors' expectation and satisfaction degree of foreign teachers' teaching. It found out that the majority of students surveyed have expectations for foreign teachers, about the improvement their speaking, listening, relaxed classroom atmosphere, teacher-student relationship, and authentic cultural knowledge, and that most students don't think that they can learn useful and meaningful knowledge in foreign teachers' teaching. However, the teaching orientation and purpose of foreign teachers are also lacking in pertinence. They cannot grasp the teaching priorities, which result in a certain degree of difficulty in teaching content. The task is too few to meet the training requirements. The study also showed that foreign teachers design more varied forms of activities which were more popular with most students, and offered more time for them to think. Some students said that foreign teachers were helpful in listening ability, speaking level, understanding of foreign culture, and thinking Methods. In addition, during the investigation, it is found that students' personality and psychological factors will affect students' satisfaction degree with foreign teachers to a certain extent. The personal charm and individual qualities of foreign teachers will affect students' expectation and satisfaction degree of foreign teachers to a certain extent degree. Chinese English majors have a lot of expectations of foreign teachers' teaching in many respects and they are not very satisfied with foreign teachers' teaching. To improve learning efficiency, English majors need to adjust their expectations for foreign teachers' teaching and get more involved in the learning. Chinese English majors' expectation and satisfaction degree of foreign teachers' teaching are as varied as different from their difficulties on studying English. Such findings are helpful in improving students' English learning and foreign teachers' teaching.

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Appendix

The Questionnaire of “English Majors’ Expectation and Satisfaction Degree of Foreign Teachers’ Teaching” ——A Case Study on SUAS

Dear students,

With the development of China, more and more foreign teachers come to China and teach English in schools of various levels, especially in colleges. It’s the same as our school. In order to learn about the situation of foreign teachers’ teaching in our school, we have planned to launch an investigation. The investigation is aimed to learn about the expectations and satisfaction degree of English majors, and to find out whether the Chinese-context English majors are satisfied or not with the foreign teachers’ teaching, and then explore the reasons. You are selected as the partner of this investigation. I hope you can cooperate with us. Your answer is very important. Please answer your questions seriously and truthfully. Don’t ruminate over the questions. There is no standard answer. Your answer is only used for survey. You don’t need to write your name. We will keep your answer strictly confidential. No one will see it except the researchers. We express our heartfelt thanks for your cooperation!

There is no need to indicate in this survey. Some of the questions are multiple selections.

Please draw a “✓” after the answer you think is appropriate.

1. You are: A. Female () B. Male ()
2. You are: A. Extroverted () B. Introverted () C. Between the two ()
3. You are: A. Junior student () B. Sophomore () C. Freshman student ()
4. You major in:
A. Normal English () B. Translation () C. Business English ()
5. Do you have any expectations about foreign teachers’ teaching?
A. Yes () B. No ()
6. What do you expect from foreign teachers’ lessons?
(You can choose more than one)
A. Oral skill improvement ()
B. Listening skill improvement ()
C. More active classroom atmosphere ()
D. More intimate teacher-student relationship ()
E. The authentic cultural knowledge that cannot be obtained from media such as textbooks, television, and movies ()
F. Others ()
7. Do you like foreign teachers’ lessons?
A. Yes () B. No ()
8. What is your favorite foreign teachers’ lesson?
(You can choose more than one)
A. Oral course () B. Listening course ()
C. Reading course () D. Movie appreciation ()
E. Public speaking () F. Phonetics course ()
G. Major English-speaking country: a survey ()

9. Why do you like foreign teachers' lessons?
A. Foreign teacher's extraordinary thoughts()
B. Interaction between teachers and students()
C. Easiest course tasks()
D. Others()
10. Why don't you like foreign teachers' lessons?
(You can choose more than one)
A. Learn few useful and beneficial knowledge()
B. Unable to truly integrate into the classroom()
C. Not interested in content()
D. Different points()
E. Others()
11. Do you learn useful and beneficial knowledge in foreign teachers' lessons?
A. Yes() B. No() C. Between the two()
12. Why can't you learn useful and beneficial knowledge in foreign teachers' lessons?
A. Lack of pertinence in teaching orientation and purpose()
B. Easy course tasks ()
C. Others()
13. What useful and beneficial knowledge can you learn in foreign teachers' lessons?
(You can choose more than one)
A. Culture() B. Language() C. Thinking() D. Others()
14. Are the foreign teachers' lessons easy or difficult?
A. Easy() B. Difficult() C. Between the two()
15. What is difficult about foreign teachers' lessons?
(You can choose more than one)
A. Differences in logics and thinking()
B. The unobvious key points()
C. Poor listening skill()
D. Hard teaching content()
E. Others()
16. How much do you think the foreign teachers' lessons can help you?
A. Little() B. A lot() C. Between the two()
17. What aspects of foreign teachers' lessons are helpful?
(You can choose more than one)
A. Listening skill() B. Oral skill()
C. Learning about foreign culture()
D. Ideation() E. Others()
18. Do you think communicate with foreign teachers is easy or difficult?
A. Easy() B. Difficult()
19. How frequently you communicate with foreign teachers?
A. None() B. Less() C. Much()

20. Why don't you communicate less foreign teachers as often as possible?
(You can choose more than one)
A. Poor listening skill() B. Bad oral skill()
C. Time table and opportunity() D. Personality() E. Others()
21. Why do you like communicating with foreign teachers?
(You can choose more than one)
A. To improve oral and listening skills()
B. To enjoy relaxed atmosphere()
C. To learn about foreign culture()
D. To have more intimate teacher-student relationships()
E. Others()
22. How satisfied do you feel about foreign teachers' teaching subjects?
A. Dissatisfied() B. Satisfied() C. Between the two()
23. How satisfied do you feel about foreign teachers' teaching styles?
A. Dissatisfied() B. Satisfied() C. Between the two()
24. How satisfied do you feel about foreign teachers' teaching content?
A. Dissatisfied() B. Satisfied() C. Between the two()
25. How satisfied do you feel about foreign teachers' homework?
A. Dissatisfied() B. Satisfied() C. Between the two()
26. Suggestions for improving foreign teachers' teaching:
(You can choose more than one)
A. Deepening teaching contents to fit the actual English level of students()
B. Enhanced teaching targets()
C. Increasing the interaction with all students()
D. Setting teaching subjects according to foreign teachers' personality()
E. Strengthening the management of foreign teachers' daily teaching()
F. Others()

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