

國立政治大學英國語文學系碩士在職專班碩士論文

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合作學習教學模式下探討聽力焦慮降低及聽力能力提升

Exploring the Reduction of Listening Anxiety and Promotion of Listening  
Comprehension Ability under the Teaching Mode of Cooperative  
Learning

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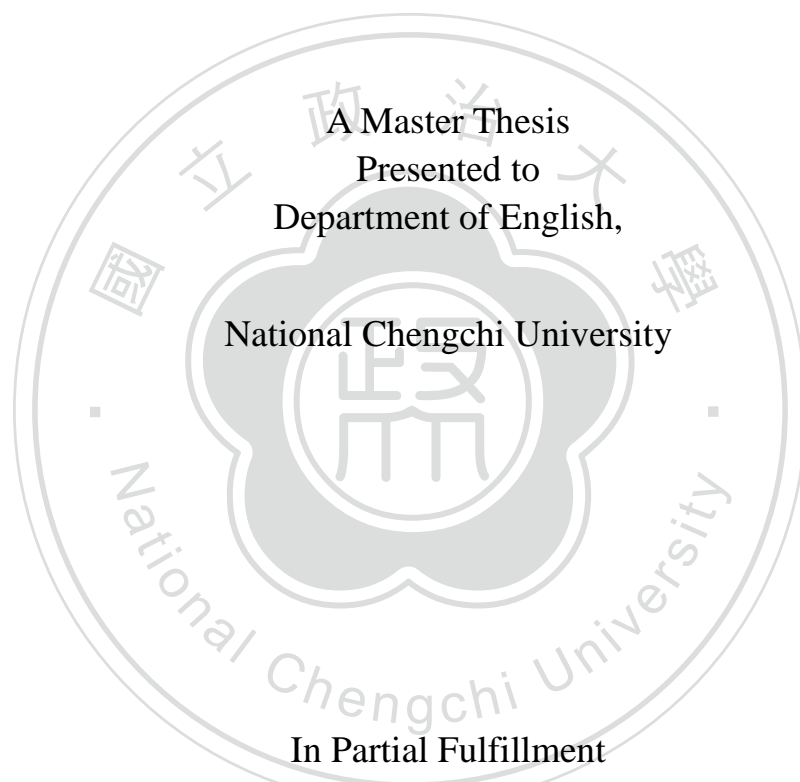
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國立政治大學英國語文學系碩士在職專班

碩士論文提要

論文名稱：合作學習教學模式下探討聽力焦慮降低及聽力能力提升

指導教授：余明忠博士

研究生：陳俊呂

論文提要內容：

本研究的目的是在於探究合作學習的教學模式對於國民中學的學生在降低英語聽力焦慮和提升聽力能力雙方面上是否有效。本研究的研究對象是 54 位來自台灣北部地區的一所國民中學的學生，學生來自於經 S 型分班後同質性的 2 個普通班，2 個班分別設定為對照組和實驗組，兩組在數量、性別、背景、聽力焦慮及聽力能力起始程度上皆相似。對照組施以傳統英語聽力教學模式：學生聽寫，教師給答案並講解的方式施教；實驗組則施以合作學習英語聽力教學模式：同學聽完練習後，交互討論練習答案的方式來學習。師生利用每週四堂英語課的前 15 分鐘來進行英語聽力合作學習，經過了約 12 週的教學後，兩組皆接受聽力焦慮量表的後測，及南一書局出版的聽力測驗。量表及測驗皆以獨立樣本 t 檢定來進行統計分析，研究結果顯示：實驗組和對照組相較之下，聽力焦慮降低的程度達到顯著差異；而聽力能力的部分，雖然實驗組比對照組在測驗分數上有進步，但進步幅度有限，未能達到顯著差異。除此之外，訪談問卷中的質性資料亦支持了量化結果。本研究冀希成為對於有意利用合作學習教學模式來教聽力的老師，在降低聽力焦慮和提升聽力能力上，一個教學上的參

考。最後，研究者根據實驗的過程及結果，對未來合作學習或是聽力教學的研究，提出需要避免的情形及一些可進行的研究方向。

關鍵字：合作學習、聽力焦慮、聽力能力。





## Abstract

This study is mainly to explore if the mode of cooperative learning can reduce junior high school students' listening anxiety and promote their listening comprehension ability. The participants in this study were junior high school students from northern Taiwan. They were chosen from two homogeneous classes formulated by the normal s-style distribution. Two classes, decided as the control group and the experimental group, were the same in number, gender, background, listening anxiety as well as the listening comprehension ability. The control group was treated with the traditional mode of teaching listening: Students listened and wrote down their answers; the teacher gave answers and explanations. The experimental group was treated with the mode of cooperative learning: After students finished their listening practices, they exchanged notes and discussed answers by themselves. The initial fifteen minutes in every English class were employed to process the learning of cooperative learning four times a week. After twelve weeks, students in the two groups took the post-test of Foreign Language Listening Anxiety Scale and the listening comprehension test issued by Nan I Book Enterprise. Both instruments were measured by an independent-samples t-test. The result showed that the significant differences were attained in the listening anxiety. Nevertheless, the significant differences were not attained in the listening comprehension ability though the average score of the experimental group was higher than that of the control group. Besides, the qualitative data from the questionnaire also sustain the quantitative results. Hopefully, this study can serve

as a reference for those teachers who would like to teach English listening comprehension by the mode of cooperative learning. Eventually, the researcher provided some directions to follow and some awkward situations to avoid for future studies based on the experimental process and results in this study.

Key words: cooperative learning, listening anxiety, listening comprehension ability



# CHAPTER 1

## INTRODUCTION

### Background & Motivation

Listening plays a principal role in all kinds of learning. In fact, Devine (1982) indicated that listening is the fundamental channel that promotes the intake of new concepts and information. Furthermore, listening is applied more frequently than the other language skills (Scarcella & Oxford, 1992). According to the research of Burley-Allen (1995), the average time for listening in everyday communication takes 40 percent. Listening has occupied the largest proportion of language use compared with reading, writing, or speaking.

In classroom setting, listening is still prior to the other language uses. Wolvin & Coakley (1988) concluded that listening occupies more time of everyday communication than the other language skills both inside and outside the classroom. Both teachers and students have recognized the incremental importance of listening comprehension (Ferris & Tagg, 1996).

An English listening comprehension test has been incorporated into monthly exams at junior high schools in Taiwan. In 2014, the next-generation entrance exam of senior high schools includes a new section of the English listening comprehension test. This section is scheduled to be one of the criteria to enter senior high schools in Taiwan ([http://www.cap.ntnu.edu.tw/test\\_2.html](http://www.cap.ntnu.edu.tw/test_2.html)). The score of the listening comprehension test was regarded only as a reference to confirm students' listening ability in 2014. However, from 2015, the score will be adopted as one of the standards

for the entrance of senior high schools. That is one of the reasons why the importance of listening keeps rising recently in the domain of the English education in Taiwan.

Anxiety occurs when someone's sense of threats seems to be out of control or out of avoidance (Ohman, 2000). According to Ogundokun (2011), anxiety is an uneasy, apprehensive, or nervous feeling especially germinated by students who have an intuitive fear of failure.

Since the 1980s, anxiety has been emphasized as one of the most influential affective variables on the foreign language learning. Many studies suggested that anxiety is potentially the most prevalent barrier in language learning (Horwitz, et al, 1986; MacIntyre & Gardner, 1989). Moreover, more studies indicated that the listening anxiety of second language (L2) should be considered one of the vital variables that control success or failure in the language learning. L2 listening may be threatening to students from different levels (Kim, 2000; Vogely, 1998). Lack of listening competence to take in necessary information and to have a complete comprehension will result in helpless and restless emotion. This adverse emotion is called listening anxiety (Cheng, 2009).

Cooperative learning (CL) is defined as a cluster of instructional procedures for students with the encouragement or requirement teachers gave. The approach of CL can be developed simply as students sit in a group to discuss class issues or to complete class assignments. However, it can be rather complicated when CL is involved with personal feelings or group morale. Particularly, CL is characterized by peer tutoring that means students manage the assigned tasks or discussion by interacting with one another (Slavin, 1987).

CL has been recognized as a possible way to lower anxiety in classrooms (Johnson, & Johnson 1990; Oxford, 1997). This approach has been widely applied to math study (Esmonde, 2009; Leikin & Zaslavsky, 1997; Nattiv, 1994; Tarim, 2009),

and to reading and writing (Stevens & Slavin, 1995), etc. Studies on CL for language learning have been done about reading and writing. Nevertheless, little research on CL about listening has been conducted, let alone listening anxiety. In Young's interview with Krashen (1992), Krashen concentrated on the concept that incomprehensible input of listening may trigger anxiety for foreign language learners. But listening breakdown by individuals may be remedied with the cooperation of members within the same group. High-achievers usually impart answers to low-achievers who cannot give out any answers immediately (Kagan, 1989). In order to create such a favorable situation where the high-achievers, mid-achievers, and the low-achievers are not pressured to answer all the listening questions, using the notion of CL to address listening anxiety is worth a try.

### **Purpose of This Study**

The purpose of this study is to investigate if CL can reduce listening anxiety and promote listening comprehension ability. With the instruction of CL, students might be relieved from listening anxiety and their listening comprehension ability might be improved.

Hopefully, this research could offer guidelines for teachers who would like to break through the listening anxiety and to improve students' listening ability while teaching listening skills. Particularly, this research is focused on the application of CL. Furthermore, with the potential pressure from the next-generation entrance exam of senior high schools, this research could be helpful to those students who feel apprehensive about the listening section in the entrance exam and would like to promote their own listening comprehension ability.

### **Importance of This Study**

With the trend of the global village, there is a promise of having rich interactions between folks at home and abroad. Hence, the importance of listening

ability cannot be emphasized enough. How to improve listening ability, which is considered to be the most difficult part of the four language skills, draws many teachers' attention. The listening comprehension in the next-generation entrance exam expedites the expectation to improve listening skills. It is a must for teachers to find out an effective way to better students' listening ability as soon as possible.

This study explores whether CL can decrease listening anxiety and improve listening comprehension ability for junior high school students. The findings may inspire teachers with an alternative way to cut down students' anxiety, fear, or apprehension of listening. Recently, CL becomes more popular, and more studies about CL have been done as well. In addition, listening comprehension ability is likely to promote in the ideal cooperative situation where high-achievers give more instructions to the mid-achievers or low-achievers. This study may provide necessary assistance to teachers who are confronted with the challenge of teaching listening comprehension to junior high school students. Especially, the test score of the listening comprehension will be valid in the total score of the next-generation entrance exam in 2015. Finally, this study could demonstrate the benefits of using CL in teaching language.

### **Organization of This Study**

This study is composed of six chapters. The first chapter declares the background and motivation, purpose, importance, and organization of this study. The second chapter presents previous relative studies about the importance of listening, the anxiety about language learning, the anxiety from listening to English, the concept of CL, the application of CL, the change of listening anxiety as well as listening comprehension ability, and the three stages of teaching listening by CL. The third chapter introduces the participants, the instruments, the experimental procedure, and the way of data analysis. The fourth chapter uncovers the results and findings of this

study. They are further discussed in the fifth chapter. The last chapter demonstrates some pedagogical implications from this study for English teachers, some limitations for other researchers to take into consideration, and suggestions for the future study about listening anxiety and listening comprehension ability.







## **CHAPTER 2**

### **LITERATURE REVIEW**

#### **The Importance of Listening**

Language learning is appraised to be a quite complex process in which learners can foster linguistic knowledge and skills. Oxford (1993) believed that listening is absolutely one of the foremost language skills. Listening can be thought of as a crucial medium to nurture skills and competence. Listening is the main media for language learners to absorb upcoming ideas and information (Devine, 1982). Moreover, listening comprehension ability plays an indispensable part in language learning through the aspect of second language acquisition (Feyten, 1991; Krashen & Terrell, 1983). In other words, listening comprehension ability is a necessary element to construct foreign languages.

Besides the research of Burley-Allen (1995) about the proportion of four aspects of language, Rankin (1926/1952) also calculated the frequency of using language in adults' daily lives. He discovered that adults have 42.1 percent of their communication by listening but they just spend 31.9, 15, and 11 percent on speaking, reading, and writing. The findings of Nichols & Stevens (1957) also echoed with that of Burley-Allen: While communicating, most people devoted themselves to listening by 45%, speaking by 30%, reading by 16% and writing by 9%. Gilbert (1988) further proposed that students are exposed to listening by 65 to 90 percent in their studying time from kindergarten to high school. All the data above can be concluded that listening takes more communication time than other aspects of language both inside and outside of the classroom, (Wolvin & Coakley 1988). Other studies showed that

listening skills matter more than reading skills because listening is a facilitator to academic success (Brown, 1987; Coakley & Wolvin, 1997; Truesdale, 1990).

Listening used to be viewed as a passive or receptive skill compared with speaking or writing. But now using the term “passive” to pinpoint listening may not be accurate (Elkhafaifi, 2005). Lots of researchers consented that listeners actively participate in all types of communication. No wonder listening comprehension is the foundation of the language acquisition (Feyten, 1991; Field, 2000).

In view of the importance of listening, the next-generation entrance exam of senior high schools, named as Comprehension Assessment Program for Junior High School Students, is incorporated with a listening comprehension test. A listening comprehension test was never held in any other entrance exams in the past. The score of the listening comprehension test just worked as a reference of students' listening ability in 2014. However, the score from 2015 will be counted as a formal score in the next-generation entrance exam (<http://cap.ntnu.edu.tw/background.html>). As a result, listening ability draws more attention from teachers and students than before. This educational policy re-shapes the fixed style of language teaching mode that puts more emphasis on reading ability than listening ability. Although it has surely incurred some criticisms and complaints from teachers and students, it initiates a teaching reformation which enhances the cultivation of listening ability. The importance of teaching listening skills, neglected before, cannot be underestimated now. Consequently, most language teachers eagerly expect to incorporate listening skills into their existing curriculum.

### **Studies on Anxiety about Language Learning**

Anxiety is a psychological condition of cognitive, somatic, emotional, and behavioral elements. (Seligman, Walker & Rosenhan, 2001). Apart from anxiety, fear is another possible component to bring about an unpleasant sense that hinders normal

performance. Anxiety is not always synonymous with fear. Fear can be associated with specific reactions of escape and avoidance, while anxiety is the outcome of threats that are thought to be uncontrollable or unavoidable. However, anxiety may result from fear. Both make people reluctant to give something a try (Ohman, 2000).

In the early 1970s, a rise of research began to investigate learners' anxiety. Anxiety is the high possible factor that affects the second language (L2) besides other learners' factors which may influence learning success of language (Dörnyei, 2005; Horwitz, 1990). Numerous studies relating to anxiety have been done for many years. In fact, mensuration of L2-related anxiety has appeared since the mid-1980s (Horwitz, 2001; MacIntyre, 1999; Young, 1991). Several researchers assured the theoretical basis that anxiety can be linked to foreign language learning (Horwitz, & Cope, 1986; MacIntyre & Gardner, 1989; 1991; 1994).

### **Anxiety Will Ensure from Listening**

Since 1980s, anxiety has been defined as one of the most important affective variables that leave a crucial impact on foreign language learning (Zou, 2010). MacIntyre (1995) also argued that language learning is a cognitive activity that depends on encoding, storage, and retrieval processes. Nevertheless, anxiety may interrupt all the learning steps. According to Wang (2010), inadequate listening ability stems from several factors, such as negligence on listening from the whole social points of view, undeveloped teaching methodologies, clumsy listening strategies, and a lack of vocabulary. Wang also further indicated that though these factors do play some roles in inadequate listening ability, the increasingly critical one is anxiety. Anxiety greatly impacts listening comprehension. Listening comprehension may be enormously anxiety-provoking when the discourse is not understandable (Young, 1992). Anxiety has been a focal research of listening comprehension even more now.

Listening anxiety is a prominent variable that must be valued in teaching and be explicated in research as well (Young, 1999).

L2 learners often regard listening skills as the most challenging language ability to acquire (Graham, 2003; Hasan, 2000). One of the reasons is that learners have no opportunity to know how to learn listening skills effectively (Vandergrift, 2007). Giving correct answers to listening comprehension questions does not exactly help learners get a good command of the listening process. In reality, when readers face obscurity in reading or fail to recollect what was read, they can refer back to the written text to regain understanding. On the other hand, once words are spoken, listeners cannot retrieve any parts of the speech to refresh their memory (Kurita, 2012). Listening skills involve sorting out clusters of words, phrases, and sentences so that the spoken information can be understood. Furthermore, spoken language is not necessarily expressed in a grammatical manner. Lexical units in listening need not maintain orderly or grammatically as in written text. That also explains why L2 listeners find it extremely tough to listen to spoken language (Stæhr, 2009). As a result, listening practice could end up a catalyst of anxiety for L2 learners (Elkhafafi, 2005). Listening anxiety is negatively correlative to listening proficiency, which can be explained as listening anxiety negatively affects the learning of a foreign language (Kim, 2000).

Underwood & Kenworthy (1989) discovered that there are seven possible obstructions that deter listening comprehension. These obstructions may trigger students' listening anxiety when students encounter them. The following briefly describes these obstructions:

Firstly, many language learners believe that the greatest difficulty in listening comprehension is that the listeners cannot control how quickly the speakers deliver their speech. Listeners' academic background varies from one to another. Some of the

listeners have lived in the countries where English is the mother tongue. Some of them are well-trained for their listening ability though they seldom or never go abroad. And yet, the others just listen to English at school without any extra exposure to the language. Therefore, the listening ability differs from each listener due to their past experience with English. When they listen, they only can try their best to adapt themselves to all paces that might not be comprehensible to some of the listeners.

Secondly, unlike reading that can be traced back if the readers' memory fails, listening is strictly an aural activity. The ability to make mental notes contributes to the success of listening. However, not all of the listeners have strong retention to keep the heard information in their minds. Once the listeners cannot keep their memory longer, their comprehension from the previous listening may all be lost in the end. Listening again may be the best way to mend the missing gaps in listening, but not all the listening processes could be regained in listening tests or on listening occasions.

Thirdly, the lack of vocabulary interrupts fluent listening. Listeners stop to think about the meanings of unknown words and then they will miss the next part of the speech. Listening ends up an incoherent mess when the flow of information is disrupted. Bountiful vocabulary acquired before can ensure that the whole listening activity will not be disrupted.

Fourthly, the listeners are unable to recognize the signals from one listening session to another. They cannot discern discourse markers such as secondly or then. In some conversations, signals are as obscure as pauses, increased loudness, a clear change of pitch, or different intonation patterns. Students might not sense these deliberately-designed signals and find them unnecessary and disturbing.

Fifthly, even though listeners can grasp the surface meaning of the text, they may suffer from setbacks in comprehending the complete meaning of the message. For instance, the sentence "You can say that again." implies sheer approval of what is

being said. But one might misunderstand it as someone is pleading for the repeat of the sentence.

Sixthly, students think listening quite strenuous since it takes a considerable effort to get a complete comprehension. On the one hand, if the listeners find the topic interesting, they might be willing to listen incessantly. On the other hand, if the topic is dry and boring, they might lose interests soon. Therefore, no full comprehension is achieved. Listeners cannot choose the topics they prefer to, so the listening task itself is a challenge to the listeners.

Lastly, listeners become frustrated when they get stuck in understanding particular words or phrases. They will give up the whole listening process because they suppose that they should not miss any words in listening. Some students still believe that the most accurate listening is to grab the meaning of every word, not the chunk of the main ideas. In order to remedy this situation, students need to tolerate vagueness and incompleteness in listening and try their best to process the understood information. Table 2.1 summarizes these obstructions.

**Table 2.1 Seven Obstructions of Efficient Listening Comprehension**

<b>Listening Obstructions</b>
1. Listeners cannot control the pace of verbal delivery.
2. Listeners cannot review the repeated words all the time.
3. Listeners have a little scope of vocabulary.
4. Listeners may not detect the signals that the speaker is moving from one point to another.
5. Listeners may lack contextual knowledge.
6. It can be tough for listeners to concentrate on a foreign language.
7. Students may insist to understand every word while listening.

## **The Concepts of Cooperative Learning**

Cooperative learning (CL) is considered one of the most outstanding and productive domains of theory, research, as well as practice in education. It is also one of the most frequently employed modes of active and vigorous learning. CL can be defined as the time when students strive together to achieve common goals of learning (Johnson & Johnson, 1989). Another definition of CL is that students congregate in small groups to assist each other to learn academic content (Slavin, 1996). Basically, CL relies on the concept that students start learning under social contexts (Adams and Hamm, 1994); they tend to interact with each other in such setting. Furthermore, CL benefits both students and teachers in the process of learning activities (Shimazoe and Aldrich, 2010).

CL can be categorized into central elements such as positive interdependence, individual accountability, face-to-face promotive interaction, appropriate use of collaborative skills (social skills), and group processing (Johnson & Johnson, 1990). The category is shown in Figure 2.1. Previous findings on CL displayed positive relationship with students' achievement (Johnson & Johnson, 1989; Slavin, 1989). The use of CL may facilitate social and intellectual development and help students cultivate interpersonal skills (Cohen, 1984).

The success of CL lies in effective learning that happens through individuals' interaction with their environment and companions. Through the interaction, students understand what they are learning, and what are expected from their peers (Adams & Hamm, 1994). Webb (1985) discovered that students demonstrate signs of higher understanding when they share their ideas with their classmates and vice versa. Interaction with peers provides students an opportunity to learn from each other's knowledge, skills, and experience. Additionally, group discussions encourage students to handle counter-arguments, stimulate them to think beyond their limitation, and help

students develop respect for diversity in their groups (Cooper, Robinson, & McKinney, 1993).

CL is not a new idea; it has undergone a considerable revival in educational research and practice (Slavin, 1980). CL is widely used as a form of active teaching mode from 1980's, and continues to be an important approach for academic learning nowadays (Johnson, Johnson, & Smith, 2007). Table 2.2 depicts the modes of CL employed by some scholars from 1960 to 1980. The teaching mode of CL in this research is referred to Numbered Heads Together by Kagan whose mode was prevalent in the middle 1980s.

**Table 2.2 Modern Modes of Cooperative Learning (Johnson, Johnson & Stanne, 2000: 3-4)**

<b>Researcher- Developer</b>	<b>Date</b>	<b>Method</b>
Johnson & Johnson	Mid 1960s	Learning Together & Alone
DeVries & Edwards	Early 1970s	Teams-Games-Tournaments (TGT)
Sharan & Sharan	Mid 1970s	Group Investigation
Johnson & Johnson	Mid 1970s	Constructive Controversy
Aronson & Associates	Late 1970s	Jigsaw Procedure
Slavin & Associates	Late 1970s	Student Teams Achievement Divisions (STAD)
Cohen	Early 1980s	Complex Instruction
Slavin & Associates	Early 1980s	Team Accelerated Instruction (TAI)
<b>Kagan</b>	Mid 1980s	Cooperative Learning Structures
Stevens, Slavin, & Associates	Late 1980s	Cooperative Integrated Reading & Composition (CIRC)



The effect of CL in higher education has been recorded in much research for decades. Johnson & Johnson (1986) discovered that cooperative teams foster greater levels of thoughts. Teammates can keep information in mind longer than the other students that only work alone. This kind of active learning offers students an opportunity not only to get involved in discussion, but also to become critical thinkers. Subsequently, students are more motivated to take responsibility to seek out answers on their own, and participate dynamically in class discussions (Totten et al., 1991).

### **The Application of Cooperative Learning in Teaching**

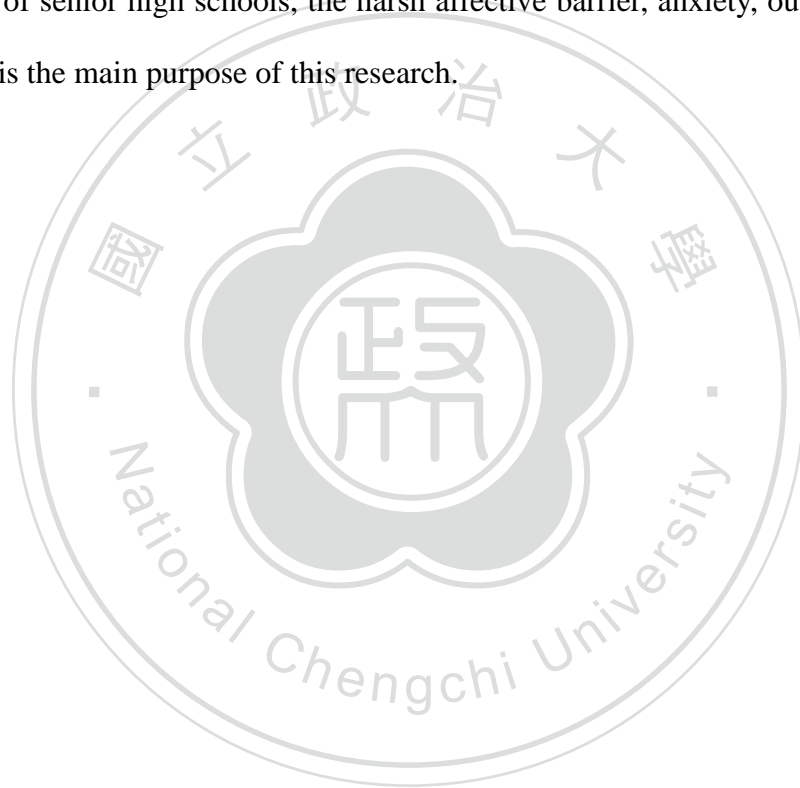
Meta-analyses suggest that the merits of CL are available for students at all age, for all research domains, and for a diverse range of tasks inclusive of rote-decoding, retention, memory skills, and problem-solving ability (Johnson, Johnson & Maruyama, 1983 ; Johnson et al., 1981).

CL has been widely utilized in teaching subjects at school. There are several existing studies done on the promotion of math achievement (Nattiv, 1994), mathematic problem-solving ability (Tarim, 2009), and interaction in learning math (Leikin & Zaslavsky, 1997). The study of CL was also done on the school subject of chemistry (Oludipe & Awokoy, 2010). The result showed that the anxiety level of the students in CL group plunged. However, the anxiety level of the students in conventionally-lectured group soared after the treatment (post-test level).

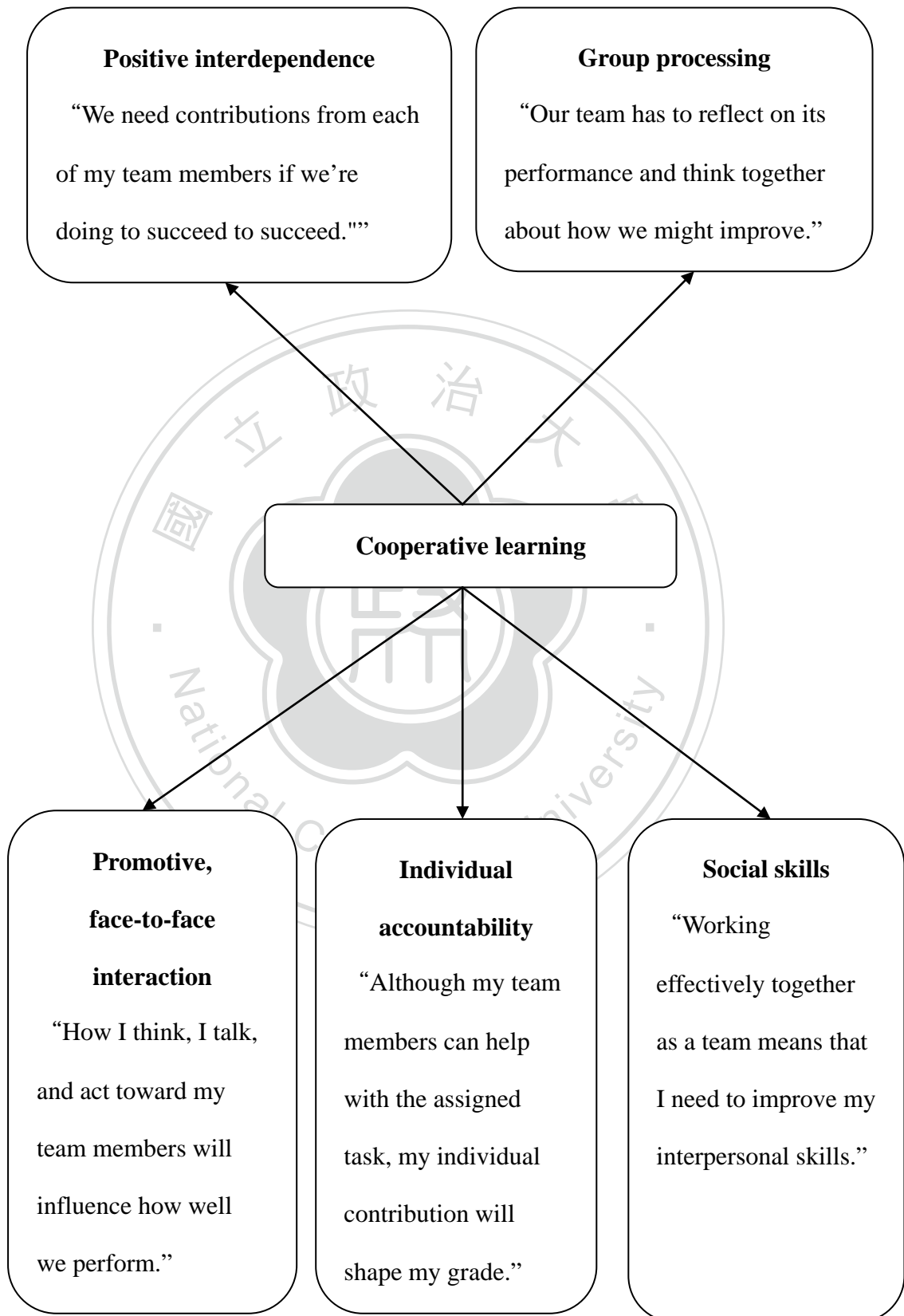
Lord (2001) offered another evident benefit of using CL in teaching. He made a list of the 101 reasons for using CL in biology teaching. Among these reasons, the Reason 33 clearly pronounced that CL reduces anxiety in the science class (Kessler, Price & Wortman, 1985); the Reason 45 showed that CL significantly reduces science test anxiety (Neer, 1987). Moreover, CL has similar impact on special education and remedial students. In the teachers' belief, CL equips struggling students with a more secure, less stressful learning environment (Jenkins et al, 2003). Furthermore, Bossert

(1988) concluded that CL could embrace math, science education, computer training, language skill comprehension, mainstream of handicapped children, multiethnic education, and drug abuse prevention, etc.

About the four skills of language, reading and writing had been discussed in some research of CL (Stevens & Slavin, 1995). Nowadays, few directions for the listening activities of CL have been mentioned, let alone listening anxiety. With the upcoming demand of having better listening ability to meet the next-generation entrance exam of senior high schools, the harsh affective barrier, anxiety, ought to be resolved. That is the main purpose of this research.



**Figure 2.1 Central Elements of Cooperative Learning (Johnson, Johnson, & Smith, 1991)**



## **Cooperative Learning May Impede Anxiety and Improve Listening**

### **Comprehension Ability**

In Duxbury's research (2006), there was no significant correlation between foreign language anxiety and the practice of CL. This result was opposite to earlier findings. CL was thought to be a useful mode to reduce anxiety (Brown & Palincsar, 1989; Johnson & Johnson, 2009; O'Donnell et al., 1987). After Duxbury finished his research for four years, he worked with a Taiwanese researcher Tsai (2010) and conducted another research between foreign language anxiety and the practice of CL in Taiwan. The participants were not only students from one university in the United States of America, but also from three universities in southern Taiwan. No significant positive correlation was shown from the university in the USA. However, one of three universities in southern Taiwan evidenced a significant positive correlation. Interestingly, the English teacher at that university happened to be a Taiwanese. Other two teachers at the other universities in southern Taiwan are native speakers from the USA.

Teachers in USA usually incorporate CL into the norm as part of their teaching modes. But teachers in Taiwan are not used to it (Duxbury & Tsai, 2010). When Taiwanese teachers put the mode of CL into their curricular design, students seem to be emancipated from the past rigid and dull one-way communication from teacher to student and feel much stress-free. This finding motivates the researcher, as a Taiwanese teacher, to carry out the teaching mode of CL in class to see if students' listening anxiety can be reduced. Moreover, the research focus has been switched from general language anxiety to specific listening anxiety in this study.

It has been observed that students who are taught cooperatively are likely to present higher academic achievement, greater persistence, better advanced reasoning and critical thinking, deeper comprehension of materials that have been learned, more

time on work and less misbehaviors in class, more intensive self-esteem, stronger intrinsic motivation, broader sympathy with others' points of view, more beneficial and supportive relationships with peers, more right attitudes, and especially lower levels of anxiety and pressure (Felder & Brent, 1994: 6). Gokhale (1995) also checked the effect of team-based learning on test achievement of college students, and the result showed that students who are engaged to cooperative studies score better on tests. They get higher score on tests via critical thinking, compared with students who study individually.

Students are aware of the importance of how to foster better listening strategies. According to Vandergrift's taxonomy (1997), strategies can be classified into three main parts: Metacognitive strategies, cognitive strategies, and socio-affective strategies. In particular, two out of five socio-affective strategies are cooperation and lowering anxiety. By means of socio-affective strategies, learning begins to develop when learners cooperate with classmates. Furthermore, they can make good use of each other's knowledge and experience to lower their anxiety level (Vandergrift, 1999). Vandergrift's findings strongly suggested that the researcher incorporate these two factors to minimize listening anxiety and maximize listening comprehension ability. In addition, Vandergrift has two foci on the learner and the teacher respectively for cooperation and lowering anxiety. First, in the strategy of cooperation, students brainstorm together to share what are on their minds. Later, they do the listening tasks in the form of practices or questions. The teacher divides students into different groups and facilitates the in-group discussion for students to finish their listening tasks. Second, in the strategy of lowering anxiety, students are given an enjoyable, cozy and comfortable environment to do their listening tasks. In order to have such setting, perhaps teachers should have some relaxing activities to lower students' anxiety before listening tasks are done. Table 2.3 is a quotation of the

learners' and teachers' foci for cooperation and lowering anxiety from Vandergrift's taxonomy:

**Table 2.3 Socio-affective Strategies: Cooperation and Lowering Anxiety from Vandergrift's Taxonomy (1997: 387-409)**

<b>Strategy</b>	<b>Focus on the Learner</b>	<b>Focus on the Teacher</b>
Cooperation	Learners work together to pool their comprehension.	The teacher asks learners to work in pairs or groups to discuss what they heard and find out from each other about what they understand about the text.
Lowering Anxiety	Learners try to relax before listening to the message.	The teacher has the learners close their eyes for one minute before the listening task and asks them to think of something that makes them feel happy.

Vandergrift (2003) defined socio-affective strategies as the techniques that listeners use to cooperate with others in order to verify understanding or to lower anxiety. Hence, the idea of integrating cooperative labors to reduce anxiety is not a new one. Vandergrift also commented that it is critical for listeners to fully control the anxiety, feel confident, sustain personal motivation, and increase listening competency in doing listening tasks. Vandergrift's socio-affective strategies gave the directions to this research to both lower listening anxiety and improve listening comprehension ability.

O'malley and Chamot (1990) once taught ESL learners who had been exposed to metacognitive, cognitive, and socio-affective strategies for academic listening at an

intermediate-level high school. Academic performance on the post-listening test was compared between two groups: The first group took instruction of metacognitive, cognitive, and particularly socio-affective strategies; the second group was set as the control group without any strategies. Results manifested that the treatment group excelled the control group in the post-listening test.

CL was one of the socio-affective strategies, and CL was adopted as the main teaching direction in this study. With the result that academic performance was promoted by socio-affective settings in O'malley and Chamot's research, the listening comprehension ability in this research was expected to promote as well.

### **The Stages of Teaching Listening by Cooperative Learning**

Both Underwood (1989) and Richards (2005) argued that a typical lesson sequence of listening has three stages: pre-listening, while-listening, and post-listening. The pre-listening stage prepares students for the practices of listening comprehension through activities to recall former knowledge, make predictions, and review key words. The while-listening stage concentrates on the comprehension through exercise that urges students to employ strategies such as selective listening, gist listening, sequencing, and the like. The post-listening stage particularly requires the students to give a response to what has been heard by stating their opinions.

Brown (2006) further indicated that pre-listening stage is supposed to contain two parts. The first part is that students should be given a chance to learn new vocabulary or sentence structures in listening. The second part is that students should be given an opportunity to trigger their prior knowledge. That is, listening comprehension should begin with what students have already known so that they can use their existing knowledge and skills to achieve the listening tasks.

During the while-listening stage, students will have a chance to verify and gauge their predictions. While-listening activities can be designed as guided

note-taking, completion of a picture, table, or schematic diagram, and composing questions – any concrete activities that learners can do in listening so as to demonstrate ongoing monitoring of meaning (Rost, 2002).

The post-listening stage happens immediately after the while-listening stage (Rost, 2002). This stage may be the most vital part of the whole listening instruction. Well-devised post-listening activities enable students to connect what they have heard to their former knowledge and experiences; to initiate critical listening as well as reflective thinking. Rost (2002) commented that post-listening activities can be incorporated into interactions such as comparing notes, making a summary with partners, and formulating responses or questions about what students have heard. These ideas are in agreement with CL. Therefore, it is reasonable to merge CL into the post-listening stage.

Table 2.2 shows several different modes of CL that could be adopted as the framework of the post-listening stage. In terms of the practicability in this study, Numbered Heads Together, a procedure of CL contrived by Kagan (1989) was chosen to apply to the post-listening stage.

The steps of Numbered Heads Together are shown in Table 2.4.

**Table 2.4 Steps of Numbered Heads Together By Kagan (1989: 13)**

- 
- 1. The teacher has students number off within groups, so that each student has a number: 1, 2, 3, or 4 appointed by the teacher.**

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  - 2. The teacher asks a question.**

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  - 3. The teacher tells the students to “put their heads together” to make sure that everyone on the team knows the answer.**

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  - 4. The teacher calls a number (1, 2, 3, or 4), and students with that number can raise their hands to respond.**
-



According to the literature mentioned above, this research was set to explore whether cooperative learning (CL) could decrease listening anxiety and improve listening comprehension ability. Two questions are expected to be answered by this study:

1. Does the teaching mode of CL reduce students' listening anxiety?
2. Does the teaching mode of CL improve students' listening comprehension ability?





## **CHAPTER 3**

### **METHODOLOGY**

This chapter consists of six sections which elaborate upon the research design. To begin with, the logic of selecting participants is presented with reasons. Then, introduced are the instruments of this study and the teaching materials. Next, the procedure of this study is detailed. The fourth part is the comparison between the experimental and control groups in the proficiency test and the pre-test of Foreign Language Listening Anxiety Scale. Moreover, qualitative data collected from the questionnaire are offered to fortify the quantitative results. Teaching process is placed in the fifth section. Finally, this chapter ends with data analysis.

#### **Participants**

All of the classes at the researcher's school were kept homogeneous. However, students in every class were heterogeneous. By means of the rationale of the normal s-style distribution based on an IQ test, high-achievers, mid-achievers, and low-achievers could be evenly located in every class. On the whole, every class had no or few differences with other classes by the normal s-style distribution. As a result, every homogeneous class was possibly suitable for this study. Seventh-graders at a junior high school in northern Taiwan were selected for this study. They had taken English courses for four years at primary schools. The researcher especially requested the dean of the department of academic affairs at school to assign classes of grade 7<sup>th</sup> for the researcher to be the English teacher. Compared with the eighth-graders and ninth-graders, the seventh-graders who were unfamiliar with junior high school studies might suffer from the anxiety of academic learning most because they were

just newcomers at the junior high school. That explained why the researcher chose the seventh-graders as the participants in this study. The researcher focused on these students for the study of listening anxiety and listening comprehension ability. Then, the researcher would designate two classes to be the experimental group and the control group.

The experimental group and the control group were determined with two instruments: A listening proficiency test of General English Proficiency Test (GEPT) by The Language Training & Testing Center (LTTC), elementary level; the Foreign Language Listening Anxiety Scale (FLLAS) developed by Kim (2000). After the test and the scale were done, the experimental group and the control group could be determined for this study. The two groups would have the same student count and gender proportion; they would also have similar starting levels of English proficiency and listening anxiety. Table 3.1 shows the constitution of the two groups.

**Table 3.1 Constitution of Participants in the Experimental and the Control Groups**

	Male	Female	Total
Experimental Group (N = 27)	12	15	27
Control Group (N = 27)	12	15	27

The reasons to choose students are summarized in the following: First, according to the normal s-style distribution, students can be averagely divided into high-level, mid-level, and low-level groups in every class. Every class with three levels of students corresponds to the principle of CL. Theoretically, high-level students are supposed to assist mid-level and low-level members by the rationale of CL (Johnson & Johnson, 1990). Second, seventh-graders just enter junior high schools as newcomers who are most unfamiliar with courses at school. At primary

schools, students' English learning basically focuses on the practice of easy speaking and listening. Listening comprehension is not a compulsory part of English tests. The researcher once asked all his students if they took listening comprehension tests at primary schools. Their answers were all negative. They were not accustomed to listening comprehension tests. Accordingly, they might suffer from listening anxiety to a very high degree. Eighth-graders and ninth-graders are excluded in this study since they have been at school for two or three years. They have known that they will take a listening comprehension test in the entrance exam of senior high schools. Furthermore, the listening comprehension test has been regulated to occupy one-fourth of the monthly English exam score at the researcher's school. They have been used to the habitual listening comprehension tests more than the seventh-graders at school. Teachers are responsible for the drills to train students' listening ability in class, or students might train themselves to address the challenge of listening tests. Hence, eighth-graders and ninth-graders may experience less stress than the seventh-graders who have not been trained at school yet.

In addition, newcomers are likely to have a similar level of listening comprehension ability. Most of them just took easy courses which encouraged students to speak and love English at primary schools. Generally speaking, their proficiency level might make no differences with each other. However, the proficiency level of the eighth-graders and ninth-graders is harder to control due to their progress made in one or two years at school.

## **Instruments**

### ***General English Proficiency Test (GEPT), Elementary Level***

The GEPT (see Appendix A), downloaded from the official website of the Language Training & Testing Center (LTTC), was utilized to measure English listening proficiency between the experimental group and the control group. This test

is basically designed for the ninth-graders that have completed the junior high education successfully in junior high schools, so the students who have full proficiency of junior high school English can do the test of the elementary level well. The elementary level is not confined to a limited range of vocabulary, grammar, and listening materials. Thus, students who want to get high score in this test need to prepare more and do extra practice besides the assignments teachers give at school. Questions in the test have been examined for the relevance with the level of the testees many times by LTTC ([https://www.gept.org.tw/Exam\\_Intro/download.asp](https://www.gept.org.tw/Exam_Intro/download.asp)). This test that works as a proficiency test can ensure that both groups start with a close initial level.

The listening comprehension part of GEPT was given to the researcher's students without any notification. Students did not know that they would take the GEPT. The unexpected test could prevent students from preparation in advance. Participants were told that the test would not be a part of their school grade but only be a reference for teachers to have a better understanding of all students' listening ability. They were also told not to worry but to try their best. The experiment of this study could unfold under the circumstance that the average scores of the two groups were similar. This result of GEPT could serve as evidence that the two groups had a similar starting proficiency.

### ***Foreign Language Listening Anxiety Scale***

One of the main goals of this study is to probe into student's change of listening anxiety after the instruction based on CL. A well-invented tool is necessary to prove that listening anxiety has reduced in this study.

The Foreign Language Listening Anxiety Scale (FLLAS), developed by Kim (2000), is a recommendable means to appraise the degree of listening anxiety. There are thirty-three questions on a 5-point scale by Likert-type items, ranging from

“strongly disagree” (1 point) to “strongly agree” (5 points). Kim attributed two dominant factors to the factor analysis of FLLAS. They are tension and worry over English listening as well as lack of confidence in English listening. Kimura (2008) also studied listening anxiety in Japan and re-identified three aspects of FLLAS as emotionality, worry, and anticipatory fear. All of the identified factors or aspects that both Kim and Kimura argued are the possible causes which would impact all sorts of students in learning a foreign language. Besides the Japanese scholar Kimura that employed intact FLLAS in her study, Kilic & Uckun (2012) as well as Capan & Karaca (2013) from Turkey and Golchi (2012) as well as Movahed (2014) from Iran all adopted unaltered FLLAS to measure listening anxiety. FLLAS have been used in different Asian countries such as Korea, Japan, Turkey, Iran, and China (Cheng, 2009). It is not surprising because the items on FLLAS represent perspectives from Asian language learners who may suffer from listening anxiety. All the thirty-three items on the scale reflect the general listening difficulties, setbacks, and problems with which listeners are potentially faced in Taiwan, so these thirty-three items are not strange to students in Taiwan. Therefore, the researcher decided to utilize the original FLLAS in this study.

FLLAS was originally composed in Korean. The items were translated into English by the researcher, Kim (see Appendix B), and revised by one of her colleagues for readability and clarification (Kim, 2000). Kimura (2008) translated the English version of FLLAS into the Japanese version and back-translated it into English to compare the differences. The modification of the Japanese version was done by one of Kimura’s colleagues. Similarly, the Chinese version of FLLAS (see Appendix C) was done by the researcher. Then, the translated version was back-translated into English by the researcher. The problematic translation could be examined and modified by doing so. Moreover, the researcher also asked three of the

experienced English teachers at his school to check every Chinese and English item in order to avoid any mistranslation and maintain the content validity. The description of every item on the scale was made short and simple on purpose, for the participants were just first-year students at junior high school. Not all the seventh-graders could comprehend long or complex sentences immediately. Comprehension breakdown might mislead students to incorrect response or make them impatient to answer all the items. In order to meet all students' different Chinese proficiency, the researcher resorted to his colleagues who were able to give better suggestions for the verbal expression of the Chinese version.

Moreover, Kim (2000) reported that the internal consistency was .90 and test-retest reliability was .84 in FLLAS. FLLAS is equipped with high reliability. In addition, Kim (2005) further explained that FLLAS could cover construct validity in her later research.

### ***The Listening Textbook for Listening Tasks***

The main textbook adopted by the school where the researcher served was issued by Nan I Book Enterprise (南一書局). Though there were listening tasks in the main textbook and the workbook, the actual practice time was not enough. Some students might rely on more practices through cram schools or self-study. Hence, the researcher utilized the supplementary listening textbook The King of English Listening (英語聽力王) as the listening textbook in this research. Every unit had two levels from the basic to the advanced. The listening tasks could be fulfilled by students through circling, matching, selecting, filling in a blank, and multiple-choice. The listening tasks in the listening textbook were in accordance with the content in the main textbook. In other words, the practices in the listening textbook were familiar to students who had been taught with the main textbook. Not only did students acquire knowledge by means of the teacher's in-class instruction, but they could do self-study



through preview and review of the units in the main textbook after school. Those students who paid full attention to the teaching in class should have enough proficiency to do the practices. Since there were not too difficult questions in the listening textbook, the listening textbook did not present itself as a great challenge to students. This listening textbook was an appropriate material for this research. Obviously, students could do more listening practices aside from their main textbook and workbook. Students who had done a number of practices possibly had a good chance to get better listening ability. The format of Unit 1 which is similar to the ones of the other units in the listening textbook is presented in Appendix D.

### ***The Lesson Plan Incorporated with Cooperative Learning***

Besides Underwood (1989) and Richards (2005) stated that a typical lesson sequence of listening has three stages: pre-listening, while-listening, and post-listening, Gilakjani & Ahmadi (2011) hypothesized a maxim to choose appropriate listening textbooks: All the activities in the listening textbooks should be integration-based with the three stages: pre-listening, while-listening, and post-listening. Subsequently, the lesson plan in this study follows the process from pre-listening to post-listening.

Listening comprehension should begin with what students have already known from the pre-listening stage. The listening textbook, The King of English Listening, is an appropriate tool for the teacher to make good use of. The units in the listening textbook conform to the content in the main textbook. Both textbooks have nine units with the same learning goals and objectives. Students may spontaneously recollect the vocabulary, phrases, and sentences the teacher has taught from the main textbook when they do the tasks in the listening textbook. That is to say, the knowledge of vocabulary, phrases, and sentence structures learned in the main textbook becomes the schemata for students to do the exercise in the listening textbook.

Vandergrift (1999) and Rost (2002) outlined that successful L2 listeners exercise five essential strategies while encountering listening uncertainty. They are predicting, guessing, selecting, clarifying, and responding. Among the five strategies, predicting is a workable strategy in the while-listening stage. Students can be inspired to predict by browsing the items of answers in advance and they may make a right decision after the CD is played. In addition, while-listening activities can be designed as guided note-taking, completion of a picture, table, or schematic diagram, and composing questions (Rost, 2002). Guided note-taking can be applied to the practices in listening. The other activities seem unfeasible in this study because the types of listening practices in the listening textbook are fixed (circling, matching, multiple-choice...). Thus, the teacher can ask students to jot down key words to keep record of the main ideas of the listening text. Then students listen to the text, and apply heard information to complete the listening tasks. Moreover, doing activities also stimulates students' critical response and personal feedbacks to the speaker's thinking and use of language (Gilakjani and Ahmadi, 2011).

Rost (2002) commented that post-listening activities can be incorporated into interactions such as comparing notes and making a summary with partners. Additionally, tasks in the listening textbook can be designated for students to discuss after listening. Students can put what they hear together and arrive at a final consensus through discussion in their group (Gilakjani and Ahmadi, 2011). These ideas accord with the notion of merging CL into the post-listening stage. The researcher is inspired by these ideas and composes a specific lesson plan in which the post-listening stage is dominated by the spirit of CL.

The control group and the experimental group in this research basically have different lesson plans. However, the pre-listening and while-listening activities in the lesson plans of both groups make no differences. Only do the post-listening activities

differ in the two groups. In the control group, the researcher just asked the answers of students and gave them correct answers as well as necessary explanations. In contrast, the researcher used the teaching steps in Numbered Heads Together, a mode of CL, in the post-listening stage of the experimental group.

Before all the teaching steps begin, all the students have to be distributed to proper groups in order to facilitate the in-group discussion. Thus, students are allotted to these groups by the normal s-style distribution. Students will have their own symbolic numbers from one to five or six in every group according to Kagan's design of CL. The teacher can call the numbers of students by random and urge the called students to answer the questions. This can ensure if they share their knowledge with their group members and if they all have the ability to answer.

The scheduled time to teach listening comprehension for each English class was 15 minutes that occupied one-third period of a whole class. Rost (2002) recommended that the complete cycle of the listening task involving pre-listening, while-listening, and post-listening may require 15 minutes. Listening instruction for about 15 minutes will be done in the initial period of each English class regularly. After the 15 minutes, the focus will be switched from listening drills to the other learning materials in the main textbook. There are four English classes in the regular course plan at school in one week. In other words, students' listening ability can be trained four times a week. The span of the whole research lasts for three months until the winter vacation.

The format of the lesson plan for listening was adapted from the model devised by Zagora Pedagogical Team (2007). The team regulates how the teaching steps go during the stages from pre-listening, while-listening, to post-listening. The researcher adapted the format to suit the teaching authentic condition in class, and integrated all the elements discussed above into the lesson plan of CL.

The complete three-step lesson plan, especially featuring the notion of CL in the post-listening stage for the experimental group, is detailed in the following:

**Teacher:** Chen Chun-lu

**Lesson Type:** Listening / Speaking (Discussion)/ Writing (Keeping notes)

**Source:** The King of English Listening, Book 1

**Level:** Seventh-graders in a junior high school

**Materials:** blackboard & chalk + listening textbook + CD player + CD

**Estimated time:** 15 minutes

**OBJECTIVES:** Students will be able to:

- show retentive memory of prior knowledge inclusive of vocabulary, phrases, sentence, and pronunciation taught before.
- listen for gist.
- listen and take notes.
- discuss about the answers and the reasons with in-group members.
- cherish a give-and-take attitude to offer their own rationales and accept other members' reasons for the questions.
- present their final in-group consensus reached by the group discussion to the teacher when their numbers are called.

**STAGES OF THE LESSON:**

***1- Pre-listening activities:***

- The teacher reviews what has been taught before the class for students and hints them that some knowledge might appear in the listening.
- Students are induced to preview the items (A to D) of questions. They can predict what will be heard.

***2- While-listening activities:***

- Students concentrate on the listening of the questions.

- Students write down what they hear freely by words, phrases, or sentences.
- Students react to what they get in minds critically.

### ***3- Post-listening activities:***

- Students initiate an in-group discussion by comparing notes and negotiating with members. Students in each group try their best to make a consensus in limited time.
- The teacher signals students to stop the discussion and get ready for the answers.
- The teacher calls the numbers from 1 to 6 in every group by random. The called students will tell the whole class the final answers and reasonable explanations decided by the discussion in their own groups.

**Reference:** Huang, H. C., (2013), The King of English Listening, Taiwan, Tainan

#### ***The Listening Comprehension Test***

The listening comprehension test issued by Nan I Book Enterprise (南一書局) was chosen to examine listening comprehension ability. The test was exclusively supplied to school teachers to evaluate students' listening ability; it was not for commercial sale. Students were not given any opportunity to practice the test beforehand. The format of the test was especially designed to correspond to the Comprehension Assessment Program for Junior High School Students. The tentative version of the English listening comprehension test could be downloaded ([http://www.cap.ntnu.edu.tw/exam/102/102P\\_English150DPI.pdf](http://www.cap.ntnu.edu.tw/exam/102/102P_English150DPI.pdf)). The questions in the listening comprehension test were designed based on the content of the main textbook used in the class. The main textbook at the researcher's school was also issued from Nan I Book Enterprise. Thus, students were able to answer the questions in the test if they had learned something in class. The range of the test was from Lesson 6 to Lesson 8. The test was given after Lesson 6, 7, and 8 were taught. The function of the test was to measure if students of the experimental group could make

more progress than those of the control group in their listening comprehension ability. The whole test is appended to the Appendix E.

### *The Questionnaire*

The questionnaire is designed to collect further information to answer the two research questions about whether listening anxiety can reduce and listening comprehension ability can improve or not. Students' true feedbacks for CL can be embodied by words instead of checking the five items on the scales or doing the listening comprehension tests. Furthermore, the questionnaire can provide insights for the researcher to understand students' conducts. If most of the students give positive remarks on the effectiveness of CL, CL may have supportive influence on listening anxiety and listening comprehension ability.

The questions on this questionnaire focus on two aspects in this research: The decrease in listening anxiety, and the improvement in listening comprehension ability. Besides other instruments which would be measured quantitatively, this questionnaire could be qualitative evidence to examine the function of CL. The two questions are listed below:

1. Do you think that cooperative learning reduces your listening anxiety? Write down your reasons if you have.
2. Do you think that cooperative learning improves your listening comprehension ability? Write down your reasons if you have.

The questionnaire was conducted in Chinese, the participants' native language. The Chinese version is shown in Appendix F.

### *The Classroom Observation*

In order to know more about students' behaviors in the execution of cooperative learning, the researcher was supposed to make some record of the whole process in class. Thus, what really took place in the classroom could be known. The

record could also be named as classroom observation. The observation was done in the form of the journal. The researcher took notes and wrote feedbacks in the journal right away after every class. The journal could reflect the authentic conditions in every class by cooperative learning. Besides listening comprehension tests, FLLAS, and the questionnaire, the classroom observation might be a contributive instrument to discuss the decrease in listening anxiety and the improvement in the listening comprehension ability in this study.

### **Procedure**

This study was to explore if students' listening anxiety could be reduced and listening comprehension ability could be promoted under the mode of cooperative learning. Although every class at the researcher's school had nearly similar proportion of high-achievers, mid-achievers, and low-achievers, the researcher still gave his students the proficiency test to ensure the similar starting level of listening comprehension ability. General English Proficiency Test (GEPT), elementary level, was the tool to ensure the similar baseline listening proficiency.

Next, students took the pre-test of Foreign Language Listening Anxiety Scale (FLLAS). The pre-test of FLLAS was applied to measure if students had similar degree of listening anxiety. After the GEPT test and FLLAS were quantitatively calculated, two classes with similar level of listening proficiency and similar degree of listening anxiety were chosen as the experimental group and the control group.

The whole research process began from middle October, 2013 to middle January, 2014. It lasted for about 12 weeks until the winter vacation. Listening activities were done in the initial 15 minutes of every English class four times a week. The listening tasks for both groups were the practices in the listening textbook, The King of English Listening. The procedure of doing listening tasks contained three steps: pre-listening, while-listening, and post-listening. Both groups were treated with



the same teaching methods in the stages of pre-listening and while-listening. Nonetheless, in the post-listening stage of the control group, students were taught in the traditional way. The teacher gave the answers and explained the key points to students in the post-listening stage after the teacher told them about today's listening task, played the soundtracks of CD, and guided students to answer questions by paper and pencil. Teacher was the sole resource to solve students' questions. In contrast, students in the experimental group followed the lesson plan incorporated with the notion of CL in the post-listening stage. The complete lesson plan had been detailed in the section: Lesson Plan Incorporated with Cooperative Learning.

The structure of CL, Numbered Heads Together by Kagan (1989), provided fundamental steps about how the activities of teaching listening proceeded in the stage of the post-listening. In Kagan's supposition, high-achievers would endeavor to help other members. In the researcher's class, high-achievers knew that they might not be called frequently, but they still wanted to see their group doing well. Thus, high-achievers would do their best to look after other in-group members. Mid-achievers and low-achievers learned harder because they knew that they would possibly be called by the teacher. The teacher kept watching for all students' cooperation in every group and designated Number 3, 4, 5, or 6 to answer and explain the questions more often in order to evaluate the in-group interaction. Students of Number 3, 4, 5, or 6 were potential mid-achievers and low-achievers who might need high-achievers' assistance. Every member in the same group played his or her part well regardless of the definition of high-achievers, mid-achievers or low-achievers.

Additionally, there were 27 students distributed to the five groups, so two groups had six members and the other three groups had five. The extra students named as student 6 were still called to answer questions.



Students had to have their own numbers, so the teacher could confirm that every group operated well by randomly choosing a member to answer. Unlike those students who learned as a whole entity in the control group, students in the experimental group were divided into five sub-groups. Students were categorized from Rank 1 to 5 or 6 in a group according to students' first monthly English exam in which the listening comprehension test took one-fourth part of the whole English score. Students in every sub-group were kept heterogeneous in terms of the normal s-style distribution. The top five students who got the highest score were arranged from Group 1 to Group 5 as Rank 1. Another five students who had higher score were located from Group 5 to Group 1 reversely as Rank 2. Another five students were put in the order of Group 1 to Group 5 as Rank 3, etc. This rationale was what was called the normal s-style distribution. High-level, mid-level, and low-level students mixed in every group more averagely. The high-level would be expected to lead the activities and help the mid-level and the low-level because their grades were not judged by individual but by group. Table 3.2 shows the first grouping of students by the normal s-style distribution after the first monthly exam.

After the second monthly exam, the grouping of the experimental group was reshuffled to avoid over-reliance on specific group members and the complaints about the constitution of each group (Gartin & Digby, 1993). They might get used to the routine that the same high-achievers guided the same mid-achievers and low-achievers if the constitution of each group did not alter at all. Before the second monthly exam, all students were told that the grouping would be changed. Their ranks could go up if they strived to study harder and made progress. Consequently, students would be encouraged to pay more attention in class and do their share better in their groups. Besides, the new grouping prevented the low-achievers from being tagged as poor students. Their ranks might rise by dint of their efforts for study.

**Table 3.2 The Grouping of Cooperative Learning by the Normal S-style Distribution (After the First Monthly Exam)**

Group	Group 1	Group 2	Group 3	Group 4	Group 5
Student No.	25	17	18	20	22
(Rank 1)					
<b>Score</b>	<b>98</b>	<b>97</b>	<b>95</b>	<b>94</b>	<b>94</b>
Student No.	3	16	15	28	27
(Rank 2)					
<b>Score</b>	<b>82</b>	<b>83</b>	<b>83</b>	<b>88</b>	<b>94</b>
Student No.	11	1	8	21	14
(Rank 3)					
<b>Score</b>	<b>80</b>	<b>79</b>	<b>79</b>	<b>79</b>	<b>77</b>
Student No.	19	23	9	12	4
(Rank 4)					
<b>Score</b>	<b>63</b>	<b>67</b>	<b>72</b>	<b>74</b>	<b>75</b>
Student No.	26	6	7	5	24
(Rank 5)					
<b>Score</b>	<b>62</b>	<b>61</b>	<b>59</b>	<b>58</b>	<b>57</b>
Student No.				10	13
(Rank 6)					
<b>Score</b>				<b>47</b>	<b>50</b>

In terms of the rewards, Slavin (1991) insisted that external rewards be a necessary part of CL. Students were rewarded with biscuits or snacks on the basis of students' group performance and the accuracy of the answers. Students' group points

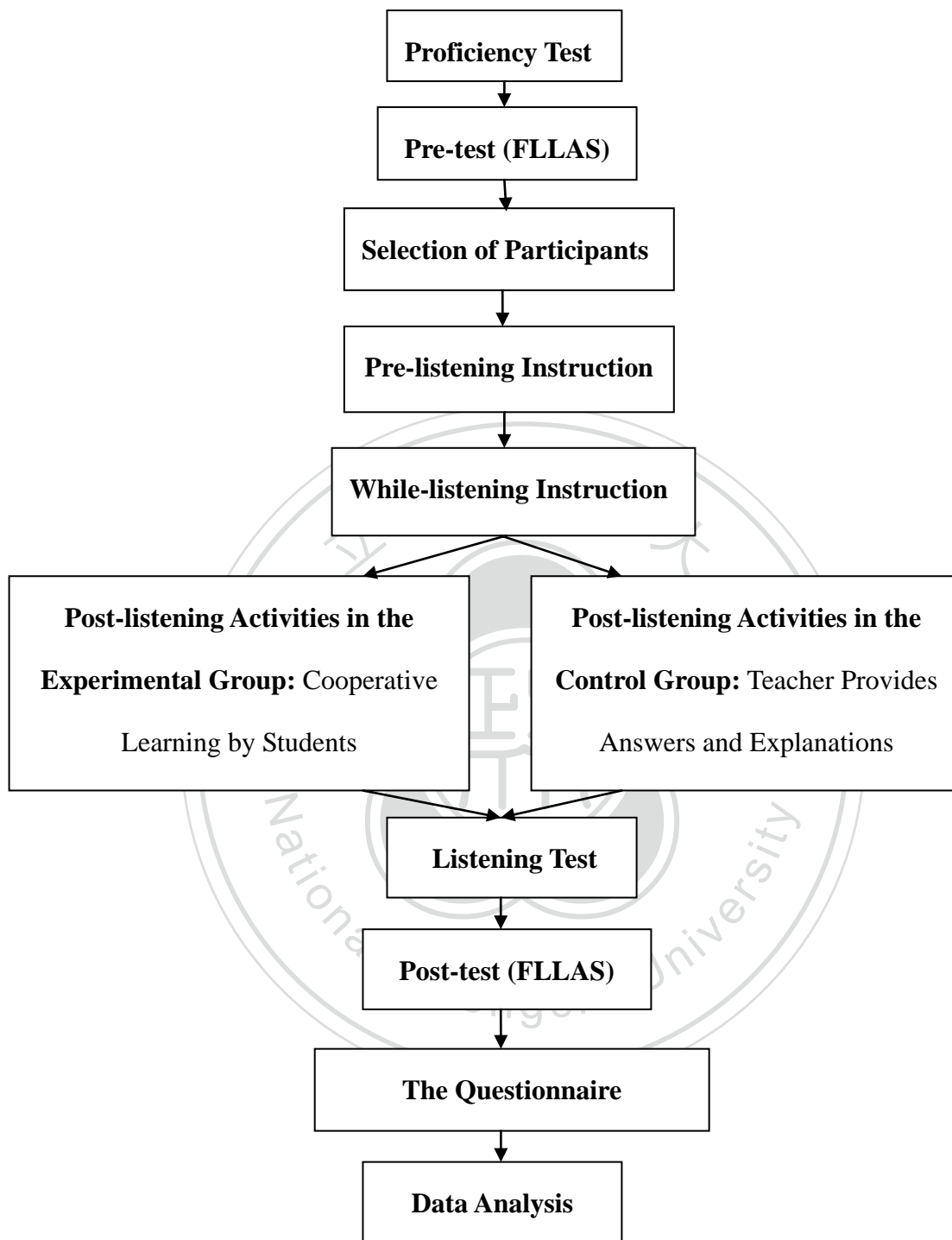
were counted every week and a ceremony would be held to award the winning groups in the last English class in a week. The researcher always prepared five different packs of biscuits or snacks. The group with the most points could choose their favorite first. After the winning group chose theirs, the other groups just could choose one by one until the last group did. Students were more willing to do their best within their groups with the external incentives though students were expected to take action internally by the teacher.

Three months later, all students in both groups were required to take the listening comprehension test compiled by Nan I Book Enterprise. The range of this test was from Lesson 6 to Lesson 8, correspondent with the final exam of this semester. Also, the Foreign Language Listening Anxiety Scale (FLLAS) was filled out by students in both groups as the post-test. At the final stage of the procedure, the FLLAS and the listening comprehension test of the two groups were measured quantitatively to compare the differences of listening anxiety and listening comprehension ability.

Finally, to collect more data to answer the two research questions, the questionnaire was passed out to all the students. All the students answered the questionnaire after the FLLAS was done. This qualitative method was to elude students' opinions about if CL could reduce their listening anxiety and improve listening comprehension ability. The results also offered the insights for the researcher to know more about students' behavior in this study.

Figure 3.1 is a brief overview of the whole procedure of this study:

**Figure 3.1 Procedure of This Study**



Note:

1. Proficiency Test = General English Proficiency Test
2. Pre-test & Post-test = Foreign Language Listening Anxiety Scale
3. Listening Test = The Listening Comprehension Test by Nan I Book Enterprise

### Comparison between the Two Groups in the Listening Comprehension Test of GEPT

An independent-samples t-test was adopted to compare the listening comprehension test of GEPT between the two groups. The result revealed no significant differences in listening proficiency before the experiment. The statistic comparison of this test between the two groups is shown in Table 3.3 ( $t = .030$ ,  $P > .05$ ,  $df = 52$ ).

**Table 3.3 Statistic Comparison of the Listening Comprehension Test of GEPT**

Group	N	M	SD	t	p	df
Control Group	27	68.5926	18.91532	.030	.976	52
Experimental Group	27	68.7407	17.54246			

### Comparison between the Two Groups in the Pre-test of FLLAS

FLLAS was allocated to all participants before the experiment in order to assure that there were no significant differences in the listening anxiety between the two groups. The result was examined via an independent-samples t-test and it revealed no statistical differences. As a result, it was reasonable to assume that the two groups were at similar level of listening anxiety initially ( $t = -.402$ ,  $p > .05$ ,  $df = 52$ ). The statistic comparison of listening anxiety is shown in Table 3.4.

**Table 3.4 Statistic Comparison of the Foreign Language Listening Anxiety Scale as Pre-test**

Group	N	M	SD	t	p	df
Control Group	27	116.3704	19.32744	-.402	.689	52
Experimental Group	27	114.1852	20.60627			

## **Teaching Process**

The teaching process followed the sequence of pre-listening, while-listening and post-listening (Richards, 2005; Rost, 2002). Students in either group took the same listening tasks in the pre-listening stage and the while-listening stage. However, students' learning directions varied in the post-listening stage. Students in the control group were given answers and explanations after listening, but students in the experimental group would have to discuss and determine the answers through cooperative learning. The process had been described in the section, Lesson Plan Incorporated with Cooperative Learning. The lesson plan is a framework of how the teaching process goes in the experimental group. In short, the pre-listening and while-listening activities in the lesson plan are both available for the two groups. However, activities in the post-listening stage differ between the two groups. The control group was treated with the traditional way of questions and answers, but the experimental group was treated with the mode of cooperative learning.

### **Data Analysis**

Some data of this study were analyzed in a quantitative way. The Statistical Package for Social Science (SPSS) version 12.0 was chosen to compute the data. The listening comprehension test of GEPT and the pre-test of FLLAS were treated by an independent-samples t-test to substantiate the fact that no significant differences in listening anxiety and listening comprehension ability appeared in both groups before the experiment.

The first research question could be answered by the analysis of FLLAS. The post-test of FLLAS was analyzed through an independent-samples t-test to examine if the listening anxiety would reduce by cooperative learning. The significance level was set at  $< .05$ .

Besides, the data collected from the first question in the questionnaire were divided into positive opinions and negative ones. Students' listening anxiety might possibly lessen if the amount of positive opinions surpassed the negative counterparts a lot. Also, students' opinions would be quoted as the verbal evidence for the quantitative result.

The second research question could also be answered by the analysis of the listening comprehension test compiled by Nan I Book Enterprise. An independent-samples t-test was conducted to analyze the test so as to evaluate whether the significant differences came into being in the listening comprehension ability by cooperative learning. The significance level was set at  $< .05$ , too.

Like the data for the first question, those for the second question were classified to see which opinions, positive or negative, occupied more proportion. More positive opinions hinted that the listening comprehension ability might be improved by CL. Students' opinions were also quoted to fortify the quantitative result.





## CHAPTER 4

### RESULTS

Chapter 4 presents the statistical analysis to answer the two research questions in this study. The former part of the analysis shows the comparison of the post-test of the Foreign Language Listening Anxiety Scale between the two groups; the latter part exhibits the findings of the listening comprehension test. Additionally, verbal results from the questionnaire are stated to fortify the statistical results. The outcomes concerning whether listening anxiety decreases and listening comprehension ability improves in the experimental group are demonstrated both quantitatively and qualitatively.

#### **The Post-test of Foreign Language Listening Anxiety Scale (FLLAS)**

The decrease in listening anxiety can be observed by the comparison from the post-test of FLLAS between the two groups. Participants in the control group took traditional English listening drills. They learned knowledge from lessons in the main textbook and did listening comprehension practices in the listening textbook. After the practices, the teacher gave them answers and provided them with necessary explanations. In contrast, participants in the experimental group discussed and decided the answers of listening comprehension practices under the ambience of cooperative learning (CL). Teacher was only a helper who paid attention to the operation of every group. The result was calculated by means of an independent-samples t-test and it reached significant differences ( $t = - 2.155$ ,  $p < .05$ ,  $df = 52$ ). In this study, the approach of CL to teach listening comprehension could reduce more listening anxiety than the traditional way of teaching listening

comprehension. That is to say, the mode of CL does lower listening anxiety in this study. Table 4.1 shows the result of the post-test of FLLAS between the control group and the experimental group.

**Table 4.1 Comparison of the Post-test of FLLAS between the Two Groups**

Group	N	M	SD	t	p	df
Control Group	27	119.1111	23.07902			
				- 2.155	.036*	52
Experimental Group	27	106.9259	18.17421			

Note: \*  $p < .05$  (2-tailed)

Table 4.2 offers a complete overview of all the thirty-three items with statistics. Among the thirty-three items on FLLAS, most scores of the post-test in the experimental group are lower than the ones in the control group. On Items 3, 16, 17, 19, 23, 25, 29, and 32, significant differences are attained. This indicates that the CL specifically works on these occasions of these items. According to the result of listening anxiety, the use of CL in listening drills may reduce the tension and worries from inadequate background knowledge on some topics (Item 16), from the uncertain information gotten from the listening process (Item 23), from listening to an English speech (Item 25), and from new and unfamiliar English information (Item 29). In addition, the use of CL in listening drills also reduce the lack of confidence from unfamiliar accent and intonation (Item 3), from confused thoughts in listening to important information in English (Item 17), from ending up translating word by word but the listener does not understand what these words mean (Item 19), and from a listener's incomplete understanding of the spoken discourse though the listener can understand every word (Item 32). As Kim (2000) mentioned, FLLAS was designed on the basis of the two factors: Tension and worry over English listening as well as lack

of confidence in listening. The use of CL is able to overcome some difficulties of the two factors in this study. The outcome of this study can support the idea that CL can reduce listening anxiety.

**Table 4.2 Comparison of All the Items of FLLAS in the Post-test between the Control Group and the Experimental Group**

Items	Scale	M	SD	t	p	df
1. When listening to English, I tend to get stuck on one or two unknown words.	Con. -	3.1852	1.17791			
				.691	.493	52
	Ex. -	3.4074	1.18514			
2. I get nervous if a listening passage is read only once during English listening tests.	Con.-	3.9630	1.06351			
				-.399	.691	52
	Ex. -	3.8519	.90739			
3. When someone pronounces words differently from the way I pronounce them, I find it difficult to understand.	Con. -	3.5185	1.05139			
				-2.164	.035*	52
	Ex. -	2.8889	1.08604			
4. When a person speaks English very fast, I worry that I might not understand all of it.	Con. -	4.0000	.83205			
				-1.509	.137	52
	Ex. -	3.6296	.96668			
5. I am nervous when I am	Con. -	3.8519	.98854			

listening to English if I			-1.575	.121	52
am not familiar with the	Ex. -	3.4074	1.08342		
topic.					
6. It is easy to guess about	Con. -	3.9630	1.22416		
the parts that I miss				-.385	.702 52
while listening to	Ex. -	3.8519	.86397		
English.					
7. If I let my mind drift	Con. -	4.1481	1.02671		
even a little bit while					
listening to English, I				-.583	.563 52
worry that I will miss					
important ideas.	Ex. -	4.0000	.83205		
8. When I am listening to	Con.-	3.0370	1.19233		
English, I am worried					
when I cannot watch the				-1.502	.139 52
lips or facial expression					
of a person who is	Ex. -	2.5926	.97109		
speaking.					
9. During English listening	Con. -	3.7037	.99285		
tests, I get nervous and				-.142	.887 52
confused when I do not	Ex. -	3.6667	.91987		
understand every word.					
10. When listening to	Con. -	3.3704	.96668		
English, it is difficult to				-.705	.484 52
differentiate the words	Ex. -	3.1852	.96225		

from one another.						
11. I feel uncomfortable in	Con. -	3.2593	1.19591			
class when listening to				-.491	.625	52
English without the	Ex. -	3.1111	1.01274			
written text.						
12. I have difficulty	Con. -	3.1481	1.19948			
understanding oral				-1.554	.126	52
instructions given to me	Ex. -	2.6667	1.07417			
in English.						
13. It is hard to concentrate	Con.-	3.2963	1.17603			
on what English						
speakers are saying				-.418	.678	52
unless I know them						
well.	Ex. -	3.1852	.73574			
14. I feel confident when I	Con. -	3.8519	1.02671			
am listening in English				-1.359	.180	52
	Ex. -	3.4815	.97548			
15. When I am listening to	Con. -	3.7778	.97402			
English, I often get so						
confused I cannot				-1.257	.214	52
remember what I have						
heard.	Ex. -	3.4444	.97402			
16. I fear I have inadequate	Con. -	3.9630	.89792			
background						
knowledge of some				-2.182	.034*	52

topics when listening to English.	Ex. -	3.4444	84732			
17. My thoughts become jumbled and confused when listening to important information in English.	Con. -	3.4815	1.12217			
				-2.188	.033*	52
	Ex. -	2.8519	.98854			
18. I get worried when I have little time to think about what I hear in English.	Con.-	3.9259	.87380			
				-1.689	.097	52
	Ex. -	3.4815	1.05139			
19. When I am listening to English, I usually end up translating word by word without understanding the contents.	Con. -	3.4074	1.30853			
				-2.116	.039*	52
	Ex. -	2.7407	.98421			
20. I would rather not have to listen to people speak English at all.	Con. -	3.2593	1.35032			
				-1.122	.267	52
	Ex. -	2.8519	1.31829			
21. I get worried when I cannot listen to English at my own pace.	Con. -	3.6296	.88353			
				-.549	.585	52
	Ex. -	3.4815	1.08735			
22. I keep thinking that	Con. -	3.2593	1.16330			

everyone else except me					
understands very well				-1.458	.151 52
what an English speaker					
is saying.	Ex. -	2.8148	1.07550		
23. I get upset when I am	Con.-	3.6296	1.04323		
not sure whether I				-2.075	.043* 52
understand what I am	Ex. -	3.0370	1.05544		
listening in English.					
24. If a person speaks	Con.-	3.9259	.91676		
English very quietly, I				-1.697	.096 52
am worried about	Ex. -	3.4444	1.15470		
understanding.					
25. I have no fear of	Con. -	3.8889	1.12090		
listening to English as a				-2.312	.025* 52
member of an audience.	Ex. -	3.1481	1.23113		
26. I am nervous when	Con. -	3.9259	.95780		
listening to an English					
speaker on the phone or					
when imagining a				-1.624	.110 52
situation where I listen					
to an English speaker on					
the phone.	Ex. -	3.4815	1.05139		
27. I feel tense when	Con. -	3.5556	1.12090		
listening to English as a					
member of a social					





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speaker means.

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33. It frightens me when I	Con. -	3.6667	.96077			
cannot catch a key word				-1.393	.170	52
of an English listening	Ex. -	3.2963	.99285			
passage.						

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Note: \*  $p < .05$  (2-tailed)

Con. = Control Group

Ex. = Experimental Group

### The Listening Comprehension Test

Table 4.3 illustrates the result of the listening comprehension test between the two groups. The statistics were computed through an independent-samples t-test to examine the differences between the two groups. Despite the fact that the mean score of the experimental group (72.1852) was higher than that of the control group (67.5185) by 4.6667, the result could not reach significant differences ( $t = 1.041$ ,  $p > .05$ ,  $df = 52$ ). The expected significant differences did not happen in the listening comprehension test. In other words, the mode of CL may not effectively improve listening comprehension ability in this study.

**Table 4.3 Comparison of the Listening Comprehension Test**

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Group	N	M	SD	t	p	df
Control Group	27	67.5185	17.95801			
				1.041	.303	52
Experimental Group	27	72.1852	14.84545			

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### The Qualitative Data Collection from the Questionnaire

About the qualitative results from the questionnaire for the first research question in this study, most of the students expressed their positive opinions toward

the function of CL to lower listening anxiety. They believed that CL did lessen their listening anxiety when they listened to English, and believed that CL was a helpful way to reduce their listening anxiety. Some of the cogent quotations are supporting resources through the perspectives of the learners for the mode of CL. These quotations demonstrate how CL reduces listening anxiety in this study. Five of the students commented as follows:

“I feel less anxious about listening in my group. My teammates will provide me with immediate answers and let me learn something new. They are my best backups while meeting difficulties.”

“I am afraid of losing face when I am appointed to answer questions. However, through my group members’ knowledge, I can answer my teacher’s questions with confidence. I do not feel anxious anymore in listening in class.”

“CL inspires me a new way to learn. I always thought that learning was only personal business in the past. But in my group, everyone shoulders their duty to achieve our own listening tasks. It is a relief to have my group members to work together.”

“I usually pay full attention to my teacher’s lecture in class, but sometimes I miss some key points. Group discussion refreshes and deepens my memory. I am sure I will not panic on any listening occasions.”

“I feel guilty of myself whenever I meet failure in listening. I even doubt my learning ability. By means of the in-group learning, I know I am not alone. I have more chances to enrich my academic knowledge from my group members’ help.”

About the qualitative results from the questionnaire for the second research question in this study, about half of the students expected CL to promote their listening comprehension ability. Two of the positive opinions are quoted as follows:

“In the group of CL, I can learn with my teammates and they indeed teach me new knowledge which I do not have. Meanwhile, my learning motivations in English get stronger. I can improve my grades on tests by the learning way of CL.”

“My classmates are not only my classmates but also my teachers now. I presumed that there was only a teacher before. By CL, I can be taught by more teachers. They give me all their knowledge and my knowledge will be richer.”

Nevertheless, some students thought of CL only as a way to learn English. CL did not provide a shortcut to lessen learning burden. One of them commented in the following:

“All the ways of teaching make no differences to me. I still have to study harder for the listening tests. The mode of CL cannot promise me to study less. I should try my best to memorize all the knowledge in the books, shouldn't I?”

Next, some negative opinions for the doubt of CL to promote listening comprehension ability are presented to understand the real situations about the execution of CL. The researcher firstly chooses a high-achiever's comment on the CL. The typical remark is quoted in the following:

“The class orders seem to be out of control under the mode of CL. Some classmates keep chit chatting and playing, which will damage our learning efficiency. Please return to the traditional teaching method, dear teacher. Or we will end up learning nothing at all.”

Another comment from a mid-achiever is worth noticing, too:

“I often provide knowledge to my members in my group, so gradually it seems to be my responsibility to study hard before class. But some classmates grab the answers I give without thinking twice. Who knows if they can retain the knowledge or study hard after school?”

Additionally, some low-achievers also kept skeptical attitudes toward the improvement of listening comprehension ability by CL. One of them cast his doubt on this teaching approach:

“Though we are happy to learn by CL, I still cannot expect my grades of listening comprehension tests to make any progress in tests. School lessons are too hard for me and I seldom review lessons at home. I know I need to cram all the knowledge in books, but I just cannot make it.”



## **CHAPTER 5**

### **DISCUSSION**

Chapter 5 comprises the discussion of the results in the previous chapter. The effects of decrease in listening anxiety and the inadequacy of promotion in listening comprehension ability under the mode of cooperative learning (CL) are discussed respectively on the basis of the findings of this study. The findings can be supported by other former similar studies. Furthermore, researcher's viewpoints based on the classroom observation are presented to explain the experimental results.

#### **The Effects of Decrease in Listening Anxiety under the Mode of Cooperative Learning**

In this study, student's listening anxiety reduces under the mode of CL. Other existing findings also support the effectiveness of CL in reducing anxiety, although they may not specifically target the listening anxiety. As McGroaty (1993) argued, if students work hard and exchange ideas in pairs or groups, they would not have to dread loss of face before the whole class. Their answers are likely to be correct because the final answers are decided by a group of people, not just by a single one. Therefore, their anxiety level lessens by the way of group learning. Kagan & McGroaty (1993) also provided their insights to cope with anxiety: It is pivotal to establish a learning ambience with low-level anxiety and high encouragement for communication. For second language learners, an access to the curriculum in a low-anxiety environment brings about second language mastery. Also, in order to encourage learners to contribute their ideas to their group, interaction and exchange of information should be strongly prompted in the learning setting.

Currently, the most well-known term from Krashen's five central hypotheses is the affective filter (Krashen, 1982). When the affective filter is low, the learners are free from anxiety that may clog language learning. Anxiety has a great influence on learners' affective filter. Moreover, the correlation between anxiety and achievement receives much attention for further investigation. Some previous studies unanimously agreed to the fact that language-learning anxiety negatively impacts learners' language performance (Gregersen & Horwitz, 2002; Matsuda & Gobel, 2004; Young, 1991). Horwitz (2001) emphasized that language anxiety begets poor language learning. To sum up, the foremost step to learn languages is to uproot anxiety. It is crucial to identify sources of language anxiety so that learners can overcome them. This study, specifically on the listening anxiety, proves the result that listening anxiety is significantly reduced through the approach of CL.

Krashen (1985) believed that CL is beneficial to L2 learners as it provides opportunities that focus on meaning in low-anxiety contexts. Strategies of CL have been recognized to help reduce students' anxiety in the foreign language classroom. Teachers not only need to acknowledge the existence of foreign language anxiety in language learners' minds, but they need to guide learners to admit, confront, and try to reduce anxiety. To reduce anxiety will not be easy if listeners do the listening practices individually. Therefore, peers can play an important role in second language learning because language difficulties can be shared and conquered with peers (Nagahashi, 2007). Young (1999) found out similar result earlier. Young discovered that working in pairs or small groups could achieve a low-anxiety classroom situation. Let us consider a setting where listening anxiety is low: Students discuss with each other and give immediate feedbacks and corrections to their in-group members. Group interactions make the group members feel easy and learn under no pressure. In

contrast, formal and harsh corrections from teachers could cause anxiety, which inhibits language acquisition.

Being able to participate in listening activities attentively without any disturbance does reduce students' anxiety. Neuroimaging evidence has shown that the more a student is devoted to a learning activity, the more his or her brain can be activated regardless of any anxiety (Jagust & Budinger, 1993). Besides, when activities occur in more positive emotional surroundings with less stress and anxiety, the learning is long-term and retrievable (Willis, 2007).

As mentioned in Figure 2.1, Central Elements of Cooperative Learning (Johnson, Johnson & Smith, 1991) is the blueprint for the activities of CL. Promotive interaction, one of the central elements, takes place when members in a group quickly identify the group goals. Unlike individual learning with no interaction, promotive interaction results in higher level of stimulation, low anxiety, and less stress (Blau, 1954). Moreover, winning is relatively unimportant in the group learning. When winning does matter, a high level of anxiety will be present and then will interfere with learners' performance (Blau, 1954; Johnson & Johnson, 2009). Most reports of CL mark improvement in the learners' self-esteem and confidence, as well as in the learners' decrease in the language learning anxiety they have experienced. A cogent reason for the increase in self-confidence is that cooperation typically breeds less anxiety and stress than other learning ways (Ryan & Deci, 2000). Additionally, Johnson et al. (1995) indicated that cooperation also produces more effective coping strategies to deal with anxiety than competition does.

As similar to this study examining junior high school students' listening anxiety in Taiwan with Foreign Language Listening Anxiety Scale (FLLAS) (Kim, 2000), Suwantarathip & Wichadee (2010) examined Thailand college students' foreign language anxiety with Foreign Language Classroom Anxiety Scale (FLCAS)

(Horwitz, Horwitz, & Cope, 1986). Both studies aimed to reduce students' anxiety by the mode of CL. The structure of activities in both studies happened to follow Kagan's (1989) structure of CL, Numbered Heads Together. In the Thailand study, the result indicated that students' anxiety diminished after learning by the structure of CL. The result proves that the mode of CL, Numbered Heads Together, can assist Thailand students to lower anxiety. In this study, Taiwanese students' listening anxiety lessened by the same mode of CL as well. Additionally, both studies are congruent with the conclusion of Duxbury and Tsai's study (2010): Teachers who have the same nationality with the students are able to carry out CL to reduce language anxiety.

The design of the lesson plan in this study is another helper to reduce listening anxiety. The sequence of teaching listening is from pre-listening, while-listening, to post-listening. Students can recollect their memory of learned words, phrases, grammar, or sentence patterns in the pre-listening stage. The learned linguistic knowledge becomes their schemata for the listening tasks in the while-listening stage. With the schemata, students may not feel anxious about the listening tasks because they are well-prepared from the pre-listening stage. The mode of CL, Numbered Heads Together, dominates the post-listening stage. Students can discuss with their group members and decide their final answers for the listening tasks. The teacher examines the effect of their learning by group, not by individual. Basically, the teaching process from pre-listening to post-listening not only facilitates the listening instruction but also reduces listening anxiety.

Previous research above demonstrates that the teaching of CL can lower anxiety. This research, hopefully, could provide further evidence for the decrease in listening anxiety. Though there was not little research showing CL could lower listening anxiety, this study showed that CL could indeed help students reduce it.



Some difficulties occurred in this research. Before this study was conducted, the researcher heard some people comment that the result must be positive because listening ability belonged to one of the language skills. Language-learning anxiety had been studied and its negative effect had been proven. Therefore, it seemed not to be necessary to further prove the existence of listening anxiety. Moreover, it was also said that the result must lead to failure due to a lack of many previous supportive studies. However, through quantitative and qualitative results, this study showed that CL could be an effective approach to reduce listening anxiety.

### **The Inadequacy of Promotion in Listening Comprehension Ability under the Mode of Cooperative Learning**

Although the mean score of the experimental group is higher than the counterpart of the control group by 4.6667 in the listening comprehension test, the result fails to demonstrate significant differences between the two groups in listening comprehension ability. In other words, the result might not support the idea that CL could lead to positive achievement. Achievement is usually the ultimate goal to attain in all kinds of teaching modes, inclusive of CL. Slavin (1990) stated that 67 out of 70 high-quality studies of CL focused on the effects on students' achievement. That is, CL was expected to be an efficient tool to raise students' achievement in most of the research of CL. Moreover, Slavin pointed out that 41 out of the 67 studies (61%) showed significantly greater achievement in cooperative groups than in control ones. Twenty-five out of sixty-seven studies (37%) showed no differences and even one study shows that the control group surpassed the experimental group. Significant differences appeared in most of the cases, but it is impossible to guarantee that CL can always bring about successful results of achievement in all studies.

Slavin (1991) suggested that two elements should be incorporated into the execution of CL to reinforce students' achievement. The two elements are group goals

and individual accountability. Students gather to realize group goals or earn rewards as well as recognition. Besides, the success of the group must rely on the individual effort in the group. However, once either element does not function well, the result of achievement is highly possible to fall short of the researcher's anticipation.

In this study, the achievement of listening comprehension ability may be weakened by the failure of either element. Group goals and individual accountability are likely to be contaminated by some other negative factors. The factors that cause the inadequacy of promotion in listening comprehension ability are discussed with Herreid's (1998) three barriers of CL firstly and then five debilitating effects of CL from Salomon & Globerson (1989) in the following:

Herreid (1998) presented three potential conditions as barriers that negatively affect the effectiveness of CL. These barriers may be the factors that spoil the promotion of listening comprehension ability. These barriers are described with Herreid's additional explanations and the researcher's perspectives based on the classroom observation to further explain these barriers. If these barriers happen in the class, the promotion of listening comprehension ability may fail to reach the researcher's expectation in this study. The researcher's observation in class is also to provide insights to know more about students' behavior for CL.

***Barrier 1: Students Are Possibly Threatened by the New Approach for Learning.***

According to Herreid, when CL is dominating in teaching, students may misunderstand CL as they are doing all the work but the teacher seems to be doing nothing at all. Students may feel being deceived and complain that the responsibility to teach falls on their shoulders. They do not recognize the idea that learning through sharing knowledge with group members is one of the educational goals. Students' evaluation for CL may not be too high during the initial phase of the teacher's instruction. However, after the teacher has become more skilled or when students are

more accustomed to CL, they would give a positive evaluation for it. Herreid even had a student who initially rejected to fill out a teaching evaluation form because he thought it was not applicable to him. He felt that the teacher did not teach, so he did not want to do anything. Later, when students were required to evaluate the courses of CL, they all gave unanimous positive remarks that CL worked well in groups, including the student who disagreed with CL in the beginning.

In this research, after the first monthly exam, the whole class would be separated into 5 groups. English teaching would take place in the form of CL. Nevertheless, several students voiced against such approach and reiterated about their past negative experience of CL at primary schools. Some of them preferred the traditional teacher-to-student teaching mode. Some even viewed CL as playing house. This term implied the occasion where students gathered and role-played together in the absence of the leaders. No new knowledge could be acquired in such a chaotic situation. The researcher had to persuade them to give up their past prejudice and try CL out again by the researcher's way. Gradually, students expressed fewer negative opinions.

However, a small number of high-achievers in class still distrusted the seemingly time-consuming teaching approach. They were used to the traditional method and hoped to get more knowledge from the teacher's instruction. They had no favor to be another teacher to help other classmates. Moreover, some mid-achievers and low-achievers also expressed their distaste of CL. They did not want to bother to discuss with classmates and just expected teacher to instill knowledge to them directly. As a whole, these students were still inclined to be guided by the teacher rather than take the duty of teaching themselves. Although the researcher tried another mode of CL, Numbered Heads Together, to motivate students, some students' mental reluctance against CL was hard to eradicate. CL may daunt students to learn from the

beginning of the class. To sum up, listening comprehension ability cannot be efficiently promoted if some students' apathetic attitudes remain.

***Barrier 2: Students Can Be Hostile to Cooperative Learning Modes.***

Herreid's study indicated that the high-achievers who get good grades in class are survivors of the current educational system. The present teaching way just suits them well. Even if the lectures in class are dull and ill-organized, these high-achievers are still attracted by the subject itself. They have a firm and long-term faith that all negative things in the beginning will turn out good in the end. The teacher should not be surprised at such students having a healthy skepticism about CL. This skepticism seems to be prevalent especially in professional schools, such as dentistry (Scannapieco & Herreid, 1994) and medicine (Albanese & Mitchell 1993). Students gain their recognition at school by their excellent grades through the traditional teaching mode. Therefore, the mode of CL is viewed as a daunting approach for science high-achievers who have done well in the traditional lecture system. On the contrary, as Tobias (1990) revealed, non-science students react differently because they have no special interest in science. When the teaching is not stimulating, they often abandon the science subjects even though they may be well-behaved students. These students welcome the mode of CL more than the science majors do.

The Herreid's second barrier principally centers on the attitudes of the high-achievers, so the researcher discusses the malfunction of the high-achievers in this study, too. In the researcher's class, high-achievers could handle their studies on their own; they did not have to resort to other classmates. Some of these students complained about how tedious and time-consuming CL was. They would get extra academic knowledge from the teacher directly instead of holding a discussion just within a limited range of the textbook. Some of them even doubted if the mode of CL would worsen their grades. In order to remedy such a concern, the teacher would

review the lessons and prepare students for tests before every monthly exam. In Taiwan, students' future schools are mainly decided by their academic performance, so it is inevitable for high-achievers to stay skeptical about the effectiveness of CL.

In addition, high-achievers still cared about their honors and rewards, so they would chair the in-group discussion. But some of them were so reluctant that they only offered answers without providing the group with adequate explanations in the discussion. Only giving and receiving answers without explanations were detrimental to the achievement gain (Webb, 1985). These high-achievers did not think it their duty to ensure that all the members understood the rationales behind all the questions. They had a strong aversion to the routine that they always shouldered the responsibility to teach other teammates. Consequently, the group members were only given answers without full understanding of the discussion, which might negatively impacted the promotion in listening comprehension ability.

High-achievers, doubtlessly, play the vital roles in the group discussion because of their high language proficiency. They are also expected to be more vigorous to share their knowledge so as to improve other group members' listening comprehension ability. If the high-achievers are not devoted to the group, the effectiveness of CL will attenuate. The mid-achievers and low-achievers cannot benefit from their group discussions. Hence, listening comprehension ability is impossible to promote unless the mid-achievers and low-achievers are completely taken care of in the group.

### ***Barrier 3: Students Lack Social Skills to Survive the Stress in Small-group***

#### ***Learning.***

Herreid emphasized the phenomenon that the competitive nature of our society exists in the classroom, and college students' early life at school is rooted in a struggle with tough grading schemes. Small-group work is viewed as a lame style of learning

especially by academically excellent students. They usually cherish the feeling that they have been taken advantage of by their classmates. Additionally, it is still a long way to go for teachers who adopt CL to avoid some harmful and threatening factors: dominant persons, shy non-participants and personal conflicts over control, etc.

To acquire social skills is the most challenging mission for both the teacher and students. Matthews (1992) conveyed that students strongly dislike working with other students who are in poorer capability than they. These students also have problems working with those classmates at higher levels. Homogeneous grouping is preferred by the gifted and talented students within cooperative activities (Gartin & Digby, 1993). These students do not tend to spare their time for the minority. On the contrary, they can save much time and effort in the group of the same level. CL cannot always manage to fulfill the ideal goals – establishing a democratic society, showing respect for differences, mastering social and teaching skills, and promising success. Placing students in heterogeneous groups is not always effective in changing students' biases and low social status (Cohen, 1990).

Learning in class in Taiwan has been pre-supposed as a model that the teacher says and students listen even if many western teaching modes have been introduced to Taiwan recently. CL is still not trustworthy for most teachers who stick to traditional modes. Learning is thought of as individual business rather than group work. After students graduate from junior high schools, they will be admitted to different senior high schools. All students still need to compete for their ideal senior high schools to study in. It is rare for students at the same class in junior high school to reunite at the same class in senior high school. That could explain why learning seems to be a personal matter in Taiwan. In addition to the competitive atmosphere that curbed CL in the classroom, the obstructive factors such as dominant persons, shy non-participants and personal conflicts did occur in the researcher's class. Some

high-achievers and mid-achievers were too demanding to persuade other members to trust their ideas and leadership. These members even complained to the researcher about their problematic groups and urged to change the grouping. Furthermore, some high-achievers were too shy to teach their members more. They just gave simple answers and explanations for the listening tasks. The researcher had detected this and asked them to express more, but the researcher could not change their inborn nature. Finally, the controversy for answers sometimes happened among group members. They could not arrive at the eventual consensus in their groups. Some members even announced that they did not want to cooperate with each other anymore. The morale in the groups was obviously low on the grounds of the three factors. The effectiveness of CL was attenuate when the members did not fully trust each other and did not keep the peace in their groups.

CL is sheer different from the traditional academic learning; many students cannot recognize that CL is related to the promotion of listening comprehension ability. No wonder some students mistake CL for playing house and forget to do their shares and to make their members better. To have social skills is a feature of the Central Elements of Cooperative Learning (Johnson, Johnson, & Smith, 1991). Lack of social skills may lead to the inefficiency of the promotion of listening comprehension ability.

Table 5.1 reveals the summary of Herreid's three barriers to CL. Moreover, Table 5.2 shows the summary of the researcher's perspectives based on the classroom observation in response to Herreid's three barriers to CL.



**Table 5.1 The Summary of Herreid's Three Barriers to CL**

<b>Barriers</b>	<b>Summary</b>
<b>Students are possibly threatened by the new approach for learning.</b>	Students misunderstand the idea of working in group; they think that they do all the work and the teacher does nothing. Students suppose that they are exploited.
<b>Students can be hostile to cooperative learning modes.</b>	Students with excellent grades in science studies prefer traditional teaching way more, but non-science students enjoy the discussion in group more.
<b>Students lack social skills to survive the stress in small-group learning.</b>	The competitive nature of our society still prevails in the classroom. Dominant persons, shy non-participants and personal conflicts are problems to CL.

**Table 5.2 The Summary of the Researcher's Perspectives in Response to Herreid's Three Barriers to CL**

<b>Barriers</b>	<b>Summary</b>
<b>Students are possibly threatened by the new approach for learning.</b>	Several students rejected the new mode of CL due to the past negative experience. Gradually, students changed their attitudes and their opposition weakened.
<b>Students can be hostile to cooperative learning modes.</b>	Some high-achievers would like to get more academic knowledge from the teacher rather than hold a seemingly time-consuming discussion.
<b>Students lack social skills to survive the stress in small-group learning.</b>	Besides some high-achievers who had no preference for CL, Dominant persons, shy non-participants and personal conflicts spoiled the function of CL.



Besides Herreid's three barriers which undermined the effectiveness of CL, Salomon & Globerson (1989) attributed five debilitating effects to the inadequacy of CL. They are the free rider effect, the sucker effect, the status differential effects, the ganging up on the task, and the other effects. Like Herreid's three barriers, these effects are also cross-examined with the researcher's perspectives through the classroom observation. Most of the effects happened in this study and they might cause the inadequacy of promotion in listening comprehension ability.

### ***The First Effect: The Free Rider Effect***

The free rider effect occurs when some of the team members spend less mental effort in the discussion. They just go through the teamwork casually, assuming that the job will be done mainly by the more talented and more highly motivated members in the team (Kerr & Bruun, 1983). The idiom "Let George do it" could best explain it.

In the researcher's class, some students, especially low-achievers who lacked confidence and competence, were unable or unwilling to offer answers in their groups. They remained silent most of the time and just waited for the high-achievers' answers and explanations. Unfortunately, they totally missed the main idea of CL. They regarded the grouping as a golden chance to chat with other members or fool around whenever the teacher turned his attention to other groups. It seemed that the mission in group was not their own business.

The free rider effect is the most troublesome part among the five debilitating effects in this study. The free-riders not only saved their effort supposed to contribute to the group but also disturbed the discussion and allured group members to chit chat. Most of them were mid-achievers and low-achievers that cared less about their grades. Their absent minds did harm to the morale of the whole group. Their excessive freedom in group might counteract the hard-working members' motivation to learn in group. Gradually, all the students would lose their group goals. As Slavin (1991) said,

group goals are one of the elements to ensure achievement. Free-riders may damage the group goals and eventually spoil the promotion in listening comprehension ability in this study, to say nothing of their reluctance to offer the other element, individual accountability, to their groups.

### ***The Second Effect: The Sucker Effect***

The sucker effect may make some industrious team members gradually spend less effort answering questions, so that they would not be taken advantage of by other group members (Kerr, 1983). A typical example of the sucker effect is when one of the participants comes up with an idea for an essay and tries to request others for brainstorming; the others would cherish a lukewarm attitude and pretend to be unable to offer help. Consequently, all the team members would lose motivation and operate below the level of what it should have been.

In the researcher's class, all the students were marked from 1 to 6. 1 stood for those who got the highest monthly English exam score, and 6 the lowest exam score. The high-achievers knew their roles and duty to instruct other in-group members and subsequently won the rewards and honors. The listening tasks in the listening textbook were not so difficult; no high-achievers could pretend that they were incapable of answering the questions. Furthermore, some mid-achievers also could answer most questions correctly. Fortunately, the sucker effect was not clearly present in the class. As there were only 27 students in this class, everyone knew each other well and the high-achievers could not pretend.

### ***The Third Effect: The Status Differential Effects***

Some team members with better ability maintain their high status in the heterogeneous groups. Since they are the ones that mostly give the final solution to the given tasks; their social status keeps rising. Dembo & McAuliffe (1987) found out that the low-achievers interact less with the others and influence the group less.

Therefore, they stay in lower social status. This effect could be portrayed as the picture: The rich get richer but the poor get poorer.

In the researcher's class, most of the students had taken classes of CL at primary schools, so they were used to the procedure of CL. The high-achievers knew their roles to assist the mid-achievers and low-achievers. The discussion would still go on no matter what types of achievers they belonged to. However, some students, especially low-achievers, thought that they were unable to give better answers as other high-achievers or some mid-achievers did, so they started to shun away from their group members and kept silent most of the time. Seeing that the other classmates performed well and got more confidence, these low-achievers became self-effacing and lost motivations to study harder. As they kept away from the learning group deliberately in class, the gap of proficiency between them and other classmates increasingly widened. Their grades could not make progress and even got worse. Their confidence was losing, too. Perhaps they were affected by this effect and dared not to say a word of their thoughts. They preferred to be outsiders in the in-group discussion. Their listening comprehension ability was, of course, hard to promote under this awkward circumstance. This debilitating effect was surely a fatal cause for low-achievers whose grades could not make any progress.

#### ***The Fourth Effect: The Ganging up on the Task***

Students try to do away with the requirements of the task; they successfully avoid spending much effort they should have paid (Rollett, 1987). For instance, those who are more able writers try to accomplish the writing task with as little effort as possible in a writing class. As one able student comments: My partners and I find ways to pretend that we are busy thinking about the essay.

High-achievers may lose their functions owing to this effect. Although high-achievers have better learning ability, they are still youngsters who like to chit

chat with their classmates. They would come up with the answers soon but just give their members casual and short explanations. They know that the rest of the time after the discussion is the very time for fun. However, some mid-achievers and low-achievers cannot understand more details for questions in such a hurried time. It is also difficult for the teacher to tell if students are discussing or chit chatting in their groups. Consequently, students' listening comprehension ability fails to promote.

According to the researcher's observation in class, some high-achievers or mid-achievers quickly led their members to finish most of listening tasks. Later, they pretended to share thoughts during discussion time, but actually they were chit chatting about their lives. The researcher would not detect their personal discussion until the teacher walked closer to each group to check their discussion. Although this effect did not happen frequently and could be prohibited timely by the teacher in class, it still brought forth an unwelcome disruption to the function of CL. Simplified explanations from the high-achievers might not help the low-achievers. Their grades in achievement tests could not be better under this circumstance. Therefore, their listening comprehension ability was hard to improve.

#### ***The Fifth Effect: The Other Effects***

When students attempt to provide contributions but they are rejected by others, they will develop self-induced helplessness as a symbol of their self-perceived feelings of incompetence (Langer & Benevento, 1978). This is the first of the other effects and deserves more attention to explore its negative affection.

Another effect is that withdrawal could take place when team members perceive that their legitimate freedom to choose partners, tasks or individual expression is threatened (Brehm & Brehm, 1981). The loss of their privileges may cause their adverse feelings toward CL. In other words, students are more motivated to take part in the group discussion when the negative feelings are removed.

In the researcher's class, some mid-achievers and especially low-achievers offered their answers automatically. Nonetheless, these answers were eventually proven to be wrong and resulted in ridicule from their group members. Some of them cared less but some chose to be silent in the next discussion. The motivation of these voluntary members became low in the meantime. They felt small and presumed that they could not change their destiny to be incompetent despite any effort for their studies. They would give up cooperating with other members in their groups and studying further after school. CL, generally recognized as a practical approach to promote learning outcome, even deepened their sense of helplessness. The lack of their motivation to learn more might cause the limited progress of listening comprehension ability. This effect has been widely studied in pedagogy and psychology. For example, this effect is close to the professional psychological term, learned helplessness (Seligman, 1972). Generally speaking, they suffer from this effect and cannot encourage themselves to study anymore. This effect negatively affects the promotion in listening comprehension ability.

This effect could be associated with the status differential effects mentioned above. Once this effect kept occurring in class, the status in class would appear. The mid-achievers' or low-achievers' motivation for learning would be worn away gradually because they yielded to their low status and thought that it was no use studying harder.

About the second effect, the teacher had explained the rationale of grouping before the students were separated into different groups. Reformulation of each group would be done after the second monthly exam. Students would be placed with different members to carry on their discussion tasks. However, some students still felt unsatisfied with the new reformulation. The new grouping was decided by their grades, not by their preference for specific classmates. This logic of grouping incurred

a few complaints among students in the beginning. They would like to choose their good friends to form a group of their own. Compared with other effects discussed above, the effect just slightly impacted the function of CL. Students were still willing to work together for the honors and rewards. Furthermore, an English class just took 45 minutes. Such a short period would not break their friendship. Aside from some initial complaints about grouping, no other adverse words were heard against this reformulation later. This effect was not the main obstacle to the execution of CL in this study.

Table 5.3 demonstrates the summary of the five debilitating effects. Table 5.4 evidences the summary of the researcher's perspectives based on the classroom observation in response to the five debilitating effects to CL.

**Table 5.3 The Summary of the Five Debilitating Effects**

<b>Item</b>	<b>Summary</b>
<b>The Free Rider Effect</b>	Some members suppose the group tasks will be done by capable members so that they can pay less effort.
<b>The Sucker Effect</b>	Some high-achievers pretend to be unable to do the group tasks. They do not want to be taken advantage of.
<b>The Status Differential Effects</b>	Some group members interact less with others in the group. They are marginalized and neglected little by little.
<b>The Ganging up on the Task</b>	Some students avoid the effort they should have put in for the tasks and pretend to be busy in the process.
<b>The Other Effects</b>	<ol style="list-style-type: none"> <li>1. When some students' contributions are rejected by the others, they suffer from learned helplessness.</li> <li>2. Withdrawal could occur when team members cannot choose partners, tasks or individual expression.</li> </ol>

**Table 5.4 The Summary of the Researcher’s Perspectives in Response to the Five Debilitating Effects to CL**

<b>Item</b>	<b>Summary</b>
<b>The Free Rider Effect</b>	Some members deliberately waited for the answers but contributed little or nothing to their groups.
<b>The Sucker Effect</b>	This effect was not obvious in class. Everyone knew each other well, so the high-achievers could not pretend.
<b>The Status Differential Effects</b>	Some members thought they were unable to give answers, so they preferred to be the outsiders in the discussion.
<b>The Ganging up on the Task</b>	Some members pretended to share their thoughts but they kept chatting after they casually finished their tasks.
<b>The Other Effects</b>	<ol style="list-style-type: none"> <li>1. Some members’ answers were proven to be wrong. These students suffered from learned helplessness.</li> <li>2. Reformulation of each group would be done after the second monthly exam to alleviate such effect.</li> </ol>

Recently, several Asian countries have carried out a series of educational reforms. These reforms are mostly concentrated on western teaching and learning approaches. CL, a frequently employed approach to promote students’ learning, becomes prior to other approaches of learning. However, a number of studies show that CL is not always better in promoting achievement (Thanh et al., 2009). Thanh et al. exemplified fourteen Asian studies about the promotion of achievement under various modes of CL. Not all the studies could demonstrate that CL could improve achievement. They discovered that half studies reported positive effects on achievement, but half of them showed neutral or negative effects. The achievement of listening comprehension ability in this study showed no differences, or neutral effects,



between the two groups. The researcher ascribed the inadequacy of achievement of listening comprehension ability to unsuccessful execution of Slavin's two elements: group goals and individual accountability, Herreid's three potential barriers of CL, and some of Salomon & Globerson's five debilitating effects to CL. In other words, these three aspects resulted in the inadequacy of the promotion in listening comprehension ability, too.

In addition to this study in Taiwan, there is still other research regarding the causes that might produce the inadequacy of achievement under the modes of CL in different Asian countries. In Singapore, Tan et al. (2007) suggested students' learning habits result in the failure of CL. Students are used to learning passively from teachers and preparing for tests. It is not their learning style to investigate a topic, acquire information from their peers, or learn in groups. Hence, they expect teachers to provide academic materials for them rather than search for information with classmates in the same group. This passive learning style is totally against the CL principle which stresses that students have to be active and interdependent in their group (positive interdependence). Besides, students express their dislike of CL because CL seems more time-consuming than the traditional whole-class instruction. Furthermore, students in Singapore are under the pressure of tests and they suppose that they will have less time to study in class under the circumstance of CL.

The viewpoints of Lee, Ng, & Phang (1999) can support the dilemma to execute CL in Singapore. Competitive culture will impair the effectiveness of CL. Even in the group, team members still learn in a competitive and individualistic way. This result reports that Asian students do not care about the notion to sink or swim together. Positive interdependence, one of the five elements of CL, is hard to implement in the Asian culture.



In Hong Kong, Eva (2003) presented another aspect to pinpoint the difficulty of CL. Students feel uneasy with controversies in groups. Therefore, they are reluctant to participate fully and speak frankly in the group discussion. This brings about ineffective group discussion. The culture of keeping surface harmony does not follow one of the five elements of CL, face-to-face promotive interaction because this condition urges cooperative students to defy each other's reasoning. This challenge is impolite in the Asian cultural cognition.

In Malaysia, Hassim et al. (2004) concluded that the biggest problem in his study is that students usually cherish strong individualistic culture. They are not accustomed to the cooperation with their team members. In Japan, Sugie (1999) had the similar opinion: Collectivism is one of the characteristics in Japanese culture, but numerous data indicate that children are competitive in learning. Currently, many Japanese educational reforms aim at how to unite students to learn together, but no educational reforms are reported to solve this problem successfully.

In sum, CL cannot always work in Asian countries though much oriental and occidental research proves that CL is effective in many teaching fields. Some cultural conflicts need to be settled. In Taiwan, the academic pursuit for topnotch senior high schools still stands firmly in the social viewpoints. Other Asian countries cannot escape from the competitive and individualistic atmosphere for study, too. It is still a long way to go to persuade students from competing with each other in learning in Taiwan. A lot of students are burdened with parents' and teachers' expectation and anticipation from themselves. The pressure of competition makes the execution of CL challenging. The promotion of listening comprehension ability under the mode of CL seems to be far-fetched.

In this study, high-achievers, mid-achievers, and low-achievers show their disbelief for the academic promotion by CL. The quantitative results are in line with

their remarks. CL may assuage their anxiety for English listening, but cannot always guarantee their academic success of listening. As the mid-achiever says, students still need to study and keep all the knowledge from books in mind. The merriment brought by CL is not equivalent to the total abandonment of their arduous study time. If students misunderstand the spirit of CL and deliberately put their duty of study aside, any improvement of listening comprehension ability is impossible.

Johnson and Johnson's (1987) Learning Together Model concluded that CL has an ineffective influence on achievement. This model emphasizes the development of social skills through students' interaction. Social interaction is regarded as a concrete aim in the process of CL, or even as the foremost goal. But social interaction cannot be equated with achievement. Besides, Sapon-Shevin (1994) also remarked that the full implementation of CL would be focused on teaching and developing social skills, and CL should not simply be a convenient vehicle for higher achievement. Nonetheless, achievement is still the top priority in all kinds of teaching. Many teachers still hope to see that CL would promote achievement.

The difficulties to execute CL in the middle school may conclude the inadequacy of the promotion in listening comprehension ability. Sapon-Shevin (1994) compared the execution of CL in the elementary schools with that one in the middle schools: Many elementary school teachers are used to teaching social skills and planning their schedules of teaching with academic pursuits. However, in the middle schools, the teaching is often only concentrated on achievement. The learning materials in the middle schools become harder and take students more time to familiarize with. Therefore, the instruction of social skills is difficult to implement in such a short time in one class. In other words, to expect the improvement in listening comprehension ability by using CL in the middle schools seems to be unfeasible.

## **Chapter 6**

### **CONCOUSION**

This chapter consists of four directions: Summary of finding, pedagogical implications, limitations of this study, and suggestions for future research.

#### **Summary of Findings**

This study aims to explore the effects to reduce listening anxiety and to improve listening comprehension ability under the mode of cooperative learning (CL) for junior high school students. Based on the results and the discussion in Chapter 4 and 5, the findings pertaining to the two research questions are briefly stated in the next paragraphs.

This study discovered that CL could diminish listening anxiety of junior high school students. An independent-samples t-test was adopted to analyze the post-test of the Foreign Language Listening Anxiety Scale (FLLAS) between the experimental group and the control group. The statistical result attained significant differences. CL left a positive impact on the decrease in students' listening anxiety. The effects of CL might be attributed to the reason that CL created a cozy, easy and stress-free atmosphere for students to discuss the answers and explanations of the questions with their group members. Some listening obstacles, such as lack of vocabulary, unfamiliarity with speakers' speaking pace, and lack of opportunity to review the listening context were addressed by the use of CL in class. Additionally, the teaching sequence of listening from pre-listening, while-listening, to post-listening could relieve students' listening anxiety, too. Learned words, phrases, and sentence patterns

could be reviewed in the pre-listening stage, and the fundamental framework of activities in the post-listening stage is CL that could reduce listening anxiety.

However, CL did not contribute to statistically significant differences in the improvement of listening comprehension ability although the mean score of the experimental group was higher than that of the control group. An independent-samples t-test was employed to calculate the result of the listening comprehension test compiled by Nan I Book Enterprise. The result could be interpreted as CL benefited students' listening comprehension ability just to a limited degree. Additionally, the researcher referred to Herreid's three negative barriers of CL and Salomon & Globerson's five debilitating effects on CL in order to find out some possible factors that caused the non-significant differences. According to the researcher's perspectives based on the observation in class, all the negative barriers and some debilitating effects such as the free rider effect, the status differential effect, the ganging up on the task and the other effects in every group somehow impacted listening comprehension ability. Besides, the competitive atmosphere for academic learning in Asian countries including Taiwan may fail the effectiveness of CL.

### **Pedagogical Implications**

Four teaching inspirations can be formed through this study for junior high school teachers in Taiwan:

First of all, students' listening anxiety needs to lessen before they can learn to listen well. There are numerous approaches to control the superfluous anxiety in learning foreign languages. CL is the one chosen by the researcher in this study. Teachers must overcome awkward circumstances that cause great pressure to students in learning foreign languages. In the light of Krashen's precaution that anxiety may be an obstacle to language learning, CL, an acceptable way to reduce language anxiety, ought to be applied to all sorts of language learning. Especially, CL could be applied

for the anxiety-provoking English listening practice. Listening skills are considered to be the most difficult skills to teach and learn. Students will learn listening skills well when their anxiety is reduced. Starting from 2014, a listening comprehension test becomes a part of the next-generation entrance exam for senior high schools. The fact that the listening test will be one of the standards in the formal exam has aggravated students' existing listening anxiety. Teachers should use CL, which gains the world-wide recognition, as the very means to overcome students' increasing anxiety.

Secondly, although CL has a limited effect on listening comprehension ability in this study, it is still a recommendable approach to use for listening instruction. Students can obtain more knowledge through discussions with classmates than the one-way instruction from a teacher. The irreplaceable characteristic of interaction with every group member motivates students to learn in a much more enjoyable environment. By CL, mid-achievers and low-achievers, who do not usually challenge the teachers' authority or ask questions, will have an opportune chance to inquire information from high-achievers. High-achievers are their classmates or friends, so mid-achievers and low-achievers can resort to them without feeling much pressure. Moreover, it is not feasible for a single teacher to notice various learning problems of all students. Therefore, part of teaching can be shared by the high-achievers in class. Two or more teachers are better than one.

Thirdly, abundant materials for students to enhance listening ability have to be made available. Listening practices in the main textbook and workbook are not enough for students to cultivate better listening ability. Inevitably, supplementary materials are necessary to reinforce students' listening ability. Students at some schools are required to subscribe to magazines such as Let's Talk in English or A+ English, etc. However, these magazines may be too advanced and comprehensive for many seventh-graders. Furthermore, studying extra magazines can be a burden to

mid-achievers and low-achievers. These magazines possibly deter them from learning English wholeheartedly. Almost all the textbook publishers have printed out additional practice books for listening. These listening books are written in accordance with the main textbook. Students who pay attention to the lessons taught in class are capable of tackling these practices in the listening textbook without many difficulties. Listening textbooks are usually sold with CD; students may purchase the CD and play it anytime for reviewing. Language learners must train their ears to be accustomed to the accent and intonation of native speakers. The listening practice CD is nearly recorded by native speakers. Listening ability could be built up little by little through repeating to play CD in the free time. To sum up, teachers eager to improve students' listening ability are advised to select appropriate supplemental materials for their students.

Fourthly, the next-generation entrance exam of senior high schools is a brand-new attempt to assess students' genuine academic ability. It was first held in 2014, but so little relative research was done by now. Hopefully, this study will be a beginning to address the dilemmas that could occur before and after the entrance exam. There are pros and cons about a new exam, and the most important thing we should do is to make the system better and better. Students will be able to enter the senior high schools that definitely fit their talents and potentials if the new exam can truly reflect their ability with minimal errors.

### **Limitations of this Study**

This study discovers that CL could reduce listening anxiety, but much is still to be done for listening comprehension ability. Thus, five limitations are discussed in this chapter.

The small-size class of less than 30 students has been a disadvantage to this study. Nowadays, class size unavoidably shrinks due to the current low birth rate. It is

almost impossible to find a class with more than 30 students at the school where the researcher teaches. Both of the two classes that the researcher teaches at the school have 27 students. The participants, therefore, are only 54 in total for the control and experimental groups. Since there are fewer than 30 participants in each group, the statistical data is not so representative. Consequently, the findings in this study cannot dogmatically stand for other students in the rest of counties in Taiwan.

The length of the whole study should last for more than 12 weeks. However, the whole semester only lasted for 18 weeks. This study began after the first monthly exam; the mode of CL started from the sixth week of this semester. The reasons for postponing the date of the experiment are as follows: The researcher needed to accumulate more information from these new seventh-graders about their listening anxiety and listening comprehension ability; observed the appropriateness of the practice of CL on the experiment group; controlled the pace of the experiment more slowly lest the students found themselves being involved in the research study at the beginning of the semester. Students may behave unnaturally and do the tests or fill out the scale on purpose in order to cater to a positive result if they know they are part of the study. Their detection of being studied may contaminate the result of this study. Moreover, the researcher has to persuade students who suffer from listening anxiety and poor scores in listening comprehension tests into trusting the hypothesis that CL can bring around a good outcome of their listening achievement. How could the researcher persuade the students into accepting a way helpful to their listening ability without the evidence from the score report of the first monthly exam? After students got their score reports of the first monthly exam, the researcher could urge students to try the learning style of CL for the possible improvement of listening comprehension ability. The winter vacation came on the nineteenth week. The teaching mode of CL was disrupted by the break. So the complete experiment just lasted for 12 weeks.



The third limitation is the student control in class. Students were excited and were easily distracted when they came together as a group. Some of them misunderstood that the grouping was for fun. The researcher had tried his best to maintain the class order, but some of them were playful or absent-minded when the researcher turned his back on them. Occasionally, the leaders, or high-achievers, only cared for providing the answers right away and then fooled around with other members at the rest of the time. Although most of the students shouldered their duty to perform their position well, still some students did not take the learning of CL seriously.

The listening comprehension test compiled by Nan I Book Enterprise cannot be guaranteed with reliability and validity. The salesperson in charge of the business at the researcher's school described that the test was composed by the experienced test writers. The difficulty level was then under control. The result of the listening comprehension ability was evidenced just by the comparison of the test between the two groups. However, to assert that the content in the test could precisely reflect students' listening comprehension ability may not be so persuasive without statistical analysis. This is the fourth limitation.

Lastly, even though the researcher read much literature in order to design a lesson plan of CL and tried his best to adhere to the spirit of CL in this experiment, he did not formally study CL in class and might not reinforce the application of CL completely. Ministry of Education (MOE) promoted CL as a form of Effective Teaching (有效教學), but all the data were videotaped and could only be viewed on-line. Currently, no institute or workshop has offered practicum of CL. When the researcher took the pedagogical courses in the university, no class of CL was even offered then. Experts of CL should provide more of the know-how on CL to enhance the concepts to all the teachers. For instance, they can also establish a forum on-line



or hold more seminars to eliminate some of the challenges of CL due to lack of experience.

### **Suggestions for Future Research**

Listening anxiety is common in English learning, especially more so with the advanced materials from junior high school, senior high school, and even to college degree. Besides studying on junior high school students, other research to reduce listening anxiety by CL may be focused on senior high students, university students, or other students of English learning. Particularly, Test of English Listening Comprehension in the college entrance exam has been a great concern to senior high school students since this test is strongly recommended to take from 2014. Moreover, the score will be taken as a compulsory requirement recognized by many universities from 2015 (<http://www.ceec.edu.tw/TELC/Default.aspx>). Listening anxiety of senior high school students is intriguing and worth exploring not only for academic values but also with the enthusiasm to aid students to lower their anxiety.

Since the study had to come to a stop due to the winter vacation, there was no sufficient time to collect more data to demonstrate significant differences on achievement of listening comprehension ability. The time span of the research could have been extended longer. If the experiment had gone through summer and winter break, it might have shown the positive results in decreasing listening anxiety and more importantly, in improving listening comprehension ability. It is suggested that the time span for the experiment can be as long as half a year or a whole year.

Language difficulties are expected to occur every time when a foreign language is being learned. The challenges from unfamiliarity of pronunciation, paucity of vocabulary, misunderstanding of grammar, and poor application of the four language skills can potentially deter students from learning a foreign language. CL, a tool to tackle anxiety and possibly promote achievement, is available for teaching all

the aspects of language. When the one-way instruction from a teacher is least appealing to the students, an interactive discussion among the students is an alternative to maintain interests and achievement. CL has been promoted by linguistic researchers who have a desire to mend students' learning problems and regain their lost interests in language learning.

How to improve listening ability of Taiwanese students deserves more exploration. Other listening theories can be applied to discover better approaches to promote listening ability. Future research can be concentrated on the models of the listening process: the bottom-up model, the top-down model, and the interactive model (Flowerdew & Miller 2005; Nunan, 2002). Teachers may be interested in knowing which model is the most effective. Besides, Field (1998) mentioned that in the late 1960s and early 1970s, listening comprehension lessons were dominated by the relatively consistent formats inclusive of pre-teaching of new vocabulary; extensive listening; intensive listening; examination of vocabulary and/or exponents of grammar. Each of these is worthy of exploring in terms of the improvement for students' listening ability in Taiwan. All research efforts should be put into practice in finding a suitable and workable way to develop students' listening ability. One of the ultimate purposes of the research about listening is to help students learn smoothly without difficulties in the process of listening.

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# Appendix A: General English Proficiency Test, Elementary Level

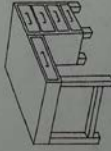
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Form Code: EL-0001P

語言訓練測驗中心  
全民英語能力分級檢定測驗  
初級聽力測驗

本測驗分三部份，全為三選一之選擇題，每部份各 10 題，共 30 題，作答時間約 20 分鐘。

第一部份：看圖辨義  
本部份共 10 題，試題冊上每題有一個圖片，請聽錄音機播出一個和該題相關的問句，與 A、B、C 三個英語敘述後，選一個與所看到圖片最相符的答案，並在答案紙上相對圖圈內塗黑作答。每題播出兩遍，問題及選項均不印在試題冊上。

例：(看)




(聽)  
Look at the picture. What is this?  
A. This is a desk.  
B. This is a chair.  
C. This is a box.

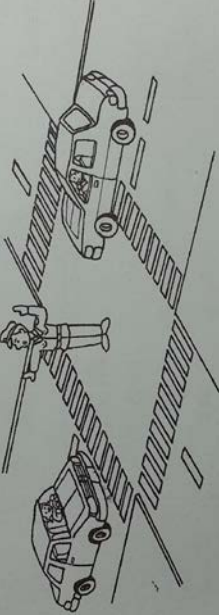
正確答案應該選 A

**L**

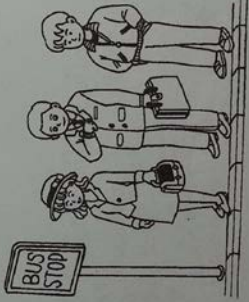
**Question 1**



**Question 2**

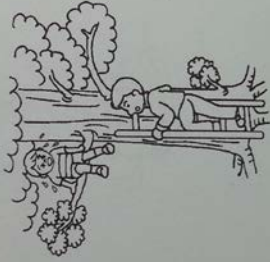


**Question 3**



# L

Question 4



Question 5

From	To	Ticket Fare
Taipei	Keelung	\$66
Taipei	Taichung	\$375
Keelung	Kaohsiung	\$845

Question 6



請翻頁 →

# L

Question 7



Question 8



Question 9



## Question 10



## 第二部份：問答

本部份共 10 題，每題錄音機會播出一個問句或直達句，每題播兩次，聽後請由試題冊上 A、B、C 三個選項中，選出一個最適合的回答或回應，並在答案紙上塗黑作答。

例：

(聽) Good morning, Kevin. How are you?

- (看) A. I'm fine, thank you.  
B. I'm in the living room.  
C. My name is Kevin.

正確答案為 A

11. A. Yes, it's nice and warm.  
B. O.K., I'll be ready.  
C. That's it. I've had enough.
12. A. Coffee will be great.  
B. I'm glad you like them.  
C. She's very sweet, too.
13. A. See you later.  
B. Yes, in Taiwan, I believe.  
C. Just a moment, please.
14. A. He's studying.  
B. He's my cousin.  
C. He's not very happy.
15. A. Next vacation.  
B. I enjoy it very much.  
C. About twice a month.
16. A. Yes, I'd love to.  
B. Yes, several times.  
C. Yes, for two years.
17. A. Good idea.  
B. I'd need some.  
C. Here you are.
18. A. Nothing special.  
B. I sure did.  
C. Of course not.
19. A. I'm just kidding.  
B. Wow! That's delicious.  
C. Pretty good. And you?
20. A. Yeah! I can't wait.  
B. Oops! I broke it.  
C. Mmm, I'll think about it.

# L

## 第三部份：簡短對答

本部份共10題，每題錄音機會播出一段對話及一個相關的問題，每題播出兩次，聽後請由試題冊上A、B、C三個選項中，選出一個最適合的回答，並在答案紙上塗黑作答。

例：

(聽)  
(Woman)

Good Afternoon, Mr. Davis.

Yes, I have an appointment with Dr. Sanders at two o'clock.

(Man)

My son Tommy has a fever.

(Woman)

Oh, that's too bad. Well, please have a seat, Mr. Davis.

Dr. Sanders will be right with you.

Question: Where did this conversation take place?

- (看)
- A. In a shop.
  - B. In a bank.
  - C. In a hospital.

正確答案為C。

- 21. A. What they did last night.  
B. Prices at the night market.  
C. The woman's new sweater.
- 22. A. In a flower shop.  
B. In a restaurant.  
C. In a movie theater.
- 23. A. Get some money.  
B. Mail a letter.  
C. See a movie.
- 24. A. A doctor and a patient.  
B. A boss and a secretary.  
C. A salesman and a customer.
- 25. A. Leaving a party.  
B. Thanking Susan for her help.  
C. Going to a midnight show.
- 26. A. Eating dinner.  
B. Collecting baseball cards.  
C. Shopping for food.
- 27. A. On a city bus.  
B. In a department store.  
C. At a post office.
- 28. A. It will be raining.  
B. It will be cloudy.  
C. It will be sunny.
- 29. A. She's sick.  
B. She's surprised.  
C. She's lonely.
- 30. A. In two weeks.  
B. In three months.  
C. In a few days.

- 結束 -



**Appendix B: Foreign Language Listening Anxiety Scale (English Version)**

	SD = Strongly disagree D = Disagree N = Neither agree or disagree A = Agree SA = Strongly agree	SD	D	N	A	SA
1.	When listening to English, I tend to get stuck on one or two unknown words.					
2.	I get nervous if a listening passage is read only once during English listening tests.					
3.	When someone pronounces words differently from the way I pronounce them, I find it difficult to understand.					
4.	When a person speaks English very fast, I worry that I might not understand all of it.					
5.	I am nervous when I am listening to English if I am not familiar with the topic.					
6.	It is easy to guess about the parts that I miss while listening to English.					
7.	If I let my mind drift even a little bit while listening to English, I worry that I will miss important ideas.					
8.	When I am listening to English, I am worried when I cannot watch the lips or facial expression of a person who is speaking.					

9.	During English listening tests, I get nervous and confused when I do not understand every word.					
10.	When listening to English, it is difficult to differentiate the words from one another.					
11.	I feel uncomfortable in class when listening to English without the written text.					
12.	I have difficulty understanding oral instructions given to me in English.					
13.	It is hard to concentrate on what English speakers are saying unless I know them well.					
14.	I feel confident when I am listening in English					
15.	When I am listening to English, I often get so confused I cannot remember what I have heard.					
16.	I fear I have inadequate background knowledge of some topics when listening to English.					
17.	My thoughts become jumbled and confused when listening to important information in English.					
18.	I get worried when I have little time to think about what I hear in English.					
19.	When I am listening to English, I usually end up translating word by word without understanding the contents.					
20.	I would rather not have to listen to people speak English at all.					

21.	I get worried when I cannot listen to English at my own pace.					
22.	I keep thinking that everyone else except me understands very well what an English speaker is saying.					
23.	I get upset when I am not sure whether I understand what I am listening in English.					
24.	If a person speaks English very quietly, I am worried about understanding.					
25.	I have no fear of listening to English as a member of an audience.					
26.	I am nervous when listening to an English speaker on the phone or when imagining a situation where I listen to an English speaker on the phone.					
27.	I feel tense when listening to English as a member of a social gathering or when imagining a situation where I listen to English as a member of a social gathering.					
28.	It is difficult for me to listen to English when there is even a little bit of background noise.					
29.	Listening to new information in English makes me uneasy.					
30.	I get annoyed when I come across words that I do not understand while listening to English.					
31.	English stress and intonation seem familiar to me.					



32.	When listening to English, I often understand the words but still cannot quite understand what the speaker means.					
33.	It frightens me when I cannot catch a key word of an English listening passage.					





**Appendix C: Foreign Language Listening Anxiety Scale (Chinese Version)**

題號	題目內容	非常不同意	不同意	無意見	同意	非常同意
1.	我只要有一兩個字沒聽懂，聽力就會受阻礙。					
2.	如果聽力測驗僅僅播放一次，我會很緊張。					
3.	我很難聽懂和我腔調不同的人說的英語內容。					
4.	當人們說得太快，我會擔心我沒辦法聽懂。					
5.	我對聽力主題不熟的時候，我會很緊張。					
6.	聽英語時，要猜出沒有聽到的部分很容易。					
7.	聽英語時只要有一點不專心，我就會擔心漏聽重點。					
8.	聽英語沒看到說話者嘴唇和表情，我會擔心。					
9.	做聽力測驗，聽不懂每個字，我會緊張和困惑。					
10.	聽英語時，很難把每個聽到的單字分得清楚。					
11.	聽英語時，我沒有看到文字原稿，會很不安。					
12.	我對於要聽懂英語說的考試說明，感到困難。					
13.	除非我了解說話者在說什麼，不然很難專心。					
14.	我在聽英語時，感覺充滿自信。					
15.	我對於無法記住聽過的內容，感到十分困擾。					
16.	聽英語時，我怕對於某些主題沒有足夠知識。					
17.	聽到英語重要資訊時，我的思緒就一片混亂。					

18.	如果只有一點時間能去思考我所聽到的，我感到焦慮。					
19.	聽英語時，我只能做逐字翻譯，無法聽懂內容。					
20.	我寧可不要聽到人們說英語。					
21.	沒法聽到適合我速度的英語，我感到焦慮。					
22.	我不斷想大家都能聽得懂英語，只有我不能。					
23.	我不確定是否懂所聽到的內容時，感到沮喪。					
24.	假如人們很小聲說英語，我擔心會聽不懂。					
25.	在聽英語演說時，我不會畏懼聽英語。					
26.	我聽到打電話給我的人講英語，或者想像到有人打電話給我講英語，我就會緊張。					
27.	我在社交場合中聽到英語，或者想像到在社交場合中聽到英語，我感到精神緊繃。					
28.	只要周圍有一點點噪音，我就聽不懂英語了。					
29.	聽到用英語講的新資訊，讓我感到不安。					
30.	聽英語時，聽到不懂的單字，讓我感到氣憤。					
31.	我很熟悉英語的重音和語調。					
32.	我可以聽懂單字，但聽不懂說話者說什麼。					
33.	我抓不到聽英文文章的重點字時，感到害怕。					

# Appendix D: The Format of the Listening Textbook (Lesson One)

**Lesson 1**  
**Who Is That Man?**

**Part A 基礎篇**

☑ 圈選出聽到單字的母音音標：10%

☑ 1 [i] [i]    ☑ 2 [i] [i]    ☑ 3 [i] [i]

☑ 4 [i] [i]    ☑ 5 [i] [i]

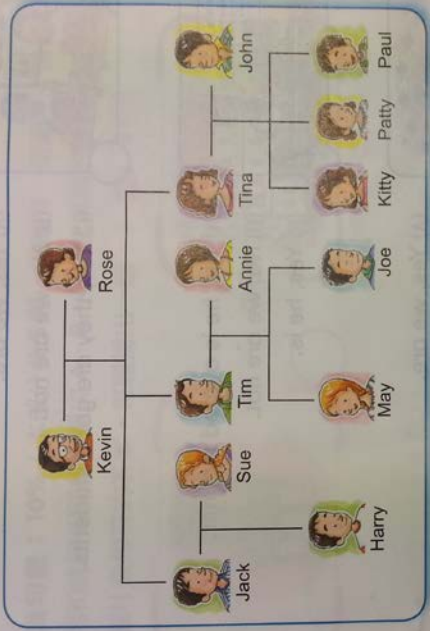
☑ 根據聽到的內容，選出相符的圖片：10%

☑ 根據聽到的內容，勾選出相符的圖片：10%

六 根據圖片內容，選出聽到問題的答案：10% 題目(16)

- 1 (A) Yes, we are.  
(B) No, we are not.  
(C) Yes, they are good students.
- 2 (A) Yes, he is a good teacher.  
(B) No, we are not.  
(C) Yes, he is.
- 3 (A) Yes, we are.  
(B) No. They are brother and sister.  
(C) No. They are husband and wife.
- 4 (A) She is an English teacher.  
(B) Yes, she is.  
(C) No, she is not my aunt.
- 5 (A) He is a junior high school teacher.  
(B) He isn't a student.  
(C) Yes, I am a teacher.

四 根據聽到的內容，與圖片相符者圈選 T，不相符者圈選 F：10% 題目(12)



- 1 T 2 F 3 T 4 T 5 T 6 F

五 根據聽到的內容，寫出遺漏的單字：20% 題目(13)

- 1 Mary's \_\_\_\_\_, Denny, is a \_\_\_\_\_ you.
- 2 \_\_\_\_\_, Jason. Nice to \_\_\_\_\_ you.
- 3 This is my friend, Kevin. He is an \_\_\_\_\_.
- 4 Tina is my aunt. Her \_\_\_\_\_ is my \_\_\_\_\_.
- 5 Hi, my name is Tom. I'm a \_\_\_\_\_ high school student.
- 6 Peter: Who's that man in the \_\_\_\_\_?  
Vivian: He is my \_\_\_\_\_.



**基本問答：**10% (本部分共4題，每題CD會播出一個問句或直述句，每題播出一次，聽後請由A、B、C三個選項中，選出一個最適合的回答或回應。)

- 1 ( ) (A) Thank you. (B) Goodbye.  
 (C) You are welcome.
- 2 ( ) (A) I'm a student. (B) I'm Peter.  
 (C) I'm thirteen.
- 3 ( ) (A) He is at school. (B) No. He isn't a doctor.  
 (C) He is my English teacher.
- 4 ( ) (A) He is fine. (B) He is in Tom's house.  
 (C) He is a writer.

**言談理解：**10% (本部分共4題，每題CD會播出一段對話及一個相關的問題，每題播出一次，聽後請由A、B、C三個選項中，選出一個最適合的回答。)

- 1 ( ) (A) In the garden. (B) In the park.  
 (C) In Rita's house.
- 2 ( ) (A) No, she is not. (B) Yes, she is a teacher.  
 (C) Yes, she is.
- 3 ( ) (A) Classmates. (B) Cousins.  
 (C) Brother and sister.
- 4 ( ) (A) In the room. (B) On the desk.  
 (C) In the desk.

## Part B 進階篇

**辨識句意：**10% (本部分共5題，每題有一個圖片，請聽CD播出一個和該題相關的問題與A、B、C三個英語敘述後，選一個與所看到圖片最相符的答案，每題播出一遍。)





# Appendix E: The Listening Comprehension Test

3

南一版 國中英語 會考聽力測驗 模擬卷(一)  
第三次段考範圍：Lesson 6 ~ 8

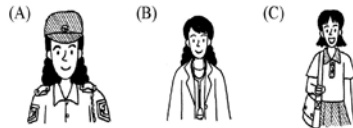
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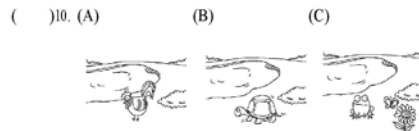
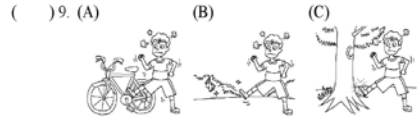
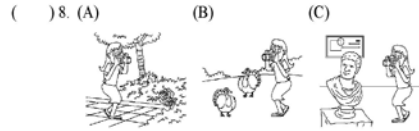
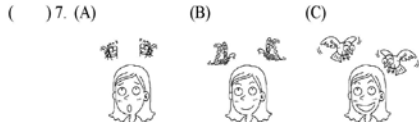
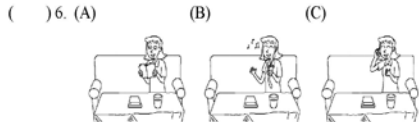
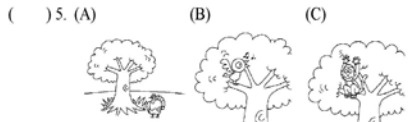
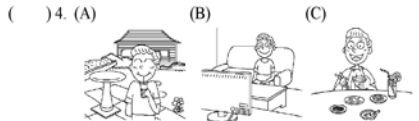
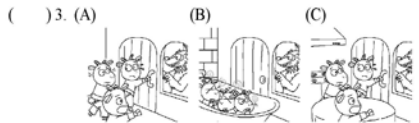
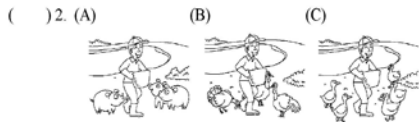
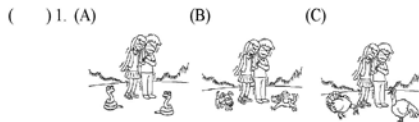
## 一、辨識句意：每題3分，共30分

本部份共10題，試卷上每題有三個圖片，請聽錄音機播出一個和該題相關的敘述，選一個與所聽到最相符的圖片。

示例題：你會看到



然後你會聽到……(播音)。依據所播放的內容，正確答案應該選(C)。



## 二、基本問答：每題3分，共30分

本部份共10題，每題錄音機會播出一個問句或直述句，聽後請由試卷上A、B、C三個選項中，選出一個最適合的回答或回應。

示例題：你會看到

- (A) I'm fine.
- (B) It's five years old.
- (C) He's from the USA.

然後你會聽到……(播音)。依據所播放的內容，正確答案應該選(B)。

- ( ) 1. (A) No. Don't fight them.  
(B) No. Don't feed them.  
(C) No. Don't wait for them.
- ( ) 2. (A) Yes. Open the window, please.  
(B) Sure. Come on in, please.  
(C) Yes. Just a minute, please.
- ( ) 3. (A) Only two. A bee and a butterfly.  
(B) Not many. A frog and a snake.  
(C) Perhaps. A penguin and a pig.
- ( ) 4. (A) They all are on the wall.  
(B) They both are farmers.  
(C) They all are very old.
- ( ) 5. (A) That's right. Let's see.  
(B) OK. Let's wait by the pond.  
(C) Me, too. Let's get something to eat.
- ( ) 6. (A) Wow! That's funny.  
(B) Oh, no! Do something!  
(C) Hurray! It's clapping.
- ( ) 7. (A) No, I'm not. It is a story.  
(B) No, I'm not. It is a video game.  
(C) No, I'm not. It is friendly.
- ( ) 8. (A) I'm looking for a book about animals.

- (B) I'm in the kitchen, not on the balcony.  
 (C) I'm your new group leader.
- ( ) 9. (A) Not again. It's on your head.  
 (B) OK. Just a minute.  
 (C) Oh? Then check the briefcase.
- ( ) 10. (A) What? Let's get out of here.  
 (B) Ouch! You're hurting me.  
 (C) Uh-oh, they're falling down.

三、言談理解：每題 4 分，共 40 分

本部份共 10 題，每題錄音機會播出一段對話及一個相關的問題，聽後請由試卷上 A、B、C 三個選項中，選出一個最適合的回答。

示例題：你會看到  
 (A) The boy's uncle.  
 (B) The girl's uncle.  
 (C) Mark's uncle.  
 然後你會聽到……(播音)。依據所播放的內容，正確答案應該選(B)。

- ( ) 1. (A) In a pet house.  
 (B) In a big briefcase.  
 (C) In a little pond.
- ( ) 2. (A) The boy's grandfather.  
 (B) The boy's grandparents.  
 (C) The boy's grandmother.
- ( ) 3. (A) We don't know.  
 (B) Just two years old.  
 (C) One year old.
- ( ) 4. (A) Snakes.  
 (B) Butterflies.  
 (C) Bees.
- ( ) 5. (A) He's reading newspapers.  
 (B) He's looking for his glasses.  
 (C) He's calling his wife.
- ( ) 6. (A) Jason's cellphone.  
 (B) Jason's English book.  
 (C) Jason's video games.
- ( ) 7. (A) The big penguin.  
 (B) The big fish.  
 (C) The boy.
- ( ) 8. (A) In Uncle Bill's house.  
 (B) In the trees.  
 (C) In the pond.
- ( ) 9. (A) Their pets.  
 (B) Their schools.  
 (C) Their families.
- ( ) 10. (A) Just one.  
 (B) Just two.  
 (C) Just three.



