

A Study on Listening Acquisition Strategies of English Majors under the “Second Language Acquisition Theory”

Zhuoqun Ren

Xi'an Shiyou University, Xi'an, 710000, China

Abstract: *English as a language has an important position in university education, and English listening is an essential part of listening, speaking, reading and writing, which is very much valued by students. As a second language, English is a difficult language for many English majors to learn, and the listening skills are not sufficiently trained and difficult to improve. By elaborating Krashen's "input hypothesis", the author proposes a more appropriate listening acquisition strategy for English majors' current listening situation.*

Keywords: *English listening; input hypothesis; affective filtering hypothesis*

1. Introduction

English listening, as an important part of the four components of listening, speaking, reading and writing, is highly valued in learning and teaching. As English majors, English listening is one of the core components of their learning and an important basic skill, an important way for students to gain comprehensible input. Listening learning is one of the most fundamental aspects of learning for English majors. Listening comprehension is the process by which listeners transform perceived sounds into information through auditory and cognitive activities in the brain. Listening strategies are an integral part of learning strategies, which include metacognitive strategies, cognitive strategies and affective strategies. Metacognitive strategies are action measures that learners take to plan, monitor, and evaluate in order to complete a certain learning activity; cognitive strategies are some specific learning methods that learners use when processing information, such as: repetition, contextualization, inference, association, and other strategies; affective strategies are strategies that learners use to manage their emotions, feelings, and other aspects.

When studying the learning strategies used by learners, it is possible to start from the foreign language learners' own characteristics and to treat the influences produced by external factors separately and to avoid harm. Learning strategies are one of the most important factors in measuring the effectiveness of learning for learners. They are the awareness and tendency of learners to choose and integrate learning methods, which are necessary for them to function correctly. The traditional language teaching model is based on teachers sorting out texts, explaining vocabulary, general listening and intensive listening, which is tedious and monotonous and greatly reduces learners' motivation and initiative. Therefore, I believe that we should explore how to master effective learning strategies according to the characteristics of English learners themselves, and use various learning strategies to stimulate learners' interest in learning and form active learning habits in order to fill the teaching effect that teachers cannot achieve in the classroom[1-2].

2. Analysis of the current situation of English listening learning of English majors

2.1 Linguistic aspects

Some English majors have too little vocabulary, thus they cannot understand the whole content of the material after listening to it; some students are not familiar with the pronunciation of words because they usually do not have enough practice in listening, and even words they know cannot or are more difficult to judge by pronunciation, thus leading to slower reaction speed and needing to spend more time to identify and understand the meaning of the word, which has a certain impact on This has a certain impact on the understanding of the listening material later.

The composition of English has its basic grammar and fixed sentence patterns, and students who are weak in these two areas will have difficulty in mastering the rhythm of the listening material. Because listening materials are very different from reading materials, unlike reading materials, listening materials can be studied and speculated repeatedly, and time is relatively generous. The listening material cannot be read repeatedly and the response time is tight. If you encounter difficulties in grammar and sentence pattern, it will affect your understanding of that part.

2.2 Tone of voice

Tone is the rise or fall of people's voice when they speak, making the words come out with high and low changes. In actual language communication, the role of intonation is very important, and it is related to accurately conveying information and expressing feelings. Since students are not familiar with the rules of English pronunciation, such as consecutive pronunciation, clouding, incomplete bursting, and so on. Unfamiliarity with these pronunciation rules will lead to deviations in listening and sound recognition, making otherwise simple and recognizable words inaudible and affecting reaction speed or correct understanding of the text[3-4].

2.3 Emotional and environmental aspects

For domestic students, English as a second language learning, lack of native language environment, so the only way to intake in listening is the teaching environment in the classroom. In the "listening" part, students are not familiar with the rules and composition of the language, so they are resistant to the rudimentary language and refuse the input of the second language, which makes the listening training not achieve good results. There is a gap between the listening training materials and students' real life, and due to the different cultural backgrounds, students may have difficulty understanding the listening materials. In the actual teaching, teachers are unable to create a real language acquisition environment for students due to the teaching facilities and equipment, which makes them feel intimidated and anxious about learning English listening, thus making the classroom atmosphere dull, reducing the learning efficiency and affecting students' comprehensible input of listening materials.

3. Main elements of second language acquisition theory

The famous "second language acquisition theory" based on five hypotheses was proposed by the American linguist Krashen in the early 1980s, including the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis. The natural order hypothesis, the monitor hypothesis, the input hypothesis, and the affective filter hypothesis. This theory has had a profound impact on second language teaching and has provided a scientific basis for it. According to Krashen, there are two essential conditions for second language acquisition: a large amount of comprehensible language input and the filtering effect of affective factors. In the process of second language acquisition, it is only through the input of a large amount of comprehensible language that the learner's intrinsic processing mechanisms can operate and generate the motivation for independent learning. At the same time, psychological factors and affective variables such as motivation, anxiety state, self-confidence, etc., should be taken into account, which act as filters to control and influence the amount of language input and absorption of the learners.

3.1 Input hypothesis

The input hypothesis is a central part of Krashen's theory of second language acquisition, which explains how second language learners acquire the target language. Krashen states that language acquisition requires a sufficient amount of comprehensible input in order for a language to be acquired. "Comprehensible input" refers to language material that is comprehensible to the learner and that is slightly more difficult than the learner's current knowledge of the language. Krashen sets "comprehensible input" as $i+1$, where "i" is the learner's current language ability and "1" is the new linguistic form in the provided language material. Krashen believes that "comprehensible input" is the key to second language acquisition, and that a sufficient amount of comprehensible input is required for effective acquisition.

3.2 Emotional filtering hypothesis

The affective filtering hypothesis is developed on the basis of the input hypothesis, in which affect is treated like a linguistic machine that can filter affect in the process of second language acquisition, filtering and sifting through the material during language input. Emotional filtering is unconscious and the learner's lack of self-confidence or anxiety affects his or her impression of the language form, creating a language absorption barrier psychologically during the language learning process that prevents him or her from absorbing comprehensible input and also prevents the learner from using comprehensible input in linguistic communication. This prevents the learner from using the comprehensible input in communication, which in turn prevents him or her from using the appropriate form of language in communication. Therefore, it is important to maintain a good emotional state and create a low anxiety environment when learning language.

3.3 English listening acquisition strategies guided by second language acquisition theory

After analyzing the current situation of English majors' listening learning, and based on Krashen's input hypothesis and affective filtering hypothesis, the following strategies were concluded that students should use in the process of English listening learning:

3.3.1 Create a relaxed listening acquisition environment and pay attention to emotional factors

According to Krashen's affective filter hypothesis, affective factors include psychological factors such as a person's interest, motivation, confidence and anxiety. These factors can affect the learner's language learning effectiveness. Learners' brains are in a state of tension when they perform listening exercises, and such anxiety can affect students' absorption and judgment of listening content. Some learners also report that the listening material is fast and has many vocabulary words, thus reducing their own motivation and initiative to learn and hindering the improvement of their listening skills. Therefore, when conducting listening training, attention should be paid to conducting it in a relaxed and pleasant environment to reduce their own anxiety. At the beginning, you can select some short listening materials for training, for the raw words of the material, to repeatedly listen carefully, really can not hear the translation can be compared to the fine listening, repeated practice. To continuously increase the confidence of the learners themselves in listening learning, and gradually improve their learning ability[5-6].

3.3.2 Establish comprehensibility criteria for language input and provide appropriate input materials

According to the analysis of Krashen's input hypothesis, in which comprehensible input is the most important condition for English learners. When performing listening input, it is important to consider the appropriateness of the listening material. An appropriate material can effectively avoid students' stress and anxiety about listening and reduce the cost of decoding and processing information. Therefore, both the listening training conducted by teachers in the classroom and by students outside the classroom should be conducted with top-down material selection, adhering to a level of learning grounded in itself and in line with the comprehensible properties of the information. The process of learning can begin by building interest in learning, listening habits, and comprehensibility of the material. Appropriate material materials are provided according to the learning situation, and students and teachers who are in a position to do so can also keep up with the times by providing appropriate listening situations that match the linguistic characteristics, psychological characteristics, habits and cultural literacy of today's students, thus reducing their comprehension and cognitive costs and increasing their motivation for learning action.

3.3.3 Change the single learning mode, listening practice diversification

According to the theory of Krashen's input hypothesis, we can conclude that providing second language learners with sufficient quantity and quality of language materials can largely help learners to change from quantity to quality, so English teaching materials and information levels must focus on diversification and diversity. The traditional listening and speaking classroom is a classroom model in which the teacher plays listening materials and students practice. The teacher basically adopts the indoctrination teaching mode of "listening without seeing or speaking", which does not integrate the audio-visual and speaking English effectively and does not pay attention to the improvement of students' comprehensive ability of audio-visual and speaking, which reduces the learners' motivation for listening practice. Therefore, it is recommended that learners use a variety of new media technology machines and their spin-offs when practicing after class to develop a variety of learning styles. For example, they can select English songs, movie clips, and listening contents related to English speaking

materials, not to fix the learning behavior in the traditional way, but to combine the "audiovisual speaking" organically to match the new era and the new students' learning development. The new learning needs of the new generation of students. In the process of learning English, we should not only limit ourselves to the teaching materials provided in the classroom, but also read the English audio of novels, science fiction, detective, fairy tales, technology, movies, music, etc. outside of school time, and pay attention to the absorption and processing of the quantity.

At the same time, the quantity and quality are screened using scoring optimization, gradually expanding the learners' existing language knowledge circle and using it as a basis for adding some new knowledge and skills to achieve language input. We can only provide language material for listening learning by listening to and giving feedback on high quality, massive amounts of material information.

4. Summary

The vast majority of students have not heard of learning strategies, so they are generally in an unconscious state when they use certain learning strategies and do not practice against them in the process of learning English. The listening methods of repetition, inference, and translation that students use the most generally come from the teachers' listening instruction and guidance, and have not systematically learned how to use learning strategies to improve their listening skills. Most cases are stereotyped listening exercises. "One of the purposes of listening strategy research is to serve listening instruction by providing theoretical and practical support for listening instruction from the perspective of learning strategies. The teaching of listening strategies can help students overcome or reduce their anxiety about listening comprehension activities, increase their self-confidence, and improve their listening comprehension skills. In the long run, the teaching of listening strategies can also improve students' attitudes toward learning and foster learning autonomy." Therefore, students can further improve their listening skills by reinforcing their awareness of using listening learning strategies and training them in their daily listening routine.

References

- [1] Song Yuan. *The practice of teaching English listening activities in college under the theory of "output-driven hypothesis"* [J]. *English Abroad*, 2023, No. 486(02): 110-112.
- [2] Dan Y. *A study on Listening Teaching Practice of College English Majors Based on Krashen's Two Language Acquisition Theory*[J].*Journal of Jiamusi Vocational Institute*, 2017.
- [3] Wang Y. *A Survey of the Use of English Vocabulary Mnemonic Strategies by Non-English Majors*[J]. *Theory and Practice in Language Studies*, 2020, 10(12):1656.DOI:10.17507/tpls.1012.21.
- [4] Zhang Yuhong. *A study on college English learning strategies based on second language acquisition theory* [J]. *Journal of Jiangxi Electric Power Vocational and Technical College*, 2022, 35 (09): 148-150.
- [5] Cao Ying. *"A study on the teaching strategies of English speaking courses in English education under the second language acquisition theory* [J]. *Forest Teaching*, 2021(12): 96-99.
- [6] Yan Ming. *Research on the theory of English learning strategies* [M]. *Jilin Publishing Group, Ltd.* 2009.