

## Empirical Reforms on New-CET4 Communicative Listening Test

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### Abstract

Following *An Empirical Study on Problems Involved in CET4 Communicative Listening Test and Teaching*. This article also selects two representative classes of sophomores coming from Hubei University of Education as the sample to complete the empirical research on what necessary renovations should be taken place in New-CET4 communicative listening test in the methods of quantitative and qualitative comparative analysis with the help of the instrument SPSS (Statistics Planning of Social Science). The research findings prove that such reformations should be employed in the traditional New-CET4 listening test as to enlarge the length of conversations step by step and involve conversational situations in Section A (Conversation Listening Part), to add short audio-news and video-episodes as well as subjective questions to Section B (Passage Listening Part), and to change traditional word and sentence gap filling into title filling, partial topic sentence filling and key words filling in Section C (Compound Dictation Part).

**Key word:** Empirical reforms; CET-4 (College English Test Band 4); Communicative listening test

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### INTRODUCTION

In the article *An Empirical Study on Problems Involved in CET4 Communicative Listening Test and Teaching*, it has

been proved that current CET4 listening test (New-CET4) is comprehension-centered rather than communication-centered and does not put the priority to the purpose of improving students' authentic communicative competence (Lei, 2012). As for the listening materials, they are less concerning English daily communicative situation, most of which belong to written English monologues with strange words and terminologies. As far as the listening question items are concerned, objective questions, namely closed questions always dominate the testing, whereas certain appropriate subjective questions are taken out of consideration, which result in confining students' improvement of potential communicative competence. With regard to the variety of testing contents, it is very dull and plain, which is hard to draw students' enthusiasm.

To reform above shortcomings involved in current CET4 listening test, and transfer the traditional comprehension-oriented test into communicative one, following empirical study has been conducted in the subject college--Hubei University of Education as well.

## EMPIRICAL REFORMS ON NEW-CET4 LISTENING TEST

### Hypothesis and Purpose

In order to explore out the best listening test in favor of enhancing students' real conversational competence in different communicative situations, the empirical reformed CET4 listening test and the simulated CET4 listening test have been conducted in study simultaneously after a term of communicative listening teaching practice, in the aid of paired samples test and independent samples test by SPSS.

The Hypothesis of this test research is that there is no difference between communication-oriented reformed CET4 listening test achievement and simulated New-CET4 listening test achievement in respect of mean

values, which is called null hypothesis. If the null hypothesis is rejected by the result of research, it can be proved that there is a great difference between them, which identifies that the reformed CET4 listening test is superior to the current one in respects of testing and improving students' communicative competence.

The purpose of this test is to justify the communication-oriented reformed CET4 listening test in the method of conducting quantitative analysis of comparative empirical study.

**Subjects**

Same as the subjects who have been enlisted in questionnaire and test research in the former study, *An Empirical Study on Problems Involved in CET4 Communicative Listening Test and Teaching*, the subjects in this research, except one absent in test, conclude 95 students in total with two different majors, one is engineering management, and the other one is primary education as well.

**Qualification for Paired Samples Test and Independent Samples Test**

Before conducting the empirical study of Paired Samples Test and Independent Samples Test, the distribution of normality and homogeneity of variance upon subjects' achievements should be testified. That is the prerequisite for further empirical study.

**Table 1**  
**Case Processing Summary**

	Cases					
	Valid		Missing		Total	
	N	Percent	N	Percent	N	Percent
New_A	95	100.0%	0	.0%	95	100.0%
New_B	95	100.0%	0	.0%	95	100.0%
New_C	95	100.0%	0	.0%	95	100.0%
New_Total	95	100.0%	0	.0%	95	100.0%
Current_A	95	100.0%	0	.0%	95	100.0%
Current_B	95	100.0%	0	.0%	95	100.0%
Current_C	95	100.0%	0	.0%	95	100.0%
Current_Total	95	100.0%	0	.0%	95	100.0%

Table 1 describes all the items compared or analyzed in this study: both reformed test and simulated current CET4 test comprise three sections: A, B and C; for the sake of clearly distinguish them, we name Section A, B, C in reformed test New-A, B, C, and employ Current-A, B, C to represent Section A, B, C in simulated current test; in addition, the total score of both are named New-total and Current-total respectively. They are applied throughout the following study. There are 95 subjects in total have taken part in both tests covering section A, B, C.

**Table 2**  
**M-Estimators**

	Huber's a M-Estimator	Tukey's b Biweight	Hampel's c M-Estimator	Andrews' d Wave
New_A	10.70	10.71	10.69	10.71
New_B	5.41	5.42	5.41	5.42
New_C	5.92	5.97	5.90	5.98
New_Total	22.00	22.11	21.98	22.11
Current_A	9.50	9.50	9.45	9.50
Current_B	3.70	3.58	3.63	3.58
Current_C	4.89	4.89	4.88	4.89
Current_Total	18.12	18.12	18.06	18.12

- a. The weighting constant is 1.339.
- b. The weighting constant is 4.685.
- c. The weighting constants are 1.700, 3.400, and 8.500
- d. The weighting constant is 1.340\*pi.

Table 2 shows the M-Estimators level, a very important reference to measure the normality of distribution of all the items such as New-A, B, C, New-Total and Current-A, B, C, and Current-Total. It is a principle that if the value of M-Estimators is much closer to its corresponding mean value, we can conclude that the data distribution belongs to normality distribution. Compared the mean value of each one of above eight items (shows in table 3), all their M-Estimators values are very closer to their mean values, such as New-A's M-Estimator value 10.7 is much closer to its mean value 10.58, New-B's M value 5.41 approaches to its mean value 5.36, and so do that of New-C, Total, Current-A, B, C and Total. It identifies that the data distribution of above eight items belongs to normality. This is also testified by the Skewness level: all their value of Skewness (shows in table 3) are all far less than 1, (such as -.549 for New-A, -.225 for New-B, -.426 for New-C, -.200 for New-Total, -.412 for Current-A, .371 for Current-B, -.101for Current-C, -.223 for Current-Total, even though they have a light skewness, that can be ignored.) which strongly confirms us their normality of distribution as well.

**Table 3**  
**Descriptives**

		Statistic	Std. Error
New_A	Mean	10.58	.227
	Skewness	-.549	.247
New_B	Mean	5.36	.134
	Skewness	-.225	.247
New_C	Mean	5.81	.158
	Skewness	-.426	.247
New_Total	Mean	21.75	.420
	Skewness	-.200	.247
Current_A	Mean	9.39	.227
	Skewness	-.412	.247
Current_B	Mean	3.75	.170
	Skewness	.371	.247
Current_C	Mean	4.85	.243
	Skewness	-.101	.247
Current_Total	Mean	17.98	.476
	Skewness	-.223	.247

In a word, Table 1, 2 and 3 altogether confirms us that all the datum of above eight items listed in Table 1 is up to the requirement of normality distribution. Subsequently the second requirement of the homogeneity of variance will be justified.

**Table 4**  
**Test of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
New_A	Based on Mean	.765	1	93	.384
	Based on Median	.866	1	93	.355
	Based on Median and with adjusted df	.866	1	90.190	.355
	Based on trimmed mean	.926	1	93	.338
New_B	Based on Mean	.821	1	93	.367
	Based on Median	.505	1	93	.479
	Based on Median and with adjusted df	.505	1	87.104	.479
	Based on trimmed mean	.721	1	93	.398
New_C	Based on Mean	7.385	1	93	.008
	Based on Median	5.301	1	93	.024
	Based on Median and with adjusted df	5.301	1	79.470	.024
	Based on trimmed mean	7.362	1	93	.008
New_Total	Based on Mean	.461	1	93	.499
	Based on Median	.388	1	93	.535
	Based on Median and with adjusted df	.388	1	92.623	.535
	Based on trimmed mean	.448	1	93	.505
Current_A	Based on Mean	.924	1	93	.339
	Based on Median	.381	1	93	.539
	Based on Median and with adjusted df	.381	1	84.926	.539
	Based on trimmed mean	.798	1	93	.374
Current_B	Based on Mean	.319	1	93	.574
	Based on Median	.234	1	93	.630
	Based on Median and with adjusted df	.234	1	91.992	.630
	Based on trimmed mean	.150	1	93	.699
Current_C	Based on Mean	.427	1	93	.515
	Based on Median	.098	1	93	.754
	Based on Median and with adjusted df	.098	1	90.543	.754
	Based on trimmed mean	.393	1	93	.532
Current_Total	Based on Mean	.000	1	93	.986
	Based on Median	.008	1	93	.928
	Based on Median and with adjusted df	.008	1	91.379	.928
	Based on trimmed mean	.007	1	93	.936

The significance column of Table 4 illustrates that all the items being tested except for New-C accord with the prerequisite of the homogeneity of variance. It can be explained as follows: the significance levels of New-A, New-B, New-Total, and Current-A, Current-B, Current-C, and Current-Total arrive at the required significance level based on four great indexes such as Mean, Median, Median and with adjusted df and trimmed mean. The significance values of them are all far more than the

required significance level of 0.05, even though the four indexes of Item New-C are so far less than 0.05, it does not matter in the whole study procedure.

### Procedures of Comparison between the Simulated CET4 Listening Test and the Reformed One

The empirical study on comparison between the simulated CET4 listening test and the reformed one is on the basis of that the difficulty of the simulated test nearly equals to that of current CET4 listening test. According to the classification of item types, the Reformed CET4 listening test has been divided into four respects containing three separate sections A, B, C and the overall distribution of questions. Both tests contain 35 questions for answer and have 35 points in total. 95 student subjects have been assigned to finish both tests in succession; the exam time and situation are mostly same as that of the authentic CET4 test.

#### Comparison Between Sections-A

In simulated test, eight short conversations covering from 11 to 18 and two long conversations 19, 20 are same as that involved in current CET4 tests. According to analytical study, question 12 and 13 involves inferring meaning from conversation contents, which examines students' logic thinking ability; Question 15 and 16 is concerned with the implied meaning which hide behind speaker's words, which tests the depth of students' listening comprehension ability as well as their quick response ability; Question 14 sets a interference which checks students' distinguishing or judging competence; Question 17 and 11 examine students' vocabulary commanding. From which we can get the conclusion that most of these conversation materials heavily focus on training and testing students' obtaining and understanding of speaker's intent or meaning rather than introducing the listeners into an authentic communicative situation, let alone encouraging their communicative willing and involving them into conversational situation. Moreover, the relevant situations of which are monotonous, not covering the situations close to daily life. As for two long conversations, the questions are more likely to examine listeners' comprehension upon details appeared in conversation rather than cultivating their capability of discovering and solving the problems that will be involved in different communicative situations.

Compared with simulated test, the eight short conversations of reformed test are communicative oriented, by statistics, it covers eight different communicative situations which are much closer to our daily life, such as earphone trouble on plane in Question 1, booking a hotel room on telephone in Question 2, depositing money in bank in Question 4, going to an exhibition in Question 5, camping outside in Question 7, the economic and politic hot topic in Question 6 and 8 respectively etc. As regard to two long conversations,

one is about visiting a patient in hospital; the other one involves a job interview, in which most of the questions are direct. Both short conversations and long conversations are concerned with how to inducting listeners into communication freely and naturally so as to stimulate their potential motivation for communication. In this case, listeners can give an answer freely. It looks like that they are undergoing speaking conversations. In addition, the length of conversation is enlarged gradually, that is to say ten conversations in this section are been designed into three scales: short (from one to six), middle-length (from seven to eight) and long (from nine to ten), in purpose of developing listeners' communicative competence step by step.

**Comparison Between Sections-B**

So far as the materials of section B in simulated test is concerned, it consists of three monologue passages, first one concerns Britain justice, second one is about American history on Main Street in 1920, the last one involves natural being (bird's nests). Most of them belong to the category of western culture and histories, which aims at examining students' knowledge upon English countries' culture and history in a way of monologue input. By analysis, we can find the words of three passages are written English, of which there are so many long sentences, strange words and expressions that are not frequently used in daily life. It is more similar as reading comprehension, focusing on "comprehension" rather than "communication". Even though the examining direction of western culture and history can't be objected, we have doubt of whether this comprehension-oriented monologue can achieve the end goal of drilling students' practical communicative competence in daily life. Obviously it fails to examine the students' authentic English communicative competence.

Differ with the simulated CET4 test the reformed one attaches more attention to communicative conversation situation. The reformation can be reflected in following respects: Firstly, in question items renovation, the current short monologue is changed into short audio-news and video-episodes, which achieves the transfer from audition input to the combination of audition and vision input. In addition, the most important in this section lies in the reform that questions have been shifted from objective form to subjective one, which is intended to encourage students express their idea freely and briefly according to what they have heard. It is a bold idea in renovation against traditional Section B, aiming at constructing conversational room as larger as possible so as to bring listeners' potential communicative competence into full-scale. Secondly, in terms of listening materials selection, its range has been extended to the field of media such as

audio or video news and films which are the key channels to acquire a great number of information, from which listeners will get a full-scale acquaintance of our world. In detail, Audio Passage One is about a piece of latest news concerning *Cross-Straits Airfares Cut*; Video Passage Two covers three clips of hot Week News in terms of movie and television recreation, social odd facts and humor stories. Audio Passage Three is an episode of movie *Across America*, concerning a hospital situation. All of them have enriched the original monologue in variety. Thirdly, as to the speech of listening material, the spoken language often used in daily life apart from written form of terminologies has taken up the top position. That is to say, the reformed Section B affords authentic conversation situation and guarantees the timeliness of materials at the same time.

In summary, the reformed Section B has reformed the current one in respects of item type, materials and speech based on the purpose of developing students' authentic conversational competence in different situations.

**Comparison Between Sections-C**

In simulated test, Section C consists of eight word blanks and three long sentence blanks. The former part of word gap filling are inclined to check listeners' level of mastery of vocabulary, the latter part of sentence gap filling emphasizes on measuring students' memory and shorthand level in stead of testing their ability of reprocessing or reproducing key information what they have heard.

Different from simulated test, the reformed one deals with the gap filling on the basis of testing students' level of how to summarize or reorganize the information what they heard. The blanks involve title filling, partial topic sentence filling and key words filling. Even though the material selected has less difficulty degree than that of simulated one, it can effectively encourage listeners' confidence and interest in practicing listening activities.

**Comparison Between Overall Distributions**

Based on the criterion of whether the listening question is comprehension-oriented or communication-oriented, we can classify all the questions both in simulated test and reformed test into three categories in terms of comprehension-oriented, communication-oriented and basic knowledge or others. The explicit classification and distribution have been reported in Table 5 and Table 6 which is contributed to find out an appropriate distribution of testing questions in CET4 listening test.

**Table 5**  
**Classifications of Questions**

Items	Comprehension	Communication	Basic knowledge
	-oriented	-oriented	or others
Simulated Test	Q11-18; Q26-35	Q19-25;	Q36-46
Reformed Test	Q1-5	Q7 -26	Q6; Q27-35

**Table 6**  
**Classifications Statistics**

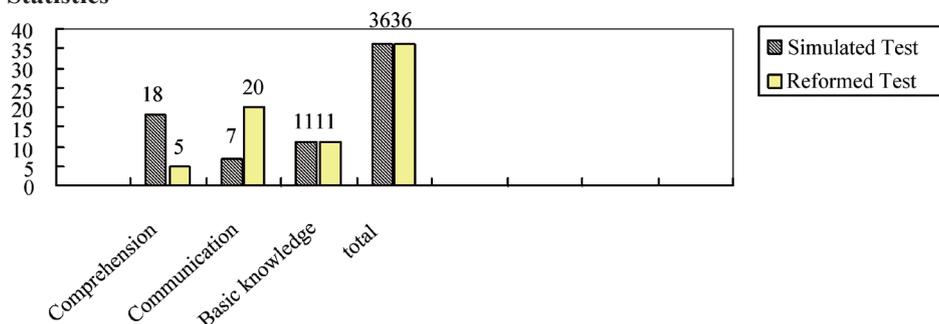


Table 5 and Table 6 indicate the Reformed test is more communication-oriented than the simulated one, in light of the different emphasis they have attached on examination. We can get this conclusion from above concrete data: At first, both tests have the equal number of questions 36, but there are great differences in distributions in respects of comprehension-oriented category and communication-oriented one. In detail, within the former respect, simulated test has 18 questions, three times more than reformed one has (5); as to the latter respect, the communication-oriented distribution of reformed test are nearly three times that of simulated one. In order to make clear where the great difference lies in, a careful analysis of Table 5 and 6 has been shown as follows: In simulated test, only 7 communication-oriented questions, equals to 19.4% of total test, belong to long conversation in Section A, while there are 18 comprehension-oriented questions, takes up 50% of total test, centralize in short conversation of Section A and passage listening of Section B; Differently, within reformed test, on one hand, there exists 20 communication-oriented questions, takes up 55.6% of total test, which scatter in three Sections separately, of which, nines spread in Section A, tens locate in Section B and one is put in Section C. on the other hand, only 5 questions are comprehension-oriented, amounts to 13.9% of total test, which are set in short conversation of Section A.

**Results and Discussion**

Student subjects' scores achieved both in simulated test and reformed test whose qualification for subsequent paired samples test and independent samples test have been proved, have been computed in SPSS system in the purpose of getting the results contributed to the communication-oriented listening test.

**Results of Paired Samples Test and Analysis**

The purpose of conducting Paired Samples Test in respects of threes pairs of Section A, B, C and one pairs of Total scores respectively are to testify whether the reformed test is superior to the simulated one. If the answer is positive, we can get the conclusion that every sections of reformed test are more beneficial to improve students' communicative competence than simulated one, we should reform the current CET4 listening test with no hesitation.

**Table 7**  
**Paired Samples Statistics**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	New_A	10.58	95	2.210	.227
	Current_A	9.39	95	2.214	.227
Pair 2	New_B	5.36	95	1.304	.134
	Current_B	3.75	95	1.657	.170
Pair 3	New_C	5.81	95	1.539	.158
	Current_C	4.85	95	2.365	.243
Pair 4	New_Total	21.75	95	4.092	.420
	Current Total	17.98	95	4.636	.476

Table 7 lists the pairs those are taking parting in Paired Samples Test, which consists of Pair1 (New-A against Current-A), Pair2 (New-B against Current-B), Pair3 (New-C against Current-C) and Pair4 (New-total against Current-Total). Meanwhile, the values of their respective Mean, Standard Deviation and standard Error Mean have been reported explicitly. Compared four pairs of Means we can learn from which each mean of Section A, B, C and Total (10.58, 5.36, 5.81, 21.75) in reformed test are more than that (9.39, 3.75, 4.85, 17.98) involved in simulated one. It illustrates the fact that students have got higher scores in reformed test than what they have got in simulated test in above four respects of Section A, B, C and Total.

**Table 8**  
**Paired Samples Correlations**

		N	Correlation	Sig.
Pair 1	New_A & Current_A	95	.375	.000
Pair 2	New_B & Current_B	95	.269	.008
Pair 3	New_C & Current_C	95	.489	.000
Pair 4	New_Total & Current Total	95	.608	.000

Table 8 informs us that all the four pairs of variances have the higher level of correlation (more than 0.3) such as .375 for Pair 1 (New-A against Current-A), .269 for Pair 2 (New-B against Current-B) which is much closer to 0.3, .489 for Pair 3 (New-C against Current-C), and .608 for Pair 4 (New-Total against Current-Total). At the same time, all the four pairs of variances have the lower level of significance (less than 0.05) such as .000, .008, .000 and .000 listed in Significance column, which indicates that these pairs of variances are qualified for Paired Samples Test. Although the correlation of Pair 2 (.269) is not up to 0.3, it has the qualified lower significance so that it has no impact on T-test and still qualified for T-test.

**Table 9**  
**Paired Samples Test**

		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	New_A - Current_A	1.189	2.472	.254	.686	1.693	4.689	94	.000
Pair 2	New_B - Current_B	1.611	1.812	.186	1.241	1.980	8.664	94	.000
Pair 3	New_C - Current_C	.958	2.098	.215	.530	1.385	4.450	94	.000
Pair 4	New_Total & Current Total	3.768	3.893	.399	2.975	4.562	9.434	94	.000

Table 9 states that between the lower limit and the upper limit of the 95% Confidence Interval of The Difference, the values of four pairs do not include zero, which means that there is a great difference within each pair of variances; also the four values of Significance 2-tailed are far less than 0.05, which strongly reject the null hypothesis and reconfirms us that there exists a greater difference between each pairs.

In conclusion, student subjects got higher scores in reformed test than that they got in simulated one after a semester’s communicative listening teaching. Through analysis based on above statistics study and Table 10 below, we can get the results in detail: In terms of Section A, there are 5 comprehension-oriented questions, 9 communication-oriented questions and 1 other-oriented question existing in reformed test; while simulated test consists of 8 comprehension-oriented questions and seven communication-oriented ones. Judging from the material difficulty, Section A of reformed test is more difficult than that of simulated one. Despite the difficulty, students still got higher scores in reformed test than scores they have got in simulated one. As for Section B, all of the 10 questions belong to communication-oriented ones in reformed test; while in simulated test, all of them are comprehension-oriented. Judging from the material difficulty, Section B of reformed test is less difficult than that of simulated one in respect of listening comprehension because in simulated test, there are so many written speeches, strange words and materials which are scarcely used in daily life communication. However, judging from the effectiveness of measuring students’ authentic communicative competence, the communication-oriented Section B of reformed one is superior to the comprehension-oriented Section B of simulated test. In view of this case, students’ comparative higher scores in reformed test manifests that the Section B of reformed test can play an even more important role in examining students’ communicative listening competence, compared to that of simulated one. As to Section C, two tests are equal in difficulty; both of them tend to examine students’ basic knowledge and skill in respects of vocabulary and shorthand, the only different is that the reformed one even more focuses on inducting students how to capture the central idea effectively and skillfully. Therefore, the Blanks treatment is outline-oriented in the

purpose of testing students’ ability of words reproducing. In this section, students still got higher scores in reformed test than scores they got in simulated one. It indicates that in some sense, Section C of reformed test is still the more beneficial one. As far as the Total Scores are concerned, the fact of higher scores in reformed test and comparative lower scores in simulated test strongly confirms us that the reformed test is superior to the simulated one in terms of building up students’ authentic communicative competence in different situations.

**Table 10**  
**Sections Classification**

Items	Section A			Section B			Section C		
	I	II	III	I	II	III	I	II	III
Simulated	8	7		10					11
Reformed	5	9	1	10				1	10

Note: I represents *comprehension-oriented*  
 II represents *communication-oriented*  
 III represents *basic knowledge and others-oriented*

**Results of Independent Samples Test and Analysis**

The purpose of conducting Independent Samples Test upon two separate majors (one is engineering, the other is education) in respects of Section A, B, C and Total scores both in simulated and reformed test are to testify whether there are great differences between the two different classes of students’ achievements in above four sections. That is to say, it will be testified that whether the specialty has a significant impact on students’ achievement in listening test. If the answer is positive, we should pay more attention to analyze the potential causes from which the differences derives, for the sake of providing valuable instructions for communicative listening teaching activities. As we all known, testing and teaching are inseparable twins, they are interdependent, mutually beneficial. Effective testing can offer positive washback on teaching, and vice versa. Certainly, the results of testing can offer useful references to teaching strategies. For example, the exploring of different scores distribution within different majors’ same testing will benefit teachers take different measures according to the students’ practical circumstances in different specialties. It is necessary to conduct Independent Samples Test upon above two specialties of students.

**Table 11**  
**Group Statistics**

	Major	N	Mean	Std. Deviation	Std. Error Mean
New_A	Engineering	41	9.78	1.891	.295
	Education	54	11.19	2.258	.307
New_B	Engineering	41	4.93	1.127	.176
	Education	54	5.69	1.343	.183
New_C	Engineering	41	5.41	1.802	.281
	Education	54	6.11	1.239	.169
New_Total	Engineering	41	20.12	3.887	.607
	Education	54	22.98	3.834	.522
Current_A	Engineering	41	9.22	1.994	.311
	Education	54	9.52	2.377	.323
Current_B	Engineering	41	3.15	1.667	.260
	Education	54	4.20	1.509	.205
Current_C	Engineering	41	3.54	2.169	.339
	Education	54	5.85	2.004	.273
Current_Total	Engineering	41	15.88	4.130	.645
	Education	54	19.57	4.385	.597

In Table 11, 95 student subjects have been grouped into two, an engineering class of 41 students and an education class of 54 students. All the scores they have got in Section A, B, C and Total both in simulated test and reformed test have been separated into two. The values of Mean, Std. Deviation and Std. Error Mean as well as student subjects' number have been reported explicitly. From the column of Mean, we can find that, engineering class' scores are less than education class' in every section within both tests, which informs us that the former class have better achievements than the latter one.

**Table 12**  
**Independent Samples Test**

		Levene's Test for Equality of Variances		t-test for Equality of Means							
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
										Lower	Upper
New_A	Equal variances assumed	.765	.384	-3.217	93	.002	-1.405	.437	-2.272	-.538	
	Equal variances not assumed			-3.296	92.057	.001	-1.405	.426	-2.251	-.558	
New_B	Equal variances assumed	.821	.367	-2.918	93	.004	-.758	.260	-1.275	-.242	
	Equal variances not assumed			-2.989	92.030	.004	-.758	.254	-1.262	-.254	
New_C	Equal variances assumed	7.385	.008	-2.231	93	.028	-.696	.312	-1.316	-.076	
	Equal variances not assumed			-2.123	67.303	.037	-.696	.328	-1.351	-.042	
New_Total	Equal variances assumed	.461	.499	-3.579	93	.001	-2.860	.799	-4.446	-1.273	
	Equal variances not assumed			-3.572	85.645	.001	-2.860	.800	-4.451	-1.268	
Current_A	Equal variances assumed	.924	.339	-.650	93	.517	-.299	.460	-1.212	.614	
	Equal variances not assumed			-.666	92.029	.507	-.299	.449	-1.191	.593	
Current_B	Equal variances assumed	.319	.574	-3.233	93	.002	-1.057	.327	-1.707	-.408	
	Equal variances not assumed			-3.189	81.482	.002	-1.057	.332	-1.717	-.398	
Current_C	Equal variances assumed	.427	.515	-5.383	93	.000	-2.315	.430	-3.169	-1.461	
	Equal variances not assumed			-5.324	82.493	.000	-2.315	.435	-3.180	-1.450	
Current_Total	Equal variances assumed	.000	.986	-4.171	93	.000	-3.696	.886	-5.456	-1.937	
	Equal variances not assumed			-4.206	88.721	.000	-3.696	.879	-5.442	-1.950	

Table 12 reports Levene's Test for Equality of Variance, which reconfirms the equality of above data' variances, and t-test for equality of Means, which point out two key reference indexes: the values of Sig. (2-tailed) and 95% confidence interval of the difference. The result of t-test for equality of Means is the item we must focus on in this part of research. Looking into all the values of Sig. (2-tailed), all of them except Current-A(Simulated Test -Section A) are far less than 0.05, which indicates that two groups have a great difference in respects of New-A( Reformed Test-Section A), New-B, New-C, New-Total, Current-B, Current-C and Current-Total. Also, their corresponding values between lower and upper of 95% confidence interval of the difference do not include zero, which confirms us that the specialty has a notable impact on their listening achievements. It is a fact that the education class with majority of female students

has higher achievement than the engineering one with majority of male students. From which we can learn the common sense that female student are generally superior to male students in language study, which had been proved by other researchers. Subsequently, the root causes of the achievement differences between two different specialties of classes will be taken into deep consideration. The columns of Mean Difference in Table 12 and Mean in Table 11 supply the valuable indexes for our analytical study on Mean differences between science and art class.

From the Mean difference appeared in Section A, we can get the root causes of the difference that took place in both tests respectively. From Table 12 and Table 11, we can discover that engineering class has 1.405 points less than education class in Reformed test, which at first attributes to its historical lower English listening level which can be testified by their Mean difference (-5.871 in

CET4 2009) showed in Table 14 and Table 13, this Mean difference should also be given the credit to two classes' original English listening level differences. Furthermore, the difficulty of reformed test in this section is more than that of simulated one, so the communication-oriented reformation may become another reason for their Mean differences. However, in simulated test, there is little differences (-.299) between two classes, because usually science class are better at Logical thinking than art class in terms of inference and judgment that are the focuses in simulated test. According to my teaching experience, science class' quick response, creative thinking and good logical inference have sufficiently represented in daily

classroom activities, all of this would be a good reason for the slight difference between them in simulated test. In other word, science class takes full advantages of their merits in logical thinking so that offsets their big gap in average listening level.

**Table 13**  
**Group Statistics**

Major	N	Mean	Std. Deviation	Std. Error Mean
CET4 Listening Scores (100points) engineering	40	53.87	15.439	2.441
Education	53	59.74	11.812	1.622

**Table 14**  
**Independent Samples**

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper	
CET4 Listening scores	Equal variances assumed	.890	.348	-2.078	91	.040	-5.871	2.825	-11.482	-.260
	Equal variances not assumed			-2.003	70.7	.049	-5.871	2.931	-11.716	-.026

As far as Mean difference involved in Section B is concerned, the research of root causes can also be discussed in simulated test and reformed test. In reformed test, engineering class has .758 (Table 12) points less than education class does. As proved that the questions are more communication-oriented than that of simulated one. Moreover the knowledge examine item has been expanded to media report, current affaires and movie recreation etc. which belong to engineering class' interests, so that they can make full use of their favorable factors in this section and got a considerable good results with little lag. However, in simulated test, the Mean gap is up to 1.057 points (Table 12) because of the hinder of comprehension-oriented questions and unfamiliar written English words and expressions that are just the weakness of engineering class. On the basis of my teaching experience, the male dominant science class such as the engineering class is usually lazier in respects of increasing vocabulary and extracurricular reading than the female dominant art class such as the education class. It is regarded as the root cause for engineering class' lag in comprehension-oriented simulated test.

In terms of Mean difference occurred in Section C, the research of root causes can be analyzed based on the comparison between simulated test and reformed one. In Section C, there is a bigger gap between reformed test and simulated one. In reformed test, engineering class has only 0.696 points less than education class dose; however, at the same time it has 2.315 points less than education class in simulated test. Section C of reformed test is comprehension-reprocessing-oriented, which is

not a trouble for engineering class; but the simulated one is nearly memorization-oriented, which just hit the engineering class' dead weakness. In addition, the reason can also lies in the fact that the gap filling sentences of reformed test are comparatively simpler and shorter than that of simulated one. In a word, the big gap between reformed and simulated test reconfirms us that engineering class are weaker in knowledge memorization but better in logical thinking.

## CONCLUSION

Through relevant empirical studies, many effective renovations have been conducted and sufficiently justified in the reformation of New-CET4 listening test.

In Section A, the original eight short conversations concerning inference and judgment have been replaced by communication-oriented conversational situations that are much closer to our daily life communication. As regard to two long conversations, different from two traditional long conversations, daily conversational situations and direct questions for answer should be involved in it. In general, both short conversations and long conversations are concerned with how to induct listeners into communication freely and naturally so as to stimulate their potential motivation for communication. In addition, the length of conversation is enlarged gradually, that is to say ten conversations in this section are supposed to be designed into three scales: short, middle-length and long, in purpose of developing listeners' communicative competence step by step.

In Section B, the justified reformation have been conducted in respects of question items, materials and language based on the purpose of developing students authentic conversational competence in different situations. Differ with the original three passages of monologues, the reformation can be reflected in following respects: Firstly, in question item renovation, the original short passage monologue should be changed into short audio-news and video-episodes. What's more, objective questions are supposed to be added to test in favor of encouraging students express their idea freely and briefly according to what they have heard. Secondly, in terms of listening materials, it has been extended to the field of media such as audio or video news and films, the key channels to get listeners acquire a great number of information about the world. Thirdly, as to the language of listening material, the spoken language used in daily life instead of written form of terminologies has taken up the top position.

In Section C, the blanks involve title filling, partial topic sentence filling and key words filling. The reformation deals with the gap filling on the basis of testing students' level of how to summarize or reorganize the information what they heard.

Despite so many valuable findings have been discovered in above empirical studies, there still have two respects of limitations occurred in this study: One is concerning the limitation of samples. Although 96 subjects with two different majors (one is science, the other is art) are representative within one university, it still does not arrive at the level of sufficient big. The other one lies in the similarity between the simulated CET4 listening tests adopted in empirical studies and the authentic New-CET4 listening test. In the course of empirical study, if the simulated CET4 listening test can be replaced by the first hand resources of 96 subjects' scores in each Section(A, B, and C) which they achieved in 2009 CET4 listening test, the authority of above findings got from the empirical studies could be strengthened definitely.

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**APPENDIX I: NEW-CET4 LISTENING TEST REFORMATION**

ID	Major	Test-taker	Gender	New A	New B	New C	New Total	Current A	Current B	Current C	Current Total
1	2	850,920,001	1	15	6	7	28	8	4	6	18
2	2	850,920,003	2	14	7	9	30	10	6	7	23
3	2	850,920,004	2	13	7	8	28	8	2	7	17
4	2	850,920,006	2	12	5	6	23	12	4	8	24
5	2	850,920,007	2	11	7	4	22	12	4	8	24
6	2	850,920,008	2	11	6	6	23	12	3	4	19
7	2	850,920,009	2	8	7	7	22	7	3	4	14
8	2	850,920,010	2	10	5	6	21	11	5	8	24
9	2	850,920,011	1	10	6	7	23	8	6	3	17
10	2	850,920,012	2	12	5	4	21	11	4	5	20
11	2	850,920,013	2	11	6	5	22	6	5	7	18
12	2	850,920,015	2	11	6	5	22	10	4	7	21
13	2	850,920,017	2	5	5	5	15	8	2	4	14
14	2	850,920,018	2	13	3	6	22	10	6	5	21
15	2	850,920,019	2	10	2	4	16	11	4	5	20
16	2	850,920,020	2	10	5	6	21	9	4	6	19
17	2	850,920,022	2	10	5	6	21	5	4	6	15
18	2	850,920,023	1	13	4	3	20	10	3	4	17
19	2	850,920,024	2	11	5	6	22	10	2	5	17
20	2	850,920,025	2	15	5	6	26	12	3	7	22
21	2	850,920,026	2	9	5	5	19	12	4	7	23
22	2	850,920,028	2	5	2	5	12	5	2	6	13
23	2	850,920,029	2	12	6	7	25	10	4	6	20
24	2	850,920,031	2	11	6	6	23	13	5	8	26
25	2	850,920,033	2	13	7	7	27	6	5	8	19
26	2	850,920,034	2	14	6	6	26	12	6	8	26
27	2	850,920,039	2	14	8	8	30	13	6	7	26
28	2	850,920,040	2	13	7	8	28	10	7	7	24
29	2	850,920,041	2	9	6	5	20	9	4	6	19
30	2	850,920,042	2	13	9	9	31	8	5	9	22
31	2	850,920,043	2	14	7	7	28	12	6	9	27
32	2	850,920,044	2	10	7	7	24	13	3	4	20
33	2	850,920,046	1	10	4	5	19	10	7	5	22
34	2	850,920,048	2	9	4	5	18	11	4	6	21
35	2	850,920,049	2	11	7	7	25	12	5	7	24
36	2	850,920,051	2	13	6	7	26	11	5	4	20
37	2	850,920,052	2	11	5	7	23	6	5	2	13
38	2	850,920,053	2	13	5	6	24	11	3	2	16
39	2	850,920,055	2	13	5	7	25	9	8	6	23
40	2	850,920,056	2	11	6	6	23	9	3	8	20
41	2	850,920,057	2	12	6	6	24	10	5	9	24
42	2	850,920,058	2	13	5	5	23	5	1	0	6
43	2	850,920,059	2	12	7	7	26	11	2	8	21
44	2	850,920,060	2	11	7	6	24	9	2	5	16
45	2	850,920,061	2	12	6	6	24	8	5	5	18
46	2	850,920,064	2	13	5	7	25	9	6	6	21
47	2	850,920,054	1	9	6	5	20	3	4	2	9
48	2	850,920,065	1	5	5	4	14	5	3	2	10
49	2	850,920,066	2	9	6	7	22	11	5	6	22
50	2	850,920,067	2	9	4	6	19	10	2	6	18
51	2	850,920,068	2	13	5	6	24	12	3	6	21
52	2	850,920,070	2	12	6	5	23	11	4	8	23
53	2	850,920,071	2	11	6	7	24	8	4	5	17
54	2	850,920,075	2	10	8	7	25	10	6	7	23
55	1	850,520,053	1	7	5	5	17	9	2	5	16
56	1	850,830,015	1	8	6	7	21	10	3	4	17
57	1	851,011,003	2	11	5	7	23	12	3	4	19
58	1	851,011,004	2	13	7	8	28	12	5	6	23
59	1	851,011,006	1	8	6	6	20	8	1	2	11
60	1	851,011,007	1	10	5	5	20	10	2	3	15
61	1	851,011,008	1	9	5	5	19	9	2	2	13
62	1	851,011,009	1	11	4	6	21	8	2	3	13
63	1	851,011,010	1	9	5	6	20	10	2	6	18
64	1	851,011,011	1	9	5	3	17	8	3	2	13
65	1	851,011,012	2	11	5	7	23	11	4	5	20
66	1	851,011,013	2	12	6	7	25	7	8	3	18
67	1	851,011,014	1	9	3	3	15	10	2	0	12
68	1	851,011,015	1	11	3	2	16	9	4	1	14

69	1	851,011,017	1	10	4	2	16	10	3	4	17
70	1	851,011,019	1	10	4	3	17	9	1	3	13
71	1	851,011,020	1	9	5	6	20	9	5	1	15
72	1	851,011,021	1	11	5	6	22	11	5	2	18
73	1	851,011,022	1	10	3	2	15	7	2	2	11
74	1	851,011,023	2	10	6	7	23	11	1	9	21
75	1	851,011,024	1	9	6	6	21	6	2	3	11
76	1	850,710,025	1	8	5	5	18	10	3	1	14
77	1	851,011,026	1	8	3	4	15	8	1	1	10
78	1	851,012,001	1	5	4	3	12	7	3	3	13
79	1	851,012,002	1	11	6	7	24	7	4	6	17
80	1	851,012,004	2	9	6	8	23	11	5	8	24
81	1	851,012,005	2	13	7	9	29	12	5	8	25
82	1	851,012,006	2	10	6	6	22	8	4	5	17
83	1	851,012,007	2	13	6	8	27	13	3	7	23
84	1	851,012,008	1	12	5	6	23	7	6	7	20
85	1	851,012,011	1	10	6	5	21	10	2	3	15
86	1	851,012,012	1	11	6	6	23	8	3	2	13
87	1	851,012,013	1	8	4	5	17	9	2	4	15
88	1	851,012,015	1	12	5	6	23	11	2	3	16
89	1	851,012,017	1	7	4	4	15	7	1	2	10
90	1	851,012,019	1	9	5	8	22	11	3	2	16
91	1	851,012,020	1	11	3	3	17	10	7	3	20
92	1	851,012,021	1	11	6	5	22	7	2	2	11
93	1	851,012,022	1	10	4	4	18	6	4	1	10
94	1	851,012,023	2	11	5	5	21	14	5	3	22
95	1	851,012,024	1	5	3	6	14	6	2	4	12

## APPENDIX II: REFORMED CET4 LISTENING TEST

### Listening Test

#### Section A

**Directions:** In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and choose the best answer.

1. A) In a music club      B) In an office      C) In a meeting room      D) In a plane
2. A) Book a flight      B) Book a dinner      C) Check out      D) Make a reservation for a room
3. A) Unsatisfied      B) Satisfied      C) Hesitating      D) indifferent
4. A) In a shop      B) In a Bank      C) In a Hotel      D) In a hospital
5. A) To visit a show      B) To visit an Expo      C) To visit a museum      D) To go for traveling
6. A) The babies who resemble Obama      B) The babies were born on Obama's birthday  
C) The babies were born in 2008      D) The black babies born in 2008
7. A) They are camping outside.      B) They are dinning in restaurant.  
C) They are making a reservation for rooms      D) They provide picnic service for traveler
8. A) Too many graduates      B) Tight market  
C) The coming economic crisis      D) Traditional education system

#### Conversation One

9. A) Car accident      B) Traffic jam      C) Car robbery      D) Tax Drivers Strike
10. A) Passers      B) Striker leaders      C) Car owners      D) Drivers
11. A) Both are poor but stable      B) One is serious but the other not  
C) Both have no problem      D) Only one cannot survive
12. A)The man felt very nervous before his operation.  
B)The man wasn't permitted to eat anything for 72 hours after operation.  
C)The man could not be permitted to eat steak until 5 days later.  
D)The man was given plenty of painkillers to relive his pain.

#### Conversation Two

13. A) A freelance English teacher      B) A freelance IT consultant  
C) A freelance job in the IT field      D) Net-working engineer

14. A) Extroverted and friendly      B) introverted    C) Shy    D) Talkative  
15. A) Because the man lack of experience in The IT field  
    B) Because the man doesn't speak Spanish fluently  
    C) Because the man are out-going  
    D) Because there is no clear objective in his resume

### Section B: Passages

**Directions:** In this section you will hear one piece of news, view two video materials and then answer the questions bellow, taking the words you have heard and viewed in passages or summarizing it in your own words as briefly as possible.

#### Audio Passage One

Questions:

16. How many people from mainland China are expected to visit Taiwan this year?  
17. What will be done to boost tourism?  
18. Where was the announcements made?

#### Video Passage Two

Q19: What dose some people call the yawn schoolboy?

Q20: How many Chinese members were featured in this film *The Karate Kid in China*?

Q21: Are there umbrella heroes around the world who rush to the aid of those who walk outside in the rain without one?

Q22: Did South African officials reject calls by some complainers to ban the noisy trumpets, 90% of witch were made by \_\_\_\_\_ in South China?

#### Video Passage Three

Q23: What is Casey's attitude towards Rebecca's dream of going to music school?

Q24: What caused Casey's leg disability?

Q25: What are the Doctor's suggestions for Casey's leg?

### Section C: Outline Gap Filling

**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 26 to 35 with exact words you have just heard in passage. Finally, when the passage is read for the third time, you should check what you have written.

26. Title: \_\_\_\_\_  
27. Most kinds of \_\_\_\_\_ plants come from Asia.  
28. In 1986, Congress chose the rose as \_\_\_\_\_. But the decision did not  
29. \_\_\_\_\_ to supporters of other popular flowers.  
30. Some people say roses are \_\_\_\_\_ to grow. But you have a good chance of success if you start with a few suggestions from experts.  
31. You should plant your roses where \_\_\_\_\_  
\_\_\_\_\_.  
32. Some gardeners say potted roses are \_\_\_\_\_ to plant.  
33. The University of Illinois Extension \_\_\_\_\_ getting bare-root roses as close to planting time as you can.  
34. The resting plants have no leaves but still need \_\_\_\_\_.  
35. When growing roses, the soil should feel \_\_\_\_\_ deep down. Watering should be done in the morning. But do not water \_\_\_\_\_.

## APPENDIX III: LISTENING SCRIPT AND ANSWERS FOR REFORMED CET4 LISTENING TEST

### Listening Script and Answers

#### Section A

**Directions:** In this section, you will hear 8 short conversations and 2 long conversations. At the end of each conversation, one or more questions will be asked about what was said. Both the conversation and the questions will be spoken only once. After each question there will be a pause. During the pause, you must read the four choices marked A), B), C) and D), and choose the best answer.

1. M: Can you help me with the earphone? I can't hear anything.

W: Sure. But, sir, you can't hear music until after takeoff.

Q: Where does this conversation take place?

- A) In a music club      B) In an office  
C) In a meeting room      D) In a plane

2. W: Washington Hotel, can I help you.

M: Yes. I urgently need a room for tomorrow night; do you have any vacancies?

Q: What does the man want to do?

- A) Book a flight      B) Book a dinner  
C) Check out      D) Make a reservation for a room

3. M: Mrs. Chen, what do you think about this unit?

W: I don't like this unit because the view is terrible. Take a look. It is so close to other old buildings. The area is a little bit smaller, what size is it?

Q: What is woman's attitude toward the unit mentioned in conversation?

- A) Unsatisfied      B) Satisfied  
C) Hesitating      D) indifferent

4. M: Excuse me, can I help you?

W: I want to deposit some money into my friend's account. What should I do?

Q: Where does this conversation most possibly take place?

- A) In a shop      B) In a Bank  
C) In a Hotel      D) In a hospital

5. W: So, what do you plan to do today?

M: There is a Matisse exhibition at the Museum of

Modern Art. Larry and I will go there.

Q: What does the man plan to do?

- A) To visit a show      B) To visit an Expo  
C) To visit a museum      D) To go for traveling

6. M: Obama was elected to be the president of the US in 2008.

W: Yes, so they call babies who are born in this year Obama Baby.

Q: What does Obama Baby mean?

- A) The babies who resemble Obama  
B) The babies were born on Obama's birthday  
C) The babies were born in 2008  
D) The black babies born in 2008

7. A: May we camp here

B: Yes.

A: There are four of us. What is the charge per night?

B: \$ 28

A: May we light a fire here?

B: Sorry, you can't. You can only light a fire over there.

Q: Which one is true according to this conversation?

- A) They are camping outside.  
B) They are dining in restaurant.  
C) They are making a reservation for rooms  
D) They provide picnic service for traveler

8. A: Recently, I am very worried about finding a job.

B: Me too. I have mailed out twenty resumes already.

A: The job market is very tight this year.

B: I think so. The economy crisis is coming.

A: I'm afraid that many graduates can not find the jobs.

B: I agree with you.

Q: What, do they think, most possibly causes the difficulty of finding a job?

- A) Too many graduates      B) Tight market  
C) The coming economic crisis      D) Traditional education system

9. At hospital

A: did you hear about car accident on Spring Road yesterday?

B: yes, I did. I heard that they took both drivers to hospital. One needed surgery.

A: yes. I heard he had a few broken bones too, but that the doctors have set the fractures without any problems.

B: the second driver was luckier. He had a concussion 脑震荡 and needed some stitches 缝线 for his head wound.

A: yes. He was released from hospital yesterday evening. The other man could be there for weeks.

B: I understand that he's connected to a heart monitor and breathing apparatus. His condition can't be very good.

A: the hospital announced this morning that his condition is poor but stable. What does that mean?

B: it means he's really badly injured, but he will almost certainly survive.

A: his family will be pleased to hear that. They must have been so worried.

### Intermediate

A: Hello. Nice to see you again. I heard you went into hospital for a few days to undergo surgery. I hope everything's OK.

B: yes, fine. I had something wrong with my stomach. I won't go into detail, but it wasn't serious.

A: I really dislike going to a doctor or to a hospital.

B: I think most people are a little nervous about it. I was really very, very nervous just before I had the operation, but the anaesthetist gave me an anaesthetic and the next thing I remember was waking up after the operation.

A: It must have really hurt afterwards.

B: well, the nurse gave me plenty of painkillers, but it did feel uncomfortable. I wasn't permitted to eat anything for 48 hours. That was the worst thing.

A: I bet you were ready for a thick juicy steak when you got out of hospital.

B: I certainly was! However, the doctor gave me a list of food I couldn't eat for another 72 hours, and steak was on the list!

Q9: What happened on Spring Road yesterday?

- A) Car accident      B) Traffic jam  
C) Car robbery      D) Tax Drivers Strike

Q10: Who was/were injured?

- A) Passers      B) Striker leaders  
C) Car owners      D) Drivers

Q11: What is the injured person's condition?

A) Both are poor but stable      B) One is serious but the other not

C) Both have no problem      D) Only one cannot survive

Q12: About Intermediate, which one is not true among the following statements?

The man felt very nervous before his operation.

The man wasn't permitted to eat anything for 72 hours after operation.

The man could not be permitted to eat steak until 5 days later.

The man was given plenty of painkillers to relieve his pain.

### 10. Resume

Abby: hi, my name's Abby. What's your name?  
(Woman)

Colin: I'm Colin. It's nice to meet you. What do you do? (Man)

A: I'm a freelance English teacher. How about you?

C: I'm in between jobs at the moment.

A: what kind of job are you looking for?

C: I'd like to find a job with flexible hours in the IT field.

A: have you ever thought about becoming a freelance IT consultant?

C: no. Is it difficult to find such a job?

A: not if you are good at net-working. Do you like to meet new people?

C: yes. I'm pretty out-going and friendly.

A: do you have experience in the IT field?

C: I have some. I worked in the IT department at a language school for four years in Spain.

A: do you speak Spanish?

C: yes, but not fluently.

A: that's OK. Have you sent your CV out to anyone yet?

C: I've sent my CV to dozens of companies but nobody has got back to me.

A: did you write a clear objective in your resume?

C: no, because I didn't know what I wanted to do.

A: I think you need to update your CV. Bring it over to my office tomorrow and I'll help you with it.

C: thanks, I will. I'll see you tomorrow then.

Q13: What kind of job does the man want to look for in conversation?

A) A freelance English teacher      B) A freelance IT consultant

C) A freelance job in the IT field      D) Net-working engineer

Q14: What is the personality of the man in conversation?

A) Extroverted and friendly      B) introverted

C) Shy      D) Talkative

Q15: Why does the man, in woman's opinion, get no response after sending out his CV to dozens of companies?

A) Because the man lack of experience in The IT field

B) Because the man doesn't speak Spanish fluently

C) Because the man are out-going

D) Because there is no clear objective in his resume

### Section B Passages

Directions: In this section you will hear one piece of news, view two video materials and then answer the questions below, taking the words you have heard and viewed in passages or summarizing it in your own words as briefly as possible.

#### Audio Passage One

Cross-Straits airfares cut

Mainland and Taiwan aviation authorities have

decided to slash cross-Straits airfares by 10 to 15 percent to boost tourism, Li Jiayang, director of the General Administration of Civil Aviation, said on Sunday.

Four new airports will be built and another four renovated in the Western Coast Economic Zone, a region in Fujian province that faces Taiwan across the sea. An additional 40 flights will be scheduled each week, bringing the total number of flights to 420, Li said, pointing out that this did not include charter flights.

The announcements were made at the second Straits Forum held in Xiamen of East China's Fujian province and will take effect immediately.

The number of mainland tourists traveling to Taiwan is expected to hit one million in 2010, according to the State Council's Taiwan Affairs Office.

Questions:

16. How many people from mainland China are expected to visit Taiwan this year?

17. What will be done to boost tourism?

18. Where was the announcements made?

Answers:

16. One million.

17. Mainland and Taiwan aviation authorities will slash cross-Straits airfares by 10 to 15 percent. Four new airports will be built and another four renovated in the Western Coast Economic Zone, in Fujian. An additional 40 flights will be scheduled each week, bringing the total number of flights to 420.

18. At the second Straits Forum held in Xiamen of East China's Fujian province.

### Video Passage Two

Q19: What dose some people call the **yawn** schoolboy? ("pretend awake brother")

Q20: How many Chinese members were featured in this film *The Karate Kid in China*? ("more than 560")

Q21: Are there umbrella heroes around the world who rush to the aid of those who walk outside in the rain without one?

Q22: Did South African officials reject calls by some complainers to ban the noisy trumpets, 90% of witch were

made by \_\_\_\_\_ (plastic factories) in South China?

### Video Passage Three

Q23: What is Casey's attitude towards Rebecca's dream of going to music school? (agree or disagree )

Q24: What caused Casey's leg disability? (fireman a fell wall Hotel fire accident)

Q25: What are the Doctor's suggestions for Casey's leg?

Answers: Your current situation could lead to a stroke or heart attack...We strongly recommend that you start an exercise program. And we have to put you on a strict diet. And get this prescription filled

### Section C: Outline Gap Filling

**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 26 to 35 with exact words you have just heard in passage. Finally, when the passage is read for the third time, you should check what you have written.

26. Title: \_\_\_\_\_

27. Most kinds of rose plants come from Asia.

28. In 1986, Congress chose the rose as America's national flower. But the decision did not 29). smell sweet to supporters of other popular flowers.

30. Some people say roses are difficult to grow. But you have a good chance of success if you start with a few suggestions from experts.

31. You should plant your roses where they can get sunshine for about six hours on bright days.

32. Some gardeners say potted roses are easier to plant.

33. The University of Illinois Extension advises getting bare-root roses as close to planting time as you can.

34. The resting plants have no leaves but still need water.

35. When growing roses, the soil should feel moist deep down. Watering should be done in the morning. But do not water too much.

**APPENDIX IV: SIMULATED NEW- CET4 LISTENING TEST**

学校		准考证号															
姓名		[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]	[0]
划 线 要 求		[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]	[1]
		[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]	[2]
		[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]	[3]
		[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]	[4]
		[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]	[5]
		[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]	[6]
		[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]	[7]
		[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]	[8]
		[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]	[9]

**Part III Section A**

**Section B**

11. [A] [B] [C] [D] 16. [A] [B] [C] [D] 21. [A] [B] [C] [D] 26. [A] [B] [C] [D] 31. [A] [B] [C] [D]  
 12. [A] [B] [C] [D] 17. [A] [B] [C] [D] 22. [A] [B] [C] [D] 27. [A] [B] [C] [D] 32. [A] [B] [C] [D]  
 13. [A] [B] [C] [D] 18. [A] [B] [C] [D] 23. [A] [B] [C] [D] 28. [A] [B] [C] [D] 33. [A] [B] [C] [D]  
 14. [A] [B] [C] [D] 19. [A] [B] [C] [D] 24. [A] [B] [C] [D] 29. [A] [B] [C] [D] 34. [A] [B] [C] [D]  
 15. [A] [B] [C] [D] 20. [A] [B] [C] [D] 25. [A] [B] [C] [D] 30. [A] [B] [C] [D] 35. [A] [B] [C] [D]

**Part III Listening Comprehension**

**(35 minutes)**

**Section A**

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

注意:此部分试题请在答题卡2上作答。

11. A) In a bank. B) In a school.  
 C) In a clothing store. D) In a barbershop.
12. A) She can't put up with the noise.  
 B) She wants to save money to buy a piano.  
 C) The present apartment is too expensive.  
 D) She has found a job in a neighboring area.
13. A) She is singing. B) She is dancing.  
 C) She is shouting. D) She is playing music.
14. A) Bill. B) Frank. C) Linda. D) None of them.
15. A) The man has a big stomach.  
 B) The woman wants the man to start working.  
 C) The man wants the woman to play tennis.  
 D) The woman has a big stomach.
16. A) She's getting thinner. B) She's getting lazier.  
 C) She's putting on weight. D) She's got a lot of time for it.
17. A) His mother was born here, but his father was not.  
 B) Both his mother and father were born here.  
 C) Neither his mother and father was born here.  
 D) His father was born here, but his mother was not.
18. A) His eyes were brown. B) He wore a mustache.  
 C) He was tall and thin. D) His hair was brown.

### Conversation 1

Questions 19 to 22 are based on the conversation you have just heard.

19. A) Thirty-five dollars.                      B) One hundred dollars.  
    C) Fifty dollars.                              D) Two hundred dollars.
20. A) To secure a two-bedroom apartment.    B) To renew a six-month lease.  
    C) To pay for a dishwasher.                D) To cover property damage.
21. A) For a week.                                B) For two weeks.  
    C) For three weeks.                         D) For a month.
22. A) At three thirty.                            B) At four o'clock.  
    C) At one thirty.                             D) At five o'clock.

### Conversation 2

Questions 23 to 25 are based on the conversation you have just heard.

23. A) Move to a new house.                    B) Buy children some presents.  
    C) Look for a house with a bigger garden. D) Prepare sales figures.
24. A) A year.                                    B) Six months.  
    C) Five months.                             D) Nineteen months.
25. A) A shop-assistant.                        B) Teacher.  
    C) Manager.                                 D) Sales director.

### Section B

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

#### Passage One

Questions 26 to 28 are based on the passage you have just heard.

26. A) They are kept in open prisons.  
    B) They are allowed out of the prison grounds.  
    C) They are ordered to do cooking and cleaning.  
    D) They are a small portion of the prison population.
27. A) Some of their prisoners are allowed to study or work outside prisons.  
    B) Most of their prisoners are expected to work.  
    C) Their prisoners are often sent to special centers for skill training.  
    D) Their prisoners are allowed freedom to visit their families.
28. A) They are encouraged to do maintenance for the training centre.  
    B) Most of them get paid for their work.  
    C) They have to cook their own meals.  
    D) They can choose to do community work.

### Passage Two

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

29. A) She regrets that her husband is a doctor and not a banker.  
B) She dislikes being a housewife and wants to live in Washington, D. C.  
C) She cannot find a job as a librarian or a theater director.  
D) She finds the town residents dull and unreceptive to her ideas.
30. A) People were reluctant to admit their faults.  
B) Sinclair Lewis did not like honorable citizens.  
C) Gopher Prairie was portrayed inaccurately.  
D) The main character led an unconventional life.
31. A) Its fame has led to a tourist boom.  
B) Its people today would take Sinclair Lewis to court.  
C) Its external appearance has altered.  
D) Its residents today are quite different.

### Passage Three

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

32. A) A basket.      B) A cup.      C) An egg.      D) An oven.
33. A) To let in the sunshine.  
C) To keep the nest cool.
34. A) Branches.      B) Grasses.      C) Mud.      D) Straw.
35. A) Some are built underground.  
C) Most are sewed with grasses.
- B) To serve as its door.  
D) For the bird to lay eggs.
- B) Some can be eaten.  
D) Most are dried by the sun.

### Section C

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

注意:此部分试题在答题卡2上;请在答题卡2上作答。

### Part III Section C

In a time of low (36) \_\_\_\_\_ achievement by children in the United States, many Americans are (37) \_\_\_\_\_ to Japan, a country of high academic achievement and (38) \_\_\_\_\_ success, for possible answers. However, the answers (39) \_\_\_\_\_ by Japanese preschools are not the ones Americans expected to find. In most Japanese preschools, (40) \_\_\_\_\_ little emphasis is put on academic (41) \_\_\_\_\_. In one (42) \_\_\_\_\_, 300 Japanese and 210 American preschool teachers, child development specialists, and parents were asked about (43) \_\_\_\_\_ aspects of early childhood education. Only 2 percent of the Japanese respondents (答问卷者) listed "to give children a good start academically" (44) \_\_\_\_\_. In contrast, over half the American respondents chose this as one of their top three choices. (45) \_\_\_\_\_ reading, writing, and mathematics, but rather skills such as persistence, concentration, and the ability to function as a member of a group. (46) \_\_\_\_\_