

Study on Listening Anxiety and Listening Learning Strategies of Non-English Majors

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Abstract: Listening is an important input method for language learning, which is closely related to the success of language learning. Therefore, many researchers have done a lot of research on hearing from different angles. However, there are few studies on the relationship between hearing anxiety and listening strategies. In English teaching, it is a very effective way to improve listening teaching by using listening strategies to alleviate students' listening anxiety. Therefore, this study uses quantitative and qualitative research methods to conduct systematic empirical research on the relevance of listening anxiety and listening strategies to non-English majors in local universities, with a view to helping the practical teaching of listening.

1. Introduction

Since the 1880s, more and more researchers have carried out research to improve the effect of language learning. Therefore, anxiety, as an important psychological variable, has attracted more and more attention from researchers. In addition, a large number of research results show that anxiety has a positive effect or a negative effect on learners' performance. However, by carefully reviewing the relevant literature, the authors find that most researchers and educators focus only on the impact of general foreign language anxiety on learners' academic performance, while ignoring the study of language-specific skills anxiety, especially the foreign language listening anxiety the study. In addition, a lot of research on anxiety has been conducted only in western countries. In China, which has a large number of English learners, there are few studies on language skills, especially hearing anxiety. In addition, listening teaching is weaker than the teaching of other English skills. However, listening plays a very important role in language learning. This research will be helpful to the study of anxiety theory and English practical teaching. In terms of theoretical significance, this study will further explore the importance of the important emotional factor of English listening anxiety. In addition, this study will further explore the correlation between hearing anxiety and hearing levels, listening strategies, and related background variables. At the same time, this study is conducive to practical English teaching and will promote English teachers in local universities to better understand the status of listening anxiety of non-English major students in local universities and the relationship between listening anxiety and other key teaching factors. Not only that, this study will provide teachers with some effective ways to interpret listening anxiety. Needless to say, this study will also be of great benefit to students experiencing anxiety, and will enable them to understand the importance of listening strategy training and learn how to effectively use listening strategies to cope with the negative effects of hearing anxiety on them. . On this basis, this study provides teachers and students with some very useful strategies for coping with hearing anxiety. This will have a profound impact on English classroom teaching. To this end, this study will use quantitative and qualitative methods to achieve the purpose of the study.

2. English Listening Anxiety and Background Variables

The English Listening Anxiety Scale consists of 33 questions, and the score of each question ranges from 1 to 5. Therefore, the hearing anxiety value of each subject will be between 33 and 165 points, and the theoretical median value is 108 points. By calculating the total score of 33 questions, the author of the paper obtained the actual hearing anxiety value of each subject. As shown in

Figure 5-1. The minimum value is 66 points, the highest value is 159 points, the average value is 109.45 points, and the standard deviation is 14.824. In order to better understand the degree of anxiety in listening comprehension, the author calculated a median value of 112. This median value is slightly higher than the theoretical median value, which indicates that the degree of anxiety experienced by Tongren University students is relatively high. Subsequently, the authors sorted the subject's anxiety value from high to low and divided them into three groups according to the subject's anxiety level: high anxiety group, medium anxiety group and low anxiety group. The top 42 students were classified as high anxiety group, and the 39 students were classified as low anxiety group. This paper mainly explores the relationship between hearing levels, listening strategies, and related background variables between the high-anxiety group and the low-anxiety group. Therefore, subjects with moderate levels of anxiety will not be discussed in detail. Therefore, the author of the paper mainly analyzes and discusses the relevant hearing anxiety information of high anxiety group and low anxiety group.

The results of English listening anxiety level show that the listening anxiety level experienced by non-English major sophomores of Tongren University is relatively high. And this hearing anxiety value is higher than the previous study. Kim used a foreign language listening strength scale to measure the average listening anxiety of Korean foreign language learners. This result also indicates Kim's 34-item foreign language listening anxiety scale to investigate the listening anxiety of non-English majors at Guangdong University of Science and Technology. For 94.56. Comparing the results of these studies, the researcher can easily find that the hearing anxiety experienced by the subjects in this study is relatively serious. This may be due to the following two reasons. First, the subjects of this study were students of Tongren University. Compared with students from state-owned famous universities, students from local universities are less confident. On the other hand, these students are not at all confident about their listening level. Their average English score for college entrance examination is 81.1. Such scores greatly affect their learning emotions. In short, most local university subjects have higher levels of hearing anxiety. Second, the English Anxiety Listening Questionnaire was conducted immediately after the subjects completed the listening test. This can affect the test results of hearing anxiety. Some researchers have found (Phillips, 1992, Young, 1991) that testing is the main source of foreign language anxiety. Therefore, the English listening test in this study may increase the degree of English listening anxiety to some extent. In addition, in order to make the subjects take the listening test seriously, the author of the paper told them that the results of the listening test in this study will account for 10% of the final exam. On the one hand, because almost all students care about the final grade, on the other hand, because 10% of the final grade will greatly increase their chances of passing the exam. Therefore, these subjects will take the hearing test in this study very seriously. Of course, the subjects, especially those with lower hearing levels, will pay more attention to the hearing test. This is likely to increase their level of anxiety.

3. Study on the Main Causes of Hearing Anxiety and Its Countermeasures

By analyzing and summarizing the interview questions, the main sources of hearing anxiety can be classified into five categories: characteristics of hearing, characteristics of hearing materials, poor listening habits of students, students' listening level and their confidence in listening ability. Listening comprehension is a short, non-repeating activity. This means that listeners can only grasp what they are hearing at one time and cannot listen to what they do not understand repeatedly. Therefore, the listener may feel anxious because he does not understand what he is listening to or because he misses some important information. The source of hearing anxiety reported by the subjects in this study is consistent with the source of hearing anxiety detected by Vogely. The speed of listening is considered by most subjects to be one of the main causes of hearing difficulties and anxiety.

The characteristics of hearing materials are another source of hearing anxiety. Consistent with Kim (2000)'s summary of sources of hearing anxiety for college students ^ Most of the respondents in this study believe that the characteristics of hearing materials are the main source of hearing

anxiety. Specifically, the pronunciation, intonation, speed of speech, the length of the hearing material, and the difficulty of the hearing material may all cause hearing anxiety. The characteristics of these materials will affect the effect of information input and internalization of the listener. Faced with so many problems to be dealt with, learners will definitely feel anxious. Of course, in this case, it is also difficult for the learner to concentrate on listening and playing the recording. In addition, all interviewees reported that they hate long-term listening materials because listening to such materials requires a long time of concentration. For them, it is difficult for them to do so. Respondents also said they would feel uneasy if they were unfamiliar with or understood the material they were listening to. For example, when listening to a compound fill-in-the-blank that they all find difficult. The results of the questionnaire survey also show that many subjects simply do not do some questions about compound filling in the air. The results of this study are consistent with those of Scarella & Oxford. The two researchers also thought that if learners were unfamiliar with listening tasks or found it difficult, they would feel anxious. In addition, subjects also reported that poor listening habits can also trigger hearing anxiety. Participants reported that during the listening process they tried to understand everything they heard and translated it into Chinese. They think that by this method they can clearly understand the listening material. Otherwise, they think they can't understand the listening content. However, it turns out that learners' attempts to understand every detail often lead to their inability to understand listening materials well and cause anxiety. Therefore, it is wise for teachers to train students to develop good listening habits. Interviews show that many participants did not know how to effectively use learning strategies to improve learning efficiency. In view of this situation, it is necessary for teachers to teach learning strategies in the regular teaching classroom to help them develop good learning habits. Some interviewees believe that their anxiety is partly due to their weaker hearing level. Many students have to attend local universities because of poor English scores in their college entrance examinations. They have a poor foundation in English and cannot understand what they are listening to, which makes them feel anxious. The more they want to understand the material being broadcast, the more anxious they are. This situation is particularly prominent in the midterm and final exams. Therefore, it is necessary to improve the English listening level of the subjects.

Learners cannot determine the characteristics of hearing and the type of hearing. So they can only adjust themselves. Here are some ways to relieve hearing anxiety. The results of this study indicate that there was a significant negative correlation between the listening strategies adopted by the subjects and hearing anxiety. So the best way to relieve hearing anxiety is to use listening strategies flexibly, especially emotional strategies and metacognitive strategies. Some emotional strategies can effectively adjust learners' emotions. Although the results of this study show that there is no significant correlation between hearing performance and hearing anxiety. However, many teachers' observations and experiences show that listening performance is the main factor affecting hearing anxiety. Therefore, teachers urgently need to improve the listening ability of language learners. Teachers should use multiple teaching methods in R teaching instead of using the same teaching method year after year. In addition, English teachers should create a relaxed and pleasant learning atmosphere for language learners. Teachers strictly demand that students are right, but they should adopt appropriate education methods instead of traditional methods that have lost practical value. In addition, teachers should not only pay attention to learners' achievements but also pay more attention to the psychological changes of language learners. Teachers should train students as versatile people, not just those who care about academic performance.

4. Conclusion

There is a significant negative correlation between listening anxiety, listening strategies, and listening performance. Therefore, it is necessary to guide students to consciously use listening strategies in the listening process to minimize anxiety and improve listening performance.

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