

# A Second Language Acquisition Study of the Effect of Network Autonomous English Listening of College Students

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**ABSTRACT:** *In the context of globalization, there are increasing cultural exchanges. Therefore, as a language of communication, mastering a foreign language is a necessary means of communication. However, it is not enough for us to cultivate the listening and speaking ability outside our classrooms for a short period of time. Therefore, extracurricular study is indispensable. The popularity of the network provides us with great convenience, which also requires that we have a strong ability to learn independently. Based on this background and requirements, this study uses the second language acquisition theory to study the impact of autonomous learning on the listening comprehension of college English majors. Starting with input hypothesis and emotion filtering hypothesis, the difference between experiment and control groups is compared to explore the effect of network autonomous learning. This paper finds that: There is a significant relationship between students' autonomous learning ability and the improvement of English listening. Research through online self-study can further enhance college students English language input, reduce classroom anxiety, and thus enhance the effectiveness of listening ability.*

**KEY WORDS:** *Second Language Acquisition; College English Listening; Input Hypothesis; Emotion Filtering Hypothesis*

## 1. Introduction

Listening is an important language skill and plays a pivotal role in SLA. However, listening comprehension is a major challenge in English learning for most Chinese learners of English because many factors affect listening comprehension, such as internal factors and external factors. These factors are related to the way of language input, quantity, quality, form and learner's emotion. In recent years, due to the rapid development of science and technology, the widespread use of computer technology has enabled all walks of life to make great strides and the quality of foreign language teaching and learning has greatly improved. Through the research, it is found that the network assisted learning English teaching, especially auxiliary English listening teaching, can effectively promote English acquisition and improve students' listening comprehension. Based on the previous studies, this paper studies the impact of EFL-assisted college English listening teaching and EFL learners on English majors' acquisition of language input and emotion from the perspective of Krashen's second language acquisition theory. , Aims to explain the second language acquisition theory and multimedia listening comprehension and the positive role of foreign language teaching.

## 2. The Application of Monitoring Hypothesis Theory in Network Autonomous Listening Learning

### 2.1 The Application of input hypothesis in network learning

#### (1) The input hypothesis

"Input Hypothesis" is an important part of Krashen's monitoring model. Based on the opinions of all scholars, language input can be understood from the following dimensions: (1) Input is the primary condition of language acquisition. Krashen pointed out that there are two basic conditions for making language acquisition happen: one is to provide learners with the necessary and sufficient input of comprehensibility; the other is that learners themselves should have an input mechanism of intrinsic processable language. Therefore, in the foreign language learning environment, language input is the first, but also to promote the basis of language acquisition. (2) Validity of language input. Krashen language acquisition depends on a large number of language input information, and this language input must be effective. Effective input should have the following characteristics:

intelligibility, fun, non-grammatical programming and sufficient input. This means that learners must be able to understand the input language materials that cannot be overly complex (including language forms and concepts), or learners cannot focus on the meaning of language communication, but only focus on language form. (3) "i + 1" principle. Krashen pointed out that language input is easily understood by the acquirer, and is an irreplaceable material. In Krashen's view, "in order to allow language learners to move from one stage to another, the language input provided must include a part of the low-level language structure." Therefore, the overall difficulty of language input can not exceed the learner's ability to learn, but also include the language material that reflects the existing ability of learners, namely the "i + 1" principle.

#### (2) The relationship between input and listening

Based on the theory of Krashen language input, we deeply realize that in the process of second language learning, teachers and students should pay attention to the input of language information in multi-channel and multi-environment. The input of these information is not only from within the class, but also from extracurricular, after all, the basic conditions for language learning is a lot of language information input. Although the language input conditions in foreign language teaching have been greatly improved, such as the Internet and other media makes the diversity of listening materials, learners have access to the target language at any time. However, under the existing background of the second language, the acquisition is the goal of the input of language information, and the input of language still occupies the dominant position in the teaching of the professor, which means that under the existing teaching mode, the language learner. The proportion of naturally-acquired language material is relatively small. Therefore, it is necessary to change this situation, as a teacher to play a guiding role, and guide students to consciously and proactively contact the target language inside and outside the classroom, actively and widely involved in various language exchange activities, such as watching the original video, insisted on regular listening BCC, AAB news and so on. According to Krashen's hypothesis theory, learners must obtain a fairly easy language input. Therefore, the hearing material should be easy to moderate. First, most of the grammar and words in the listening material should have been learned or well-known by students so that students can understand the new language form in the language input materials. Second, the rate of speech should be modest, not too fast or too slow. The teacher's principle is to have most students understand the listening material so that the student can acquire the necessary language input and then learn the language. Moreover, pay attention to the authenticity and interest of the material. Authenticity refers to the natural language of the material, in line with the real situation of communication, such as the real reflection of everyday life, campus life and work contacts dialogue.

## ***2.2 The Application of affective filter hypothesis in network learning***

#### (1) The affective filter hypothesis

According to Krashen's point of view, emotional barriers prevent language learners from taking full advantage of comprehensible input. Specifically, when the emotional barrier is strong, the learner may also understand or understand the language input. However, the input cannot play a corresponding role in the language acquisition mechanism; when the emotional barrier is weak and the language input is understandable, it can smoothly enter the language acquisition mechanism, thus generating language acquisition. Therefore, comprehensible language input is the facilitator of language acquisition, while affective filtering is the limiting factor of language acquisition. In language learning, the learner's emotional filtering must be modest. Learners' emotional states or attitudes, such as motivation, self-confidence, and anxiety, can affect the input needed for acquisition. In general, learners acquire language easily in situations of low personal and classroom anxiety.

#### (2) The role of affective factors in network listening learning

It is far from enough for students to develop their listening and speaking abilities based on limited class work. The use of multimedia technology gives students a great deal of linguistic input. These materials are like a huge database of resource sharing, can easily to attract students' attention and mobilize their interest in learning English. Listening materials on the autonomous learning platform help students to master the more authentic and habitual expressions of native speakers of English. It also helps to stimulate students' fun in learning and the cultivation of their autonomous learning ability. Therefore, teachers can follow the form of English audio-visual courses to guide students in a targeted manner, encourage students to make rational use of autonomous learning platforms, and greatly increase the accumulation of language input in order to achieve a multiplier effect of learning. Emotional factors affect foreign language learning is one of the important factors. American humanistic psychologist Roger New believes that people's cognitive activities are always accompanied by certain emotional factors, when the emotional factors are suppressed or even erased, people's self-creation potential can not be developed and realized. Only by using the attitude of respecting and comprehending the inner world of the

students with their true, personal attitudes can they inspire their enthusiasm for learning and enhance their self-confidence. In the teaching of college English self-learning based on internet platform, the active "affective input" of teachers can effectively promote students' foreign language learning and enhance the effectiveness of foreign language teaching, which is the embodiment of the cooperation between "cognition" and "emotion."

### **3. Experiment Design**

#### **3.1 Research method and subjects**

##### (1) Research question

Whether the network autonomous learning will improve the students' listening ability or not.

The influence of input hypothesis and affective filtering hypothesis to students' listening score.

##### (2) Research subject

The experiment was conducted in 2017 Business English Class 1 and Class 2 in Hubei Polytechnic University. Each class has 32 students. Class 1 is the experimental class, implements the specific network of autonomous learning tasks, and does punch card records. Class 2 is the control group, using to compare the difference between the before and after listening performance. The experimental has lasted two months.

##### (3) Research method

Respectively, the test use TEM4 as the pre-test and post-test papers; through interview to understand the problems of students in English listening, at the end of two months, send the entire class questionnaire, focus on feedback Problems found in self-autonomous learning and room for improvement. The questionnaire consists of two parts: 1 Student Network Autonomous Learning Survey; 2 Second Language Acquisition Anxiety Questionnaire. This questionnaire uses the most reliable Horwitz et al (1986) Foreign Language Classroom Anxiety Scale (FLCAS) questionnaire survey, and combines quantitative and qualitative analysis with individual interviews, which can test the students' listening affections.

#### **3.2 Research procedure**

##### (1) Pre-test

Through TEM4 papers, the thesis chooses short dialogue, lecture and fill in the blank and other three kinds of questions, to test the freshman. Mainly test the aspect of student's vocabulary, language input, emotional and anxiety.

##### (2) Students' network autonomous listening

According to the results of the pre-test, the thesis tries to discover the student's current hearing situation, and formulate the corresponding autonomous learning plan. It mainly includes: the use of online information for autonomous learning (mainly from <http://www.kekenet.com/>). The author designated site for regular listening practice and punch record, so as to enhance their vocabulary, language input and language fluency.

##### (3) Post-test

After two months of experiment, 60% students can insist on everyday listening task. At the end of the semester we conducted classes' self-test and final exams. By comparing the before and after results, the test to reflect the gap between experimental and control classes, able to do a good self-learning task and not seriously fulfill the task students.

#### **3.3 Data collection and analysis**

##### (1) Language input and network autonomous listening

Statistics on the 60 papers collected. Figure 1 shows that 80% of respondents believe that Web Autonomous Learning can provide more truthful, grammatical rules of input; more than 51% think using multimedia helps them to better understand the process of listening; 60% of people think that multimedia listening teaching software can perform self-examination and deepen their understanding when they practice listening; 90% of people think that the number of the listening words will directly affect the hearing effect; 60% of people think of

a familiar knowledge background to help them understand the article. Thus, multimedia-assisted language input is much easier to understand than a single medium (such as a recorder), and is welcomed by a wide range of students.

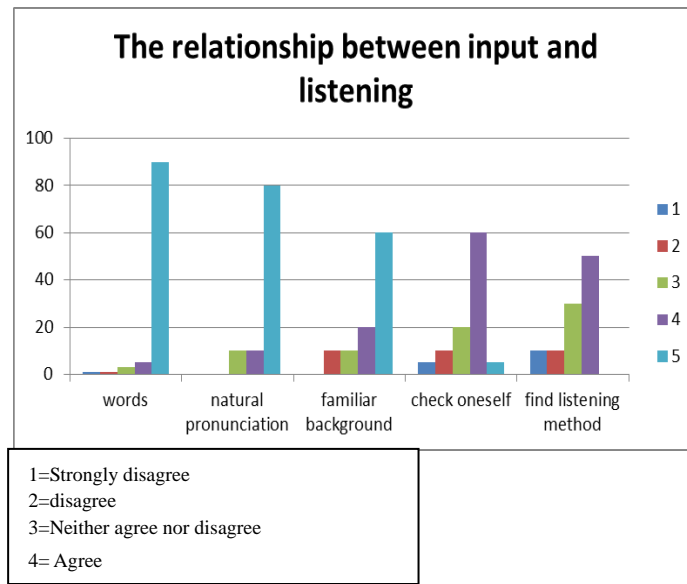


Figure.1 The relationship between input and listening

(2) Affective Filtering and Internet Autonomous English Listening Comprehension

As we all know, emotional factors play a very important role in second language learning. As can be seen from Figure 2, more than half of the respondents believe that multimedia teaching can reduce the emotional barriers; 59% of people think that multimedia computer language learning can create the ideal learning environment; as to enhance the interest of students who 5% in favor, and 44% said that using multimedia computer language learning can reduce stress and anxiety.

From this survey, it is not difficult to find that most students think multimedia assisted listening teaching is beneficial to learners to understand and absorb better, and learners' affective disorder will also be reduced. In addition, for multimedia assisted listening teaching, learners have a good response. Therefore, better use of multimedia in assisted to listening teaching will play a good role in promoting learners.

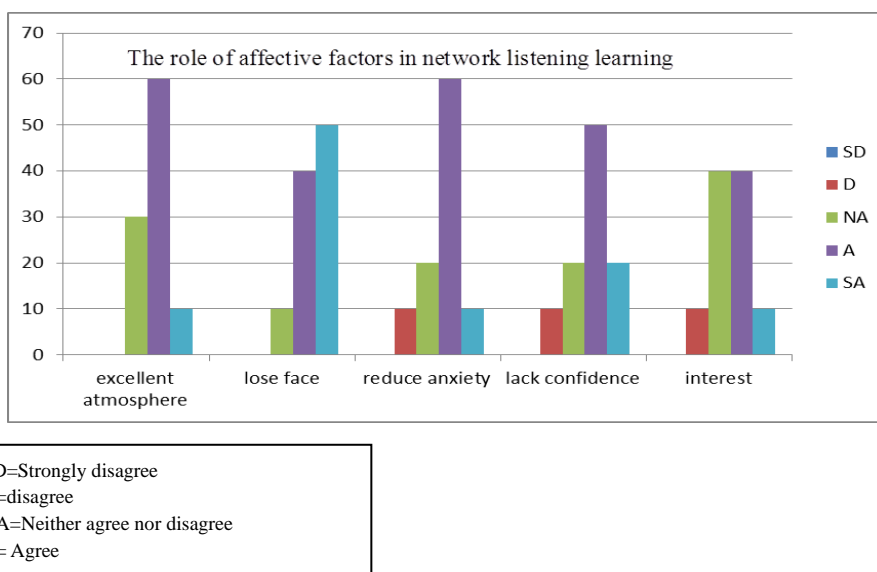


Figure.2 The role of affective factors in network listening learning

Respectively, the average scores of test scores, College entrance examination grades, anxiety and self-control in this study were 56.6, 119.4, 2.69 and 3.92. Other statistical data such as standard deviation, lowest score, highest score and full range are shown in Table 1.

*Table 1 Comparison of scores*

	Number of people	Full distance	Lowest score	Highest score	Average score	Standard deviation
Level test scores	65	38	52	90	76	8.346
SAT score	65	39	98	137	119.4	8.492
SAT score	65	39	98	137	119.4	8.492
anxiety	65	3.06	1.48	4.55	2.6873	0.6658
Self control	65	3.11	2.24	5.35	3.9188	0.5487

In order to understand whether there are significant differences in test scores, anxiety and self-control among freshmen who have different proficiency levels, the subjects are ranked in descending order according to their test scores and are divided into high scores (ranked high to low) 25% of the top 25%), middle group (the rest), and then carry out ANOVA analysis of college entrance examination scores, anxiety and self-control.

*Table 2 anxiety score*

	Anxiety	Self-control	Average score
High score	2.36	4.13	126
Middle score	2.68	3.90	120
Low score	2.94	3.78	113

The average anxiety scores of high, medium and low groups were 2.36, 2.68 and 2.94 respectively. The average scores of self-control were 4.13, 3.90 and 3.78 respectively. The average score of college entrance examination was 126, 120 and 113 respectively. It can be seen that the scores of senior high school, middle school, and low group have the same order of high school and low self-control. The anxiety of the three groups is the opposite, showing the order of low, medium and high. This indicates that the scores of entrance exams and self-control of students with high L2 proficiency are the highest, the scores of entrance exams and self-control of students with the lowest proficiency are the lowest, the students with the highest proficiency in L2 proficiency have the lowest anxiety, and those with low scores have the highest anxiety. The results of the ANOVA and the multiple comparisons among the groups with high, medium and low scores further confirmed the preliminary linear relationship judgment of correlation analysis: students with low anxiety and self-control often had better second language scores; There was significant difference between the scores of the test scores and the scores of self-control and anxiety.

#### 4. Conclusion

This paper conducts an empirical investigation of the relationship between freshman English majors' self-control, anxiety, language input and listening, then probes into their relationship in depth. The main predictions that affect the level of second language acquisition factors (college entrance examination scores, self-control, anxiety) and the degree of prediction have a certain understanding and understanding. conclusion as below:1) there is a significant positive correlation between freshmen 's self-control and freshmen 's score of second language acquisition. There is a significant negative correlation between freshmen 's anxiety and their level of second language acquisition;2) There was no significant difference in self-control and anxiety between high-level group and middle-level group, middle-level group and low-level group. Three groups of college entrance examination scores are significantly different. 3)In terms of language input and hearing, the number of students' words has a positive correlation with the impact of listening comprehension.

However, this study still has some limitations:1) Due to the limited research conditions, the samples of the research subjects are not big enough and further research needs to be carried out in more heterogeneous samples. 2) There is no longitudinal dynamic research in this study, and future studies should compare the follow-up

study to explore the impact of changes in students' anxiety and self-control on second language acquisition in different stages of university learning.

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