

AN EXAMINATION OF THE RELATIONSHIP BETWEEN FOREIGN
LANGUAGE ANXIETY AND COOPERATIVE LEARNING

A handwritten signature in blue ink that reads "Gary F. Friedman". The signature is written in a cursive style with a large initial 'G' and 'F'.

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Paper Advisor

AN EXAMINATION OF THE RELATIONSHIP BETWEEN FOREIGN
LANGUAGE ANXIETY AND COOPERATIVE LEARNING

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By

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Abstract

The problem presented in this paper was to identify whether or not foreign language anxiety truly had an effect on CL (cooperative learning). Another objective was to discover whether implementation of the CL technique has a positive impact on alleviating foreign language anxiety, as a whole. A brief review of literature on the previous studies about anxiety (1970s-present), as one of affective variables, was conducted. A second review of literature relating to research, studies and theoretical basics of the relationship between foreign language anxiety and cooperative learning was conducted. Through a review of the literature, it becomes evident that most research abroad indicated that using CL as a classroom procedure can alleviate the foreign language anxiety in the language classroom. However, very little empirical research has been done in this field in China. It's meaningful to conduct a foreign language anxiety research in China. Also, a purpose of this paper was to discover to what extent anecdotal evidence is fueling the perception that CL techniques are having or will have a positive impact on alleviating foreign language anxiety. Teachers should be aware of the existence of foreign language anxiety, and they should also be aware that their teaching methods and their characteristics influence learners' anxiety and that learners' anxiety can be reduced.

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CET-4 (college English test band 4) Test Paper (June, 2001)

CHAPTER 1

INTRODUCTION

Many researchers abroad have studied the effects of anxiety on foreign language learning since the 1970s. As early as 1973, Brown predicted that the construct of anxiety was intricately intertwined with self-esteem, inhibition, and risk-taking, and that it played an important affective role in second language acquisition. The purpose of this research paper is to determine whether fact-based research, short-term studies and longitudinal research support this idea. A related purpose is to discover to what extent anecdotal evidence is fueling the perception that CL treatments are or will positively impact foreign language anxiety. Horwitz, Horwitz and Cope (1986) defined anxiety as a state of uneasiness and apprehension or fear caused by the anticipation of something threatening. It is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (Macintyre & Gardner, 1988) and find the empirical data confirming an anxiety specific to language learning. Young (1991) recognizes the general sources of foreign language anxiety. It seems that foreign language anxiety stands out as one of the main barriers to effective language learning.

Cooperative learning (CL) in education is not something new. In cooperative learning, students generally work together in face-to-face groups. They spend large amounts of time engaged in discussion and assisting one another in understanding. “This type of peer interaction increases opportunities for meaningful communication about academic content in low-anxiety contexts” (Jacob, 1996). CL promotes active

learning, critical thinking, conceptual understanding, long-term retention of material, and high levels of student satisfaction. The benefit of CL is obvious in classroom teaching, especially in classrooms with a limited number of students. However, CL methods are not commonly used in China.

Today, the debate continues while more research and anecdotal evidence is available, the sides are still split, with each side, it seems, having enough evidence to support its argument. No doubt, the debate will continue until more longitudinal studies provide definitive answers either for or against using CL to treat foreign language anxiety.

Statement of the Problem

The problem to be addressed is “What is the relationship between foreign language anxiety and cooperative learning?”

The problem presented in this paper was to identify whether or not foreign language anxiety was affected by CL (cooperative learning). Anecdotal evidence and societal perception seems to indicate that it does, but what does research say? Also, another objective was to discover whether implementation of the CL treatment has a positive impact on alleviating foreign language anxiety, as a whole.

Purpose of the Research

The purpose of this research paper was to determine whether fact-based

research, short-term studies and longitudinal research support this idea. Also, a purpose was to discover the extent to which anecdotal evidence is fueling the perception that CL techniques can positively impact foreign language anxiety.

Significance of the Problem

It's meaningful to conduct a foreign language anxiety research in China. Researchers abroad have studied the effects of foreign language anxiety since the 1970s. It's also meaningful to conduct research on reducing foreign language anxiety by applying specific CL methods in classroom. Supporters use anecdotal evidence on which to base their claims, while research seems to indicate that no improvement in these issues can be substantiated.

Assumption

For the purpose of this paper, it was assumed that all research and studies of the current literature were accurately reported. It is also assumed that the literature will include recommendations on how to use the research available. It is also assumed for the purpose of this study that the Foreign Language Classroom Anxiety Scale (FLCAS) is a valid and reliable instrument for measuring Chinese students' language anxiety.

Delimitations of the Research

The research will be conducted in and through the Karrmann Library at the University of Wisconsin-Platteville and the library at the South-Central University for Nationalities, over thirty (30) days. Primary searches will be conducted via the

Internet through EBSCO host with ERIC, Academic Search Elite and CNKI databases as the primary sources. Key search topics included “anxiety, English learning anxiety, foreign language anxiety, cooperative learning and second language acquisition.”

Method

A brief review of literature on the previous studies about anxiety (1970s-present), as one of affective variables, was conducted.

A second review of literature relating to research, studies and theoretical basics of the relationship between foreign language anxiety and cooperative learning was conducted.

The scale has been identified for use in conducting a research project.

a) Procedure

The experiment study lasted 16 weeks (a whole semester). First of all, sixty copies of the FLCAS questionnaire were distributed to the participants at the very beginning of the semester to determine the original foreign language anxiety of both of the two groups (experimental group and control group). Secondly, the CL methods were introduced and employed in the experimental group throughout the sixteen-week study. Finally, all the participants were tested by the summer test of CET-4 (June, 2001) to define their language proficiency.

During the experiment, some interviews were conducted among the participants in order to find out the causes of the participants’ foreign language anxiety and the participants’ reactions to the CL treatment.

b) Participants

Sixty students in 2 classes of freshmen majoring in electronic and mechanical engineering at Hubei University of Education, participated in the study, some of whom were students from the minority regions of China. All of them were aged between 18 and 20.

c) Instrumentation

Anxiety Measurement (FLCAS in attachment): FLCAS (Foreign Language Classroom Anxiety Scale) was employed as a questionnaire to insure an accurate assessment of anxiety. FLCAS is a 33-item paper-and-pencil questionnaire which assesses the degree of anxiety, as evidenced by negative performance expectancies and social comparisons. The results of FLCAS research suggest that foreign language anxiety can be reliably and validly measured.

* Source: The FLCAS is reproduced from Foreign Language Classroom Anxiety, MLJ, Volume 70, Number 2 by permission of the author and publisher.

Definition of Terms

Cooperative Learning (CL). This term refers to a relationship in a group of students that requires positive interdependence (a sense of sink or swim together), individual accountability (each of us has to contribute and learn), interpersonal skills (communication, trust, leadership, decision making, and conflict resolution), face-to-face positive interaction, and processing (reflecting on how well the team is functioning and how to function even better).

Anxiety. This term is generally seen as a psychological concept. Spielberger (1966) defines anxiety as “subjective, consciously perceived feelings of apprehension and tension, accompanied by or associated with activation or arousal of the autonomic nervous system. It can be either facilitating or debilitating.”

CHAPTER 2

REVIEW OF RELATED LITERATURE

Horwitz Construct of Anxiety

According to Horwitz, Horwitz, and Cope (1986), foreign language anxiety belongs to the category of situation-specific anxiety. Ideally, language anxiety will diminish over time. However, language anxiety does not always decrease over time. If repeated occurrences cause learners to associate anxiety with language performance, anxiety will become a trait rather than a state. Once language anxiety has evolved into a lasting trait, it can have pervasive effects on language learning and language performance.

Horwitz, Horwitz, and Cope (1986) define foreign language anxiety as the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system. Language anxiety is the fear or apprehension that occurs when a learner is expected to perform in the second or foreign language (Gardner and Macintyre, 1993). This anxiety is linked directly to performing in the target language, so it is not merely a general performance anxiety (Gardner and MacIntyre, 1993; Horwitz, Horwitz, and Cope 1986). Language anxiety ranks high among factors influencing language learning, regardless of whether the setting is informal or formal.

Horwitz, Horwitz, and Cope (1986) state that there are three components of foreign language anxiety: communication apprehension, test anxiety, and fear of negative evaluation.

Learner beliefs about language learning are a major contributor to foreign language anxiety. Horwitz(1988) found that when students rated the task of language learning as being relatively easy and expected great accuracy and believed that language learning was mainly a matter of translation, they were likely to become frustrated and anxious when they progressed slowly and expectancy was not achieved (and was in reality, impossible to attain).

Instructor beliefs about language teaching are a further source of language anxiety. Most instructors do not consider their role in the language class to be that of a counselor or friend and often object to a too familiar and unauthoritative learner-instructor relationship (Horwitz, 1996). Some instructors have increased language learners' anxiety, such as those who criticize learners' accents or correct every mistake made by them, or those who make classroom time a performance rather than a time for learning.

Social Interdependence Theory

There are at least three general theoretical perspectives that have guided research on cooperation: cognitive developmental, behavioral, and social interdependence. The cognitive developmental perspective is largely based on the theories of Piaget and Vygotsky. The work of Piaget and related theorists is based on the premise that when individuals act co-operatively on this environment, socio-cognitive conflict occurs that creates cognitive disequilibrium, which in turn stimulates perspective-taking ability and cognitive development. The work of Vygotsky and related theorists is based on the premise that knowledge is social, constructed from cooperative efforts to

learn, understand, and solve problems. The behavioral theory perspective focuses on the impact of group reinforcers and rewards for learning. Skinner focused on group contingencies, Bandura focused on imitation, and Homans as well as Thibaut and Kelley focused on the balance of rewards and costs in social exchange among interdependent individuals. While the cognitive-developmental and behavioral theoretical orientations have their followings, by far the most important theory dealing with cooperation is the social interdependence theory.

Theorizing on social interdependence began in the early 1900s, when one of the founders of the Gestalt School of Psychology, Kurt Koffka, proposed that groups were dynamic wholes in which the interdependence among members could vary. One of his colleagues, Kurt Lewin, refined Koffka's notions in the 1920s and 1930s while stating that (a) the essence of a group is the interdependence among members (created by common goals) which results in the group being a "dynamic whole" so that a change in the state of any member or subgroup changes the state of any other member or subgroup, and (b) an intrinsic state of tension within group members motivates movement toward the accomplishment of the desired common goals. Lewin's students and colleagues, such as Ovisankian, Lissner, Mahler, and Lewis, contributed further research indicating that it is the drive for goal accomplishment that motivates cooperative and competitive behavior.

When individuals take action there are three ways in which what they do may be related to the actions of others. One's actions may promote the success of others, obstruct the success of others, or not have any effect at all on the success or failure of

others. In other words, individuals may be (Deutsch, 1949, 1962; Johnson & Johnson, 1989):

1. Working together cooperatively to accomplish shared learning goals.

When a situation is structured cooperatively, individuals' goal achievements are positively correlated; individuals perceive that they can reach their goals if and only if the others in the group also reach their goals. Thus, individuals seek outcomes that are beneficial to all those with whom they are cooperatively linked.

2. Working against each other to achieve a goal that only one or a few can attain.

When a situation is structured competitively, individuals work against each other to achieve a goal that only one or a few can attain. Individuals' goal achievements are negatively correlated; each individual perceives that when one person achieves his or her goal, all others with whom he or she is competitively linked fail to achieve their goals. Thus, individuals seek an outcome that is personally beneficial but detrimental to all others in the situation.

3. Working by oneself to accomplish goals unrelated to the goals of others.

When a situation is structured individualistically, there is no correlation among participants' goal attainments. Each individual perceives that he or she can reach his or her goal regardless of whether other individuals attain or do not attain their goals. Thus, individuals seek an outcome that is personally beneficial without concern for the

outcomes of others.

The application of social interdependence theory and research to education represents one of the most successful and widespread applications of social psychology. The theory provides a conceptual framework within which practical procedures that teachers may use to promote learning (cooperative learning) and improve instruction (teaching teams) may be developed. Working within the conceptual framework, educators may do such things as (a) define cooperative, competitive, and individualistic efforts, (b) define the teacher's role in conducting cooperative lessons, (c) use the five basic elements that guide the teacher's development and planning of lessons, and (d) use the five basic elements as a tool set to intervene in cooperative groups to solve problems students may have in working together (Johnson, Johnson, & Holubec, 1992, 1993).

On the basis of social interdependence theory and the validating research a number of conclusions about cooperative learning can be made. Cooperation is a generic human endeavor that affects many different instructional outcomes simultaneously. Over the past century researchers have focused on such diverse outcomes as achievement, higher-level reasoning, retention, achievement motivation, intrinsic motivation, transfer of learning, interpersonal attraction, social support, friendships, prejudice, valuing differences, self-esteem, social competencies, psychological health, moral reasoning, and many others. These numerous outcomes may be subsumed within three broad categories: effort to achieve, positive interpersonal relationships, and psychological health. Cooperative efforts, compared

with competitive and individualistic ones, tend to result in higher levels of these outcomes, especially when five mediating variables (positive interdependence, individual accountability, primitive interaction, social skills, and group processing) and two enhancing variables (trust and conflict) are present.

CHAPTER 3

PROPOSED METHODOLOGY

Procedure

The experiment study lasted 16 weeks (a whole semester). First of all, sixty copies of the FLCAS questionnaire were distributed to the participants at the very beginning of the semester to measure the original foreign language anxiety of both of the two groups (experimental group and control group). Secondly, the CL methods were introduced and employed in the experimental group throughout the sixteen-week study. Then, at the end of the experiment, another sixty copies of FLCAS were again distributed to all the participants. The scores were collected and computed to check whether the foreign language anxiety of the experimental group was lowered or not after CL treatment in the classroom, and if the anxiety was lowered, which part(s) benefited most from the CL treatment. Finally, all the participants were tested by the summer test of CET-4 to check their language proficiency. The scores were also collected and computed to check whether the foreign language proficiency was improved or not after CL treatment in the classroom and if the learners' EFL proficiency was improved, which skill(s) benefited most from the CL treatment. During the experiment, interviews were conducted among the participants in order to find out the causes of the participants' foreign language anxiety and the participants reactions to the CL treatment.

Participants

Sixty students in 2 classes of freshmen majoring in electronic and mechanical engineering at Hubei University of Education, participated in the study and some of

them were the students from the minority regions of China. All of them were aged between 18 and 20. When classified, all the participants of different genders and nationalities were approximately evenly divided into the experimental and the control group. All the participants studied the same material and in-class assignments were equivalent. The same instructor instructed all the participants and their scores in the summer test of CET-4 were also graded by the same instructor.

Instrumentation

Anxiety Measurement: FLCAS (Foreign Language Classroom Anxiety Scale) as a questionnaire was employed to insure an accurate assessment of anxiety. FLCAS is a 33-item paper-and-pencil questionnaire which assesses the degree of anxiety, as evidenced by negative performance expectancies and social comparisons. Results of FLCAS research suggest that foreign language anxiety can be reliably and validly measured. (Appendix I)

* Source: The FLCAS is reproduced from Foreign Language Classroom Anxiety, MLJ, Volume 70, Number 2 by permission of the author and publisher.

Proficiency Measurement: Before the experiment, all the participants took part in the College Placement Test. The test results showed that, at the very beginning, the average English proficiency of the experimental group members and the control group members were approximately the same. Then, after the sixteen weeks' experiment, the summer test of CET-4 was used to assess participants' language proficiency for its validity and reliability. The comparisons were intended to check whether the CL treatment would improve the participants' English proficiency or not and if so, which

part would benefit most. (Appendix II)

The findings were summarized and recommendations were made.

CHAPTER 4

CONCLUSIONS AND RECOMMENDATIONS

The mean and standard deviations reflect the difference in foreign language anxiety among participants. The mean and the standard deviations of each of the thirty-three items on the foreign language anxiety questionnaire (after experiment) are listed in Table 1. The higher the mean, the lower the level of anxiety the participants perceive for all the questions. The CL treatment makes the participants more confident when they speak in English foreign language class; it makes the participants focus on the tasks related to the course, during English class; it makes the participants feel more relaxed in the English class; and it makes the participants clear about what they've learned.

During the sixteen weeks' experiment, interviews were conducted among the participants in order to find out the causes of their foreign language anxiety and their reactions to the CL treatment.

Table 1. Descriptive Statistics for Foreign Language Anxiety Scores.

	Control Group		Experimental Group	
	Mean	S.D.	Mean	S.D.
Q1	2.2667	.9072	2.7667	.9714
Q2	2.4667	.9732	2.3333	.6609
Q3	2.5333	.7303	2.8333	.7915
Q4	2.4333	.9353	2.6000	.7701
Q5	2.4333	1.0063	2.4333	.8976
Q6	2.9667	.9643	3.4333	.7739
Q7	2.7667	.8584	2.9000	.8030
Q8	2.9667	.9279	3.0000	1.0171
Q9	2.5000	.8610	2.2000	.8867
Q10	3.2667	.8277	2.9333	.8683
Q11	2.7333	.8683	2.7000	.9523
Q12	2.6000	.8550	2.8667	.7303
Q13	2.7667	.9714	3.0333	.9643
Q14	2.6667	1.0613	2.5000	.7768
Q15	2.5667	.8584	2.7000	1.0554
Q16	2.3000	.8367	3.0000	.9826
Q17	3.2667	1.1427	3.4333	.8976
Q18	2.6000	.8550	2.8000	.9965
Q19	3.1333	.9732	3.1667	.8743
Q20	2.2000	.7611	2.5000	1.0422
Q21	2.5000	.9002	3.2333	1.0400
Q22	2.9000	.8030	3.2333	.9353
Q23	3.1667	.9129	3.3667	.8087
Q24	2.6000	.8550	2.9000	.8847
Q25	2.9333	1.0483	2.9667	.8503
Q26	3.1333	.8193	3.4667	.7761
Q27	2.9667	1.0662	3.2000	.9613
Q28	2.8000	.6103	3.1333	.8193
Q29	2.7000	.7497	3.1000	1.0289
Q30	2.6000	1.0034	2.8000	1.0306
Q31	2.9000	1.1250	2.9333	1.2299
Q32	2.5333	.8996	2.4667	.7303
Q33	2.2333	.7279	2.4333	.8584

According to the literature on language anxiety, foreign language anxiety arises

from personal and interpersonal anxieties, learner beliefs about language learning; instructor beliefs about language teaching; difficulty of language classes and language testing. The majority of the participants thought that a learner's belief played a major role in causing language anxiety. If they believed that they were poorer than other students in English or they didn't believe they could learn the foreign language well, no matter how hard they tried they couldn't change the situation, they would prefer to give up studying English. What's more, personality played an important role in their language classroom performance. If they were shy and quiet by nature, they would prefer to keep silent in the language classroom. Most of the participants also claimed that the personal and interpersonal anxieties caused them to want to give up. If they were not sure that they could give the correct answer, they were unwilling to speak in the English class. And their anxiety came not only from the laughter or unsympathetic stares of other students, but also from the instructor's way of treating them. Some of them admitted that the language testing made them apprehensive about English learning. When they took the language test, no matter how fully they prepared, they were so anxious that they often forget the knowledge they'd already commanded. And only a few of them admitted that the difficulty of foreign language class made them want to give up.

In the following part, some case studies will be illustrated.

Chen Lei, Dong nationality, came from Guangxi Province where English teaching and learning environment was also poor. In the College Placement Test, he got 34 (100 scores in total). Because of his reticence in nature and strong accent in speaking English,

he rarely opened his mouth in the English classroom at the very beginning of the experiment. At that time, when he was asked to answer the questions, he just stood there without saying a word and had his eyes only focused on his desk or the things outside the window. He admitted how awful he had felt in the English class during that period. During the experiment, at the initial part, no matter how hard other group members tried, he still kept silent and did not get involved. And this almost made those group members want to give up helping him. As time moved on, with the persistent effort of other group members, he occasionally opened his mouth during the discussion. Then at the end of the experiment, all his assignments were well done. And he believed that if he tried hard he could make his pronunciation perfect within a year.

Long Lirong, Tujia nationality, came from a village of Hubei Province. In the College Placement Test, she got 39 (100 scores in total). She was perfect in every subject except English. So she spent a lot of time and energy in studying English but all these went in vain. The more she tried, the more frustrated she got. The situation got worse and worse. Learning English became a heavy burden to her, but she went on trying her best. At the very beginning of the experiment, she was appointed to be the group leader of Group B. In the group activities, she found out that her English was not the poorest and she even had the ability to help other group members in her group, so she became more and more confident every day. Finally, she said that learning English was not as hard as she thought before. She had the confidence that she could learn English pretty well someday. She preferred TGT method to STAD method, because she was proud to be the representative of her group to give the

perfect report every time.

Some pedagogical implications can be drawn from this study. In general, teachers should be aware of the existence of the foreign language anxiety and they should also be aware that their teaching methods and their characteristics influence learners' anxiety and that learners' anxiety can be reduced.

There are some possible strategies to lower learners' anxiety:

1) Tell the learners that to learn a foreign language well takes time. Make the learners aware that being fluent and acquiring a good pronunciation and intonation in the target language takes in most cases several years of study and practice.

2) Conduct class activities in CL groups and try to let the learner be the center of the class.

3) Group those learners of the same English level together when establishing CL groups, in order to let them know they are not poorer than others so that they can rebuild their self-confidence.

4) Give learners specific directions and guidance regarding classroom activities or homework. The less confused the learners feel, the less anxious they will be.

5) Do not put too much emphasis on mistakes. Teachers' harsh, direct feedback when learners made mistakes may increase anxiety. Teachers should realize that mistakes are part of the language learning process and that everyone makes mistakes. Thus, when students are struggling with an answer, teachers should appreciate the students' effort in trying and give further explanation of their mistake.

6) Build a non-threatening classroom learning environment. The classroom

learning environment should be comfortable, allowing the students to freely express themselves with less anxiety.

7) Talk with the learners outside the classroom occasionally. On one hand, it may help the teacher to have a deep understanding of the learners' anxiety; on the other hand, learners may consider you to be supportive rather than authoritative.

Foreign language anxiety is one of the main hindrances to effective language learning, and it is common in the foreign language classroom. The results of the present study indicate that CL treatment can significantly alleviate Chinese college students' foreign language anxiety.

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Appendix I

Questionnaire of Foreign Language Classroom Anxiety Scale (FLCAS)

For question 1, 3, 4, 6, 7, 9, 10, 12, 13, 15, 16, 17, 19, 20, 21, 23, 24, 25, 26, 27, 29, 30, 31, 33, 1 = Strongly Agree, 2 = Agree, 3 = Neither Agree nor Disagree, 4 = Disagree, and 5 = Strongly Disagree. For question 2, 5, 8, 11, 14, 18, 22, 28, 32, 5 = Strongly Agree, 4 = Agree, 3 = Neither Agree nor Disagree, 2 = Disagree, and 1 = Strongly Disagree

questions	1	2	3	4	5
1. I never feel quite sure of myself when I am speaking in my English foreign language class.					
2. I don't worry about making mistakes in English language class.					
3. I tremble when I know that I am gonging to be called on in English language class.					
4. It frightens me when I don't understand what the teacher is saying in English class.					
5. It wouldn't bother me at all to take more English classes.					
6. During English class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at English than I am.					
8. I am usually at ease during tests in my English class.					
9. I start to panic when I have to speak without preparation in English class.					
10. I worry about the consequences of failing my English classes.					
11. I don't understand why some people get so upset over English class.					
12. In English class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my English class.					
14. I would not be nervous speaking the English with native speakers.					

15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for English class, I feel anxious about it.					
17. I often feel like not going to English class.					
18. I feel confident when I speak in a foreign language class.					
19. I am afraid that my English teacher is ready to correct very mistake I make.					
20. I can feel my heart pounding when I am going to be called on in English class.					
21. The more I study for an English test, the more confuse I get.					
22. I don't feel pressure to prepare very well for English class.					
23. I always feel that the other students speak English better than I do.					
24. I feel very self-conscious about speaking English in front of other students.					
25. English class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my English class than in my other classes.					
27. I get nervous and confused when I am speaking in my English class.					
28. When I am on my way to English class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word the English teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak English.					
31. I am afraid that the other students will laugh at me when I speak English.					
32. I would probably feel comfortable around native speakers of English.					
33. I get nervous when the English teacher asks questions which I haven't prepared in advance.					

B) In a restaurant. D) On the street.

6. A) His injury kept him at home.
B) He didn't think it necessary.
C) He was too weak to see the doctor.
D) He failed to make an appointment.

7. A) 5:15 C) 4:30
B) 5:10 D) 5:00

8. A) The man needs help.
B) The man is complaining.
C) The man likes his job.
D) The man is talking with his boss.

9. A) Wear a new dress. C) Attend a party
B) Make a silk dress. D) Go shopping.

10. A) He played his part quite well.
B) He was not dramatic enough.
C) He performed better than the secretary
D) He exaggerated his part.

Section B Compound Dictation

注意:听力理解的 B 节(Section B)为复合式听写(Compound Dictation),题目在试卷二上,现在请
取出试卷二.

Part II Reading Comprehension (35 minutes)

Directions: There are 4 passages in this part each passage is followed by some questions or unfinished statements. For each of them there are four choices marked A), B),C)and D).You should decide on the best choice and mark the corresponding letter on the Answer Sheet with a single line through the centre.

Passage One Questions 11 to 15 are based on the following passage.

People living on part of the south coast of England face a serious problem. In 1993, the owners of a large hotel and of several houses discovered, to their horror, that their gardens had disappeared overnight. The sea had eaten into the soft limestone cliffs on which they had been built. While experts were studying the problem. the hotel and several houses disappeared altogether, sliding down the cliff and into the sea. Erosion(侵蚀)of the white cliffs along the south coast of England has always been a problem but it has become more serious in recent years. Dozens of homes have

had to be abandoned as the sea has crept farther and farther inland. Experts have studied the areas most affected and have drawn up a map for local people, forecasting the year in which their homes will be swallowed up by the hungry sea. Angry owners have called on the Government to erect sea defenses to protect their homes. Government surveyors have pointed out that in most cases, this is impossible. New sea walls would cost hundreds of millions of pounds and would merely make the waves and currents go further along the coast, shifting the problem from one area to another. The danger is likely to continue, they say, until the waves reach an inland area of hard rock which will not be eaten as limestone is. Meanwhile, if you want to buy a cheap house with an uncertain future, apply to a house agent in one of the threatened areas on the south coast of England. You can get a house for a knockdown price but it may turn out to be a knockdown home.]

11. What is the cause of the problem that people living on parts of the south coast of England face?

- A) The rising of the sea level.
- B) The experts' lack of knowledge.
- C) The washing-away of limestone cliffs.
- D) The disappearance of hotels, houses and gardens.

12. The erosion of the white cliffs in the south of England_____.

- A) will soon become a problem for people living in central England
- B) has now become a threat to the local residents
- C) can be stopped if proper measures are taken
- D) is quickly changing the map of England

13. The experts study on the problem of erosion can.

- A) warn people whose homes are in danger
- B) provide an effective way to slow it down
- C) help to its eventual solution
- D) lead to its eventual solution

14. It is not feasible to build sea defenses to protect against erosion because.

- A) house agents along the coast do not support the idea
- B) it is too costly and will endanger neighboring areas
- C) the government is too slow in taking action
- D) they will be easily knocked down by waves and currents

15. According to the author, when buying a house along the south coast of England, people should.

- A) take the quality of the house into consideration
- B) guard against being cheated by the house agent
- C) examine the house carefully before making a decision
- D) be aware of the potential danger involved

Passage Two Questions 16 to 20 are based on the following passage.

Sport is not only physically challenging, but it can also be mentally challenging. Criticism from coaches, parents, and other teammates, as well as pressure to win can create an excessive amount of anxiety or stress for young athletes(运动员). Stress can be physical, emotional, or psychological and research has indicated that it can lead to burnout. Burnout has been described as dropping or quitting of an activity that was at one time enjoyable. The early years of development are critical years for learning about oneself. The sport setting is one where valuable experiences can take place. Young athletes can, for example, learn how to cooperate with others, make friends, and gain other social skills that will be used throughout their lives. Coaches and parents should be aware, at all times, that their feedback to youngsters can greatly affect their children. Youngsters may take their parents' and coaches' criticisms to heart and find a flaw (缺陷) in themselves.

Coaches and parents should also be cautious that youth sport participation does not become work for children. The outcome of the game should not be more important than the process of learning the sport and other life lessons. In today's youth sport setting. Young athletes may be worrying more about who will win instead of enjoying themselves and the sport. Following a game many parents and coaches focus on the outcome and find fault with youngsters' performances. Positive reinforcement should be provided regardless of the outcome. Research indicates that positive reinforcement motivates and has a greater effect on learning than criticism. Again, criticism can create high levels of stress, which can lead to burnout.

16. An effective way to prevent the burnout of young athletes is.

- A) to reduce their mental stress
- B) to increase their sense of success
- C) to make sports less competitive
- D) to make sports more challenging

17. According to the passage sport is positive for young people in that.

- A) it can help them learn more about society
- B) it enables them to find flaws in themselves
- C) it can provide them with valuable experiences
- D) it teaches them how to set realistic goals for themselves

18. Many coaches and parents are in the habit of criticizing young athletes _.

- A) believing that criticism is beneficial for their early development
- B) without realizing criticism may destroy their self confidence
- C) in order to make them remember life's lessons
- D) so as to put more pressure on them

19. According to the passage parents and coaches should.

- A) pay more attention to letting children enjoy sports
- B) help children to win every game
- C) train children to cope with stress
- D) enable children to understand the positive aspect of sports

20. The author's purpose in writing the passage is.
- A) to teach young athletes how to avoid burnout
 - B) to persuade young children not to worry about criticism
 - C) to stress the importance of positive reinforcement to children
 - D) to discuss the skill of combining criticism with encouragement

Passage Three Questions 21 to 25 are based on the following passage.

Humanity uses a little less than half the water available worldwide. Yet occurrences of shortages and droughts (干旱) are causing famine and distress in some areas, and industrial and agricultural by-products are polluting water supplies. Since the world's population is expected to double in the next 50 years, many experts think we are on the edge of a widespread water crisis. But that doesn't have to be the outcome. Water shortages do not have to trouble the world-if we start valuing water more than we have in the past. Just as we began to appreciate petroleum more after the 1970s oil crises, today we must start looking at water from a fresh economic perspective. We can no longer afford to consider water a virtually free resource of which we can use as much as we like in any way we want. Instead, for all uses except the domestic demand of the poor, governments should price water to reflect its actual value. This means charging a fee for the water itself as well as for the supply costs. Governments should also protect this resource by providing water in more economically and environmentally sound ways. For example, often the cheapest way to provide irrigation(灌溉)water in the dry tropics is through small-scale projects, such as gathering rainfall in depressions(凹地) and pumping it to nearby cropland. No matter what steps governments take to provide water more efficiently, they must change their institutional and legal approaches to water use. Rather than spread control among hundreds or even thousands of local, regional, and national agencies that watch various aspects of water use, countries should set up central authorities to coordinate water policy.

21. What is the real cause of the potential water crisis?
- A) Only half of the world's water can be used.
 - B) The world population is increasing faster and faster.
 - C) Half of the world's water resources have been seriously polluted.
 - D) Humanity has not placed efficient value on water resources.
22. As indicated in the passage, the water problem.
- A) is already serious in certain parts of the world.
 - B) Has been exaggerated by some experts in the field
 - C) Poses a challenge to the technology of building reservoirs
 - D) Is underestimated by government organizations at different levels
23. According to the author, the water price should.
- A) be reduced to the minimum
 - B) stimulate domestic demand

- C) correspond to its real value
- D) take into account the occurrences of droughts

24. The author says that in some hot and dry areas it is advisable to.

- A) build big lakes to store water
- B) construct big pumping stations
- C) build small and cheap irrigation systems
- D) channel water from nearby rivers to cropland

25. In order to raise the efficiency of the water supply, measures should be taken to.

- A) guarantee full protection of the environment
- B) centralize the management of water resources
- C) increase the sense of responsibility of agencies at all levels
- D) encourage local and regional of water resources

Passage Four Questions 26 to 30 are based on the following passage.

We can see how the product life cycle works by looking at the introduction of instant coffee. When it was introduced, most people did not like it as well as "regular" coffee and it took several years to gain general acceptance (introduction stage). At one point, though, Instant coffee grew rapidly in popularity and many brands were introduced (stage of rapid growth). After a while people became attached to one brand and sales leveled off (stage of maturity). Sales went into a

slight decline (衰退) when freeze-dried coffees were introduced (stage of decline).The

importance of the product life cycle to marketers is this: Different stages in the product life cycle call for different strategies. The goal is to extend product life so that sales and profits do not decline. One strategy is called market modification. It means that marketing managers look for new users and market sections. Did you know, for example, that the backpacks that so many students carry today were originally designed for the military? Market modification also means searching for increased usage among present customers or going for a different market, such as senior citizens. A marketer may re-position the product to appeal to new market sections. Another product extension strategy is called product modification. It involves changing product quality, features, or style to attract new users or more usage from present users. American auto manufacturers are using quality improvement as one way to recapture world markets. Note, also, how auto manufacturers once changed styles dramatically from year to year to keep demand from falling.

26. According to the passage, when people grow fond of one particular brand of a product, its sales will.

- A) decrease gradually
- B) become unstable
- C)improve enormously
- D)remain at the same level

27. The first paragraph tells us that a new product is .

- A) usually introduced to satisfy different tastes
- B) often more expensive than old ones

- C) often inferior to old ones at first
- D) not easily accepted by the public

28. Marketers need to know which of the four stages a product is in so as to .

- A) work out marketing policies
- B) increase its popularity
- C) promote its production
- D) speed up its life cycle

29. The author mentions the example of "backpacks" (Line 4, Para.2) to show the importance of .

- A) increasing usage among students
- B) exploring new market sections
- C) pleasing the young as well as the old
- D) serving both military and civil needs

30. In order to recover their share of the world market, U.S. auto makers are.

- A) improving product quality
- B) modernizing product style
- C) re-positioning their product in the market
- D) increasing product features

Part III Vocabulary and Structure (20 minutes) Directions: There are 30 incomplete sentences in this part. For each sentence there are four choices marked A), B), C) and D). Choose the ONE answer that best completes the sentence. Then mark the corresponding letter on the Answer Sheet with a single line through the center.

31. By the time he arrives in Beijing, we here for two days.

- A) will have stayed
- B) shall stay
- C) have been staying
- D) have stayed

32. According to the American federal government, residents of Hawaii have the longest life: 77.2 years.

- A) rank
- B) span
- C) scale
- D) scope

33. The millions of calculations involved, had they been done by hand, all practical value by the time they were finished.

- A) had lost
- B) would have lost
- C) would lose
- D) should have lost

34. As a public relations officer, he is said some very influential people.

- A) to know
- B) to be knowing
- C) to have been knowing
- D) to have known

35. Our hopes and fell in the same instant.

- A) arose
- B) raised
- C) rose
- D) aroused

36. With the development in science and technology man can make various flowers before their time.

- A) be bloomed
B) bloom
- C) bloomed
D) blooming

37. A season ticket _____ the holder to make as many journeys as he wishes within the stated period of time.

- A) entitles
B) grants
- C) bloomed
D) promises

38. _____ in the office had a mistake, and the firm regretted causing the customer inconvenience.

- A) Someone
B) Some
- C) Anyone
D) One

39. In recent years much more emphasis has been put developing the student's productive skills.

- A) onto
B) in
- C) over
D) on

40. Only a selected number of landladies in the neighborhood have been allowed by the university to take in.

- A) residents
B) lodgers
- C) settlers
D) inhabitants

41. The fire was finally brought under control, but not extensive damage had been caused.

- A) before
B) since
- C) after
D) as

42. Purchasing the new production line will be a deal for the company.

- A) forceful
B) tremendous
- C) favorite
D) profitable

43. Rod is determined to get a seat for the concert it means standing in a queue all night.

- A) as if
B) even if
- C) provided
D) whatever

44. We hadn't met for 20 years, but I recognized her I saw her.

- A) the moment
B) for the moment
- C) the moment when
D) at the moment when

45. Though he was born and brought up in America, he can speak Chinese.

- A) fluid
B) smooth
- C) fluent
D) flowing

46. Government reports examination compositions legal documents and most business letters are the main situations formal language is used.

- A) in which
C) on which

B) at what

D) in that

47. Fifty years ago, wealthy people liked hunting wild animals for fun sightseeing.

A) rather than to go

C) other than going

B) more than going

D) than to go

48. If the building project by the end of this month is delayed, the construction company will be fined.

A) being completed

C) to be completed

B) is completed

D) completed

49. He wrote an article criticizing the Greek poet and won a scholarship.

A) faith

C) fame

B) status

D) courage

50. Jack wishes that he business instead of history when he was in university.

A) studied

C) had been studying

B) study

D) had studied

51. The older New England villages have changed relatively little a gas station or two in recent decades.

A) except for

C) except

B) in addition to

D) besides

52. The Car Club couldn't to meet the demands of all its members.

A) assume

C) guarantee

B) ensure

D) confirm

53. Extensive reporting on television has helped to interest in a wide variety of sports and activities.

A) assemble

C) yield

B) generate

D) gather

54. The president promised to keep all the board members of how the negotiations were going on.

A) inform

C) be informed

B) informing

D) informed

55. Eating too much fat can heart disease and cause high blood pressure.

A) attribute to

C) contribute to

B) attend to

D) devote to

56. All the tasks ahead of time, they decided to go on holiday for a week.

A) been fulfilled

C) were fulfilled

B) having been fulfilled

D) had been fulfilled

65. A) feels B) leads C) sounds D) appears
66. A) human B) mankind C) individual D) civil
67. A) bind B) attach C) control D) attract
68. A) discipline B) law C) rule D) regulation
69. A) keep B) do C) show D) play
70. A) all B) any C) other D) those
71. A) friendship B) interests C) feelings D) impressions
72. A) between B) on C) in D) for
73. A) print B) issue C) publication D) copy
74. A) secure B) assure C) confirm D) resolve
75. A) neutral B) main C) nuclear D) central
76. A) ask B) call C) appeal D) look
77. A) most B) more C) least D) less
78. A) people B) who C) what D) friends
79. A) conclusion B) summary C) decision D) claim
80. A) moreover B) however C) still D) yet

Part I

Section B Compound Dictation

Directions: In this section, you will hear a passage three times. When the passage is read for the first time, you should listen carefully for its general idea. When the passage is read for the second time, you are required to fill in the blanks numbered from s1 to s7 with the exact words you have just heard. For blanks numbered from s8 to s10 you are required to fill in the missing information. You can either use the exact words you have just heard or write down the main points in your own words. Finally, when the passage is read for the third time, you should check what you have written.

If you are a young college student, most of your concerns about your health and happiness in life are probably (S1) _____ on the present. Basically, you want to feel good physically, mentally, and (S2) _____ now. You probably don't spend much time worrying about the (s3) _____ future, such as whether you will develop heart disease, or (S4) _____, how you will take care of yourself in your (S5) _____ years, or how long you are going to live. Such thoughts may have (S6) _____ your mind once in a while however, if you are in your thirties, forties, fifties, or older, such health related thoughts are likely to become (s7) _____ important to you. (s8) _____ that will help you feel better physically and mentally. Recently researchers have found that, even in late adulthood, exercise, strength training with weights, and better food can help elderly individuals significantly improve their health and add happiness to their life. (s9) _____ giving us the opportunity to avoid some of health problems that have troubled them. (s10) _____.

Part V Writing (20 minutes)

Directions: For this part, you are allowed thirty minutes to write a letter. Suppose you are Zhang Ying. Write a letter to Xiao Wang, a schoolmate of yours who is going to visit you during the week-long holiday. You should write at least 100 words according to the suggestions given below

in Chinese.

1.表示欢迎

2.提出过度假安排的建议

3.提醒应注意的事项 A Letter to a Schoolmate June 23,2001Dear Xiao Wang Yours. Zhang Ying