THE EFFECT OF SUBTITLED MOVIES ON LISTENING COMPREHENSION OF CHINESE COLLEGE STUDENTS OF LOW PROFICIENCY

Approved: _ Date: _May 5, 2013_
THE EFFECT OF SUBTITLED MOVIES ON LISTENING COMPREHENSION OF CHINESE COLLEGE STUDENTS OF LOW PROFICIENCY

A Seminar Paper
Presented to
The Graduate Faculty
University of Wisconsin-Platteville

In Partial Fulfillment of the Requirement for the Degree Master of Science in Education English Education

By
He Yanhong (Minnie)
2013
ACKNOWLEDGEMENTS

I would like to express my sincere appreciation to all the people who have given me help throughout the research and writing of my seminar paper.

My deepest gratitude goes first and foremost to Dr. John Nkemnji, my seminar paper supervisor, for his clear instructions, feedback, valuable comments and advice throughout my studies and writing this semester. Without his consistent and illuminating guidance, this thesis would not have reached its present form.

I also owe sincere thanks to my friends and my fellow classmates who gave me help in one way or the other, and who took time to listen to me and assist me work out my problems during the initial phase of the proposal for the thesis.

My thanks also go to all the teachers who taught me during these two years of my graduate program for their constant encouragement and guidance.

Finally, I would like to extend my love and gratitude to my beloved family for their loving considerations and support always especially during my studies.
Abstract

THE EFFECT OF SUBTITLED MOVIES ON LISTENING COMPREHENSION OF CHINESE COLLEGE STUDENTS OF LOW PROFICIENCY

He Yanhong (Minnie)

Under the Supervision of Professor John Nkemnji, Ph.D.

This paper aimed at exploring the effect of subtitled movies on listening comprehension of college English as a Second Language (ESL) learners of low proficiency. This study presented here also tested the validity of movies with different, multi-lingual subtitles based on the hypothesis that subtitled movies can significantly motivate low proficiency students to acquire a better skill of listening. Sixty volunteers at Business School of Hubei Technology University participated in this empirical study to experience the impact that subtitled movies might bring to them. The data was collected and analyzed using both pre and post tests. The findings showed that:

(a) subtitled movies can promote college students of low proficiency to a great degree and

(b) first-language subtitle is more effective to improving low proficiency students' listening comprehension.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CONTENTS</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>APPROVAL PAGE</td>
<td>i</td>
</tr>
<tr>
<td>TITLE PAGE</td>
<td>ii</td>
</tr>
<tr>
<td>ACKNOWLEDGEMENTS</td>
<td>iii</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>iv</td>
</tr>
<tr>
<td>TABLE OF CONTENTS</td>
<td>v</td>
</tr>
</tbody>
</table>

## CHAPTER

### I. INTRODUCTION
- Statement of the Problem
- Definition of Terms
- Purpose of the Study
- Significance of the Study
- Delimitation of the Study
- Methodology

### II. REVIEW OF LITERATURE
- The Importance of Listening
- The Relationship between Movies and Listening
- The Effect of Subtitles
- Summary

### III. PLAN

### IV. DATA ANALYSIS

### V. CONCLUSION AND RECOMMENDATIONS

### VI. REFERENCES

### VII. APPENDIX
CHAPTER I

INTRODUCTION

With the rapid economic globalization and cultural assimilation, English has become the dominant language in international trade and communication. In order to meet the demand of global and cultural assimilation, almost all the colleges teach English as a second language in China. The main objective of English teaching is to cultivate students' English synthesis application ability so as to get students ready for cross-national communication in their future studies or work.

Of the four basic communication skills (reading, writing, speaking, listening), the skill of listening is most frequently employed (Purdy & Borisoff, 1997). Therefore, how to improve students' listening comprehension becomes the key concern of all ESL teachers.

The language theorist Krashen (1985) stated that “humans acquire language in only one way — by understanding messages or by receiving ‘comprehensible input’” (p.2). That is to say, listening is all that is necessary for language acquisition. This is true to great extent, as one can only learn a new language through listening first. Brown (1987), one of the pioneers of listening research, claimed that listening plays a foremost important role in language acquisition, and it is the basis of communication, the foundation of all life-long language activities. So it is of great importance to perform research on listening.

With the increasing access to modern facilities like TV, video and Internet, teachers have more opportunities to use audiovisual materials at all levels to effectively promote language teaching (Lewis & Anping, 2002). Movies, as an integral part of audiovisual media, have been taken as good input in listening class. Moreover, more and more research regarding this new teaching mode has been conducted to find out its benefits and
problems.

However, most research targeted at the effect of movies on language acquisition of intermediate EFL learners. Low level ESL learners tended to be neglected or unconcerned. As an ESL teacher working at Business School of Hubei Technology University, the writer has imparted language knowledge to over a thousand of students, finding that nearly half of them were low level English learners. The subjects of this study focused on low level ESL learners at college, for whose improvement teachers have explored different methods but have not found an effective one yet.

**Statement of the Problem**

The problems stated as questions are:

1. What is the relationship between movies and listening?
2. To what extent is there any relationship between subtitles and listening comprehension?
3. To what extent do subtitled movies facilitate the improvement of listening comprehension of Chinese college students of low proficiency?
4. If significant, which subtitle is more effective to improve students’ listening comprehension, first language subtitle or target language subtitle?

**Definition of Terms**

Listening: According to prior research, listening has been typically defined in one of four orientations or perspectives, that is, “receptive, constructive, collaborative, or transformative” (Rost, 2002, p.2). Rost concluded that:

“**Orientation 1: Receptive**  Listening=receiving what the speaker actually says.

**Orientation 2: Constructive**  Listening=constructing and representing meaning.
Orientation 3: Collaborative  
Listening= negotiating meaning with the speaker and responding.

Orientation 4: Transformative  
Listening=creating meaning through involvement, imagination and empathy."(p.2-3)

EFL: Abbreviation of the term English as a foreign language.

ESL: Abbreviation of the term English as a second language.

**Purpose of the Study**

The purpose of this research is to find out whether subtitled movies are effective to improve the listening comprehension of low proficiency college students, and explore the validity of movies with different language subtitle.

**Significance of the Study**

Though most of Chinese students have learned English at a quite young age, there are still quite a few college students have trouble in learning English well. Some of them have even given up and lost their interest since they can not follow their teachers. Therefore, it is meaningful to conduct a research targeting at those students. A new teaching method will be developed if subtitled movies are proved to be effective to promote their listening comprehension.

**Delimitations of the Research**

The research was implemented in Business School of Hubei Technology University. Primary searches was conducted via the Internet through EBSCO host with ERIC, Academic Search Elite and Google/Google Scholar as the primary sources. Key search topics included “movies”, “listening”, “EFL” and “ESL”.

The empirical research is limited to a teaching improvement approach sometimes
known as “action research”.

**Method of Approach**

A brief review of literature on the studies of the effect of movies on second language acquisition was conducted. As a part of this research seminar paper a plan for data collection and analysis was executed. The plan included instrumentation and approval from the University of Wisconsin-Platteville Institutional Review Board (IRB) using the Teaching Improvement Form.
CHAPTER II
REVIEW OF LITERATURE

This chapter is to review related literature of the effect of movies on second language acquisition. It mainly focuses on introducing related research on the importance of listening, the effect of movies on listening, the function of subtitles in listening comprehension and summary.

The Importance of Listening

On the basis of prior research, all the data indicate the dominant position of listening in our daily communication. Listening is the most commonly used skill in daily language communication as Morely (1984) stated in his study. In light of the group studied, research results vary slightly, but on the average, people spend approximately 50 percent time in listening, 25 percent in speaking, 15 percent in reading and 10 percent in writing in their daily communication. In 1997, Purdy and Borisoff further demonstrated Morely’s finding by studying people with different occupations. Depending on different careers, people spend from 42 percent to 60 percent (or more) of communication time in listening.

Listening is playing a crucial role in our everyday life. With the rapid development of science and technology, inventions like Internet phones, personal videoconferencing, etc. come into people’s vision, which greatly challenge people’s ability to adapt as listeners. People are thirsting for being able to listen effectively in their lives.

Listening is also strongly stressed in the research of language acquisition. Krashen (1985) stated that acquisition will occur when the learner tries to understand what the speaker is saying. As long as the learner receives “comprehensible input” and endeavors to understand it, he or she will be automatically competent in the new language. Identified
with Krashen’s idea, Cook (1993) noted that listening is the most important activity. By hearing the target language in contexts where the sentences are comprehensible, the learner can realize language acquisition. The value of listening has been particularly highlighted by scholars for decades.

In order to realize the value of listening to the fullest, educators started to explore different teaching methodology. With the widespread access to information technologies, educators place their eyes on a more authentic and vivid audiovisual input—movie, and start to employ it in listening classrooms.

**The Relationship between Movies and Listening**

Learning environment makes a great difference in language acquisition and it can exert positive and negative effect on learners’ affection. Krashen (1985) claimed that providing comprehensible input in which students are interested in less anxiety situations is the best method for second language acquisition. In his theory of second language acquisition, he put forward five hypotheses, and the fifth one is *Affective Filter* hypothesis, which states how affective factors relate to the second language acquisition process. These factors refer to motivation, self-confidence and anxiety, they obstructing or facilitating input from reaching the language acquisition device (LAD). The affective filter is like a “block”. When learners are highly motivated, self-confident, and with low level of anxiety, the “block” will be down, which will be more facilitative for learners to succeed in language acquisition. To the contrary, if the learners are unmotivated, lack in self-confidence, bored, stressed or nervous, the “block” will up, preventing comprehensible input from being used for acquisition.

Similar viewpoint was stated by Cook in 1993. He claimed that second language
acquisition fails to take place when the learner is not plunged in meaningful languages, for instance, “classroom activities that concentrate on the forms of language rather than on meaning, or by a psychological block that prevents otherwise useful language from gaining access to the learner’s mind” (p.51). “Psychological block” refers to Krashen’s affective filter.

The above research shows that the environment in which students are learning is an important element in second language success. The best approach for second language teaching is to devise interesting activities, creating a relaxing and easy atmosphere, in which the listening process will be naturally activated (Cook, 1996).

Movies provide a wonderful situation for language learning where learners feel comfortable, relaxing and with less anxiety. Chinese scholar Liu (2009) adopted a multi-choice questionnaire in Renmin University of China to learn students’ motives of watching English movies. The result of the questionnaire showed that 69.6 percent of the students watched movies for entertainment and relaxation, 50 percent of the students for learning English, which suggested that movies offer a less anxiety situation for learning. Besides, Huang & Eskey (1999) suggested that movie (TV) greatly reduces learners’ fear of loss in listening for its entertaining qualities. With the function of making the “block” down, movies—audiovisual materials, which are rich in context, place a motivational, attentional, and effective effect on viewers, boosting listening process in turn (Baltova, 1994).

Audiovisual media is closer to our real life since we can view as much as listen to it for the visual clues and context. Viewers have opportunity to observe the speakers gestures, facial expressions, and other body language, which presents authentic language and
cultural information (Richards & Gordon, 2004). Similarly, Chung and Huang (1998) stated that “dynamics of various information which can be derived from viewing the video, such as the authentic setting, accents, posture, gestures, etc. of native speakers relieve students from the boredom of the traditional class language drills.” (p.554). Viewers might make connections between words and meanings through the combination of sounds and pictures (Huang & Eskey, 1999).

Herron, et al (1995) noted that movie (video) is a much more effective way to present the foreign culture than other instructional materials for it allows students to hear native speakers’ communication in real life situations as well as learn useful and helpful language structures. Different from audiocassettes, visual clues and context embedded in visual materials can rule out ambiguities from the voices; on the other hand, it’s more likely to capture learners’ attention and motivate their desire to learn the language. With the improvement in listening skills, learners will gain progress in their aural, writing and reading skills (Mekheimer, 2011).

In order to demonstrate the positive effect of visual clues, Baltova (1994) conducted an experiment involving 53 intermediate-level Grade 8 Canadian pupils in a core French program. They were divided into two groups to take a listening test after watching a 15-minute clip, one in video-and-sound situation, and the other in sound-only situation. In the experiment, the group which watched with visual clues obtained much higher scores, almost twice as good as the group in sound-only condition. The experiment indicated that audiovisual materials have a strong impact on listening comprehension.
The Effect of Subtitles

With the advance of electronic technology, movie makers started to supplement different subtitles to movies in order to let the audience have a better understanding. Subsequently, studies on the value of subtitles were conducted by more and more scholars.

Huffman (1986) found that the audiovisual materials that greatly attract students, with subtitles, can help students comprehend realistic English conversation much more easily. If the students cannot understand the movies well, subtitles can help them form a mental visual image on what they hear (Danan, 2004). Some researchers (Bird & Williams, 2002; Garza, 1991) conducted studies to evaluate the use of subtitles, finding that subtitles in the movies may serve to improve language comprehension by promoting additional cognitive processes. Subtitles with audiovisual clues help learners form a more accurate memory trace of the words, and make it easier for learners to identify equivalent sounds.

Subtitles can relieve the feeling of anxiety and lower learners’ extraneous load (Chang et al, 2011; Vanderplank, 1988). Students will be anxious and frustrated, and sometimes even want to give up watching when they fail to catch an important element. Subtitles help learners relax and be more confident to follow, and encourage them to learn. Moreover, subtitles offer instant feedback to the learners to stimulate their autonomic learning. This point was demonstrated by Winke, et al (2010). They found that listening twice to a video, first with captions and then without, may relieve learners’ anxiety, thus stimulate their selective and comprehensive listening strategies, and enhance auditory process.

Although subtitles facilitate listening comprehension, but some researchers argued that subtitles distracted learners’ attention and influenced their effectiveness of listening. In view of this problem, Vanderplank (1988) had observed Finns over a two-year period.
He found that “far from being a distraction and source of laziness, captions might have potential value in helping the language-acquisition process, by providing language learners with the key to massive quantities of authentic and comprehensible language input.” (p.272-273).

Iranian scholars Hayati and Mohmedi (2011) made further research on the effect of subtitles, especially to explore the validity of different subtitle languages. They performed an experiment targeting at intermediate learners at Islamic Azad University of Masjed Soleyman. They divided the participants into three groups, which were respectively in three conditions: L1 subtitle, L2 subtitle and without subtitle. L2 is the target language. The results reveals that the average score of L2 subtitle group is significantly higher than L1 caption group, and L1 subtitle group in turn got higher score than without subtitle group. An additional process—translation, may attribute to the less efficiency of L1 subtitle. “With L1 captions, EFL students grasped the meaning by reading L1 subtitles and simultaneously translated the L2 information for chunking the flow of L2 audio.” (p.189)

**Summary**

To sum up, subtitled movies are beneficial for learners to improve their listening ability. What’s more, in the field of teaching listening, it’s of great importance to select proper audiovisual materials for learners at different language proficiency (Xia & Hu, 2007).

Niu et al (2007, p.39) suggested the following practical ideas to help teachers improve the effectiveness of teaching through movies:

1. *Typical movies that are educational, informative and entertaining if*
the first condition in successful movie teaching.

2. A functional workbook to the movies for the students to prepare before watching the movies is the second condition for effective teaching through movies.

3. Various classroom activities to induce/elicit timely and optimal output from students is the last but most important condition to create an acquisition environment for communication.

For beginning-level learners, although they can benefit a lot from the captions, they may benefit more only when the captions are brief and concise, just key words, rather than entire sentences (Guillory, 1998). The key-word captions might be better for beginning-level learners because it may reduce their anxiety or nervousness instead of imposing a large cognitive load on them. For secondary-level learners or literate adult, given difficult target-language audiovisual materials, their listening comprehension is likely to be improved if the learners are immersed in L1 captions first (Markham & Peter, 2003). They stated that the learners can understand difficult materials with their foreign language literacy skills in target-language captions subsequently and finally will be able to comprehend the materials without captions. For intermediate learners, captions should only be used when the audiovisual materials are difficult to comprehend (Markham, 1993). Markham also stated that for advanced learners, captions will be helpful when the audiovisual materials are more complex or abstract.

However, teachers also should give assistance to the learners. According to the survey conducted by Chung (1996), more than 70% students agreed that the summarized sentences, or explanation of new words, idioms and phrases, provided by the teacher
before listening, were helpful to comprehend the audiovisual materials.

In conclusion, massive comprehensible input (mainly movies), coupled with assisted instruction from the teachers, will be an effective approach to improve the listening comprehension of ESL learners.
CHAPTER III

PLAN

Participants

This experiment was conducted with 60 students studying at Business School of Hubei Technology University, in China. All the participants, chosen from a group of 300 sophomores and juniors who were non English majors on the basis of their scores of the pre-test, volunteered to get involved in this experiment to experience the effect of subtitled movies on their listening comprehension. The entitled 300 students were those who got low proficiency score in the final exams in their first or the previous two years study. Consent for participation was given by the students before the pre-test.

Unfortunately, some did not have the chance to complete all the classes in the experiment due to either personal or schedule problems, so their data could not be included in the final data analysis. Therefore, the population for the experiment eventually included a total of 54 volunteer students in the 19-22 age range. Table 1 shows the details about the participants in the whole experiment.

Table 1: Characteristics of the participants

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Group 1: Chinese subtitle group</th>
<th>Group 2: English subtitle group</th>
</tr>
</thead>
<tbody>
<tr>
<td>Females</td>
<td>20</td>
<td>21</td>
</tr>
<tr>
<td>Males</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td>Sophomores</td>
<td>16</td>
<td>15</td>
</tr>
<tr>
<td>Juniors</td>
<td>11</td>
<td>12</td>
</tr>
</tbody>
</table>
Materials

In this study pre-test, post-test and carefully selected movies were used. Details were as follows:

1. Pre-test: The test was the listening section of a CET-4 test which was designed in 2011. The test contained three sections, 25 choice items, 8 word filling and 3 sentence completion. The first section comprised 8 short conversations (8 choice items) and 2 long conversations (7 choice items); 3 short passages (10 choice items) were consisted in the second section; the last section included a compound dictation (8 word filling and 3 sentence completion). 35 minutes were given to students to answer the test.

2. Post-test: The test was the listening section of another CET-4 test designed in 2011. This test was designed in the same way as the pre-test.

3. Ten carefully selected movies: Ice Age 1, 2 and 3; Ella Enchanted; High School Musical 1 and 2; Beauty and Beast; Kung Fu Panda 1 and 2; The Princess and the Frog, each of which was divided in two, approximately 40 minutes long. Most of the speeches in those movies are simple with little slang and idiom, not difficult for students to follow.

Procedure

The experiment lasting for 12 weeks was developed at the multimedia classroom of Business School of Hubei Technology University. The following five steps were organized in the study:

Step 1: A listening test was administered after picking up 300 juniors and sophomores whose average proficiency scores were lower than the pass mark in their previous exams. 35 minutes was allotted for the students to answer the questions. After correcting the
papers, 60 students whose scores were less than 99.4 points were selected as the participants of the experiment.

Step 2: On the basis of their pre-test results, the participants were randomly assigned to two groups, that is, English subtitle group and Chinese subtitle group.

Step 3: At this stage, all the groups were asked to watch the same part of a movie with the assigned subtitle, namely English subtitle or Chinese subtitle, and in order to guarantee the reliability of the experiment, each group watched the same movie clip on the same day. To achieve greater effectiveness of movie teaching, key words and expressions were given before class, and moreover, after watching each clip, various follow-up activities were organized to help students comprehend and internalize new vocabulary and expressions they had learned from the movie clips.

Step 4: By the end of the experiment, a post-test was distributed to evaluate the effect of subtitled movies on participants listening comprehension.

Finally, descriptive statistics and analysis of variance (ANOVA) were applied to determine whether the two groups made difference in listening and whether the differences between mean scores of English subtitle group and Chinese subtitle group was statistically significant.
CHAPTER IV
DATA ANALYSIS

According to the scoring criteria of CET-4, each correct choice worth 7.1 points, each word filling 3.55 points and each sentence completion 14.2 points, with the highest possible score being 248.5 points and the lowest possible score being 0. Table 2 and table 3 illustrate the results of descriptive statistics on pre-post test of Chinese subtitle group and English subtitle group respectively.

Table 2: Descriptive statistics of pre-post tests of Chinese subtitle group

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>Lower bound</th>
<th>Upper bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>78.36296296</td>
<td>13.35297858</td>
<td>2.569781926</td>
<td>42.6</td>
<td>102.95</td>
</tr>
<tr>
<td>Post-test</td>
<td>105.9740741</td>
<td>15.68267277</td>
<td>3.018131781</td>
<td>74.55</td>
<td>145.55</td>
</tr>
</tbody>
</table>

Table 3: Descriptive statistics of pre-post tests of English subtitle group

<table>
<thead>
<tr>
<th>Test</th>
<th>Mean</th>
<th>Standard deviation</th>
<th>Standard error</th>
<th>Lower bound</th>
<th>Upper bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>79.02037037</td>
<td>8.893691144</td>
<td>1.711591659</td>
<td>63.9</td>
<td>99.4</td>
</tr>
<tr>
<td>Post-test</td>
<td>94.14074074</td>
<td>19.72555955</td>
<td>3.796185705</td>
<td>49.7</td>
<td>124.25</td>
</tr>
</tbody>
</table>

As can be observed from the above tables, the means of the post-test are higher than the pre-test, which indicates that subtitled movies can facilitate low proficiency students’ listening comprehension. However, it is suggested in Table 3 that the progress English subtitle condition made is not significant.
In order to demonstrate which condition is more effective, ANOVA was employed to analyze the score differences between pre-test and post-test of different conditioned groups. Table 4 shows the results of this analysis.

**Table 4: ANOVA of the means of pre-post differences between Chinese subtitle group and English subtitle group**

<table>
<thead>
<tr>
<th>Source</th>
<th>D.F.</th>
<th>Sum of Squares</th>
<th>Mean Squares</th>
<th>F</th>
<th>P-value</th>
<th>F crit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between Groups</td>
<td>1</td>
<td>2195.86893</td>
<td>5</td>
<td>6.56207081</td>
<td>0.01335612</td>
<td>4.02663122</td>
</tr>
<tr>
<td>Within Groups</td>
<td>52</td>
<td>17400.7851</td>
<td>9</td>
<td>334.630484</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>53</td>
<td>19596.6541</td>
<td>2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As shown in table 4, there is significant difference between the performance of the two groups (p<0.05). Combined with the prior analysis, Chinese subtitle group had a much better performance than English subtitle group.
CHAPTER V
CONCLUSION AND RECOMMENDATIONS

From the results of the present empirical study or experiment, I came to a conclusion that: Subtitled movies facilitate to improve low proficiency students’ listening comprehension and native language subtitle condition is more conducive while the difference target language subtitle condition makes limited impact.

As Corder (1981) argued, mother tongue is a cognitive element in the learners’ inter-language development. Learners, especially low-level EFL learners, accomplish learning with thinking and writing in mother tongue (Bosher, 1998). The lower the learners L2 level are, the more dependent they are on mother tongue. In this study, with Chinese subtitle, students grasped the meaning immediately by reading L1 subtitles and learning their corresponding L2 expressions through the flow of L2 audio. While English subtitle groups could not catch the meaning promptly because of the translation process. Moreover, when the presentation speed or the difficulty level of the text was beyond their processing ability, they might miss part of the content, which lowered the effectiveness of English subtitle learning.

For movie teaching, apart from the difficulty level of the audiovisual material, the length of episode may also contribute to the effectiveness of teaching and learning. In this study, approximate 40 minute long clips were showed at each time, which might have be a little longer for students, resulting in the loss of the memory of the text. In addition, when the students get accustomed to subtitling, they may become over dependent upon the subtitles to graphs the meaning of the text instead of focusing on the audio. Therefore, a
future research should focus on investigating the use of subtitled movies on low-level college students with smaller episodes repetition over longer periods. Also, the design of such a study or research to benefit the whole class is important and needs to be taken into consideration. Test and practice or trial and error is a crucial point to consider.
References


APPENDIX

Pre-test Listening comprehension

Section A
Directions: In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

注意：此部分试题请在答题卡2上作答。

11. A) He is careless about his appearance.
   B) He is ashamed of his present condition.
   C) He changes jobs frequently.
   D) He shaves every other day.

12. A) Jane may be caught in a traffic jam.
   B) Jane should have started a little earlier.
   C) He knows what sort of person Jane is.
   D) He is irritated at Jane.

13. A) Training for the Mid-Atlantic Championships.
   B) Making preparations for a trans-Atlantic trip.
   C) Collecting information about baseball games.
   D) Analyzing their rivals’ on-field performance.

14. A) He had a narrow escape in a car accident.
   B) He is hospitalized for a serious injury.
   C) He lost his mother two weeks ago.
   D) He has been having a hard time.

15. A) The woman has known the speaker for a long time.
   B) The man had difficulty understanding the lecture.
   C) The man is making a fuss about nothing.
   D) The woman thinks highly of the speaker.

16. A) He has difficulty making sense of logic.
   B) Statistics and logic are both challenging subjects.
   C) The woman should seek help from the tutoring service.
   D) Tutoring services are very popular with students.

17. A) Her overcoat is as stylish as Jill’s.
B) Jill missed her class last week.
C) Jill wore the overcoat last week.
D) She is in the same class as the man.

18. A) A computer game.
   B) An imaginary situation.
   C) An exciting experience.
   D) A vacation by the sea.

Questions 19 to 21 are based on the conversation you have just heard.

19. A) Beautiful scenery in the countryside.
   B) Dangers of cross-country skiing.
   C) Pain and pleasure in sports.
   D) A sport he participates in.

20. A) He can't find good examples to illustrate his point.
    B) He can't find a peaceful place to do the assignment.
    C) He doesn't know how to describe the beautiful country scenery.
    D) He can't decide whether to include the effort part of skiing.

21. A) New ideas come up as you write.
    B) Much time is spent on collecting data.
    C) A lot of effort is made in vain.
    D) The writer's point of view often changes.

Questions 22 to 25 are based on the conversation you have just heard.

22. A) Journalist of a local newspaper.
    B) Director of evening radio programs.
    C) Producer of television commercials.
    D) Hostess of the weekly "Business World".

23. A) He ran three restaurants with his wife's help.
    B) He and his wife did everything by themselves.
    C) He worked both as a cook and a waiter.
    D) He hired a cook and two local waitresses.

24. A) He hardly needs to do any advertising nowadays.
    B) He advertises a lot on radio and in newspapers.
    C) He spends huge sums on TV commercials every year.
    D) He hires children to distribute ads in shopping centers.

25. A) The restaurant location.
Section B

Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

Passage One
Questions 26 to 28 are based on the conversation you have just heard.

26. A) Its protection is often neglected by children.
   B) It cannot be fully restored once damaged.
   C) There are many false notions about it.
   D) There are various ways to protect it.

27. A) It may make the wearer feel tired.
   B) It will gradually weaken the eyes of adults.
   C) It can lead to the loss of vision in children.
   D) It can permanently change the eye structure.

28. A) It can never be done with high technology.
   B) It is the best way to restore damaged eyesight.
   C) It is a major achievement in eye surgery.
   D) It can only be partly accomplished now.

Passage Two
Questions 29 to 31 are based on the passage you have just heard.

29. A) They think they should follow the current trend.
   B) Nursing homes are well-equipped and convenient.
   C) Adult day-care centers.
   D) They have jobs and other commitments.

30. A) They don't want to use up all their life savings.
   B) They fear they will regret it afterwards.
   C) They would like to spend more time with them.
   D) They don't want to see their husbands poorly treated.

31. A) Provide professional standard care.
B) Be frank and seek help from others.
C) Be affectionate and cooperative.
D) Make use of community facilities.

Passage Three
Questions 32 to 35 are based on the passage you have just heard.

32. A) Health and safety conditions in the workplace.
   B) Rights and responsibilities of company employees.
   C) Common complaints made by office workers.
   D) Conflicts between labor and management.

33. A) Replace its out-dated equipment.
   B) Improve the welfare of affected workers.
   C) Follow the government regulations strictly.
   D) Provide extra health compensation.

34. A) They requested to transfer to a safer department.
   B) They quit work to protect their unborn babies.
   C) They sought help from union representatives.
   D) They wanted to work shorter hours.

35. A) To show how they love winter sports.
   B) To attract the attention from the media.
   C) To protect against the poor working conditions.
   D) To protect themselves against the cold weather.

Section C
Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from 36 to 43 with the exact words you have just heard. For blanks numbered from 44 to 46 you are required to fill in the missing information. For these blanks, you can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

Contrary to the old warning that time waits for no one, time slows down when you are on the move. It also slows down more as you move faster, which means astronauts someday may (36) ________ so long in space that they would return to an Earth of the (37) ________ future. If you could move at the speed of light, your time would stand still. If you could move faster than light, your time would move (38) ________.
Although no form of matter yet (39)__________ moves as fast as or faster than light, (40)__________ experiments have already confirmed that accelerated (41)__________ causes a traveler's time to be stretched. Albert Einstein (42)__________ this in 1905, when he (43)__________ the concept of relative time as part of his Special Theory of Relativity. A search is now under way to confirm the suspected existence of particles of matter (44)_________________________________________________________.

An obsession(沉迷)__________ with time-saving, gaining, wasting, losing, and mastering it-(45)____________________________________________________________. Humanity also has been obsessed with trying to capture the meaning of time. Einstein (46)____________________________________________________________. Thus, time and time's relativity are measurable by any hourglass, alarm clock, or an atomic clock that can measure a billionth of a second.

Post-test

Listening comprehension

Section A
Directions: In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and decide which is the best answer. Then mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

注意：此部分试题请在答题卡 2 上作答。

11. A) Read the notice on the window.
    B) Get a new bus schedule.
    C) Go and ask the staff.
    D) Board the bus to Cleveland.

12. A) He was looking forward to seeing the giraffes.
    B) He enjoyed watching the animal performance.
    C) He got home too late to see the TV special.
    D) He fell asleep in the middle of the TV program.

13. A) She wants to take the most direct way.
    B) She may be late for the football game.
    C) She is worried about missing her flight.
    D) She is currently caught in a traffic jam.

14. A) At a restaurant.
    B) In a fish shop.
    C) At a clinic.
D) On a fishing boat.

15. A) He is an experienced sales manager.
   B) He is being interviewed for a job.
   C) He is a close friend of the woman.
   D) He is good at answering tricky questions.

16. A) The man should consider his privacy first.
   B) The man will choose a low-rent apartment.
   C) The man is not certain if he can find a quieter place.
   D) The man is unlikely to move out of the dormitory.

17. A) The woman is going to make her topic more focused.
   B) The man and woman are working on a joint project.
   C) One should choose a broad topic for a research paper.
   D) It took a lot of time to get the man on the right track.

18. A) They went camping this time last year.
   B) The didn’t quite enjoy their last picnic.
   C) They learned to cooperate under harsh conditions.
   D) They weren’t experienced in organizing picnics.

Questions 19 to 21 are based on the conversation you have just heard.

19. A) He likes Sweden better than England.
   B) He prefers hot weather to cold weather.
   C) He is an Englishman living in Sweden.
   D) He visits London nearly every winter.

   B) The gloomy winter.
   C) The cold houses.
   D) The long night.

   B) Painful.
   C) Depressing.
   D) Refreshing.

22. A) They often stay up late reading.
   B) They work hard and play hard.
   C) They like to go camping in summer.
   D) They try to earn more and spend more.

Questions 23 to 25 are based on the conversation you have just heard.
23. A) English Literature.  
   B) Management.  
   C) French.  
   D) Public Administration.

   B) Staff training.  
   C) Careers guidance.  
   D) Psychological counseling.

25. A) Its generous scholarships.  
   B) Its worldwide fame.  
   C) Its well-designed courses.  
   D) Its pleasant environment.

Section B
Directions: In this section, you will hear 3 short passages. At the end of each passage, you will hear some questions. Both the passage and the questions will be spoken only once. After you hear a question, you must choose the best answer from the four choices marked A), B), C) and D). Then mark the corresponding letter on Answer Sheet 2 with a single line through the centre.

注意：此部分试题请在答题卡2上作答。

Passage One
Questions 26 to 28 are based on the conversation you have just heard.

   B) Some features of Japanese culture.  
   C) The art of Japanese brush painting.  
   D) The uniqueness of Japanese art.

27. A) To calm themselves down.  
   B) To enhance concentration.  
   C) To show their impatience.  
   D) To signal lack of interest.

28. A) How listeners in different cultures show respect.  
   B) How speakers can win approval from the audience.  
   C) How speakers can misunderstand the audience.  
   D) How different Western and Eastern art forms are.

Passage Two
Questions 29 to 32 are based on the passage you have just heard.
   B) Buying and maintaining equipment.
   C) Drawing up plans for in-service training.
   D) Interviewing and recruiting employees.

30. A) Some of his equipment was damaged in a fire.
   B) The training program he ran was a failure.
   C) Two of his workers were injured at work.
   D) Two of his employees committed theft.

31. A) A better relationship with his boss.
   B) Advancement to a higher position.
   C) A better-paying job in another company.
   D) Improvement in the company's management.

32. A) She has more self-confidence than Chris.
   B) She works with Chris in the same division.
   C) She has more management experience than Chris.
   D) She is competing with Chris for the new job.

Passage Three
Questions 33 to 35 are based on the passage you have just heard.

33. A) They help us see the important values of a culture.
   B) They guide us in handling human relationships.
   C) They help us express ourselves more effectively.
   D) They are an infinite source of human knowledge.

34. A) Their wording may become different.
   B) The values they reflect may change.
   C) Their origins can no longer be traced.
   D) They may be misinterpreted.

35. A) Many cultures share the same values.
   B) Many cultures have different values.
   C) Different cultures are expressed differently.
   D) A culture can be expressed in many different ways.

Section C
Directions: In this section, you will hear a passage three times. When the passage is read for
the first time, you should listen carefully for its general idea. When the passage is read for
the second time, you are required to fill in the blanks numbered from 36 to 43 with the
exact words you have just heard. For blanks numbered from 44 to 46 you are required to
fill in the missing information. For these blanks, you can either use the exact words you
have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

Our lives are (36)________ together. As much as I enjoy my own company, I no longer imagine I can get through a (37)______ day much less all my life completely on my own. Even if I am on (38)______ in the mountains, I am eating food someone else has (39)______, living in a house someone else has built, wearing clothes someone else has (40)______ from cloth woven by others, using electricity someone else is (41)______ to my house. Evidence of interdependence is everywhere; we are on this journey together.

As I was (42)______ up, I remember being carefully taught that independence not interdependence was everything. “Make your own way,” “Stand on your own two feet” or my mother's favorite remark when I was face-to-face with (43)______ of some action: (44)______________________________________________________.

Total independence is a dominant thing in our culture. I imagine that (45)_______________________________________________________. But the teaching was shaped by our cultural imagines. And instead, I grew up believing that I was supposed to be totally independent and consequently became very reluctant to ask for help. (46)_____________________________________________________.

注意：此部分试题请在答题卡 2 上作答。