Listening Anxiety in English Learning Among International Students in A Secondary School in the UK

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Abstract

Listening anxiety is an important factor that affects students' foreign language learning; and learning strategies and self-regulation are vital factors for learning improvement. Therefore, my study aims to investigate the levels and sources of listening anxiety among diverse-background international students in a secondary school in the UK, and further explore their learning strategies and self-regulation in the listening learning process. This study adopted a qualitative research method with quantitative supporting data. 33 students completed the questionnaires and with themes and ideas generated from the results, the interview questions were formulated. 5 students were interviewed to help explore the international students' sources and levels of listening anxiety, their learning strategies & self-regulation as well as the correlations between these variables. According to the findings, these international students mainly suffer from moderate and low listening anxiety and foreign language classroom anxiety. The various sources of listening anxiety have been identified, and to cope with the learning difficulties, students tend to employ different learning strategies. However, only a few correlations between listening anxiety level, learning strategies and self-regulation have been found in certain aspects.

The study provides some implications for ESL teachers and researchers in international schools teaching and researching diverse-cultural background international students and furthermore paves way for further research on learning strategies and self-regulation.

Contents

Chapter 1 Introduction

In this chapter, I will introduce my study in terms of the research background, research aims and rationale, research questions as well as the overview of this dissertation.

1.1 Research aims and rationale

Thanks to the development of transport, technology and globalization, the number of oversea students is increasing rapidly in English-speaking countries such as the U.S.A, the UK, etc. Different from students studying English as a subject in their home countries, those international students take English as a tool for communication and learning rather than merely a subject. Listening is believed to be the most difficult skill in foreign language learning because it is most frequently adopted and could not be avoided in one's learning and communication (Vandergrift, 1999; Graham & Macaro, 2008). In that case, the difficulties in listening can easily cause listening anxiety which may then influence students' foreign language learning. Anxiety is a popular research topic which has been studied by numerous researchers in the field of foreign language learning (i.e. Horwitz, Horwitz & Cope, 1986; Vogely, 1998; Xu, 2013). Considerable research targets learning skills separately on writing, speaking and reading; only a few have been done on listening anxiety. And those previous studies on listening anxiety mainly focus on students who learn English as a subject and are going to take listening exams.

Relevant anxiety studies focus on its influences on learners' language achievement (i.e. Elkhafaifi, 2005; Zhang, 2013). Researchers also attempted to explore the sources of anxiety (i.e. Rubin, 1994). Furthermore, Xu (2013) has also explored the learning strategies students of different anxiety levels prefer to use. However, there are very few studies investigating students' listening anxiety in a diverse-cultural context, in which they do not have particular listening exams, but they use listening skill all the time in both learning and social lives. My

rationale is that although those international students in the UK share some similarities with students learning English in their home countries, due to the special context, there must be some uniqueness and characteristics of listening anxiety and learning strategies. Moreover, very few studies explore the impact of self-regulation on listening learning when talking about learning strategies. Therefore, self-regulation is a new direction for investigation. The aim of my study is to explore the levels and main sources of listening anxiety among those diverse-background international students in the UK, specifically examining their learning strategies and self-regulation. Since most previous studies were related to listening exams and the participants were from the same country (i.e. Aida, 1994; Xu, 2013), my study will explain listening anxiety in daily classes and social lives, then identify appropriate learning strategies and the impact of self-regulation.

1.2 Research questions

My research questions shown below have been generated from the research gaps identified in the literature review, aiming to investigate the levels of listening anxiety, the main sources of listening anxiety, learning strategies and self-regulation.

RQ 1: What are the causes and levels of listening anxiety among these international students in the UK?

RQ 2: What listening learning strategies and self-regulation do these international students adopt?

RQ 3: Does listening anxiety correlate with classroom anxiety, learning strategies and self-regulation?

1.3 Overview

The whole dissertation consists of six chapters. The following chapter is the review of literature on listening anxiety, learning strategies and self-regulation. The third chapter presents the research methodology in the study including the overall design, methods, data collection and analysis procedures, ethical considerations etc. The fourth chapter describes the findings theme by theme and Chapter 5 critically discusses the findings in accordance with relevant literature. And the last chapter provides implications, limitations, and conclusion of the study.

Chapter 2 Literature review

In this chapter, I will thoroughly explore the previous studies on listening anxiety, learning strategies and self-regulation. Then, I will critically examine the literature on learning strategies and self-regulation in an international context. Finally, I will formulate my research gap.

2.1 Listening anxiety

2.1.1 The definition of anxiety and classification

Anxiety can appear in every person's life. Early in the nineteenth century, Freud (1836; Cited in Spielberger, 1983) was the pioneer who firstly proposed that anxiety was a kind of unpleasant feeling associated with experience, physiology, and behaviors. Later in the twentieth century, psychologists described anxiety as "a state of apprehension, a vague fear that is only indirectly associated with an object" (Hilgard, Atkinson & Atkinson, 1971; Cited in Scovel, 1978; p134). Anxiety has been classified into three types: " state anxiety, trait anxiety and situation-specific anxiety" (Ellis, 2008; p691). Spielberger (1983) defined state anxiety as an experience of apprehension at a particular time in a particular situation. Scovel (1978) stated that trait anxiety is a long-lasting tendency to feel anxious. Situation-specific anxiety only occurs in a certain situation (Ellis, 2008). Some psychologists added "achievement anxiety and facilitative-debilitative anxiety" from other perspectives as well (Horwitz, 2010; p.154).

2.1.2 Listening anxiety and language learning

Referring to foreign language learning, anxiety belongs to situation-specific one happening especially in the classrooms (Horwitz, Horwitz & Cope, 1986). The definition of foreign language learning anxiety is "a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (ibid, p128). Students report that even if they have prepared answers in their mind, they become stutter and forget what to say in class. Some even feel frightened when being sent to school. Foreign language learning involves reading, writing, speaking and

listening, which have their own characteristics causing anxiety, so studies on anxiety often focus on one aspect (Burgoon & Hale, 1983).

Listening is the first way of learning the first language when we are babies. For second or foreign language learning, listening skill, which is most widely used in classrooms, can determine success in acquisition (Taylor, 1964; Conaway, 1982; Cited in Vogely, 1998; Rivers & Temperley, 1978; Vandergrift, 1999; Gilakjani & Ahmadi, 2011). Dunkel (1986) even emphasizes that listening is prior to speaking. In communication, speaking only happens on the basis of understanding what is heard. Students also claim that listening is the most difficult skill, and it is the most difficult to enhance their listening comprehension (Graham & Macaro, 2008; Phung, 2013; Cited in Vu & Shah, 2016). Therefore, difficulty in listening comprehension can easily lead to anxiety. Some scholars state that listening is most likely to arouse anxiety (Krashen, 1985; Horwitz, Horwitz & Cope, 1986) because listening comprehension can affect students' output, which can cause students to be under risk of exposing their shortcomings (Arnold, 2000). Listening anxiety is also called "receiver anxiety" (Horwitz, Horwitz and Cope, 1986; p127).

In order to measure language learning anxiety, some scholars have developed some scales to meet the demands. Horwitz, Horwitz and Cope (1986; p129) created a "Foreign Language Classroom Anxiety Scale (FLCAS) to measure the extent of anxiety in class. Since anxiety exists in all four-skill learning, later, this scale has been widely adopted in various anxiety research with some adaptions. For example, some items in Foreign Language Classroom

Anxiety Scale have been reworded to investigate speaking anxiety (Melouah, 2013). Cheng (2004; p319) created a "Second Language Writing Anxiety Inventory (SLWAI)" to explore writing anxiety. For reading anxiety, Boonkongsaen (2014) adopted the "Foreign Language Reading Anxiety Scale (FLRAS)" created by Saito, Horwitz and Garza (1999; p208-211) to investigate the reading anxiety among Thai students. Finally, the revised version of anxiety scale for listening is also developed to explore students' levels of listening anxiety. Xu (2013; p1376-1377) made some modifications on the basis of Foreign Language Classroom Anxiety Scale to develop the "Listening Comprehension Anxiety Scale (LCAS) to measure Chinese college students' listening anxiety.

Given the importance of foreign listening comprehension, listening anxiety has a great influence on foreign or second language learning. A great number of studies have investigated the relationships between foreign language anxiety and language learning, and three effects have been identified: facilitation, negative impacts and the consequence of language learning difficulties instead of the cause (Ellis, 2008). Some studies have shown that language learning anxiety hinder foreign language learning (Woodrow, 2006; MacIntyre & Gardner, 1991a, 1991b; Cui, 2011), while only a few studies have found reverse results that language learning anxiety can facilitate foreign language learning (MacIntyre, 2002). For example, Awan et al. (2010) investigated undergraduates' foreign language classroom anxiety and the correlations with students' achievements in Pakistan. The findings suggested that learning anxiety definitely had negative effects on students' scores. In terms of listening anxiety, a number of studies have studies this issue due to the growth of attention from

scholars.

In order to explore the relationship between listening anxiety and scores of listening exams, Elkhafaifi (2005) chose more than 200 both undergraduate and postgraduate students in their Arabic classes among six different universities in America to fill in a questionnaire consisted of background information and anxiety measures for general anxiety and listening anxiety. Compared with their listening scores provided by their instructors, these questionnaires showed that students with listening anxiety failed to achieve better scores in their exams. More recently, Zhang (2013) enrolled 300 English-major freshmen at a Chinese university in the research to investigate listening anxiety. Students had to finish a questionnaire and a listening exam of IELTS twice with an approximately fourteen-week interval. The findings of both two investigations showed the same result that students with high-level listening anxiety had poor results in their listening exams. Some students achieved better scores than before with lower anxiety levels, while some got worse scores than previous with even higher anxiety levels. Capan and Karaca (2013) even found that Turkish university students with higher listening anxiety tended to have higher reading anxiety. Most of the studies concern with students' listening anxiety at the tertiary levels, however, very few have been done in the UK. In order to confirm previous findings, Brunfaut and Révész (2015) carried out a study in the UK on listening anxiety among university students. Their findings proved that listening anxiety hindered students' achievements.

2.1.3 The sources of listening anxiety

There are various sources and factors that can cause students' learning anxiety. Horwitz, Horwitz and Cope (1986, p127) proposed three sources of language learning anxiety: "communication apprehension, test anxiety and fear of negative evaluation". Communication apprehension refers to people who are too shy to communicate. People who suffer from test anxiety are afraid of failure. Fear of negative evaluation means people avoid any situations of being evaluated by others. Besides, based on the analysis of learners' diaries, Bailey (1983) found that peer pressure is another very important factor to cause learning anxiety, which happened after the comparison with high-proficiency students' in class. Teachers can also be a source of anxiety as their questions often put students in an embarrassing situation if they fail to answer them (Ellis & Rathbone, 1987). Besides, some activities which require students' output in front of others including native speakers can cause students' great anxiety (Woodrow, 2006). Aida (1994) invited nearly 100 students of Japanese class in Austin to take part in the study of foreign language classroom anxiety and found that the relationships between teachers and students played a very important role in causing anxiety, which meant that helpful and communicative teachers could minimize students' anxiety and vice versa. Young (1991) categorized six sources of foreign language classroom anxiety including learners' and teachers' beliefs, tests, class process, interactions between teachers and learners as well as individual and interindividual anxieties. Chan and Wu (2004) also added some elements such as competitive activities, low English levels, personality, and learners' and parents' expectations.

Although listening anxiety share some factors and sources with other types of anxiety, it has its own unique characteristics. For instance, In'nami (2006) conducted a study to explore how test anxiety influenced listening achievements. Some Japanese freshmen at a university finished questionnaires and listening tests whose results showed that test anxiety had no particular effects on listening scores. Rubin (1994) thoroughly analyzed five factors that can cause listening anxiety: text, task, process, interlocutor and listener. In text features, three branches were listed including "acoustic aspects, morphological and syntactic modifications and text types" (p199-205). Within each element, detailed elements were discussed as well. Later, Vogely (1998) collected the sources of listening anxiety from university students in Spanish classes according to the results of questionnaires which were done as soon as they finished their listening examinations. The study shows that main sources of listening anxiety during listening examinations are categorized into input, procedures, individual factors and instructions (ibid). In each category, some sources of listening anxiety are the same as general learning anxiety such as teachers' personalities, while some are unique: the characteristics of speech (ibid). More recently, in Chang (2008)'s study, three sources of listening anxiety about listening tests are gained through questionnaires and tests. The findings show that students are lack of confidence in listening comprehension, worried about the level of difficulty and have the fear of failure of tests since the listening class is compulsory (ibid). Sharif and Ferdous (2012) added classroom observation into research methods together with questionnaires sent to both students and teachers. The results of the study share some similarities with Rubin (1994)'s and Vogely (1998)'s findings.

To sum up, many researchers have conducted significant research on listening anxiety among university students studying foreign languages in their home countries and found that in most cases, listening anxiety has negative impact on students' achievements. Besides, these participants in each study are from the same country and share the same cultural background and the mother tongue. Very few research concerns about listening anxiety among diverse-cultural background international students in secondary schools in an English-speaking country like the UK. The sources of listening anxiety are mainly about listening tests rather than regular classroom settings. So what are the main sources of listening anxiety in daily learning in foreign language classrooms need to be concerned.

2.2 Listening learning strategies

2.2.1 The definition of language learning strategies and classifications

There are numerous studies on language learning strategies over the past several decades. Scholars define language learning strategies from different perspectives. Rubin (1975) describes learning strategies as "techniques or devices" (p43) adopted by language learners to gain knowledge. Three examples are introduced in accordance with the definition: guessing, courage for communication and enough practice (ibid). However, Stern (1983) argued that technique was unsuitable because it referred to certain areas of language learning. Then, Oxford (1989) considers language learning strategies as "behaviors or actions which learners use to make language learning more successful, self-directed, and enjoyable (p235). Later, O'Malley and Chamot (1990) define learning strategies to be "the special thoughts or

behaviors that individuals use to help them comprehend, learn, or retain new information (p1). Nevertheless, Macaro (2006) used cognitive rather than behaviors to define learning strategies. Due to the various versions among scholars in different periods, Ellis (2008) summarized eight features to cover most aspects of learning strategies. These features explained that learning strategies are general and specific, direct and indirect, behavioral and mental, problem-determined, identifiable by learners, suitable for either first language or foreign or second language, both linguistic and non-linguistic behaviors, and diverse in terms of various tasks and learners (ibid). However, Dörnyei and Skehan (2003) argued that a definition of learning strategy could not be a combination of cognition, behavior, and emotion. They stated that a definition could only focus on one aspect (ibid).

Similar to definitions of learning strategies, scholars also hold different views of the classifications. Naiman et al. (1978; Cited in O'Malley & Chamot, 1990) proposed some approaches of learning strategies and provided some examples for each approach. However, many of them, such as writing letters to pen friends, are outdated due to the development of technology and communication. Later, Rubin (1981, p124-128) primarily classified learning strategies into two categories: "strategies that directly affect learning and processes that contribute indirectly to learning" followed by detailed items for each strategy. The classic categorization of learning strategies consists of three parts: "metacognitive strategies, cognitive strategies and social/affective strategies" (O'Malley & Chamot, 1990, p46). However, Oxford (1990) created another way of classification. Learning strategies are generally divided into "direct strategies and indirect strategies" (Oxford, 1990; p17). The

former includes "memory strategies, cognitive strategies and compensation strategies, while the latter consists of metacognitive strategies, affective strategies and social strategies" (ibid).

In recent years, however, some criticisms about classifications arise. Dörnyei (2005) questions O'Malley and Chamot's classification saying that vague definitions of learning strategies are used and some contradictions particularly in social/affective strategies exist in the taxonomy. Rose (2012) also points out that there are some overlaps between the two taxonomies. With some modification, self-regulation was introduced into learning strategy research by the pioneer Dörnyei (2005) who created a new type of strategy learning on the basis of self-regulation. Self-regulation is related to a learner's ability to inspect learning process and make some necessary changes to adopted strategies (Ellis, 2008). Zimmerman (1989) describes self-regulation as the extent to which learners actively control their own learning procedures from the aspects of metacognition, motivation and behavior. There are three sections of self-regulation as a self-directed circulative process: goal setting, performance and evaluation of methods (Zimmerman, 2002). Students who make full use of self-regulation can select the most appropriate learning strategies to fulfill a task effectively.

In order to present his new system, Dörnyei (2005; p113) categorized it into five aspects: "commitment control strategies, metacognitive control strategies, satiation control strategies, emotion control strategies and environmental control strategies". Commitment control strategies refer to learners' persistence in achieving their learning goals. Metacognitive control strategies concern about learners' concentration on foreign language learning.

Satiation control strategies focus on the methods learners adopt to get rid of boredom. Emotion control strategies help learners overcome stress in learning process. Environmental control strategies aim at creating a suitable learning environment for learners. In order to catch up with this new trend, Oxford (2011; p11) revised her previous classification and published a new version called "The S^2R Model". In this model, "self-regulated L2 learning strategies are defined as deliberate, goal-directed attempts to manage and control efforts to learn the L2" (Oxford, 2011; p12). This new model consists of "eight metastratgies, six cognitive strategies, 2 affective strategies and 3 sociocultural-interactive strategies" (ibid; p16). Metastrategies involve management and control in second language learning as well as strategy adjustment. Cognitive strategies include memorization and processing in second language learning. Affective strategies deal with emotional, belief, attitudinal and motivational issues in second language learning. Sociocultural-interactive strategies handle contextual, communicative and cultural issues in second language learning. However, Rose (2012) argues that using Dörnyei's (2005) instrument would only focus on learners' self-regulatory capacity instead of their abilities of strategy use. Before that, Dörnyei (2005) clarifies that his instrument measures strategy use led by self-regulatory capacity. Gao (2006) claims that since strategy use refers to the beginning of an event while self-regulation refers to the end of the event, they can both work together to measure foreign language learning process. Rose (2012; p95) further explains that self-regulation focuses on the "initial driving forces" and strategy studies focus on "the outcome of these forces".

Based on the different versions of classifications, some assessments of strategies have been

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carried out and examined by scholars. Pintrich et al. (1991; Cited in Tseng & Dörnyei & Schmitt, 2006; p82) developed the well-known questionnaire "Motivated Strategies for Learning Questionnaire (MSLQ)" to examine university students' learning strategies in the field of educational psychology. This questionnaire contains two parts: strategies for cognition and metacognition, and strategies for managing resources (ibid). Back to the area of second language learning, Oxford (1990; p283-300) created a questionnaire called "Strategy Inventory for Language Learning (SILL)" to investigate learners' learning strategies on the basis of her strategy categorization. The questionnaire is made up of six parts: effective memorization, use of mental processes, compensation for unknown knowledge, organization, and evaluation of learning, emotional management and learning with peers (ibid). There are two versions for English learners learning other languages and for non-English learners learning English. After self-regulation was borrowed into research on foreign language learning strategies, Tseng, Dörnyei and Schmitt (2006; p97-99) developed "Self-Regulation Capacity in Vocabulary Learning Scale (SRCVOC) which consists of the five dimensions illustrated by Dörnyei (2005) to explore Taiwanese university students' self-regulatory capacity to vocabulary learning.

2.2.2 Listening learning strategies and self-regulation

In the field of listening learning strategies, several instruments have been used to examine students' strategy use. Listening is considered as the active process of handling language input (Rubin, 1994). Vandergrift (1999) also defines listening comprehension as an active and complex process which requires listeners to distinguish sounds, get the meanings of

vocabulary and grammatical sentence structures, understand intonation and word or sentence stresses, and finally combine this information together with the sociocultural context. Therefore, listening learning strategies must be categorized into metacognitive, social-affective and cognitive strategies. Metacognitive strategies include "planning, monitoring, evaluation, problem identification" (Vandergrift, 1997; p392-395). Planning requires listeners to think about proper plans to solve potential problems in listening process, which includes "advance organization, directed and selective attention, and self-management". Monitoring involves checking, verification and correction of listening comprehension, which consists of "comprehension, auditory and double-check monitoring". Evaluation refers to measurement of outcomes of listening process from the perspectives of performance and strategy. Finally, problem identification needs to identify the main problems hindering listening comprehension. Cognitive strategies are divided into eleven items: "inferencing, elaboration, summarization, translation, transfer, repletion, resourcing, grouping, note-taking, deduction/induction, and substitution" (ibid, p395). Inferencing includes the aspects of "linguistic, voice and paralinguistic, kinesic, extralinguistic, and between parts inferencing" while elaboration is categorized into "personal, world, academic, questioning, imagery and creative" aspects (p393-394). In the last section, socioaffective strategies involve "questioning for clarification, cooperation, lowering anxiety, self-encouragement, and taking emotional temperature" (p395).

There are a great number of studies focusing on listening learning strategies. Vandergrift (2003) conducted a study investigating how students adopted metacognitive strategies to

learn French. The results showed that except evaluation, all other strategies were widely used among students. Gao and Taib's (2006) study among ten students with limited strategies showed that metacognitive strategies could improve students' listening comprehension after training. Altuwairesh (2016) examined the frequency of metacognitive strategy use among college students and found out that problem-solving and directed attention are the most frequent used strategies. Oxford (1989) has already summarized a list of factors that affect strategy selection such as "personality characteristics, affective variables, learning styles", etc. (p236). Ellis (2008) also presents some factors that influence the adoption of learning strategies. These factors are divided into two sections: learner factors including age, motivation, personality and learning style, and factors from the situational and social perspectives (ibid). Some empirical studies found out that different levels of listeners adopt various learning strategies. Oxford (1989) states that advanced learners prefer more and better strategies than low-level learners. Wong and Nunan's (2011) study reports that effective learners prefer active learning strategies for communicative purposes such as "listening to native speakers" (p150), while less-effective learners adopt passive learning strategies which rely on teachers and textbooks. Graham, Santos and Vanderplank (2011) also investigate the correlations between listening improvement and learning strategies among students taking French classes in the UK. The findings show that without strategy instructions, students' language levels stay the same. After strategy instructions, students' preferences to strategy selections vary at the different stages of their learning process. Furthermore, self-regulation plays a very important role in their learning development. Later Bozorgian and Pillay (2013) find the similar results among Iranian students as mentioned

above.

2.2.3 The correlations between listening anxiety, learning strategies and self-regulation

Some researchers put learning anxiety and listening strategy together to investigate the correlations between them. Mohammadi et al. (2013) conducted a study to explore the correlations between language learning anxiety and learning strategies among Iranian university students. The findings show that there is a significant negative correlation between learning anxiety and learning strategies. The higher anxiety levels students have, the less learning strategies they use, and vise versa. The less anxiety levels students have, the more cognitive, social and compensation learning strategies they use. Meanwhile, Xu (2013) recruited more than 100 Chinese university students to explore the relationship between listening anxiety and learning strategies. The findings indicate that listening anxiety has a strong negative relationship with learning strategies, particularly with cognitive strategies. In cognitive strategies, students with different anxiety levels prefer diverse learning strategies. Low anxiety level students choose totally different learning strategies from those with high-level anxiety.

To sum up, many researchers have explored different kinds of learning strategies and classifications, and numerous studies have examined the use of different strategies among students with different language levels. Some scholars mainly focus on listening learning strategies and adjust existing strategies to be suitable for listening comprehension. Significant differences of preference to types of learning strategies have been found between different

levels of listeners. Besides, listening anxiety plays a strong negative role in strategies use. However, since Dörnyei (2005) proposes a new trend to include self-regulation in research on learning strategies, further studies should explore some evidence at this direction. Disappointingly, only a few studies have been done to investigate the effect of self-regulation in other aspects of language learning, while few have been done in listening learning strategies. Therefore, more studies should be carried out in this field. Furthermore, most of the listening learning strategies target the needs for listening tests or some designed listening activities in class. In these studies, listening process is considered as a skill-learning process rather than the listening ability for communicative purposes both in class and out of class in international schools in native-speaking countries.

2.3 Conclusion

Anxiety exists in every aspect of our lives, which has been defined by a number of researchers. Referring to foreign language learning, anxiety does affect all four-skill learning, especially in listening learning. Students learning English in their home countries tend to suffer from high listening anxiety, which hinders their foreign language learning. Many sources of listening anxiety have been explored by researchers, which have own characteristics though sharing some similarities with general foreign language learning.

Learning strategies in foreign language learning have been explored and classified into different categories. Previous studies show that students with different level of listening proficiency and listening anxiety prefer to different learning strategies, which means that high

listening proficiency and low listening anxiety students tend to adopt more appropriate and more learning strategies to help them improve their foreign language learning than those with low-level listening proficiency and high-level listening anxiety.

Due to the controversy for learning strategies research among scholars, self-regulation has been introduced into strategy studies. Since it is still a new trend for research, relevant studies are few and not in the direction of listening learning strategies. Therefore, I will conduct a small-scale study on listening anxiety, listening learning strategies, and self-regulation among diverse-background international students in a secondary school in the UK. My research questions are based on the gaps focusing on the level and sources of listening anxiety, and the correlations with classroom anxiety, listening learning strategies and self-regulation as Chapter 1 shows.

Chapter 3 Methodology

In this chapter, I will describe how I intend to conduct my small-scale empirical study to answer the research questions. At the beginning, I will introduce my overall design and the research methods adopted in my study. Then, I will describe the participants involved in my study. Next, I will state the procedures of how data is collected and analyzed. Finally, the reliability and validity of my study and the ethical considerations will be discussed.

3.1 Overall design

Quantitative research refers to the procedures for data collection which include the "numerical data" and the following analysis mainly using "statistical methods" (Dörnyei, 2007; p24). Bryman (2016, p149) adds that quantitative research entails "a deductive view" of the correlations of research and theory. Questionnaire is the key way of doing quantitative research. By contrast, qualitative research is defined as the procedures for data collection which involve "open-ended, non-numerical data" and the following analysis mainly using "non-statistical methods" (Dörnyei, 2007; p24). Interview is the main way of doing qualitative research. Through several decades, scholars have tried to distinguish the differences between quantitative and qualitative research, but no clear-cut boundaries have been found (Dörnyei, 2007; Richards, 2005; Sandelowski, 2003; Miles & Huberman, 1994). Berg (1989) even emphasizes that to some extent, data are all qualitative in terms of people's nature, settings and objects. Both of the two research methods have their own advantages, whereas some disadvantages do exist. For example, quantitative research pursues the average of answers from participants, which fails to show the individual differences (Dörnyei, 2007). Generalizations are a big issue frequently criticized by researchers because quantitative research is related to over simplicity, de-contextualization and reductionism (Dörnyei, 2007; Bryman, 2016). As for qualitative research, researchers complain about its subjectivity, restriction of the findings, difficulties in replication and transparency, etc. (Bryman, 2016). Dörnyei (2007) figures out that specific nature of small-scale sample for qualitative research and the researcher's biases are concerned.

Based on the merits and demerits of both quantitative and qualitative research methods, I propose to conduct my study mainly using qualitative research with supporting data from quantitative research methods. This combination of quantitative and qualitative research for data collection and data analysis is widely used, because they could eliminate extreme results and favor researchers due to its practicability which builds a theoretical foundation (Creswell, 2009). In my study, I use questionnaires to collect quantitative data first, and on the basis of the results, I generate themes and ideas to formulate the questions for my qualitative interview. And for the main methods of my study, I conduct semi-structured interviews with several students in the school to collect qualitative data. Using qualitative research methods with quantitative supporting data enables me to have a deeper understanding of the results of the qualitative research and broaden the correlations with the quantitative results.

3.2 Research instruments

In this study, I will use two research instruments to carry out my research. Both questionnaires and interviews will be adopted to help me have a wider view of listening anxiety, learning strategies and self-regulation, and enrich my understanding of these issues.

Firstly, I will use questionnaires to collect quantitative data. Dörnyei (2007) claims that questionnaire is the most popular way for data collection, particularly in the field of applied linguistics. Questionnaires are very efficient and easy for construction (Wagner, 2010; Cited

in Bryman, 2016), as they are able to collect a huge amount of data quickly which are ready to be processed (Dörnyei, 2007). Without researchers' influence or variable ways of presenting questions (Bryman, 2016), questionnaires, which are also called "self-administered" (ibid; p221) questionnaires, can be used to measure facts, attitudes and behaviors (Brown & Rodgers, 2002; Dörnyei, 2007). My questionnaire is divided into four sections. Section A consists of 17 questions about participants' personal information such as nationality, gender, age, length of English learning, use of English and native or non-native teachers. These questions require participants to fill out the blanks or choose *yes* or *no*. Section B is adapted from Horwitz, Horwitz and Cope (1986)'s Foreign Language Classroom Anxiety Scale which includes 33 questions to measure participants' English classroom anxiety. Section C is Elkhafaifi (2005)'s Foreign Language Listening Anxiety Scale containing 20 questions particularly about listening anxiety. Section D is Strategy Inventory for Language Learning designed by Oxford (1990) to measure participants' listening learning strategies by using 50 questions.

In my questionnaire, all the items are Likert Scale items, which are the most popular ones (Wagner, 2010; Cited in Bryman, 2016; Dörnyei, 2007). Wagner (2010; Cited in Bryman, 2016) states the reason for choosing Likert Scale is that several items can be adopted to measure one concept. These Likert Scale items for one statement are made up of five items ranging from *definitely disagree* to *absolutely agree*, and participants only need to put an X in the box under each item. For example:

I get upset when I am not sure whether I understand what I am hearing in English.

Definitely   Disagree   Neither agree   Agree   Absolutely

disagree   nor disagree   agree

Based on the findings of the questionnaire, I will form the interview questions referring to the emerged themes and extracted factors. Even if there are several methods for qualitative research, the interview is always the most frequent method adopted by researchers for various goals in different contexts of applied linguistics (Dörnyei, 2007; Robson, 2011). Robson (2011) describes interview as a process which interviewer asks questions and hope to receive answers from interviewees. In my interviews, I use the semi-structured type as it is the most commonly adopted one by researchers in applied linguistics (Dörnyei, 2007; Robson, 2011). Creswell (2009) points out that the advantages of using semi-structured interview are that it is flexible and convenient when observation is impossible; additional information of the history can be presented by interviewees; and interviewers have control of the order of questions. (Dörnyei, 2007; Bryman, 2016; Robson, 2011). There are three parts in my interviews. The first part is about the interviewees' general information. The second part focuses on the level of listening anxiety interviewees have, and the third part includes questions about learning strategies and self-regulation. During the whole interview, interviewees are welcomed to provide as detailed information as possible.

3.3 Participants

My participants are 13 to 18-year-old international students in a secondary school in a major city in the UK. These students are from different countries: China, Japan, Ukraine, Russia, Spain, Romania and Belgium and so on. Before coming to the UK, they have learnt English as a second language in their home countries for a couple of years. In the current secondary school, their classes of all subjects are taught in English by native-speaking teachers. In other words, English is the only language for students and teachers to communicate in and out of class. For international students, the supplemental ESL program is provided after their regular school classes in order to help them improve their English.

Since I used to teach English in China for more than eight years, I am highly motivated to know how high their listening anxiety levels are, what learning strategies they adopt and how they self-regulate themselves in order to reduce listening anxiety when they are studying in the UK so that I can help my future students overcome listening anxiety and adjust their learning strategies. Accordingly, I choose five international students to take part in the interviews.

Student A is eighteen years old. She has learnt English for more than one year in the UK. Before that, she had learnt English in her home country for eight years. She has ESL classes for four hours every day and uses English mainly on campus, and sometimes in certain places such as restaurants, then most of the time she stays with students from the same country to create a comfortable environment.

Student B is seventeen years old. He has learnt English in the UK for almost five years. In his home country, he has learnt English for more than 6 years since primary school. He has ESL classes for three hours a day. After class, he does not use English very often.

Student C is seventeen years old. She had learnt English for five years before came to the UK. In the British secondary school, she firstly took language classes for one month, and then she enrolled in compulsory courses accompanied with ESL classes for one year. She has three or four ESL classes each week and use English frequently since all her classmates are from all over the world.

Student D is eighteen years old. He has learnt English for six years in his home country and one year in the UK. He has ESL classes four hours a day. He reports that he uses English for communication nearly all the time since teachers do not allow them to use any languages other than English.

Student E is eighteen years old. He has learnt English for six years in his home country and two years in the UK. In the past, he had English classes 15 to 20 hours each week in primary school, 20 to 25 hours in Junior high school. Now in this secondary school, he has 15 ESL classes each week. He states that he only used English when he was in school in his home country, but now he uses English most of the time.

3.4 Data collection procedures

Data collection stands for the major part of all research programs (Bryman, 2016). There are two phases in my data collection. First, I sent my questionnaires to the dormitory supervisor of that secondary school by email. He printed them out and gave them to 25 students. Finally, 21 copies were returned to the dormitory supervisor. 17 questionnaires were valid and 4 questionnaires were abandoned because the same item was chosen for all statements. Then I asked three of those students to help me sent questionnaires to their classmates. All 16 valid questionnaires were sent to me by the three students. So, I collected 33 valid questionnaires altogether.

In the second phase, I invited 5 of my participants who were willing to take part in my interview. Since they were spending their summer vacation in their home countries, so I interviewed them online and recorded them for further analysis. Each interview lasted approximately 20 minutes. Firstly, I asked them some personal questions about their age, the lengths of learning English in China and in the UK. Then I asked them some questions about their listening anxiety and learning strategies they adopted to reduce listening anxiety. The last part is about their self-regulation. Each question is semi-structured, so that they can talk more about the questions. At the end of the interview, they were welcomed to ask me some related questions.

3.5 Data analysis procedures

Data analysis is an important section in any research. There are two phases in my data analysis procedures. For quantitative research analysis, I adopt IBM SPSS. 22.0 to analyze the data of the questionnaires. Bryman (2016) emphasizes that this most widely adopted software in quantitative research and data analysis can be a more appropriate way and be an equipment to develop a useful skill of transferability. Before analyzing the data, some preparation has to be done. Firstly, I enter my data into the Data viewer. Then I define variables including names, labels, value labels and missing values. Next, the examination of the reliability of the questionnaires is carried out because the reliability shows the absence of arbitrary error (Pallant, 2010). Since my questionnaire consists of three sections: general foreign language classroom anxiety, listening anxiety and learning strategies, I analyze them individually at the first stage. For each section, I conduct the calculation of means, standard deviation, range, variance, and the mode. Then, I do the factor analysis for each section to investigate how many factors emerge. Finally, I use SPSS. 22.0 to explore the correlations between general foreign language classroom anxiety and listening anxiety as well as between listening anxiety and learning strategies.

On the basis of quantitative data analysis, I employ "grounded theory" (Dörnyei, 2007; p257) as the conceptual framework to reveal the in-depth information from my interviews. This theory is so commonly used that is often considered to equal to qualitative research (ibid). Dörnyei (2007) clarifies that grounded theory is actually a research method rather than a

theory. Charmaz (2005; p507) defines grounded theory as "a set of flexible analytic guidelines that enable researchers to focus their data collection and to build inductive middle-range theories through successive levels of data analysis and conceptual development". There are three stages of coding in grounded theory: "open coding, axial (theoretical) coding and selective coding". (Dörnyei, 2007; p260-261). Open coding helps form the preliminary level of analysis for conceptualization. Axial coding upgrades abstracting procedures from first-level concepts to higher-level concepts. Selective coding refers to the finalization of key category for the study. I use the grounded theory to explore the main sources of listening anxiety, self-regulations, and the correlations to the levels of listening anxiety. After the two phases of data analysis, all the results are presented in the chapter for findings and discussions.

3.6 Reliability and Validity

Bryman (2016) defines reliability as a "consistency of a measure of a concept" (p157). There are three key factors which can affect reliability: "stability, internal reliability and inter-rater reliability" (ibid). Dörnyei (2007) further explains that reliability is the degree that same results can be obtained among given people in different settings. For anxiety and learning strategy studies, questionnaires and interviews are used to guarantee the reliability and validity (Xu, 2013). Questionnaires can help me get a general view of listening anxiety and learning strategies, while interviews enable me to gain in-depth understanding and correlations.

In the phase of quantitative data collection, I adopted the existing questionnaires to ensure the reliability. "Foreign Language Classroom Anxiety Scale (FLCAS)" created by Horwitz, Hortwitz and Cope (1986, p129-130) is the classic one which appears in most of studies on foreign language anxieties (Xu, 2013; Elkhafaifi, 2005). Horwitz (1986) examined its reliability and validatity later in the same year. "Foreign Language Listening Anxiety Scale (FLLAS)" (Elkhafaifi, 2005; p218-219) made by Elkhafaifi is widely accepted in listening anxiety research. For learning strategies, I borrowed Oxford's "Strategy Inventory for Language Learning (SILL)" (1990; p293-296) to investigate students' metacognitive, cognitive and social/affective learning strategies. Some necessary changes have been made to meet my research demands. Validity concerns two aspects: "internal and external validity" (Dörnyei, 2007; p52). In my study, questionnaires were sent and collected by students' teachers, so that they did not feel anxious about filling in the questionnaires. All the students have multi-nationalities and are at various ages, so they can represent the international students in the UK.

Since reliability requires the same findings through repeated studies in different settings (Richards & Morse, 2007), Dörnyei (2007) argues that replication is hard to be achieved in qualitative research due to the participants' individual accounts and subjectivity of researchers' interpretation. In that case, trustworthiness consists of four elements: "credibility, transferability, dependability and confirmability" (Dörnyei, 2007; p57; Bryman, 2016; p384). In that case, in my interviews, I managed to get rid of leading questions so that my personal

affects could be reduced to the minimum. After I finished my transcription, I gave them to my interviewees to check if the contents truly expressed what they thought. These strategies could enhance validity in my qualitative research.

3.7 Ethical considerations

When we do social research, ethical considerations are inevitable to be concerned (Dörnyei, 2007). Bryman (2016, p125) lists four principles of ethical issues for researchers to consider: "whether there is harm to participants, a lack of informed consents, an invasion of privacy and deception". Dörnyei (2007) points out some sensitive elements such as "anonymity and ownership of the data", etc. (p65). For my study, firstly I carefully filled in the Ethical Approval Form under the guidance of British Educational Research Association (BERA). Next, I sent the brief information of my research to the head teacher of the ESL program of that secondary school to get the permission. Then I sent the consent form to my students who were involved in the interviews as well as their parents since they were under 18 years old.

My research might distress participants if they feel discouraged by what they discover through their participation in the study when it comes to the learning of English. And in turn they may feel discouraged in being interviewed. In order to minimize this, I reassure the participants that their learning methods not be judged and reported to their teachers and will provide them with clear information about the research purposes, benefits, as well as risks. If circumstances still arise, the participants are allowed to exercise their right to withdraw from the research at any time without question.

The questionnaires were completely anonymous and confidential and out of reach of participants' teachers or any other people. Participants' names and personal information as well as the name, location of the secondary school would not appear in my study so that they could not be identified. After data collection, all the data are password-protected and stored on my personal computer with a password. The names of the school, teachers and students were given pseudonyms in the reporting. All the videos and recordings is kept with a password. Besides that, all the data will be kept for one year after my graduation, then the data will be destroyed, in compliance with the UK Data Protection Act 1998.

3.8 Conclusion

To sum up, my study adopted qualitative research methods with quantitative supporting data. The overall design and research instruments are described in detail, and ethical issues have been paid attention during the data collection and analysis procedures.

Chapter 4 Findings

In this chapter, I will present the results from the questionnaires and interviews on the levels and sources of listening anxiety, students' learning strategies, as well as the correlations

between these variables.

4.1 Findings of the questionnaire

4.1.1 Foreign Language Classroom Anxiety Scale

In order to achieve a general view of secondary international students' learning anxiety, I calculated the mean and standard Deviation (SD) of each scale in the first section of the questionnaire. As stated above, each question includes 5 items valued from 1 (Definitely disagree) to 5 (Absolutely agree), which means that the higher score students get, the higher anxiety level they have. There are 33 questions in the first section so the total score of this section ranges from 33 to 165. By calculating the scores, 21 students prove to suffer from low foreign language classroom anxiety with scores from 69 to 99. Eleven students achieving scores between 100 and 132 tend to have moderate foreign language classroom anxiety, while only 1 student gets 142 scores showing very high foreign language classroom anxiety. Therefore, students in this context seem to suffer from a low level of foreign language classroom anxiety in general.

According to Horwitz, Horwitz and Cope (1986), three dimensions of foreign language anxiety are examined in these 33 questions, namely "fear of negative evaluation, communication apprehension and test anxiety" (p127). However, Panayides and Walker (2013) argue that previous studies show some factors which are different from what Horwitz, Horwitz and Cope (1986) state. In order to check whether these dimensions of anxiety exist

in my participants in the context, a component factor analysis has been conducted using SPSS 22.0. As Table 1 shows, besides the original three factors proposed by Horwitz, Horwitz and Cope (1986), a new factor related to the fear of English class was extracted. Due to the low reliability and limited number of items in the factor "test anxiety", I removed it from my study. Therefore, three main factors emerged in students' foreign language anxiety, namely the fear of negative evaluation, communication apprehension and fear of English class.

Table 1 shows that communication apprehension (mean=2.82) is the main source of foreign language classroom anxiety and it's followed by the fear of negative evaluation (mean=2.73) and fear of English class (mean=2.63). As for the communication apprehension, item 14) is a typical example as it shows that students will feel very nervous when speaking with native speakers (mean=3.27). Most students are concerned with the negative evaluation particularly failing in English as the mean of item 10 is 3.09. In terms of the fear of English class, some students are shown to be anxious about English class even if they are well prepared (Item 16, M=2.88).

Table 1 Results of Confirmatory Factor Analysis for FLCAS

Factors	No. of items	Cronbach's alpha	% of Variance	Mean
Fear of Negative Evaluation	6	0.832	55.992%	2.73
Communication Apprehension	4	0.460	38.512%	2.82
Fear of English Class	7	0.842	52.548%	2.63

4.1.2 Foreign Language Listening Anxiety

The second part of my questionnaire was designed to investigate level and sources of listening anxiety among my participants. This section contains 20 questions valued from 1 (Definitely disagree) to 5 (Absolutely agree), so the total scores are between 20 and 100. Same as the first part of the questionnaire, the higher score shows higher listening anxiety level, and vice versa. The majority of students proved to show low and moderate levels of anxiety in their English listening. To illustrate, 19 students, whose scores range from 40 to 59, suffer from a low level listening anxiety. 12 students achieving scores from 61 to 71 are under moderate listening anxiety. Only 2 students suffer from high listening anxiety with scores of 82 and 91.

In order to explore the main sources and characteristics of listening anxiety, an exploratory factor analysis was conducted. As presented in Table 2 shows, four factors have been emerged. I named these factors regarding the contents of the items in the scales. As presented in Table 2, these factors are personal knowledge, understanding spoken English, lack of confidence and sound. The factor that most causes students' listening anxiety is related to students' *lack of confidence* (mean=3.45), and the followings are *personal knowledge* (mean=2.84), *sound* (mean=2.71) and *understanding spoken English* (mean=2.68). A further reliability test was also conducted to check whether these factor work and contribute to my study. As the results shown below, the reliability of each scale ranges from .617 to .827 which means these scales are rather reliable. The reliability of the second section is up to .807.

Table 2 The Results of Exploratory Factor Analysis of FLLAS

Factors	Mean	SD	Cronbach's alpha	No. of items
Personal knowledge	2.84	.92	.768	5
Understanding spoken English	2.68	1.03	.827	3
Lack of Confidence	3.45	.93	.707	4
Sound	2.71	1.01	.617	3

Therefore, we can see that my participants tend to have a moderate anxiety level in their English learning. Moreover, four main sources of listening anxiety among the international students have been revealed to us.

4.1.3 Strategy Inventory for Language Learning (SILL)

The listening learning strategies students prefer to use in foreign language learning was examined in the third part of the questionnaire. Strategy Inventory for Language Learning (SILL) consists of six strategies: memory strategies: remembering more effectively (item 1 to 9); cognitive strategies: using all your mental processes (item 10 to 23); compensation strategies: compensating for missing knowledge (item 24 to 29); metacognitive strategies: organizing and evaluating your learning (item 30 to 38); affective strategies: managing your emotions (item 39 to 44), and social strategies: learning with others (item 45 to 50). Each item has 5 choices with values from 1 (never or almost never used) to 5 (always or almost always used). As Table 3 shows, students tend to learn with others most (mean=3.53). The other five strategies are at the moderate level. To be more specific, some strategies such as association (item1) and guessing (item 24) are frequently used in their English listening

learning process with means up to 3.85. On the contrary, using cards and to act out new

words are least popular strategies because they are rather old-fashioned in this time and era.

Table 3 Results of the listening learning strategies

	Mean	SD	Range	Variance
Learning with others	3.53	.69	2.67	.482
Organizing and evaluating your learning	3.40	.65	2.89	.420
Using all your mental processes	3.33	.60	2.14	.354
Compensating for missing knowledge	3.30	.76	2.67	.571
Remembering more effectively	3.04	.53	2.67	.278
Managing your emotions	2.91	.54	2.50	.292

According to the results, my participants seem to adopt different kinds of strategies to learn

English listening. Among these strategies, social strategies are most frequently used while

some old-fashioned strategies are not often used by them. As Table 3 shows, affective

strategies have not been paid much attention to, therefore, a further exploration of their

listening strategies regarding emotions such as self-regulation will be conducted in the

interview.

4.1.4 Correlations between FLCAS and FLLAS, FLLAS and SILL

To further investigate the relationship between these variables, I conducted a correlation

analysis and the results have been shown below. A very significant and positive correlation

between foreign language classroom anxiety and listening anxiety has been found. That is to

say, students who suffer from listening anxiety usually have foreign language classroom

anxiety. The higher their general classroom anxiety is, the higher listening anxiety they would have. However, there are only a few correlations being found between their listening anxiety and their learning strategies. It seems that the listening anxiety factor related to the learners' confidence level is correlated with different strategies. Students with low confidence level are likely to use metacognitive strategies and cognitive strategies in their English listening. Moreover, if one's listening anxiety is from the sound and pronunciation, he or she tends to adopt *remembering more effectively* strategy.

Table 4 Results of Correlation analysis

	Strategy One	Strategy Two	Strategy Three	Strategy Four	Strategy Five	Strategy Six
Personal Knowledge						
Understanding Spoken English						
Lack of Confidence		.567**	.514**			
Sound					.445**	

Strategy One: Learning with others; Two: Organizing and evaluating your learning; Three: Using all your mental processes; Four: Compensating for missing knowledge; Five: Remembering more effectively Six: Managing your emotions

**: Correlation is significant at the 0.01 level (2-tailed).

In conclusion, the quantitative findings from the questionnaire help me identify the level and

sources of students' English listening anxiety in my research context, and lay a solid foundation for me to generate my interview questions in the next phase. Therefore, in the interview I will further explore the level and source of students' listening anxiety, and pay more attention to their learning strategies and self-regulation.

4.2 Findings of the interviews

After analyzing the data of questionnaires, I formulated my interview themes and questions, and five students have been interviewed online. The interview questions consist of three parts. The first part is about the personal questions including their lengths of learning English and daily use of English. The second part is about the sources of listening and listening anxiety, and the third part is about students' self-regulation. All the questions are semi-structured as students are encouraged to provide more in-depth information.

4.2.1 The levels of listening anxiety

In the previous section, the findings from questionnaires show that participants suffer from moderate and low listening anxiety. In the interviews, all the five participants state that they only suffer from moderate listening anxiety, which accords with the result from questionnaires. Students have described their feelings when they are anxious, which can prove their levels of listening anxiety. When they feel anxious, they have both physical and mental reactions. For example, student 3 had physical reactions saying that her body became awkward and uneasy. She did not know where to put her hands and what standing position

she would adopt. In contrast, student 1 had mental reactions which resulted in concentrating on one single sentence, thus ignoring the whole meaning. She further explained that listening anxiety could cause speaking anxiety, which made her nervous and absent-minded when speaking. Student 5 agreed with student 2's opinion and said that listening anxiety led to stutter.

4.2.2 The main sources of listening anxiety

According to the codes of the interview transcripts, several themes have been shown to us as following with regards to the sources of listening anxiety, which are the same as the results of questionnaires while some are newly discovered.

Speed. Four students mentioned that speed is a major obstacle of listening comprehension which leads to listening anxiety. Student 1 explains that she fails to catch the main idea if the teacher speaks too fast in class. Even if she watches British or American TV series, she can only catch the main idea instead of accurate meanings if the actors talk too fast. Student 4 complains that some teachers keep talking fast in class without any pauses, so he is overwhelmed by too much input and have little time to process. Local people always speak too fast and do not think of his English level, so he cannot understand them. Student 5 adds that native speakers always speak too fast. They put several words together to pronounce and omit unnecessary consonants. In that case, he probably thinks of other words and misunderstands what the speakers actually mean. In a word, fast speed is shown to possibly cause students to feel anxious and thus it's a source of students' listening anxiety.

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Accent. Accents are another theme mentioned by my interviewees to cause their listening difficulty and listening anxiety. Since many languages have different pronunciation rules, some English sounds do not exist in other languages while some special sounds have no similarities with English. One letter, for example *r*, can have different pronunciations in different languages. Even among native speakers, people from different English-speaking countries and different regions have various accents, let alone people from various non-native-speaking countries. Students also provide some evidences explaining how accents confuse them.

"...some people have strong accents. For example, last time I talked about something with my teacher who was from Scotland, I thought he was not speaking English at all and I could not understand a single word." (Student 4)

Meanwhile, student 1 also states that some people from Japan, India and South Korea have so strong accents that she could not understand. She further adds that compared to people from her mother country, she prefers native speakers since they can speak English standardly though with some accents. Student 3 proposes her own experience:

"...some accents sound rather strange and confusing, which make me really anxious...each time I talk with them, their accents make me laugh, but I have to refrain myself from laugh since it is not polite...some teachers with strong accents cause me anxious, too. I do not understand,

but am ashamed to ask them to repeat. Once I had a math teacher from Middle East with a strong accent. When I talk about some professional things of math with him, it is really difficult due to the diverse ways of thinking and his accent which is totally different from the English I often hear."

In a word, there are hundreds of languages in the world and there is no doubt that people would have accents. The interview data has shown that the accents of the teachers sometimes will cause difficulty in students' understanding and further cause anxiety.

Vocabulary. All five students mentioned that the lack of vocabulary is another factor that causes listening difficulty and listening anxiety. For instance, if there are several words in a sentence that are new to listeners, they cannot get the main idea, especially when talking about an unfamiliar topic. The use of phrasal verbs and colloquial words as well as the misuse of collocations can lead to listening anxiety. For example, student 5 states:

"...like in a speech, it contains a lot of colloquial words which are not the same as written English. Besides, a lot of phrases are used in a speech. All of above make it difficult for me to understand…if they talk about some topics that I am not familiar with, such as medicine and politics, I completely confused…furthermore, when some people speak, they do not strictly follow the grammatical rules, sometimes they just neglect them, so I do not understand…"

Student 4 provides some more information from the perspective of native speakers. The

varieties of vocabulary and slangs native speakers use are too difficult to be understood.

"…Local people all speak very fast…they use different vocabulary, but I only learn some basic words from school. Sometimes they use a lot of slangs, too. The meaning is simple, but slangs confuse me a lot." (Student 4)

Environment. Two students report that environment can affect their listening comprehension and cause listening anxiety. They both emphasize the social settings that involve much noise. A typical example has been shown in Student 4's answers as following:

"For example, at the weekend, there is too much noise in the shopping malls, which make it difficult for me to hear clearly what people are saying. And in the restaurants, the waiter often plays the background music, or other customers talk loudly, I cannot hear clearly, so I cannot understand and feel anxious…"

Students are worried about noises because when they do listening exams or practice listening, the environment is always quiet and suitable for listening without any interruptions. But in real world listening, noise can negatively affect listeners' input. In that case, students often do not understand what they have learnt or even simple sentences.

Other factors. Besides these main sources of listening anxiety, students also propose some other elements which can cause anxiety. Student 4 thinks that *personality, physical conditions*

and *experience* are factors that can cause listening anxiety. He explains:

"... If I think this person is annoying, I refuse to listen to the conversation, so I do not understand, which cause me to feel anxious. If I think this person is nice, I would like to talk with him, then I am not anxious... The most important factor is experience. For example, if I go to the bank, I cannot understand what the bank clerk is saying at the first time, because she used a lot of professional words. So I am really nervous and anxious. After several visits, I gradually get used to it and have no anxiety... In class, when I am ill or have a bad mood, or really exhausted, I cannot understand what the teacher is saying, so I feel very anxious..."

Furthermore, students 1 and 3 mentioned that *Attention* is a very important factor for listening anxiety. Listening to one's mother tongue does not require much attention, but listening to English need concentration on the conversation, or listeners probably get lost and fail to catch the main idea. Students think that listening to daily conversations and lectures is like listening exams, they have to pay attention to the contents without any interruption.

4.2.3 Listening learning strategies

Based on five students' own sources of listening anxiety, they propose some learning strategies to help deal with their problems and improve their listening. These learning strategies are cognitive strategy: note-taking; metacognitive strategies: extensive listening and reading, and preparations; compensation strategies: visual support, body languages and

guessing; and social strategy: slow-down and repetition.

Note-taking. Students 1 and 5 adopt note-taking while listening to lectures and speeches in class. When they encounter some new words or some parts that they do not understand, they take notes so that they can ask their teachers or classmates for help after class. They explain that they often use this strategy when they attend classes and discussions because they cannot interrupt the speakers. Student 5 also use this strategy out of class:

"... *I would like to speak more with local people in order to listen to more English. When I do not understand, I ask the speakers to explain in simple English. Once I understand, I take notes in case that I forget...*"

Extensive listening. All five students believe that extensive listening can help them improve listening comprehension and get rid of listening anxiety. However, they choose various ways of listening. Student 1 prefers to do dictation. She writes down every sentence she hears. Then, she plays the listening materials at a faster speed to train her listening ability. Students 2 and 3 would like to watch more British or American TV series to train their listening ability because they are interested in them. Student 4 and 5 use more listening exercises to improve their listening ability such as the past papers of IELTS or TOEFL. Besides, student 4 adds that he often actively talks with local people in English whenever he can to train his listening comprehension. He also emphasizes that choosing your favorite listening materials can help you practice listening.

Body languages. Except listening exams and conversations via electronic devices without videos, nearly all listening activities happen when people can see each other. In that case, body language can help people understand unknown words. Student 4 lists a number of ways:

… You can look at their gestures… you should have eye contacts, pay attention to facial expressions and body languages so that you can concentrate on the conversation and thus help you understand …

Student 1 states that when she listens to people talking, she pays attention to the movements of speakers' mouths to obtain what the speakers are saying if she cannot hear clearly. However, this strategy is helpful for both classroom learning and daily conversations only if the speakers have a lot of body languages.

Slow-down and repetition. All five students ask speakers to slow down and repeat what they say for clarification. When people speak slowly, listeners can catch as much information as possible for better understanding. Besides, it is a good strategy to ask speakers to repeat the same meaning in a simpler way.   Several students give their own solutions in detail:

Student 1: … use some simple words, or I will suggest him to speak slowly … teachers should speak slowly, and say each word more clearly …

Student 2: … I think I can understand more if teachers speak slowly. On the other hand,

we students should work on our own because in future communication, it is impossible for me to ask others to slow down each time we talk. After all, I am studying in the UK, I should work hard after class and try to get used to their speed. ...

Student 5: I use different strategies depending on different people in different occasions. For instance, if I am in a shopping mall, I will ask the staff and say: I do not understand, could you please explain it for me? If the speaker is very busy like a bus driver, I will pretend to understand. Then I ask others to repeat the sentence in a simpler way. ... In class or a discussion group, I will first ask my classmates to explain. If I still do not understand, I will ask my teacher to repeat it again. ...

Extensive reading. Student 2 thinks that read more and extensively can help him increase his vocabulary, and thus improve his listening comprehension. Reading is another way of input, so students can accumulate more vocabulary for better listening comprehension. Moreover, reading different kinds of articles can expand students' knowledge in different fields. In that case, when they hear people talking about relevant topics, they will not feel completely unfamiliar.

Guessing. This is a very common way in students' learning process. Since every conversation involves a topic, students can guess what the speaker means according to the context, key words, tones, gestures, etc. In most cases, listeners do not necessarily understand what every word means, so guessing can help listeners acquire the main idea and keep the conversation going. Student 2 explains:

... As I am learning, the knowledge is becoming more and more difficult. I listen to new things every day, so I always have something that I do not understand. ... Since the teacher cannot speak one sentence and explain it right away, I could only understand the main idea through guessing. ...

Preparations. Student 3 proposes that before asking her teacher for help, she will do a lot of preparations. She explains:

... Because I have found some problems, I have to solve them by myself. Maybe I do not understand his accent, I will communicate with him more after class so that I can see how they pronounce these proper nouns in math. Before I ask him questions, I make detailed notes. When our conversation gets stuck, I will show him my notes. Finally he can understand what I want to say.

Preparation is not only effective for communication with teachers, but also for attending lectures, classes, group discussions and daily communications. A good preparation can help students understand the contents better. For example, when students go to a bank, some basic vocabulary of banking service is necessary for them to understand what the bank clerk is saying. Before science class, a preview of the new lesson is a useful way to understand what the teacher is teaching. In all, preparation is an effective way for listening comprehension. in fact, many students adopt this strategy when they learn both English and other subjects.

Visual support. This is a surprising idea proposed by student 4. Visual support includes all the things done or displayed by speakers that students can see when they listen to English. This is particularly useful when listeners get involved into a conversation or a lecture straight away. Visual support includes body languages such as gestures, facial expressions and eye contacts. Furthermore, student 4 lists more ways of visual support:

… For me, I think teachers should give me more visual support such as power point, videos, and pictures in class…

However, visual support can be possible in classroom settings, but not always applicable in social settings since conversations happen immediately at any places. Moreover, speakers are required to do some preparations for visual support.

4.2.4 Self-regulation

The last part of the interview is about self-regulation capacity. Questions are categorized into five aspects: commitment control, environment control, metacognitive control, emotion control, and satiation control. All the questions are semi-structured and students are welcomed to give more details.

Commitment control. This section refers to goal achievement and overcoming difficulties.

Different students have various methods of dealing with obstacles in order to achieve their learning goals. However, all five students believe that they can overcome the difficulties they encounter and finally reach their learning goals, but no more useful methods are presented. They just simply talk about some easy tips including asking questions, consulting dictionaries, and guessing, etc.:

Student 1: … I think I should ask more questions…I should listen to more English … if I know more vocabulary, I can understand…

Student 2: … I will look up new words in the dictionary after class… guess the meaning while listening… somebody told me that the only solution was to guess… I think if I read more, I will overcome the difficulties…

Student 3: …I am confident that I can overcome these difficulties… if I work harder, it's no problem…

Student 4: …I could only guess the meaning because I cannot look them up in the dictionary… I think that I can overcome difficulties, I just need time and experience…

Student 5: …I will tell my teacher to use simple sentences to explain… give me more explanations…

Metacognitive control. This section refers to what methods students use to concentrate on listening learning and prevent procrastination. Students adopt various methods to overcome distraction. Student 4 has shared some useful methods:

Student 4: ... when I listen to the teachers, I pay attention to their facial expressions... I have eye contacts with teachers... I cannot be absent-minded...I can only focus on listening learning for 20 to 30 minutes, so I usually have a break, surf the internet, and then I come back to learning...

Disappointingly, other students fail to propose some useful methods. They have realized that distraction is a problem for listening learning, but no effective methods have been adopted. For example:

Student 1: ...I think I can only concentrate on learning for a short while, or I will feel tired... I cannot remember what methods I have adopted... I make use of the interval between two classes... I do not think I can prevent procrastination, I need a person to inspect me...

Student 2: ... I rely on my willpower...do not affected by others...

Student 3: ... I rely on self-discipline... I must force myself to study...

Satiation control. This section focuses on the methods students use to get rid of boredom while they are learning. Boredom exists in the process of learning, especially when students are in the bottleneck of learning without any progress. Student 5 presents some useful methods such as shifting attention, calm- down, etc. he explains:

... I divide my learning task into several easy goals for myself. When I reach one, I stop learning and do something fun such as watching comedies, Running Man. Then, I go back to

continue learning again. I repeat this process… I calm down and choose my favorite topics to

listen to such as sports and animals. Then, I go back to less interesting ones…

Unfortunately, other students have not adopted some methods except some common:

    Student 4: … I chat with friends…complain about the tedious task… or I play for a

while…

    Student 2: … I ask my classmate for the contents the teacher is teaching, I take notes for

revision after class… I calm down… I rely on will power… sometimes I go to the toilet, walk

around…

Emotion control. This section focuses on how students deal with stress in their learning

process and their beliefs. Some students hold a positive attitude towards stress and find some

solutions. For example, student 1 prefers to do preparations before class to reduce stress. If

she feels stressful when listening to English in daily life such as at a bank or a post office, she

will ask people who has the same mother tongue for help. Student 3 would like to enlarge her

vocabulary and listen to more English to cultivate language sensitivity. Besides, she prefers to

communicate with her teachers more frequently. However, the rest of students respond to

stress in a negative way. They simply have some general ways such as revision and relax, but

no more detailed and effective methods.

Environment control. The last section refers to the elimination of negative environmental

effects. All students tend to choose quiet and comfortable places to study. Student 1 says that if the class is too noisy, she cannot concentrate on listening to the teacher, thus she fails to catch the information. Besides, she prefers to get help from classmates to solve the problem. Student 3 thinks that it would be perfect if there are no people from her home country in her learning environment, because she is afraid of peer pressure. She feels comfortable with international students. Student 2 states his own opinion:

... in a quiet environment. ... yes, mostly in my dormitory, sometimes the library is OK, too. ... I will change a place if it is very noisy. ...

4.2.5 The correlations between listening anxiety and learning strategies and self-regulation

According to the interviews, five students report they suffer from moderate listening anxiety. In terms of their learning strategies, all five interviewees have some learning strategies in common as well as some diversity. Students are likely to use metacognitive strategies and compensation strategies more often, while use cognitive and social strategies less. According to the interviewees, the former two strategies help students reduce their listening anxiety.

4.4 Conclusion

Students mainly suffer from moderate and low listening anxiety caused by various factors such as speed, accent, environment, personalities, physical conditions, experiences, and

vocabulary, which are different from previous studies. Students adopt some learning strategies including metacognitive, compensation, cognitive and social strategies. Meanwhile, there is a positive correlation between listening anxiety and foreign language classroom anxiety. A number of learning strategies have been adopted by students, thus some correlations with listening strategies have been found both from questionnaires and interviews.

Chapter 5 Discussion

In this chapter, I will discuss the findings based on previous literature review. The discussion will be divided into themes including listening anxiety, its correlations to foreign language classroom anxiety, the source of listening anxiety, learning strategies and self-regulation and their correlations to listening anxiety.

5.1 Listening anxiety and its correlation to foreign language classroom anxiety

The findings from questionnaires show that in a generally sense, nearly two thirds of students suffer from low listening anxiety and one third of students suffer from moderate listening anxiety. Surprisingly, only 1 student reports high level listening anxiety. The five interviewees also report that they only suffer from moderate listening anxiety. Unlike previous studies such as Xu (2013)'s, whose findings indicate that the majority of students suffer from high level listening anxiety, my study has got the different results. There could be

several reasons: first, they have been living in the UK for a long time and have used English more often than students in other studies; second, they have learnt English in their home countries for several years and have good English levels.   which leading to this phenomenon. Most previous studied have been done in non-English speaking countries where their participants take English as a subject instead of a tool for learning other subjects. So students have more opportunities to listen to English. On the other hand, studying English in non-English speaking countries such as China, students' sources of listening are mainly the listening materials, listening exams, and English class. Some students appeal to English TV series, movies, and broadcasts, etc. However, students studying in the UK have an immersed English environment. From my interviews, students report that their sources of listening are from English classes, daily communications and social lives. These vast amounts of listening help reduce their listening anxiety.

Elkhafaifi (2005) states that listening anxiety has a positive correlation with foreign language classroom anxiety, which means that students who suffer from high level listening anxiety tend to have high level classroom anxiety, and vice versa. In my study, my findings show the same correlation between these variables as well, which further indicates that listening levels can affect success of language learning (Gilakjani & Ahmadi, 2011). Besides, students think that listening is the most difficult skill (Graham & Macaro, 2008), so listening anxiety and classroom anxiety co-exist among students. The reason may be related to the similarities between the their sources. According to the sources of listening anxiety identified in the finding chapter, students in my study are very likely to feel anxious in a classroom setting

regarding the speed and accents of teachers etc. According to the interview findings, the most cases students feel anxious are in class and thus the correlation between these two makes sense to us.

5.2 Main sources of listening anxiety

Different from Horwitz, Horwitz and Cope (1986)'s classification, test anxiety is not one of the main sources of listening anxiety. This is probably due to the context. Students in the secondary school in the UK have no particular listening classes or listening exams, and all the listening activities are a part of their learning process. So as the findings suggest, communication apprehension is the main source of listening anxiety. Due to the diverse-cultural background context, students report some important sources of listening anxiety which also appears in Rubin (1994)'s and Vogely (1998)'s studies. For example, speed and accent are the most frequently mentioned sources since students have to communicate with teachers and classmates who own diverse-cultural backgrounds and various mother tongues. Students learning English in their home countries tend to listen to CDs for exercises, and those materials are recorded by American or British announcers at a slightly slow speed. Therefore, these students' sources of listening anxiety come from vocabulary and related questions to the materials. In contrast, students studying in the UK listen to both British and international people speaking English with various accents at a very high speed. Their sources of listening anxiety come from speed and accents. Rubin (1994; p201-203) analyzed some factors such as "sandhi, syntactic modifications, morphological complexity, and discourse markers" which exactly target students' weaknesses.

5.3 Learning strategies, self-regulation and correlations with listening anxiety

My findings of questionnaires show that students tend to use social strategies most, while other learning strategies share the average frequencies. Similiarly, previous studies show that students from different contexts prefer to specific learning strategies (Vandergrift, 2003; Gao & Taib, 2006; Altuwairesh, 2016). That is to say, there are no universal learning strategies that can be suitable for all students. However, Oxford (1989), Wong and Nunan (2011) suggest that students with different levels of listening abilities appeal to distinct learning strategies, while surprisingly my findings show no differences of adoptions of learning strategies among various students. From the interviews, five interviewees report some kinds of learning strategies such as repetition, extensive listening, vocabulary, etc. That is to say, students with moderate level listening anxiety prefer to metacognitive and compensation strategies. These results could be explained as below. Students prefer to learn with others mainly because there is a lot of group work in their learning process, which requires cooperation with classmates. Besides, some learning strategies, such as evaluation, are designed for those who take listening exams. However, listening activities that my participants involve are mainly instant, sometimes unpredictable, and various as they listen to English at every aspect of their school and social lives. Due to the special context, students have their own preferences. For example, extensive listening is a widely adopted strategy for students who want to improve their listening comprehension. This is because massive listening can ensure the opportunities that students can receive new words and expressions

repeatedly for better memorization and examples of usage. Vocabulary learning is another learning strategy commonly used among participants. Since all the subjects are taught in English and the terminology are fixed, students can improve their understanding of teaching through vocabulary memorization. Besides, guessing with the help of body language and visual support is also a popular learning strategy among participants. As most of communications happen face to face, students can make good use of all the possible resources to help them guess such as the location, gestures, tones, signs, etc., which can make guessing much easier and more efficient for my participants than for examinees.

Self-regulation is a very important factor for language learning and learning strategies. Students with good self-regulated capacity tend to have better language learning. However, it is still a new direction for learning strategy research, few studies have been done to investigate listening anxiety, learning strategies and self-regulation. Self-regulation consists of five dimensions which will be discussed individually. For commitment control, all students are aware of the importance of the goals and have the desire to overcome the difficulties they encounter, but they fail to provide some useful strategies except some common methods. In other words, they have not put some useful strategies into practice or they even do not know what suitable strategies they should adopt. The five students have made an agreement with environment control. Quiet and comfortable learning environments such as libraries and dormitories are suitable for study. When interrupted by noise, all students prefer to change to other places to ensure their learning outcome. In satiation control, students offer some effective strategies to overcome boredom. They firmly believe they can get rid of boredom

and also adopt some methods. This is probably because they have many various tasks along their learning process. In order to fulfill tasks, they have to work out some methods to help make their learning successful. In emotion control, some students adopt some useful strategies to release stress, while some students fail to deal with stress properly. Since stress is a common feeling during the learning process, if students deal with in an appropriate way, stress can be changed into motivation which can encourage students to improve their listening ability by adopting relevant learning strategies. If not, stress can be an obstacle of their learning process and decrease learning effectiveness even if students have adopted proper learning strategies. The last dimension is metacognitive control. Students propose some effective strategies for concentration, but fail to work out some strategies to deal with procrastination. Procrastination is a common problem among students and can hinder their language learning. All the five interviewees have realized its negative effect, but cannot deal with it properly.

To sum up, my findings have confirmed some results found in previous studies, but also have shown their own characteristics. Students studying in the secondary school in the UK only suffer from moderate and low listening anxiety, which is different from other studies. Meanwhile, my study also finds that in my context listening anxiety is positively correlate with foreign language classroom anxiety. In other words, these students suffer from moderate and low foreign language classroom anxiety, too. In such a diverse-cultural background context, students have different sources of listening anxiety instead of those factors related to exams. Similar to previous studies, my study found that students had significant preference to

learning strategies. The interviews show some popular strategies among these international students. In the five dimensions of self-regulation, students have positive attitudes and effective methods to deal with some problems, but fail to solve other problems such as procrastination. In all, self-regulation plays an important role in students' learning, so it needs to be taken into more considerations.

Chapter 6 Conclusion

6.1 The summary of findings

In this dissertation, I used questionnaires to get the general view of the listening anxiety and learning strategies among international students in a secondary school in the UK. Then based on the emerged themes and topics from quantitative analysis, I interviewed five students to acquire in-depth information about the causes and levels of listening anxiety, students' learning strategies and self-regulation, as well as the correlations between these variables. The summary of the findings is as follows:

- Students suffer from moderate and low listening anxiety, only one reports high listening anxiety. Listening anxiety has a positive correlation with foreign language classroom anxiety. That is to say, higher foreign language classroom anxiety always

accompanies high level of listening anxiety.

- The main cause of listening anxiety that questionnaires show is communication apprehension. The interviews provide some detailed causes including speed, accent, vocabulary, environment, personality, physical conditions, experience, and attention.

- Students prefer to learn with others. Other learning strategies have average frequency of use. The interviews report students mostly adopted learning strategies are note-taking, guessing, slow-down and repetition, extensive listening, body languages, extensive reading, visual support, and preparation.

- There are some significant correlations between learning strategies and listening anxiety. In other words, students with low and moderate levels of listening anxiety have preferences to learning strategies.

- Students hold positive attitudes and have effective methods towards environment control, emotion control, satiation control and concentration in metacognitive control of self-regulation, but negative attitudes and ineffective methods towards procrastination in metacognitive control and commitment control.

6.2 Implications for classroom teaching

According to my research findings, some implications could be gained for ESL classroom teaching and classroom teaching of other subjects. Firstly, even though most students are shown to suffer from moderate and low listening anxiety, ESL teachers should also pay attention to the causes of listening anxiety in classroom learning and employ some effective

methods to eliminate their negative effects on language learning. Moreover, suitable learning strategies should be taught to students because in the interviews, students claim to use a small number of learning strategies and the effectiveness is unknown. Also, in terms of self-regulation, the results report that some students have some difficulties in emotion control and suffer from serious procrastination. Therefore, teachers are supposed to provide some guidance and instructions for students and improve their self-regulation such as teaching them to set appropriate goals and building up a more comfortable environment to help them feel at ease and avoid anxiety.

For teachers of other subjects, the causes of listening anxiety should also be noticed and some of their teaching materials and procedures should be adjusted to meet students' demands. As Vogely (1998)'s study suggests, some necessary changes about input and process should be made to reduce anxiety. Besides, some instructions of learning strategies should be introduced to students.

6.3 Limitations

I acknowledge that there are some limitations shown in my study and the first thing is about the sample size. There are only 33 students completing the questionnaires, the sample size is relatively small. The previous studies usually involve over 100 students in the research. And for interviews, only 5 interviewees agreed to take part in the research and each last about 20 minutes. Because the emphasis of this study is learning strategies and self-regulation, more interviewees should be included in longer interviews in order to enrich the amount and

variety of information from interviews.

Second, the questionnaire provides the general view of students' listening anxiety and learning strategies, but it is a little bit too long for students since it contains 103 items, which takes approximately more than 20 minutes for students to finish the whole. Some parts of the questionnaire should be more concise and some outdated items should be omitted or replaced. For instance, the reliability of the communication apprehension scale is only .460 and thus it needs enhancing.

Third, most of the participants for questionnaires and all the five interviewees have been studying in the UK for quite long, so they are reported to have moderate and low listening anxiety. As Ellis (2008) states, the level of anxiety declines with the increased length of learning, so high listening anxiety level students are exclusive among the participants. In order to explore learning strategies and self-regulation, new international students should be enrolled into the research so that the findings will be more valid and convincing.

6.4 Recommendations for further research

First of all, the sample size should be enlarged in both quantitative and qualitative research. Also, researchers should involve more various international students from diverse-cultural backgrounds in the study, which could make the results more representative and could further be generalized in broader contexts

Secondly, further explorations of the relationship between learning strategies & self-regulation and leaners' performance and achievements are suggested. Researchers could conduct listening exams among students at the beginning and the end of the research to examine the effectiveness of the learning strategies and their self-regulated capacities. Since self-regulation is a relatively new concept proposed by Dörnyei (2005) and recently added into learning strategy research, further research could pay attention to the influence of self-regulation more on listening learning strategies.

In addition, due to the specificity of this context, students use listening strategies and self-regulated capacities both in class and their social lives, thus a longitudinal study is more suitable for listening anxiety, learning strategies and self-regulation research. In this regard, the adoption of strategies and self-regulated capacities could be examined at different phases of their learning.

Finally, more research methods should be employed in future research such as class observation, more in-depth interviews, case study etc. so that researchers can acquire information from multi-perspectives and triangulate the findings.

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Appendices
Appendix 1-Questionnaire

Dear Student,

I sincerely invite you to help me by answering a few questions about the resistance to language learning. The study is part of my MA research at University of XXXX. I am looking forward to your personal opinions and beliefs. Therefore, **there are NO RIGHT or WRONG answers**. The collected data will be anonymous and neither of your teachers will have access to your answers. If you would like to get to know more about the study, you can contact me on my email address xxxx@xxxx.ac.uk. By filling in the questionnaire, you agree to participate in the study.

It will take you around 20 minutes to fill in this questionnaire. Please give your answers sincerely and answer all the questions as only this will guarantee the success of the investigation. Thank you very much for your help.

XXX XXX

Master Student

Department of XXXX

University of XXXX

Section A. Personal questions.

1: Nationality: _____   2: Age: _____

3: Gender: _____ 4: Grade: _____

5: How long have you been learning English? _____

6: How long did you learn English in your home country? _____

7: Was your English teacher native speaker? *(Yes / No)*

8: How many classes did you have each week? _____

9: Did your English teacher teach English in English? *(Yes / No)*

10: Did you use English a lot in school? *(Yes / No)*

11: Did you use English a lot at home or in your daily life? *(Yes / No)*

12: Where did you learn English? _____

13: How long have you been learning English in the UK? _____

14: Is your English teacher native speaker? *(Yes / No)*

15: How many classes do you have each week? _____

16: Do you use English a lot in school? *(Yes / No)*

17: Do you use English a lot outside school? *(Yes / No)*

Section B.   English Classroom Anxiety.

In the following section there are statements some people agree with and some don't. I would like you to express **YOUR** opinion. After each statement, there will be five boxes. Please put an 'X' in the box which best expresses your views. For example, if you like drinking coffee, put an 'X' in the last box.

	Definitely disagree 1	Disagree 2	Neither agree or disagree 3	Agree 4	Absolutely agree 5
I like drinking coffee.					X

Let's start!

	1	2	3	4	5
1. I never feel quite sure of myself when I am speaking English in my class.					
2. I don't worry about making mistakes in my English class.					
3. I tremble when I know that I'm going to be called on in my English class.					
4. It frightens me when I don't understand what the teacher is saying in English.					
5. It wouldn't bother me at all to take more English classes.					
6. During my English class, I find myself thinking about things that have nothing to do with the course.					
7. I keep thinking that the other students are better at English than I am.					
8. I am usually at ease during tests in my English class.					
9. I start to panic when I have to speak without preparation in my English class.					
10. I worry about the consequences of failing my English class.					

11. I don't understand why some people get so upset over English classes.					
12. In my English class, I can get so nervous I forget things I know.					
13. It embarrasses me to volunteer answers in my English class.					
14. I would be nervous speaking English with native speakers.					
15. I get upset when I don't understand what the teacher is correcting.					
16. Even if I am well prepared for my English class, I feel anxious about it.					
17. I often feel like not going to my English class.					
18. I feel confident when I speak in my English class.					
19. I am afraid that my English teacher is ready to correct every mistake I make.					
20. I can feel my heart pounding when I'm going to be called on in my English class.					
21. The more I study for an English test, the more confused I get.					
22. I don't feel pressure to prepare very well for my English class.					
23. I always feel that the other students speak English better than I do.					
24. I feel very self-conscious about speaking English in front of other students.					
25. Language class moves so quickly I worry about getting left behind.					
26. I feel more tense and nervous in my English class than in my other classes.					
27. I get nervous and confused when I am speaking in my English class.					
28. When I'm on my way to my English class, I feel very sure and relaxed.					
29. I get nervous when I don't understand every word my English teacher says.					
30. I feel overwhelmed by the number of rules you have to learn to speak English.					
31. I am afraid that the other students will laugh at me when I speak English.					
32. I would probably feel comfortable around native speakers of English.					
33. I get nervous when my English teacher asks questions which I haven't prepared in advance.					

	1	2	3	4	5
1: I get upset when I am not sure whether I understand what I am hearing in English.					
2: When I listen to English, I often understand the words but still cannot quite understand what the speaker is saying.					
3: When I am listening to English, I get so confused I cannot remember what I have heard.					
4: I feel intimidated whenever I have a listening passage in English to listen to.					
5: I am nervous when I am listening to a passage in English when I am not familiar with the topic.					
6: I get upset whenever I hear unknown grammar while listening to English.					
7: When listening to English I get nervous and confused when I do not understand every word.					
8: It bothers me to encounter words I cannot pronounce while listening to English.					
9: I usually end up translating word by word when I am listening to English.					
10: By the time I get past the strange sounds in English, it is hard to remember what I am listening to.					
11: I am worried about all the new sounds I have to learn to understand spoken English.					
12: I enjoy listening to English.					
13: I feel confident when I am listening to English.					
14: Once I get used to it, listening to English is not so difficult.					
15: The hardest part of learning English is learning to understand spoken English.					
16: I would be happy just to learn to read English rather than having to learn to understand spoken English.					
17: I do not mind listening to English by myself but I feel very uncomfortable when I have to listen to English in a group.					
18: I am satisfied with the level of listening comprehension in English that I have achieved so far.					
19: English culture and ideas seem very foreign to me.					
20: I have to know so much about English history and culture in order to understand spoken English.					

Section C. Listening anxiety.

In the following section there are statements about your listening anxiety. After each statement, there will be five boxes. Please put an 'X' in the box which best suits **YOU**. (See the example in section B)

Section D. Learning Strategies.

In the following section there are strategies some people use and some don't. I would like you to express **YOUR** opinion. After each statement, there will be five boxes. Please put an 'X' in the box which best expresses your views. For example, if listen to the radio, put an 'X' in the last box.

	Never or almost true of me 1	Usually NOT true of me 2	Somewhat true of me 3	Usually true of me 4	Always or almost true of me 5
I listen to the radio.					X

	1	2	3	4	5
1: I think of relationships between what I already know and new things I learn in English.					
2: I use new English words in a sentence so I can remember them.					
3: I connect the sound of a new English word and an image or picture of the word to help me remember the word.					
4: I remember a new English word by making a mental picture of a situation in which the word might be used.					
5: I use rhymes to remember new English words.					
6: I use flashcards to remember new English words.					
7: I physically act out new English words.					
8: I review English lessons often.					
9: I remember new English words or phrases by remembering their location on the page, on the board, or on a street sign.					
10: I say or write new English words several times.					
11: I try to talk like native English speakers.					
12: I practice the sound of English.					
13: I use the English words I know in different ways.					
14: I start conversations in English.					
15: I watch English language TV shows spoken in English or go to the movies spoken in English.					

16: I read for pleasure in English.					
17: I write notes, messages, letters, or reports in English.					
18: I first skim an English passage (read over the passage quickly) then go back and read carefully.					
19: I look for words in my own language that are similar to new words in English.					
20: I try to find patterns in English.					
21: I find the meaning of an English word by dividing it into parts that I understand.					
22: I try not to translate word-for-word.					
23: I make summaries of information that I hear or read in English.					
24: To understand unfamiliar English words, I make guesses.					
25: When I cannot think of a word during a conversation in English, I use gestures.					
26: I make up new words if I do not know the right ones in English.					
27: I read English without looking up every new word.					
28: I try to guess what the other person will say in English.					
29: If I cannot think of an English word, I use a word or phrase that means the same thing.					
30: I try to find as many ways as I can to listen to English.					
31: I notice my English mistakes and use that information to help me do better.					
32: I pay attention when someone is speaking English.					
33: I try to find out how to be a better learner of English.					
34: I plan my schedule so I will have enough time to study English.					
35: I look for people I can talk in English.					
36: I look for opportunities to listen as much as possible in English.					
37: I have clear goals for improving my English listening skills.					

38: I think about my progress in learning English listening.					
39: I try to relax whenever I feel afraid of listening to English.					
40: I encourage myself to speak English even when I am afraid of making a mistake.					
41: I give myself a reward or treat when I do well in English.					
42: I notice if I am tense or nervous when I am listening to English.					
43: I write down my feelings in a language in a learning diary.					
44: I talk to someone else about how I feel when I am learning English listening.					
45: If I do not understand something in English, I ask the other person to slow down or say it again.					
46: I ask English speakers to correct me when I talk.					
47: I practice English with other students.					
48: I ask for help from English speakers.					
49: I ask questions in English.					
50: I try to learn about the culture of English speakers.					

Appendix 2 Interview questions

Part 1: Personal questions:

1: How long have you been learning English? Backgrounds

2: How many classes do you have each week?

3: Do you use English a lot in your daily life?

4: Do you use English in your school?

Part 2: Questions for sources and levels of anxiety:

1: Do you listen to English a lot in your daily life? If yes, where and how often? What are the sources of listening?

2: Do you listen to English a lot in your school? If yes, where and how often? What are the sources of listening?

3: What has affected your listening? What is the most important factor? Why?

4: Do you feel anxious when listening to English? If yes, can you describe what your listening anxiety is like?

5: What do you think causes your anxiety in listening to English?

Part 3: learning strategies and self-regulation

1: What methods do you usually adopt to relax while listening to English?

2: What help do you need from your teacher to reduce your anxiety?

3: How do you overcome difficulties and achieve your goals?

4: How do you control your concentration and avoid procrastination?

5: How do you get rid of boredom?

6: How do you cope with stress?

7: How do you improve your learning environment?

Appendix 3 Consent form and Information sheet

Faculty of XXXX
Department of XXXX

PARTICIPANT INFORMATION STATEMENT (STUDENT)

Research Project

Title: Listening Anxiety in English Learning Among International Students in A Secondary School in the UK

June 2016

Dear Students,

You are kindly invited to participate in a study about listening anxiety, learning strategies, and self-regulation.

Who is carrying out the study?

The study is being conducted by XXX XXX and will be the dissertation for the degree of MA (Teaching English to Speakers of Other Languages) at University of XXXX under the supervision of Dr XXXX. And this project has adhered strictly to the guidelines laid out by the University's Code of Good Practice in Research Integrity.

(1)   **What does the study involve?**

The study will require your permission to allow XXX XXX to interview. In these short interviews you will be asked about your background and experience of English learning, your listening anxiety, learning strategies and self-regulations of students.

(2) How much time will the study take?

The study is expected to take up 20 minutes of your time for the interview.

(3)   What language will be used in the interview?

Your mother tongue or English will be used for the interview.

(4) Can I withdraw from the study?

Being in this study is completely voluntary - you are not under any obligation to consent. Even after giving consent, you can withdraw from the project at any time. Data collected related to you will not be used in the study and will be destroyed immediately after withdrawal.

(5) Will anyone else know the results?

All aspects of the study, including results, will be strictly confidential and only the researcher will have access to information on participants. A report of the study may be submitted for publication, but individual participants will not be identifiable in such a report. In addition, participants may, at any time, choose to have any recordings of themselves deleted that they do not want used in the study.

(6) Will the study benefit me?

It is hoped that through the study, students and teachers will know the learning strategies and self-regulation so that they can both work better for English learning.

(7) Can I tell other people about the study?

Yes. There are no concealed motives to this study.

(8) What if I require further information?

When you have read this information, XXX XXX will discuss it with you further and answer any questions you may have. If you would like to know more at any stage, please feel free to contact XXX XXX, postgraduate at University of XXXX, at xxxx@xxxx.ac.uk or +44 (0)xxxxxxxxxx.

(9) What if I have a complaint or concerns?

Any person with concerns or complaints about the conduct of a research study can contact Dr XXX XXXX, Lecturer in MA (TESOL) at University of XXXX on +44 (0)XXXXXXXXXX (Telephone) or xxxxxxx@xxxx.ac.uk **(Email).**

This information sheet is for you to keep.

Faculty of XXXX
Department of XXXX

PARTICIPANT CONSENT FORM

I ,_____ , **give / do not give** (please circle your response) my consent to participate in the study conducted in June 2016 by XXX XXX, titled **Listening Anxiety in English Learning Among International Students in A Secondary School in the UK.**

I understand that I may at any time withdraw from the study and understand that my opinions and data will be kept strictly confidential in all reporting of findings. I understand my real name will NOT be used, and that any information that will identify me personally will not be used.

Please indicate below whether you would like to receive a summary of the findings at the completion of the study.

- o **Please send the summary of findings to the following e-mail address:**
……………………………………………………………………………….........
- o **Please send the summary of findings to the following postal address:**
……………………………………………………………………………….........
- o **Please do not send a summary of the findings.**

Name   ……………………………………………………………

Signature   ……………………………………………………………

Date   ……………………………………………………………

Appendix 4- A sample of interview transcript

采访者：好，准备好了吗？

被访者：嗯。

采访者：好，第一个问题，你在国内学了多少年的英语？

被访者：我跟国内学了，小学三年，初中三年，这是六年，然后呢，高中，现在上高中，学了两年，一共是八年。

采访者：你每周都有多少节课？

被访者：从小学开始算，三年级差不多 15 到 20 节吧，上了初中是比小学多一点，是 20 到 25 节，现在上高中，也是差不多跟以前初中一样，是 20 到 25 节。

采访者：嗯，好。

被访者：现在伦敦每周 5 天，1 天 3 节课，一共是 15 节课，这一年。

采访者：那你在国内的时候日常用用于多吗？

被访者：在国内的时候，在上课的时候用的比较多，因为外教讲课什么的，但是平时下课，跟同学一起，基本上还是用中文。

采访者：嗯，好。那就是说你在学校用的多，但是离开了课堂之后基本上就不用了是吧？

被访者：对。

采访者：好。下面第一步关于你的个人情况的询问，然后我们进入到第二部分，关于你的听力焦虑和你听力焦虑一个程度的一个询问，就是你平时在日常生活当中听英语多吗？你现在在国外上学的期间。

被访者：比较多。因为老师是有惩罚的，你要不说英语，给你惩罚，然后有时候自己也为了加强听力，自己主动去听，去说。

采访者：嗯，好，那你一般都是在哪儿会听到英语？你一般都是在哪些地方能听到英语？

被访者：是在国内还是在国外呀？

采访者：国外。

被访者：国外，就是在学校，就是离中国人，中国人少的基本上全都是英语，但是中国人多了基本上就是说中文了。听英语最多的地方就是老师说的英语，基本上就是这些。听老师讲。

采访者：就是说你在学校听英语听的比较多，那你在日常生活当中呢？

被访者：日常生活中啊，我不住，我住 home-stay，整个 home-stay 全是外国人，没有中国人，所以交流的时候基本上用的是英语，肯定全是英语，没有中文交流。

采访者：那你如果说在这个 home-stay 家庭之外呢，比如说你要是去一些城市里边，那你基本上也都是用英语是吧？

被访者：对，比如说像购物啊，像那种店员如果是外国人，用英语交流，但是如果比如说遇到点困难，可以找中国人来帮忙。

采访者：好，下一个问题就是我们倒回到就是说你说你是在学校当中听英语比较多，你是在学校是英语是更多的听老师说，还是跟同学去交流？

被访者：基本上是老师说的多一点，但是因为那个上课有老师让讨论的，也是跟同学讨论的比较多的。

采访者：嗯，好，那你觉得听力难吗？

被访者：我觉得听力是最难的一部分。

采访者：最难的一部分，为什么你觉得它是最难的？

被访者：就是因为比如听力的那些，他们比如说像那种 speech 啊，它好多加了那些口语的那些词汇，就是跟他们书写的不一样，所以听得不太懂，并且他们用了一些 phrase，就是词组嘛，连起来也是有点搞不懂。

采访者：嗯，好。那你刚才所说的就是说第一方面就是说他所说的口语跟你看到的书面语是不太一样的，是吧？

被访者：对对。

采访者：第二点是说他用了好多的那些习惯用法、词组，然后这样会给你造成一些理解的困难是吧？

被访者：您说。

采访者：你刚才是说那个就是老师讲课的时候，他的口语表达跟书面语表达是有区别的，所以会造成你听力障碍是吧？然后第二点呢是说的是他会用很多的词组，其实也就是我们所说的他的惯用语比较多，这样的话，也会给你造成一定理解障碍是吧？

被访者：对。

采访者：嗯，好。你除了这，这两个方面之外，你觉得其它哪个方面会影响你的听力理解吗？

被访者：外国人他们说话语速比较快。

采访者：语速比较快。

被访者：他们连起来读，就是把好多音省略了，所以特别难听懂。

采访者：其它的呢？

被访者：听成别的词有时候。

采访者：你刚才所说的他们的口语表达方式，惯用语，还有他们的语速过快是造成你听力的障碍是不是？

被访者：对啊。

采访者：就是你有没有一种情况，比如说，你比如说他们所谈论的这个话题，你不熟悉，或者你没有接触到，觉得对于你来说特别的难听懂，有这种情况吗？

被访者：有，比如说他们讨论到什么医学的事啊，或者是国家政府的事，有很多专业名词特别难，所以听不懂。

采访者：嗯，好。那你觉得就是说对于你来说造成你听力障碍的最主要的原因是什么？就是综合你说了这么多的原因，你认为最主要的是什么？

被访者：我觉得最主要的还是就是他们的那个书面的和口语的形式不一样，他们口语不遵守那个语法，我觉得有点省略了语法，忽略语法，直接这么说，有时候是听不懂的。

采访者：嗯，好。就是当你在听英语的时候你会感觉到很紧张，很焦虑吗？

被访者：我觉得听中国人说英语的时候不紧张，听比如说像正式场合的人说话比较紧张的话，听不懂。

采访者：那你上课的时候听老师讲 lecture 的时候，那个时候你会紧张吗？

被访者：那不会。

采访者：你觉得听他

被访者：老师讲的基本上都是不会用口语，基本上是比较正式那样讲。

采访者：比较正式讲，就是你听老师讲你的听力的，就没有那么多太紧张太焦虑的东西是吧？

被访者：对对对。

采访者：就是你，那你主要的焦虑是跟谁来对话，会产生焦虑？

被访者：比如说像公交车司机，比如说就是我问他怎么走怎么走，去哪儿。然后呢去哪儿那个车，他就比如说用省略的很多代词，我都听不懂，所以不知道该怎么回答，所以说 I don't understand 也就耽误人时间，我要是假装听懂了，又误导人。

采访者：好，你能给我描述一下就是你在比较紧张的时候会是一种什么状态？有什么表现？

被访者：说的是，说的英语就是感觉有点结巴了。

采访者：英语听不懂，所以你跟他交流时候你就有点结巴是吧？

被访者：对，有点结巴，就是想快点说，表达自己。

采访者：开始吧。

被访者：就是，什么问题来着？

采访者：我问你的问题就是说你一般就是说比较焦虑的时候，听别人东西比较焦虑的时候你就是有什么表现？

被访者：就是我的表现是有点结巴说话，语速变得比较快这样。

采访者：就是说

被访者：表达不清自己的主要意思这样。

采访者：就是说那你要是听不懂的话，那你会怎么办呢？

被访者：听不懂的话，比如说看对方是什么个情况，比如说人家就是店员，我可以，就卖东西的店员，我可以 I don't understand，但人家像公交车司机，急着要走，就没办法了。

采访者：好，就是当你听听力的时候，就是你听别人说话的时候，你听不懂的时候，你会做出什么样的反应？你会怎么样来解决这个问题呢？

被访者：先说我的反应吧，我的反应就是听不懂，我感觉。

采访者：好，那你一般的话，如果你要是听不懂别人说的出像一些障碍的时候，那你基本上你的听力焦虑是怎么表现的？你有什么解决方法呢？

被访者：我是怎么什么的？

采访者：那你主要的表现是什么？

被访者：我的表现啊，我的表现是心里有点紧张，心跳加速，听不懂，不好意思，丢人那样的。然后呢，应对方法就是就是用不同的，看对方的情况，用自己的对策，向人家，如果是在购物中心，人家就那种专门为人服务的人，就会说 I Don't understand，让他帮我解释一下。如果对方特别忙，像那种公交车司机没有时间去给你解释，有时候我装听懂了，就是再问下一个可以解释的人，这么着。

采访者：嗯，好。那你要是在学校当中，比如在你上课的时候，你或者跟同学做那个小组讨论的时候，你要听不懂啊，那你会怎么办呢？

被访者：听不懂的话，我就是先问同学我问让你给我解释一下是什么意思，如果他要是再解释不明白，我就会问老师，让老师给我。

采访者：那你要是说在老师上课的时候，你比如说他在做 lecture 的时候，他不能停，你又不能去打断他，那你如果有听力障碍的话，那你怎么办呢？

被访者：如果是听力障碍呢，你是说在讲课的时候？

采访者：就是老师在讲课的时候，比如很多东西你听不懂，然后你就特别焦虑，那你怎么办呢在这个时候？

被访者：这样的时候就是我会先给它，就是哪一部分我没听懂，然后呢下课问他，或者就是打扰一下同学，让人家快速地给解释一下这个词儿。然后呢大概的意思，什么意思，主要有个大概意思。有个大概意思就能知道老师他围绕哪个东西讲，猜有时候能猜出来，根据那个笔记。不懂的可以去问。就这样。

采访者：然后我问你下一个问题，就是说在你的学习过程当中，你都是用一些什么

样的方法来提高你的听力，来克服这种听力焦虑？

被访者：首先是老师会给我们很多练习，然后呢通过一些练习来提高自己的听力水平。会给你一些建议，比如说听听别人的 speech，talk 啊，听着，然后你在这儿记笔记，听完会有一些 question 回答，就是用空的时间多练练这个。就是可以提高你的听力水平。

采访者：好，你先稍等我一下啊。我重新再开始了啊。听得见吗？

被访者：听得见。

采访者：你那边的网不是特别好，所以你有的时候有的字我听不清，你说的时候尽量慢一点，这样的话，就每个字每个字我就能，能听清楚了，好吧？你刚才所说的那个学习方法策略是老师会给你很多针对性的听力练习来提高是吧？

被访者：对。

采访者：就是说当你在，在日常生活当中，比如说你要听不懂啊，比如你要听公交司机说话的时候，你听不懂，跟店员去你让他给你去介绍什么东西的时候，你听不懂，或者是在 home-stay 的 family 的时候，比如你跟他们交谈的时候，你听不懂，这种情况下就是说你要通过什么样的学习方法来提高你这方面的听力水平呢？

被访者：我觉得这方面呢，觉得还是，还是得多说，就是跟当地人多接触，多说，听，只要你听到，你下回不懂的词儿，你再听懂，你赶紧及时去问，去记下来了，如果记到一本上了，就是你下回忘了，还能翻一下，能查到。

采访者：就是说你会碰到一些听力不认识的词儿，就赶紧记下来，然后反复反复你自己去记，对吧？

被访者：对。

采访者：那你比如说你在听力当中学到的一些词儿啊，或者一些词组啊，或者表达方式呀，你会通过反反复复的用，就是来提高你自己的那个，那个，对听力的理解吗？

被访者：就是这些词儿吧，说是反反复复用，但是真用起来，就是用不上有的时候，就是有时候就是想要记这个词儿，就是得靠自己背，就是知道这个词儿什么意思，下回就是说你要表达意思才能想起来用。硬着头皮非要强加上用，我觉得不太现实。

采访者：好，下面一个问题就是说你比如说当你感到特别焦虑的时候，你听力的时候，突然这一段东西你听不懂对吧，你一般会采取什么方法让自己来放松？

被访者：每一个人我觉得不一样。

采访者：你呢？

被访者：比如说我要是累了的话，我就给自己设一目标，去达到那个作业，然后自己去休息会，比如说我自己 00：06：44，就是看会 running man 综艺节目，搞笑的节目，然后看完之后继续写，再达到自己设置的一个目标，再休息一会。

采访者：嗯，好。那比如说你在上课的时候，你听老师去讲课的时候，你发现他讲的这个话题有大量的生单词，或者专业的词汇，或者他讲的这个东西你根本就听不懂，这个时候你怎么办？

被访者：这个时候我就可以举手告诉老师，我说能不能用简单点的词汇，因为我听不懂的话，同一级别水平的学生也听不懂，那么我就想举手告诉老师，让他用简单的方式去说，用一些简单的词儿多解释一下，对，就这样。

采访者：下一个问题，当你在听英语的时候，如果你焦虑了，那你基本上都是用什么样的方法来让你自己来放松？我指的不是说我当时就不听了，我去看会那个 running man，干会别的，就是说你还得听，但是呢你当时特别焦虑，你怎么样来让自己 calm down？

被访者：冷静下来，比如说寻找一些喜欢的题目的听力，比如说我喜欢听的听力，比如说像运动类的，动物类的这样的让自己感兴趣的，首先是激起你的兴趣，然后呢你才能喜欢去听，就是能冷静下来去听，be patient to listen。

采访者：我在这个问题再延展一下啊，假如说你听的这个话题是你特别不感兴趣的，就是你特别发怵的，甚至给你用中文讲你都听不懂，你都觉得特别无聊的，但是你还是得听，然后你就特别焦虑，你怎么办呢？

被访者：这个我先问问同学的想法，如果别人的想法跟我的想法是一致的，我觉得大家都有疑问，你心里会舒服点，就是还可以听的下去的，如果别人听的下去，光是只是我自己听不下去的话，我觉得有点难，比如说听不下去的会怎么让自己听进去。

采访者：最后一个问题啊，你觉得你需要从老师那儿得到什么帮助，来减少你这种听力焦虑 呢？

被访者：我觉得老师的经验肯定比学生的多，老师听的也肯定比学生多，所以尽量老师科普一些词组啊，还有就是他们的经验，这样让学生的经验多一点，所以他就是，就日常生活经验多一点，多教一些日常生活经验，就可以。相当于就很大的帮助了。

采访者：嗯，好。那你在国外上，你在英国上学的时候你的老师是 native speaker 吧？

被访者：啊，是。

采访者：嗯，好。那你现在有没有问题要问我，就关于这个听力焦虑的，我现在目前的问题已经结束了。

被访者：那个您是怎么应对当地口语，您有没有当地口语听不懂的这种情况？

采访者：有啊，这个就太多了，基本上就是刚开始的时候就很多东西就是听不懂，因为他语速太快，他连读的太多，而且这边有很多的移民嘛，英语都不是母语，说的就是带着他们本国本民族语言的那个口音，一开始是根本就听不懂，后来慢慢慢慢的呢，

基本上就是找一下他发音的规律。

你比如说他们基本上像欧洲像其它的国家他们基本上都爱把那个在元音前面的辅音，爱给它浊化发出来，把 t 变成 d，把 r 一般会大舌颤音，你掌握一下这样的规律之后再听他们说的时候，就比较清楚。

因为刚开始听不懂的话，还有一个原因就是你对当地的文化呀，他的这种生活环境什么都不懂，所以在说的时候你就没有一个参照信息，你听的就比较困难。然后慢慢慢慢在这儿生活的时间长了之后呢，就是对他所指的那个，你比如说他说的街道名，他说的那个餐厅呀，那个建筑，你都懂了的话，你再跟他交流起来，基本上通过猜一下，然后想象一下，基本上就会好很多。就是在这儿生活的时间长，你自己对周围的生活环境了解的多了，然后基本上就是会，就是会好一点。

基本上我们上讲座的时候，也会遇到一些就是老师讲的这个东西你听不懂啊，如果这个词特重要的话，基本上就赶紧拿手机、电子词典就查一下，如果要不重要的话，那就把这词跳过了，反正就是绝大部分东西都还是可以听的懂的。

被访者：行，还有一个问题就是比如说您就是听那个公交车的那个事吧，比如说你急着去上课，来了一辆公交车，你问他怎么去怎么去，但是你没听懂，又必须要赶上这辆公交车，再下一站就迟到了，所以这种情况您是如果听不懂的话，怎么办？

采访者：这种情况一般，因为在我上学的这个地，在巴斯不会遇到这种情况，因为我们去公交车，去大学的那个公交车是专门的路线，就是肯定是这一趟车它就到，就不会说出现听不懂呀，或者是怎么着。

但是如果要是去周围玩的时候，会碰到坐公交车，比如你要跟他确认一下它到不到这个站呀，就是如果他说的东西，比如他说的一些站名或者地名的时候，听不懂的话，我基本上就会我自己来说，我说我要去哪儿哪儿，然后我能不能到，这个车你能不能到，然后他要说能到，我就问他我说能到哪个站下。

更简便的一个方法是我在出发之前基本上我都会用谷歌地图查一下，会有一个行程规划，会告诉你坐几路车到哪站下，然后基本上我就是会把那个站名啊先查字典，比如先知道它怎么读，我先默念几遍，我会读了，然后再听司机去说的时候，只要能捕捉到这个音，我就能知道这个车肯定能到这个地。就行了。

被访者：那这一算，您这个如果要减少了跟人交流的时间了，这样不能锻炼英语的水平了呀。

采访者：我没太听清，你再来一遍。

被访者：比如你要自己查了，不去，就是去问人家，就是永远也听不懂人家是在说什么。

采访者：就是基本上怎么说呢？因为你跟公交车司机对话，它本身是一个特定场景

嘛，你们俩都对话无非就是说就涉及到一些目的地的名称是吧。

被访者：对。

采访者：可是目的地的名称你提前就你可以去准备，比如你要经常坐这一条路线的话，你准备的多了，你了解的多了的话，慢慢慢慢的你就，就是，你就会对那些地名就会熟悉了，就是如果你要是去硬听的话，那肯定是不行，因为本身脑子当中你就不知道这个地叫什么名，你也不知道他怎么发音，那你跟他交流，那简直就是鸡同鸭讲，肯定是不行。

但是如果说你要是提前做一点准备的话，慢慢慢慢对听力理解还是有帮助。比如说你要是对这一条路线听的比较熟的时候，你再转而听其它的，慢慢慢慢就触类旁通了。

被访者：哦，行。

采访者：嗯，还有别的问题吗？

被访者：没了。

采访者：没有，好，谢谢！你等一下啊。

被访者：嗯。

（完）