

Coping Strategies of English Listening Anxiety in Senior High School Students

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Abstract

From the point of view of the information transmission system in human social communication, listening plays an important role. Listening is one of the basic ways of human communication. Its complexity lies in the fact that it contains a lot of information and is influenced by a variety of internal and external factors. Listening learning with listening as the basic input plays a very important role in English learning, but learners' psychological factors, including focus, affect the comprehension and improvement of listening level in the whole process of English learning, especially in listening learning. Medium and high levels of anxiety have been shown to be detrimental to the improvement of students' listening academic level and listening skills. In order to ensure the success of listening comprehension, it is necessary to take teaching intervention to control and reduce listening anxiety to a certain extent, so as to achieve successful listening comprehension and higher listening level. This article reviews the related research on hearing anxiety and its influencing factors on listening comprehension. Based ON the existing research results, further analysis shows that appropriate listening skills and strategy training, basic knowledge and necessary background information storage, building students' self-confidence and reducing "negative evaluation" anxiety are the key to control the appropriate degree of anxiety and reduce listening anxiety.

Keywords

Anxiety; Listening Anxiety; Coping Strategies.

1. Introduction

Krashen(1985) believes that the only way for people to acquire language is to understand information or accept comprehensible input. Language learning and acquisition will be affected and interfered by many factors, including emotional factors. Language anxiety is not only an emotional factor affecting second language acquisition, but also a common psychological state and phenomenon. Research shows that anxiety interferes with the brain's ability to process information. Sound travels through the outer ear to the tympanic membrane and then through the ossicles to the inner ear. Sound information sensed by the cochlea is transmitted to the cerebral cortex. After receiving the information, the brain can analyze and decode it to understand the meaning of the speech. Extreme anxiety prevents the brain from absorbing information. When a person is too nervous, excessive anxiety can make the brain unable to receive information, that is, unable to respond. Paying attention to unusual sounds makes it easier to feel "nervous" and to notice sounds you wouldn't normally notice, triggering the anxiety cycle all over again. The premise of understanding information is to receive information as lossless as possible. The input hypothesis holds that listeners affected by anxiety cannot fully absorb information, which is not conducive to listening comprehension and will affect language acquisition. Obviously, if the anxiety level is too high, the channel of voice information transmission will be blocked. It is easy for the listener to fall into the stagnation of information receiving and processing, which leads to the failure of listening comprehension and

communication. According to the interactive mode of listening comprehension, the anxiety level of listeners is affected by many factors, and the anxiety level is constantly changing. With high levels of hearing anxiety, listeners will not only fall into a vicious cycle of hearing comprehension failure, but may also develop higher levels of hearing anxiety in the next stage of hearing comprehension. Under the influence of hearing anxiety, one of the explicit indicators of listening comprehension is listening performance or listening academic level. Howitz(1986) pointed out that foreign language anxiety has a negative impact on foreign language learning. The higher the level of foreign language anxiety, the lower the foreign language scores. In the research on the correlation between hearing anxiety and listening performance, some research results show that there is a negative correlation between hearing anxiety and listening performance, while some research results show that there is no relationship between them. In recent years, throughout the domestic and foreign studies on English listening anxiety, the basic consensus is that listening anxiety is not conducive to the improvement of academic performance and listening level. However, researchers have different conclusions about the impact of English listening anxiety on academic performance and listening skills and levels. In listening teaching research, there are many studies on how anxiety affects the process and outcome of second language acquisition, focusing on how anxiety affects overall English learning. Few of the remaining studies start from the micro study of English listening anxiety to explore the impact of anxiety on English listening comprehension of high school students. This is an issue worthy of further study in order to provide guidance for the practice of front-line English teaching.

2. The Definition of Listening Anxiety

About the definition of hearing anxiety, domestic and foreign scholars generally believe that anxiety is an emotional state of tension and fear. Horwitz(1986) believes that language anxiety is a complex psychological phenomenon unique to language learning. Due to the uniqueness of language learning, it is an obvious self-awareness, belief, emotion and behavioral anxiety of learners related to classroom language learning. In addition, language anxiety can be divided into oral anxiety, listening anxiety, reading anxiety and writing anxiety. Listening anxiety refers to the emotion of foreign language learners such as tension, unease, worry and fear caused by the fear of not being able to understand or being negatively evaluated in the process of listening class and listening comprehension. These emotions may lead to the interruption of listening comprehension process and the decline of listening comprehension. However, due to the particularity of "listening", hearing anxiety has its particularity compared with other anxieties. This is mainly reflected in the nature and process of listening, listening is the process of information transmission. The listening process has its own unique temporal and spatial limitations. In general, the process of listening cannot be repeated and recorded. Vogely(1998) emphasized that listening is the basis of second language acquisition because it provides the raw materials needed for processing. Listening anxiety in foreign language learning deserves further study. The definition of hearing anxiety is helpful to understand and analyze the nature and characteristics of hearing anxiety more deeply, so as to take coping methods and strategies.

3. Causes of Hearing Anxiety

Song Chang (2016) believes that anxiety and impatience caused by incomprehension is a very common and easy psychological phenomenon. Incomprehension and anxiety not only cause and effect each other, but also interact with each other to form a vicious circle, which has a negative impact on listening activities, thus affecting learning interest and enthusiasm. Psychologists who have studied people in a state of stress and anxiety have found that they are extremely prone to fear, and in this state, their performance will be affected. The process of

English listening comprehension is also a complex psychological process. If students are interested in the listening material, have a clear purpose and full confidence, their understanding accuracy will be high. Instead, it can limit students' understanding of what they hear. In addition, the environment also has a certain impact on students. For example, for the same piece of listening material, students' mental preparation and emotion are different when they do exercises in the ordinary class and do tests in the laboratory. In addition, even in the quiet and noisy environment to do listening practice, will have different effects on students' psychological, visible environment sound will also have an impact on students' listening performance. As many students do not know how to adjust their psychology and stabilize their emotions, they have difficulties in listening comprehension. In view of the causes of listening anxiety, Vogely(1998) showed that input characteristics, foreign language listening comprehension process, teaching factors and individual factors were the main factors causing listeners' anxiety. Kim(2000) studied the causes of hearing anxiety in detail by using four kinds of listening materials and four kinds of examination forms. The results show that speed, pronunciation, intonation, acoustic condition, length of listening text and vocabulary difficulty are the causes of learners' listening anxiety. Zhou Dandan (2003) studied hearing anxiety from the perspective of the use of emotional strategies, and found that there was a certain correlation between the use of emotional strategies and listening performance. The results of the hearing anxiety survey conducted by Chen Yanjun (2005) showed that there was a certain correlation between anxiety and the hearing performance of the respondents. Tension in listening; Lack of listening skills; Unfamiliar background knowledge; Low level of English; The stress caused by the difficulty of listening materials is the main cause of hearing anxiety. According to the findings of researchers at home and abroad, the causes of listening anxiety can be summarized as the lack of listening skills and strategies, weak basic knowledge and necessary background knowledge, and students' fear of "negative evaluation" and weak self-confidence.

4. Coping Strategies for Hearing Anxiety

4.1. Strengthen the Cultivation and Training of Listening Skills and Strategies

In terms of the cultivation and training of listening skills, H. D. Brown(1994) summarized 17 micro-skills of listening comprehension from the works of Richards et al. Among them, the most important listening microskills include: the ability to obtain main information; Forecasting ability; Guess the meaning of the word. These listening microskills help the listener mentally prepare to participate in the listening process. Listening test students recognition, understanding, use and other comprehensive ability of a means. The necessary skills will promote the improvement of listening comprehension. Before listening training, we should browse the listening materials quickly, get familiar with the listening topic, guess the content and other teaching activities. In the listening activities, instruct students to consciously and flexibly use various listening skills such as prediction or use several skills comprehensively. A statistical survey has found that one of the main reasons why Chinese students' listening ability is difficult to improve is the limit of vocabulary. Vocabulary limits the listener's understanding and decoding of the utterances in the listening material. Therefore, it is necessary for the listener to master the awareness and ability to guess the meaning of a word without the necessary words in the listening material. In addition, the improvement of listening skills helps to improve the overall level of listening comprehension. Listening strategies include the training of listening learning strategies and affective strategies. Senior high school students generally lack self-control and autonomous learning ability, and cannot learn English according to their own learning strategies in a planned way. However, under the background of advocating self-directed learning, the cultivation of strategies is particularly important. This is not only beneficial to improve the listening level, but also to cultivate students' autonomous

learning ability. In the cultivation and training of learning strategies, metacognitive strategies are the most important. Teachers should pay attention to the cultivation of students' awareness of metacognitive strategies, teach students to have the awareness of planning and monitoring, and make listening goals that are difficult and achievable. Through the continuous practice of various listening comprehension questions, bold attempts and efforts to overcome all kinds of difficulties encountered, so as to truly improve the level of listening. In terms of emotional strategies, students are instructed to use self-encouragement, positive psychological suggestion and so on to relieve anxiety, and the correct use of emotional strategies to guide their listening comprehension.

4.2. Strengthen the Storage of Basic Knowledge and Background Knowledge

In high school, the improvement of listening level takes time and energy, and teachers and students to some extent ignore the training of basic English knowledge, especially the importance of pronunciation, intonation, vocabulary, grammar and other aspects in English listening comprehension, so that the development of English listening comprehension ability lags behind. In addition, high school listening training has not attracted enough attention from teachers and students. The consequence caused by the lack of a solid foundation of English language knowledge is that students will be at a loss when there are phonetic phenomena such as linking, weak reading and losing blasting in listening materials. First of all, on the basis of selecting appropriate listening materials, teachers should pay attention to the construction of students' mental schema. At the same time, guided by the theory of proximal development zone, as the organizer of teaching activities, teachers should prepare carefully before class, activate the original knowledge of listeners, and adjust the focus of attention to the original knowledge according to the anxiety state and level of listeners. The original knowledge of the listener to the listening material includes: mother tongue knowledge, language common sense and world knowledge. The emphasis of the three is determined by the characteristics of the listening material and the original knowledge and anxiety level of the listener. However, the goal to be achieved will be to maximize the existing knowledge and reduce the listener's anxiety. While focusing on the original knowledge, consolidating the students' basic English knowledge is helpful to reduce the listeners' anxiety. Under the mutual influence of various language skills, the improvement of listening ability depends on the students' English foundation. Guide students to strengthen speech training, enhance speech discrimination ability, improve the accuracy of listening comprehension; Increase the input of English vocabulary, encourage students to listen to English programs and recordings, and carry out appropriate extracurricular reading. In recent years, some researchers have studied the relationship between listening and reading and found that there is a strong correlation between listening and reading. Therefore, teachers can try a way of combining listening and reading teaching. A lot of reading is conducive to increasing students' background knowledge and storing their original knowledge, which is a very important auxiliary factor in listening comprehension.

4.3. Reduce Students' "Negative Evaluation" Anxiety and Establish Self-Confidence

Through the quantitative statistics of many empirical studies, it is found that one of the sources of hearing anxiety is the fear of teachers' "negative evaluation". That is to say: teacher error correction activity is an important factor causing anxiety. Excessive or improper correction by teachers will interrupt students' thinking and hinder the fluency of language. Not only can not correct mistakes, but also contuse students' self-confidence, destroy their psychological security, so that the result is that the more mistakes students make, the more they dare not make mistakes, thus causing strong anxiety. Therefore, teachers should master the correct way and strategy of error correction, pay attention to the types of mistakes, and let students make mistakes instead of correcting them. Distinguish between global errors and local errors, serious

errors and common errors, frequent errors and occasional errors. Master the time, frequency and method of error correction. If teachers can correctly deal with the problem of "negative evaluation" and correct mistakes correctly and timely, students will receive good results. At the same time, teachers should also help students to build self-confidence, which is obviously impossible to achieve in a short period of time. What has been proved effective by practice is that students' favorite activities such as dictation of English songs, watching English movies and carrying out attractive classroom activities can stimulate students' motivation of listening learning, encourage students to actively participate in classroom activities and build self-confidence as soon as possible. The establishment of self-confidence is bound to be a long-term process. It is very important to adhere to the established plan and flexibly adjust the teaching intervention according to the actual situation to reduce the "negative evaluation" anxiety and build up students' self-confidence.

5. Conclusion

The research on the influence of hearing anxiety on listening comprehension is still in the development stage, but there are still varying degrees of limitations. Conclusions from different research perspectives, different research methods and research tools are very different. Listening comprehension itself is difficult to directly observe and measure, which is determined by the characteristics of listening comprehension itself. Therefore, when studying the influence of emotional factors, especially anxiety factors, on listening comprehension, researchers use more scientific research perspectives, more perfect research methods and more perfect research tools to explore the influence of anxiety on listening comprehension. However, we can still reach a consensus: hearing anxiety has an important impact on listeners' listening comprehension; In listening teaching, we should pay enough attention to the listener's anxiety. To ensure the improvement of students' listening level, we must pay attention to students' emotional state and other related influencing factors. It is necessary to further explore the relationship between anxiety and listening comprehension in order to provide useful guidance for the research and teaching of listening comprehension in theory and practice.

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