摘**要**

近年来，中国民航产业迅速发展，中国民航飞行学员的群体更是在不断地扩大。而随着世界范围内航空业的发展，英语能力已成为衡量民航飞行员整体素质的一个重要指标。中国民航飞行学员作为中国民用航空公司定向招生的特殊大学生和未来的准飞行员，英语听力学习的重要性对他们来说自然是不言而喻。有研究表明英语听力焦虑是大学生们在英语听力过程中的一个重要的情感障碍，而目前针对在校民航飞行学员这一特殊的大学生群体的英语听力焦虑研究相对较少。本文采用“基础信息调查表”、“英语听力焦虑量表”和“英语听

力学习策略调查问卷“对比分析了在校民航飞行学员和普通专业在校大学生的英语听力焦虑状况和听力策略使用状况。根据问卷调查的数据结果，本文就英语听力焦虑产生的原因、英语听力策略的使用状况以及听力焦虑、听力策略和英语听力成绩三者之间的关系进行了比较全面的探讨。而后笔者对分别来自在校民航飞行学员和普通专业的各八名学生进行面对面访谈，较为详细地探讨了两组学生在英语听力焦虑的表现及成因方面的共同之处和差异之处。

接受本研究问卷调查的为中国民航大学广汉飞行学院飞行技术专业随机抽取的62名飞行学员和中国民航大学其他普通专业随机抽

取的76名大学生。飞行技术专业组和普通专业组来自同一个学校同一个年级，且人数都接近同一数量水平。本研究采用社会科学统计包

SPSS15.0对问卷数据进行分析，并使用了信度和效度检验、描述统

计分析、差异检验、相关分析、回归分析的统计方法。

本研究结果表明：接受调查的飞行学员中86.6%有中度或高度的英语听力焦虑。对飞行学员和普通学生而言，都是英语听力焦虑水平和听力策略的使用呈负相关，英语听力水平与其英语听力学习策略的使用呈正相关关系，元认知听力策略的使用对英语听力成绩的提升和降低影响最为显著。较之普通专业在校大学生的英语听力焦虑产生，在校民航飞行学员的英语听力焦虑产生的原因更为复杂，其中两个重要特殊原因是来自ICAO（国际民航组织）英语等级考试和无线电英语交际压力。

**关键词：英语听力焦虑**； **飞行技术专业组**； **普通专业组**

**听力策略**

# **Chapter 1** Introduction

## **1.1** **Research Background**

Anxiety refers to an action tendency of fear that produced by the current or expected situation may potentially threaten someone's self-esteem. Foreign language anxiety is a complex psychological phenomenon that the language learners own peculiarly. What it manifests is the foreign language learners' mood of restlessness and depression. Although some linguistic researchers have found that a certain degree of language anxiety will helps the foreign language learning. However, most of the related studies show that the influence of foreign language is negative. Zhang Yuanyuan believes that anxiety may be the biggest emotional obstacles on the subject of foreign language learning, and a very high anxiety most likely leads to a very low language input. The study of foreign language anxiety from abroad roughly began in the middle of 1960s. The early researches of this subject mainly focus on the relativity between the foreign language anxiety and the scholastic achievement. Recently, the foreign language anxiety researchers at home and abroad begin to change their research direction from the general foreign language anxiety to a variety of language skills related to foreign language anxiety. In the four language skills of listening, speaking, reading and writing, there are relatively less studies on foreign language listening comprehension anxiety. In this paper, the author try to analyze the civil aviation college student pilots' English listening comprehension anxiety and the English listening learning strategies they used to control this kind of anxiety.

## **1.2** **Research purpose and significance**

For the learners of English, among the four learning skills: English listening, English speaking, English reading and English writing, a lot of studies show that English listening is the most likely to cause anxiety. As the civil aviation direction trained college students recruited by Chinese airlines, the importance of learning

English is self-evident for civil aviation student pilots. English listening anxiety can directly influence civil aviation student pilots' enthusiasm and confidence of learning English, and even will affect them in the development of their flight career in the future. The purpose of this paper is to do an empirical study on English listening anxiety and give some practical suggestions for civil aviation student pilots.

## **1.3** **Research arrangements**

The author plans to make a series of contrastive analyses between civil aviation college student pilots and general major students in the ways of self-introduction questionnaires in order to catch their English listening anxiety status and English

Listening strategy use status. Three questionnaires adopted in this paper respectively are" Personal background information questionnaire" (Appendix I)," English listening anxiety scale" (Appendix II), and" English listening learning strategies questionnaire" (Appendix III).

The author picked up 62 civil aviation college student pilots of flight technique major and 76 general major college students to do the self-introduction questionnaires. All the 138 students are chosen from the same grade of Civil Aviation Flight University of China (CAFUC) at random.

Analyzing the data by social science statistical package SPSS15.0, the author then comprehensively discuss the relationship among English listening comprehension anxiety, English listening strategies and English listening comprehension scores of CET-4 in the ways of reliability and validity test, descriptive analysis, T test, correlation analysis, and regression analysis method. According the interview of eight civil aviation college student pilots and eight general major students, the author plans to pay attention on what kinds of English listening anxiety they student pilots peculiarly have and how to solve them by analyzing the interview results.

## **1.4** **The Framework of this Paper**

The paper consists of six chapters. In Chapter one, an introduction, the background of the study, the purpose and significance are briefly stated by the author.

Chapter two is the relevant literature review part of this paper. Chapter two contains the foreign language anxiety's definition and classification; the previous studies of foreign language listening anxiety's definition and sources; the previous researches of foreign language learning strategies and foreign language listening comprehension strategies.

The author introduces the research methodology about this study in Chapter three. The first part of chapter three briefly presents the research questions for the present study. The research design of this study is described in the second part of chapter three, which includes the contents of subjects, instruments, data collection procedures.

In Chapter four, the author presents the results of the questionnaires and then carries out a series of relatively detailed discussions about the above data results that come from the self-introduction questionnaires. In this Chapter, the author mainly focuses on the data results of the self-introduction questionnaires. On the basis of them, the author provides some contrastive analyses on the English listening anxiety status and English listening strategies use status between the flight technique major students group and the general major college students group.

In Chapter five, the performances and causes of English listening anxiety are illustrated in the ways of listing the similarities and differences between the two group students in detail.

Chapter six is a conclusion. It summarizes the results of this research, points out the limitations of the paper and poses some suggestions for the future study in this field.

# **Chapter 2 Literature Review**

In this literature review chapter, the author synoptically illustrates the relevant theoretical foundation of" Anxiety"，“Foreign Language Anxiety" and" Foreign Language listening Anxiety". Secondly, the theory of" Foreign Language Learning Strategy" is concluded by presenting some relevant literatures.

## **2.1** **Previous Research on Foreign Language Anxiety and Foreign Language Listening Anxiety**

### **2.1.1** **Anxiety**

Anxiety is one of the abnormal moods, and it is also known as abnormal psychology. Anxiety means because individual can't reach the re-set target or can't overcome the obstacle, which makes individual's self-esteem and self-confidence frustrated, and increases the feeling of failure and guilty sense, thus form the tense uneasy mood state with frightened sense. Horwitz thinks the second language learning anxiety evolves from the learning process of foreign language, and it forms a unique synthesis with classroom foreign language study relevant self-consciousness, faith, emotion and behavior. Anxiety can be also defined as an unpleasant emotional state or condition that is characterized by tension subjective feelings, worry and apprehension, which is activated or aroused by the automatic nervous system. Leary (1982) points out that anxiety is a cognitive-affective response that is characterized by physiological arousal, and anxiety is also a kind of fear or apprehension that regards a potentially failing result.

Anxiety can be classified into many categories because there are so many scholars and researchers have studied anxiety from various angles and perspectives. Commonly, there are two type classifications: one type is trait, situation-specific and state anxiety, and another one is debilitating and facilitating anxiety. In the view of clinical point from psychologists, anxiety reaction is considered to be normal adaptive behavior with unpleasant emotional tone. Psychologists described anxiety reaction as

A strong expectation contained risks, threats, and needs that people to make special efforts but cannot do anything about it as a matter of fact.

**Trait Anxiety, Situation-specific Anxiety and State Anxiety**

In order to explain what the conceptualization of foreign language anxiety is in the next section, the author will distinguish trait, situation-specific and state anxiety from each other as following: Trait anxiety is a special continual kind of tendency that people would feel anxious under the various circumstances. (Spielberger,1983). In another word, people who easily get anxious in different circumstances are those ones with very high trait anxiety. However, situation-specific anxiety usually focuses on a single situation. That is the main distinction from trait anxiety. (MacIntyre and Gardner, 1991a). Situation-specific anxiety is more stable. What's more, situation-specific anxiety is generally stable as time goes by, but it may vary from different situations. Some related research discovers that foreign language anxiety is one kind of situation-specific anxiety that refers to the negative emotional feeling that aroused by using a foreign language. Distinguished from situation-specific anxiety and trait anxiety, state anxiety is incarnated in actual feelings but not the anxious tendency. For example, discomfort, uneasiness, and nerves are generally surfaced in time at one specific point (Spielberger,1983). We can conclude that state anxiety is an unstable emotion, but situation-specific anxiety and trait anxiety are more stable as a contrast over time.

### **2.1.2** **Foreign Language Anxiety**

Horwitz defines foreign language anxiety as a self consciousness, emotional attachment and belief related to classroom foreign language learning, and it is produced throughout the foreign language learning process. Horwitz divides the second language learning anxiety into 3 parts: communication apprehension, test anxiety, fear of negative evaluation, on the basis of here, he made a Foreign Learning Class Anxiety Scale (abbreviated as FLCAS) of very high internal reliability and retest reliability.

Oxford believes that foreign language anxiety is not a general sense of anxiety produced by the foreign language learners' fear psychology to use the target language and produce, and it is the main factor among various factors which influence foreign language learning. MacIntyre and Gardner offer a definition of foreign language

Learning as the tension and fear feeling which have special relationship with context (including listening, speaking and learning).

Cassady and Ronald E. Johnson's investigations of 168 undergraduates' test anxiety show that anxiety is negatively related to the students' exam results. The students' anxiety degree is higher, according, the students' exam results will be worse.

In domestic, there are also lots of related researches on this subject. The author believes that a study by Yang Jin is significant. He got a conclusion that it is not all anxiety was harmful after investigating a group of Chinese college students in English major. This research conclusion shows that not all the foreign language anxieties are harmful and useless. However, what the anxiety in this paper means the English listening anxiety which has harmful and negative effluence on English listening process for English learners.

### **2.1.3** **Foreign Language Listening Anxiety**

As one of the most basic, important and frequently used communication skills, foreign language listening plays an important role in the process of foreign language learning. Some researches show that foreign language listening can also facilitate some other foreign language skills. Foreign language listening comprehension is an extremely complex process. It requires the listeners to accept and deal with language input quickly and effectively. Many factors can affect the learners correctly understand the speaker's meaning, such as the listening material, the speaker, listening process and the listener itself, etc. When the learners can't fulfill the listening task successfully, they will feel anxious and upset. This kind of mood is an important variable of learners' internal factors that would influence emotional factors of foreign language learning. Foreign language listening comprehension anxiety refers to the emotions of stress, unease, intension and fear that produced by the foreign language learners because they are afraid they cannot understand or worry about getting a negative evaluation from others in the process of listening. In most instances, these emotions are negative, and can lead to an interruption of the foreign language listening process or a decrease of foreign language listening comprehension efficiency.

Gilman and Moody point out that people usually should spend 40% to 50% of their communication time to listen to others. In the early 1970 s, many scholars have

Pointed out that listening is one of the key factors to promote foreign language learning, foreign language listening comprehension is an important part of foreign language acquisition, and foreign language listening comprehension plays a decisive role for the whole ability of foreign language learners.

According to a group of 140 Spanish students' self-reports, Vogely investigated the causes, features and the related solutions of the foreign language listening comprehension anxiety. Vogely pointed out the process of foreign language listening comprehension and teaching is the primary cause to arouse the foreign language listening comprehension anxiety.

Horwitz and other scholars think that foreign language listening anxiety is most likely to cause for foreign language learners, and foreign language learners generally have foreign language listening anxiety in the process of foreign language learning.

Taking 233 Arabic language learners from six American universities as the research objects, Elkhafaifi confirmed that the foreign language listening anxiety and foreign language listening comprehension ability has a significant negative correlation relationship through a serial of quantitative researches.

Selecting the Korean university students as the research objects, Kim designed the Foreign Language Listening anxiety Scale by himself. Kim's research shows that South Korean college students indeed experienced English listening comprehension anxiety in the process of English listening learning, and there is negative correlation between English listening comprehension anxiety and English listening capability.

Domestic language researchers also have certain research on foreign language listening anxiety. Yu Xinle did a research on 49 adult education students, mainly analyzing the relationship between the English listening comprehension anxiety and the English listening comprehension ability. Yu Xinle finds out that foreign language listening anxiety is positively correlated with part of the learners' foreign language listening exam results, but it has no effect on other students' listening foreign language listening exam results. Yang Jin's study discovers that facilitating anxiety positively correlated to foreign language learners' listening exam results, but debilitating anxiety negatively related to foreign language learners' listening exam results. The study of Zhou Dandan stated that there is a negative relationship between foreign language listening anxiety and foreign language listening comprehension ability.

## **2.2** **Previous Research on Foreign Language Listening Strategies**

The study on foreign language learning strategies begins in the 70's of last century. Studying foreign language learning strategies is significant and necessary because proper foreign language learning strategies helps foreign language learners to solve the difficult problems they may encounter, and it can also boost foreign language learners' confidence to overcome their language learning fear. One of the goals that the author wants to achieve from this study is summarizing and developing some valuable and useful foreign language listening strategies for those civil aviation college student pilots.

Foreign language learning strategies are the techniques, methods or some other conscious behaviors that adopted by foreign language learners. Consciously and unconsciously, foreign language learners more or less use all kinds of language learning strategies in the process of foreign language learning in order to optimize the learning process and strengthen the memory of foreign language knowledge and information knowledge. Foreign language listening learning strategy is an important part of foreign language learning strategy, which is foreign language learners adopted some foreign language learning methods and skills in order to improve their foreign language listening comprehension ability. According to the self reports of some students who are on the same or nearly the same level of foreign language listening comprehension, these researches mainly focus on the foreign language listening strategies use situation. The general characteristics or trend of language learning strategies indirectly impact on language learning, and the specific strategies have a direct impact on language learning. From the point of the characteristics of language learning strategies above, O 'mallev and Chamot's classification of learning strategies is quite reasonable. According to O 'mallev and Chamot's theory, the language learning strategies can be classified into the following three categories: metacognitive strategies, cognitive strategies and social/affective strategies. The language learners employ a serial of action plans, monitoring, evaluations, etc to promote the smooth completion of a specific language learning activity, which is the inherent meaning of metacognitive language learning strategy. Cognitive language learning strategies involve the input information analysis, synthesis and dispose. Social/affective strategies are which the language learners consciously communicate with others, or to

Control their emotions, eliminate stress, anxiety and doubt in order to promote the completion of a specific language learning task.

The related researches in domestic began in the early 1990's. Jiang Zukang did a research on the relationship between English learning strategies and English listening comprehension. Liu Shaolong studied the influence of context background knowledge on the English listening modes and the English listening strategies. Although the researches on language learning strategies have a history of more than 40 years, the definition and classification of language learning strategy have not yet been reached a common understanding by the researchers. From the point of the characteristics of language learning strategy, learning strategy is both a behavior and a consciousness. The language learning strategies include not only the general features or trends, such as the macroeconomic regulation control and plan, but also include the specific methods, measures and skills.

English listening learning strategies belongs to foreign language learning strategies, which are the methods and measures employed by the English language learners in order to promote the progress of English listening comprehension smoothly. According to the classification of foreign language learning strategies framework, English listening strategies can is divided into three categories: metacognitive English listening strategies, cognitive English listening strategies and social/affective English listening strategies.

**Metacognitive Listening Strategies**

“Metacognition" is a concept which is put forward by Flavel in the 1970's. Flavel believes that metacognition is the knowledge about the individual cognitive processes and the ability to regulate these learning processes. So,

“Metacognition" can also be defined as" cognition about cognition", or" knowing

About knowing." It can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem solving. There are generally two components of metacognition: knowledge about cognition, and regulation of cognition.

Metacognitive strategy is a typical learning strategy, which refers to the strategy that the students employ to effectively monitor and control the whole learning process by them. In domestic, Chen Qi categorized metacognitive strategy into three categories: plan strategy, monitoring strategy and adjusting strategy. But Vanergrift

Divided it more specifically as follows: planning, directed attention, selective attention, self-management, monitoring, evaluation, and problem identification.

**Cognitive Listening Strategies**

Cognitive listening strategy refers to listeners using some methods or techniques to process information. It mainly contains two aspects: one is effective information processing and information integrating; another one is classification and storage of information. According to Vandergrift's related research, cognitive strategies can be classified as following: interference, elaboration, imagery, summarization, translation, transfer, repetition, resourcing, note-taking, deduction and substitution.

**Social/Affective Listening Strategies**

Social/affective strategy refers to a strategy of communicating with others to adjust themselves to promote achieving the learning objectives by foreign language learners. Vanergrift also illustrated the social/affective listening strategies as following: questioning for clarification, cooperation, lowering anxiety, self-encouragement, and taking emotional temperature.

# **Chapter 3** **Research Methods and Research Procedures**

In this chapter, the author basically presents two aspects of this current empirical study. The first part enumerates all the research questions for the present study. The second part is the contents of the research design, which mainly illustrate and discuss the subjects, sources of data, data collection procedures, and data analysis procedures.

## **3.1** **Research Questions for the Present Study**

The author will answer the following questions, which mainly focus on making a series of contrastive analyses between the flight technique major student pilots group and the general major students group. Moreover, the author tries to find the useful and efficient English listening comprehension strategies for these civil aviation pilots.

1. For those civil aviation student pilots, how is their English listening anxiety status?

2. Is there any obvious and significant difference of the level of English listening anxiety between the flight technique major student pilots group and the general major college students group?

3. What are the reasons that cause English listening anxiety to the civil aviation college student pilots group and the general major college students groupComparedwiththegeneralmajorcollegestudentsgroup, arethereanysignificantandparticularreasonsthatmayarousetheEnglishlisteninganxietyforthecivilaviationcollegestudentpilots?

4. What is the situation of the employment of English listening learning strategies among the civil aviation college student pilots and the general major college students?

5. What is the relationship among the English listening anxiety level, the use situation of English listening strategies and the English listening comprehension scores of CET-4 on both group students?

6. For these students (especially for civil aviation student pilots), which category of listening strategies plays the most important role to improve their English listening

Comprehension ability?

## **3.2** **Research Design**

As the English listening plays such a fundamental and important role for the civil aviation college student pilots, this empirical study will primarily aim at the analyses about their English listening anxiety level and the English listening strategies use condition. A series of contrast analyses in this study will enhance the reliability of the results. Furthermore, the interview on both group students will help to do a deeper research for the present study.

### **3.2.1** **Subjects**

The subjects accepted the research questionnaires are 65 civil aviation college student pilots who are chosen at random from the flight technique major of Civil Aviation Flight University of China (CAFUC) in the grade two and 78 general major college students who are also selected at random from the same university in the same grade. That's to say, the flight technique major group and the general major group come from the same university and the same grade. And all the college students who accept the questionnaires investigation have been learning English since they were in the middle school or even earlier. In the end, the author received 138 pieces of valid questionnaire responses back. Due to such a long time of English learning, the author believes that all subjects have developed various ways of solving English listening problems during the process of English listening comprehension. Those two groups of 138 college students maybe employed some related English listening strategies under the conscious or unconscious circumstance. The flight technique major group has English listening lessons twice every week, and the general major group has English listening lesson once every week. They all took the CET-4(College English Test-4) in June2012.

In this empirical study, three questionnaires are adapted by the author for the 143 subjects from Civil Aviation Flight University of China, which are the questionnaires of background information, the English Listening Comprehension Strategies Scale and the English Listening Anxiety Scale. Five of these 143 students who failed to

Properly finish all of the three questionnaires are eliminated to analysis. Finally the selected participants for this study were 138 students, including 88 male students and 50 female students.

### **3.2.2** **Sources of Data**

All the data of this empirical study of the three questionnaires, the background information questionnaire (Appendix I), the questionnaires of Foreign Language Listening Anxiety Scale (Appendix II), and questionnaires the English Listening Comprehension Strategies (Appendix III), are adapted and quoted from a thesis of Gao Tingting, which titled as A study on the Correlation between English Listening Anxiety and Listening Strategies of College English Learners. In order to make sure all of the 143 subjects can easily understand, all the three questionnaires are remained as Chinese version.

#### **3.2.2.1** **The Questionnaire of Background Information**

The author can get the subjects' basic background information from the appendix questionnaire I, such as major, name, gender, the score of listening comprehension part of CET-4(College English Test-4), the learning interest of English listening, the self-evaluation about their English comprehension level, anxiety level, the daily training time on English comprehension, and so on. All the data of listening comprehension scores are adopted the score results of national college English test 4 in December in order to compare the English listening comprehension ability more reliably.

The purpose of this questionnaire is to lay the foundation of analyzing the causes of English listening anxiety and the useful strategies concerned how to deal with the negative English listening anxiety. On the other hand, this questionnaire supplies an overview of the situation of the civil aviation college student pilots group and the general major students group.

#### **3.2.2.2** **The English Listening Anxiety Scale**

The English Listening Anxiety Scale of Appendix II is quoted from a similar research that comes from Gao Tingting. This English Listening Anxiety Scale of Chinese version are adapted and developed from Kim's original one. It mainly surveys the subjects' true feelings in the process of English listening comprehension.

This Appendix II section is made up of 34 questions, and each question has 5 answer options:" strongly disagree"，“disagree"，”neither agree nor against"，“agree"，”strongly agree".

Each answer option is scored from 1 to 5. As a typical 5-point Likert scale, the higher score means the higher anxiety level.

According to the characteristics of 5-point Likert scale, we can divide the result score of 2.00 and below as" no anxiety" group, score of 2.00-3.00 (including 2.00) as" low-level anxiety" group, score of 3.00-4.00 (including 3.00) as" middle-level anxiety" group, score of 4.00 (including 4.00) and above as" high-level anxiety”

group.

#### **3.2.2.3** **The English Listening Comprehension Strategies Scale**

The English listening comprehension strategies questionnaire of Appendix III also comes from a research of Gao Tingting. The original questionnaire is made by Oxford and O'Malley- Chamot. The modified Chinese version one is made up of 24 questions which contain 11 questions of metacognitive strategies, 8 questions of

Cognitive strategies, and 5 questions of social-affective strategies. Each question of this questionnaire has 5 answer options, ranging from" never use" to" always use". As a typical 5-point Likert scale, each answer option of this questionnaire is scored

From 1 to 5. The alpha numerical value of the whole scale and the three subscales respectively are.862,.756,.748 and.672

#### **3.2.2.4** **Interviews**

After finishing the data collection job of the three questionnaires, the author separately selects 8 subjects from each group to have a face to face interview. This interview mainly aims at investigating the specific performances and causes about the English listening anxiety.

### **3.2.3** **Data Collection Procedures**

As the author explained the requirements and purpose of the three self-introduction questionnaires in detail before distributing them, most of all the collected feedbacks are available and qualified, and only 5 pieces of them are unqualified. All the students are confirmed that the results of the questionnaires are just for an academic research, but have no effect on these students themselves. The

Author believes that they can answer all the three questionnaires frankly and honestly on the base of their current English listening comprehension status and their previous English listening learning without any burden.

All the data of the three questionnaires would be directly imported into SPSS

15.0 for the further statistic analyses.

### **3.2.4** **Data Analysis Procedures**

In the next chapter, the author will make use of the collected data to analyze the questions mentioned above for the present study by using the reliability and validity test, descriptive analysis, T test, correlation analysis, and regression analysis method through the analyzing the collected data in the ways of SPSS 15.0. Finally, the author gets the research conclusions. Following are the specific analysis steps of this study:

Firstly, the author tested that the data are qualified by getting through the reliability and validity test. Secondly, the author analyzed the English listening comprehension scores, the English listening comprehension anxiety, the English listening interests and the population distribution of their desire to master English listening skills on both flight technique major group students and general major group students in the ways of describe statistical analysis. Thirdly, the author studied that whether there are any significant differences on English listening comprehension scores, English listening anxiety and English listening strategies of the two group students by doing T-test. Fourthly, in the ways of correlation analysis, the author analyzed whether there are any significant correlation relationship on the subject of English listening strategies, English listening comprehension scores and English listening strategies on both group students. Finally, the author analyzed the if English listening strategies and English listening anxiety would affect the civil aviation college student pilots' English listening comprehension scores, if so, and how the actual degree of the influence is.

# **Chapter 4** **Data Results and Discussions**

## **4.1** **Analysis of Basic Information of the Questionnaire Samples**

138 pieces of valid questionnaire results are employed in the process of data analyses and discussions. The Table 4.1 reflects the samples' basic information as follows:

**Table** **4.1** **Basic Information of Questionnaire Samples（N=138）**

**Table** **4.1** **Basic Information of Questionnaire Samples（N=138）**

N Percent(%)

| Male 88 | | | 63.8 |
| --- | --- | --- | --- |
| Gender | Female | 50 | 36.2 |
| Major | F Group  G Group | 62  76 | 44.9  55.1 |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

Primarily analyzing the valid data, the proportion of men is more than sixty percent (63.8%), and the proportion of women is less than forty percent (36.2%). The significant difference on the sex ratio of these 138 subjects is mainly caused by the sex ratio in the flight technique major group. According to the classification of the subjects' major, we can conclude that the proportion of the flight technique group is 44.9%, and the proportion of the general major group is 55.1%, which the number is relatively bigger than the flight technique group.

## **4.2** **Validity Test and Reliability Test**

Validity refers to the degree of the characteristics that the actual measured values attempt to reflect. Usually, the testing methods of validity mainly the following two kinds: content validity and structure validity. Reliability is mainly refers to the

Credibility of the reasoning method and the data.

### **4.2.1** **Validity Tests of the English Listening Anxiety Scale and the English Listening Comprehension Strategies Scale**

What the content validity considering is if it is suitable between the measurement target and the measurement content. The three survey questionnaires are adapted and designed by the related theoretical basis. What's more, the author consulted some previous mature questionnaires with very high reliability and validity which are designed by some scholars in authority. So, we can conclude these three questionnaires have a good content validity.

Mentioning the construct validity, it mainly discusses the degree of consistency about the every item and its related theory theoretical basis in the questionnaire or the scale with matching. As a general rule, the construct validity of a questionnaire mainly consists of the convergent validity and the discriminant validity. The convergent validity of a questionnaire refers to the degree of correlation or the degree of consistency over the each questionnaire item under the same questionnaire variables or questionnaire dimensions. It can be concluded that the higher degree of correlation and consistency means the better convergent validity concerning a questionnaire. Under the situation of the same variables, if one questionnaire item or some questionnaire items has no or very few correlation relationship, we can assert that this or these questionnaire items do not measure the same variable or concept with others, and it can be defined as the rubbish item. We can delete the rubbish items in the questionnaire. The discriminant validity mainly measures the correlation relationship or the degree of differentiation over the each questionnaire item, under the situation of different variables, or dimensions. In a questionnaire, the lower degree of the correlation relationship over the different questionnaire items means the better degree of questionnaire validity. Commonly, the higher degree of the correlation relationship over these questionnaire items under the situation of different variables means these questionnaire items are that can just measure the same variable or the same concept. That's to say, these questionnaire items should not be classified into the different variables, and the items of this questionnaire or scale should be classified again.

Usually, the construct validity of a questionnaire can be tested in the ways of

Doing a correlation analysis or an exploratory factor analysis. In This empirical study, the author chooses the exploratory factor analysis to test the questionnaire construct validity.

To do an exploratory factor analysis, the author should firstly measure the correlation relationship over all questionnaire items. According to the result of it, then the author can judge if this questionnaire or scale is suitable to do an exploratory factor analysis.

The Table 4.2 is a result of KMO and Bartlett sphere test which can judge if the questionnaires of English Listening Anxiety Scale (Appendix II) and questionnaires the English Listening Comprehension Strategies (Appendix III) are suitable to do an exploratory factor analysis. Commonly, if the KMO values of these two questionnaires are bigger than 0.7 or the corresponding P value of the chi-squared statistic of the Bartlett sphere test are smaller than 0.05, we can conclude that they are suitable to do an exploratory factor analysis.

Through the definition of the convergent validity and differentiate validity, according to exploratory factor analysis to get the item the factor loading of judging value scale of convergent validity and differentiate validity is feasible.

According to the definition of the convergent validity and differentiate validity above, we can discover that the factor loading values of each questionnaire item, which are obtained by an exploratory factor analysis, can judge whether the convergent validity and differentiate validity of these two questionnaires are valid.

According to the analysis of the validity test above, the author do a factor analysis on the questionnaire items of English Listening Anxiety Scale (Appendix II) and English Listening Comprehension Strategies (Appendix III). At last, we can get the results as following:

**Table** **4.2** **KMO and Bartlett Test**

**Table** **4.2** **KMO and Bartlett Test**

Kaiser-Meyer-Olkin Measure of Sampling Bartlett's Test of Sphericity

| Adequacy. |  | Approx. Chi-Square | Sig. |
| --- | --- | --- | --- |
| English Listening Anxiety Scale | 0.807 | 206.414 | 0.000 |
| English Listening Comprehension Strategies Scale | 0.874 | 1456.778 | 0.000 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | 1 | | 2 | 3 |
|  | Q10 | .890 | |  |  |
|  | Q9 | .866 | |  |  |
|  | Q11 | .829 | |  |  |
|  | Q24 | .805 | |  |  |
|  | Q12 | .795 | |  |  |
|  | Q26 | .760 | |  |  |
|  | Q13 | .753 | |  |  |
| English | Q14 | .689 | |  |  |
| Listening Anxiety 1 | Q25 | .671 | |  |  |
|  | Q23 | .660 | |  |  |
|  | Q16 | .650 | |  |  |
|  | Q21 | .638 | |  |  |
|  | Q19 | .622 | |  |  |
|  | Q20 | .583 | |  |  |
|  | Q22 | .564 | |  |  |
|  | Q18 | .537 | |  |  |
|  | Q4 |  | | .750 |  |
|  | Q17 |  | | .735 |  |
|  | Q6 |  | | .676 |  |
|  | Q15 |  | | .652 |  |
| English | Q5 |  | | .651 |  |
| Listening Anxiety 2 | Q2 |  | | .643 |  |
|  | Q1 |  | | .624 |  |
|  | Q3 |  | | .583 |  |
|  | Q7 |  | | .551 |  |
|  | Q8 |  | | .525 |  |
|  | Q34 |  | |  | .728 |
|  | Q31 |  | |  | .701 |
|  | Q29 |  | |  | .670 |
| English | Q27 |  | |  | .656 |
| Listening Anxiety 3 | Q30 |  | |  | .610 |
|  | Q32 |  | |  | .592 |
|  | Q33 |  | |  | .544 |
|  | Q28 |  | |  | .519 |
| Eigen value | | | 10.303 | 3.696 | 1.472 |
| Variance Contribution Rate | | | 33.541 | 16.864 | 10.287 |
| Accumulative Variance Contribution Rate | | | 33.541 | 50.406 | 64.693 |

**Table** **4.3** **Rotation Loading Matrix and Variance Contribution Rate of English Listening Anxiety Factors**

Component

item

**Table** **4.4** **Rotation Loading Matrix and Variance Contribution Rate of English Listening Learning Strategies Factors**

Component

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | | 2 | 3 |
| Q10 | .828 | |  |  |
| Q9 | .801 | |  |  |
| Q11 | .778 | |  |  |
| Q7 | .763 | |  |  |
| Q8 | .749 | |  |  |
| Q6 | .732 | |  |  |
| Q5 | .702 | |  |  |
| Q3 | .688 | |  |  |
| Q2 | .653 | |  |  |
| Q1 | .621 | |  |  |
| Q4 | .573 | |  |  |
| Q12 |  | | .789 |  |
| Q17 |  | | .742 |  |
| Q16 |  | | .731 |  |
| Cognitive Q15 |  | | .711 |  |
| Strategies Q13 |  | | .673 |  |
| Q14 |  | | .620 |  |
| Q18 |  | | .552 |  |
| Q19 |  | | .531 |  |
| Q24 |  | |  | .749 |
| Q23 |  | |  | .722 |
| Q20 |  | |  | .686 |
| Q22 |  | |  | .630 |
| Q21 |  | |  | .597 |
| Eigen value | | 8.288 | 3.018 | 1.113 |
| Variance Contribution Rate | | 29.367 | 18.672 | 6.271 |
| Accumulative Variance Contribution Rate | | 29.367 | 48.039 | 54.310 |

item

Metacognitive Strategies

Emotional/Social Strategies

According to the KMO and Bartlett sphere test results of English listening anxiety scale and English listening comprehension strategies, we find that the KMO values are 0.807 and 0.807 respectively, which are both bigger than 0.8. What's more, the Barlett sphere test results also pass the significance test, and all the questionnaire items are suitable to do a factor analysis. Selecting the factors that the eigen value is bigger than 1 from these two scales, we find that the accumulative variance

Contribution rate respectively are 64.693% and 54.31%.

From the Table 4.3 and 4.4, we can conclude that the rotation loading matrixes of all questionnaire items of these two scales can fulfill the requirements of convergent validity and discriminate validity. Specifically speaking, each questionnaire item only has one load that is bigger than 0.5, and others are smaller than 0.5 which are close to

0. Therefore, we can conclude that both the English Listening Anxiety Scale and the English Listening Comprehension Strategies Scales have a good convergent validity and discriminant validity.

### **4.2.2** **Reliability Tests of the English Listening Anxiety Scale and the English Listening Comprehension Strategies Scale**

Reliability is mainly refers to the credibility of the reasoning method and the data. In the actual measurement, reliability refers to the probability of the results of internal consistency (refers to the data and conclusion) by using the same measurement tool to measure the different objects. Commonly, the three measurable indicators of

Reliability are" stability" of the different timing," equivalence" of the different

Objects and" internal consistency" over these questionnaire items. In order to obtain the evaluation of internal consistency, we usually adopt the following three measure methods: split-half method, KR20 method and Cronbach Alpha analysis method. And the interval scale test scales are suitable to do Cronbach Alpha analysis, such as Liket scale. (quoted from: Xie Hefeng, 2007, R119)

The reliability test results that obtained from SPSS15.0 are as following:

**Table** **4.5** **Reliability Test Results of English Listening Anxiety Variables**

|  | No. of items | Cronbach � |
| --- | --- | --- |
| English Listening Anxiety 1 | 16 | 0.840 |
| English Listening Anxiety 2 | 10 | 0.816 |
| English Listening Anxiety 3 | 8 | 0.783 |
| English Listening Anxiety Scale | 34 | 0.862 |

|  |  |  |
| --- | --- | --- |
|  | No. of items | Cronbach *�* |
| Metacognitive Strategies | 11 | 0.764 |
| Cognitive Strategies | 8 | 0.746 |
| Emotional/Social Strategies | 5 | 0.763 |

**Table** **4.6** **Reliability Test Results of English Listening Learning Strategies Variables**

English Listening Comprehension Strategies Scale

English Listening Comprehension Strategies Scale

24 0.802

The results show that all the Cronbach *�*values of these variables in the

English listening anxiety scale and the English listening learning strategies scale are bigger than 0.7, and the Cronbach *�*values of these two whole scales are bigger

Than 0.8. The author can assert that all the variables and these two adapted scales in this research have a very good reliability which can fulfill the requirements to do this research.

## **4.3** **Describe Statistical Analysis**

From the results of self-report questionnaires, the author discovers that there are some differences on the English listening comprehension ability, the English listening interests and the desire to master the English listening skills between the flight technique major group and the general major group.

**Table** **4.7** **Descriptive Analysis of Background Information of Both Groups about English Listening Comprehension (%)**

Very Bad Bad Common Good Very Good

| English Listening | F Group | 2.5 | 18.2 | 53.1 | 15.4 | 10.8 |
| --- | --- | --- | --- | --- | --- | --- |
| Comprehension Ability | C Group | 6.3 | 25.4 | 46.7 | 11.2 | 10.4 |
| English Listening | F Group | 1.8 | 3.2 | 22.2 | 27.3 | 45.5 |
| Interest | C Group | 3.2 | 10.2 | 33.3 | 22.1 | 31.2 |
| Desire to Master | F Group | 1.5 | 7.3 | 17.5 | 32.9 | 40.8 |
| English listening Skills | C Group | 1.3 | 17.4 | 27.2 | 13.8 | 40.3 |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

From the Table 4.7, it shows that on the subject of English listening ability, the proportion of students in flight technique group who think of themselves having good English listening comprehension ability (26.2%) is slightly higher than the proportion of it in the general major group (21.6%). More than or nearly half of students in each group consider they have a common degree of English listening comprehension ability. The proportion of it in the flight technique major group is 53.1%, which is higher than the proportion of 46.7% in the general major group. On the subject of English listening interest, the proportion of students in the flight technique group (72.8%) is significantly higher than the proportion of students in the general major group (53.3%). On the subject of the desire to master the English listening skills, the proportion of students in the flight technique group (73.7%) is also obviously higher than the proportion of students in the general major group (54.1%).

**Table** **4.8** **Distribution of English Listening Anxiety Degree on Both Group（%）**

|  | F Group | C Group |
| --- | --- | --- |
| Very High | 51.7 | 11.6 |
| High | 34.9 | 18.9 |
| Common | 6.2 | 46.3 |
| Low | 5.1 | 22.5 |
| Very Low | 2.1 | 0.7 |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

After analyzing the subject of English listening comprehension anxiety on the both groups, the author discovers that 86.6% of the civil aviation college student pilots in the flight technique group have English listening comprehension anxiety at a high level (including very high level). However, only 30.5% of students in the general major group have a high level (including very high level) of it. It shows from the Table4.8 that 46.3% of general major students think they have a common level of English listening comprehension ability, and 23.2% of them think they have a low level of it. But only less than one tenth (7.2%) of these civil aviation college student pilots have low or very low English listening comprehension anxiety.

**Table** **4.9** **Distribution of English Listening Training Time on Both Group（%）**

|  | F Group | C Group |
| --- | --- | --- |
| Hardly Any | 23.1 | 11.2 |
| 10-30 Minutes | 45.7 | 50.8 |
| 30-60 Minutes | 23.7 | 34.3 |
| More Than 60 Minutes | 7.5 | 3.7 |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

From Table4.9, the author easily finds that the general major student group spends more time than the flight technique major group on the subject of daily Engl. ish listening comprehension training. 23.1% of civil aviation college student pilot reflect that they hardly have any time to do English listening comprehension exercises. However, only 11.2% of general major students express they have no time on it. Though the proportions of students who spend 10-30 minutes on English listening comprehension training in both groups are nearly the same (the flight technique group:45.7%, the general major group:50.8%), however, the proportion of general major students (34.3%) who spend 30-60 minutes on English listening comprehension training is higher than the general major group (23.7%) about ten percent.

Table 4.10 Distribution of English Skills(Cause Anxiety) on Both Group（%）

|  | F Group | C Group |
| --- | --- | --- |
| English Listening | 62.8 | 47.6 |
| Oral English | 88.5 | 63.8 |
| English reading | 10.2 | 39.8 |
| English Translation | 46.7 | 31.5 |
| English Writing | 8.1 | 33.6 |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

On the subject of anxiety of English skills, the results show that oral English and English listening are the most high frequency reasons which most likely cause anxiety chosen by both group students. Because this questionnaire item is a multiple-choice question, so the calculation method in percentage is using the number of students of one specific question item to divide by the total number of students on the same question item. In this way, we discover that 88.5% of student pilots have oral English anxiety and 63.8% of them have English listening comprehension anxiety. However,

Only 63.8% of general major students have oral English anxiety and 47.6% of them have English listening comprehension anxiety. But the results show that there are more general major students have reading (39.8%) and writing anxiety (33.6%) than student pilots. So we can conclude that there are more civil aviation college student pilots have English listening anxiety than the general major students.

## **4.4** **T-tests**

According to the description statistical analysis above, there are some differences on the subjects of English listening comprehension ability, English listening anxiety, English listening learning interests and the desire to master English listening skills on both groups. Because these differences are obtained by the frequency of statistical data analysis, but not by the statistical test, so these difference results may not exist in the whole samples.

Therefore, the author will discusses if there are any differences on the subjects of English listening comprehension scores, English listening comprehension anxiety and the three English listening learning strategies by statistical analysis method. If there is a difference, the author should focus on which group performs well and which group performs worse?

The scores adopted in the analysis is their English listening comprehension scores of CET-4 in July 2012, but not the scores given by themselves. So we can conclude that the results of following analysis about their English listening comprehension scores can objectively reflect their current situation.

### **4.4.1** **T-tests of the English Listening Comprehension Scores on Both Groups**

**Table** **4.11** **Independent-samples T-test of English Listening Comprehension**

**Scores on Both Groups**

**Scores on Both Groups**

F Group C Group

T Sig.

T Sig.

Mean Std. Mean Std.

Mean Std. Mean Std.

Movement Frequency 211.38 28.492 187.62 31.268 18.127

0.000\*\*

\*

\*

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

Comparing the T-test results of the English listening comprehension scores on both groups, we find that there is a significant difference on the English listening comprehension scores between the two groups (under the situation of p<0.05). Specifically speaking, the English listening comprehension scores of student pilots on average (211.38) are significantly higher than the general major students' (187.62).

### **4.4.2** **T-tests of the English Listening Comprehension Anxiety on Both Groups**

**Table** **4.12** **Independent-samples T-test of English Listening Comprehension**

**Anxiety on Both Groups**

**Anxiety on Both Groups**

F Group C Group

T Sig.

T Sig.

Mean Std. Mean Std.

Mean Std. Mean Std.

Movement Frequency 3.72 1.182 3.04 1.268 8.772

0.000\*\*

\*

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

Comparing the T-test results of the English listening comprehension anxiety on both groups, we find that there is a slight difference on the English listening comprehension anxiety between the two groups (under the situation of p<0.05). Specifically speaking, the English listening comprehension anxiety of student pilots

On average (3.72) is slightly higher than the general major students' (3.04).

### **4.4.3** **T-tests of the English Listening Learning Strategies on Both Groups**

**Table** **4.13** **Independent-samples T-test of the Adopted English Listening Learning Strategies on Both Groups**

**Table** **4.13** **Independent-samples T-test of the Adopted English Listening Learning Strategies on Both Groups**

F Group C Group

F Group C Group

Mean Std. Mean Std.

T Sig.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2.44 | 1.012 | 3.32 | 1.201 | -4.795 | 0.000\*\*\* |
| 3.17 | 1.251 | 3.68 | 1.018 | -3.219 | 0.005\*\* |
| 3.28 | 1.176 | 3.74 | 1.191 | -2.042 | 0.048\* |

Metacognitive Strategies Cognitive

Strategies Emotional/Social

Strategies

Strategies

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

Comparing the T-test results of the English listening learning strategies on both groups, we find that there are some significant differences on the adopted English listening comprehension learning strategies between the two groups (under the situation of p<0.05). Specifically speaking, for the flight technique group students, the use frequency of the three kinds of English listening learning strategies (Metacognitive Strategies: 2.44; Cognitive Strategies: 3.17; Emotional/Social Strategies: 3.28) is significantly lower than the general major group students (Metacognitive Strategies: 3.32; Cognitive Strategies: 3.68; Emotional/Social Strategies: 3.74).

## **4.5** **Correlation Analysis**

In order to analyze the correlation relationship among English listening comprehension scores, English listening comprehension anxiety and English listening

Learning strategies and especially to analyze if there is any significant correlation relationship between English listening learning strategies and the two other factors, the author will analyze the three factors in the way of pairwise correlation analysis to make sure what kind of relationship among these factors it is.

### **4.5.1** **Correlation between English Listening Comprehension Anxiety and English Listening Learning Strategies**

Analyzing the correlation relationship between English listening comprehension anxiety and English listening learning strategies on both groups, we find that there is a significant correlation relationship between the English listening comprehension anxiety and the adopted English listening learning strategies on both group students(under the situation of p<0.05). Specifically speaking, there is a negative correlation relationship between them. That's to say, with improving of English listening learning strategies adopted by the students in both groups, the English listening comprehension anxiety level would gradually be decreasing.

**Table** **4.14** **Correlation relationship Analysis between English Listening Comprehension Anxiety and English Listening Learning Strategies on Both**

**Group**

**Group**

English Listening Comprehension Anxiety

|  | F Group | C Group |
| --- | --- | --- |
| Metacognitive Strategies | -.448\*\*\* | -.302\*\*\* |
| Cognitive Strategies | -.307\*\*\* | -.102\* |
| Emotional/Social Strategies | -.282\*\*\* | -.113\*\* |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

On the view of the specific correlation coefficient, the coefficient of correlation relationship between flight technique major group students' English listening anxiety and their three adopted English listening learning strategies is higher than it of the general major group students. In the flight technique major group, the coefficient of correlation relationship between the adopted metacognitive English listening

Strategies and the English listening comprehension anxiety is -0.448. However, the coefficient of the general major group is -0.302, which is lower c0.146 than the coefficient of the flight technique major group. On the subject of correlation relationship between the adopted cognitive English listening strategies and the English listening comprehension anxiety, the coefficient of the flight technique group is -0.307, which is higher 0.205 than the coefficient of the general major group(-0.102). On the subject of correlation relationship between the adopted motional/social English listening strategies and the English listening comprehension anxiety, the coefficient of the flight technique group is -0.282, which is higher 0.96 than the coefficient of the general major group(-0.113). We can conclude that: with improving of English listening learning strategies adopted by civil aviation college student pilots, their reduction of English listening comprehension anxiety level will higher than the general major groups'.

For the flight technique major group students, the coefficient of correlation relationship between the metacognitive English listening strategies and the English listening comprehension anxiety is the biggest, the coefficient of correlation relationship between the cognitive English listening strategies and the English listening comprehension anxiety is relatively small, and the coefficient of correlation relationship between social/society strategies and the English listening comprehension anxiety is the smallest. But for the general major group students, the coefficient of correlation relationship between the metacognitive English listening strategies and the English listening comprehension anxiety is also the biggest, the coefficient of correlation relationship between social/society strategies and the English listening comprehension anxiety is relatively small, and the coefficient of correlation relationship between the cognitive English listening strategies and the English listening comprehension anxiety is the smallest. We can conclude that: compared the other two factors, the metacognitive strategies can mostly have an effect on the English listening comprehension anxiety on both group students.

### **4.5.2** **Correlation Analysis between English listening Comprehension Scores and English Listening Learning Strategies on Both Group Students**

Analyzing the correlation relationship between English listening comprehension

Scores and English listening learning strategies on both groups, we find that there is a significant correlation relationship between the English listening comprehension scores and the adopted three English listening learning strategies on both group students(under the situation of p<0.05). Specifically speaking, there is a positive correlation relationship between them. That's to say, with improving of English listening learning strategies adopted by the students of both groups, the English listening comprehension scores would be gradually increasing.

**Table** **4.15** **Correlation relationship Analysis between English Listening Comprehension Scores and English Listening Strategies on Both Groups**

**Table** **4.15** **Correlation relationship Analysis between English Listening Comprehension Scores and English Listening Strategies on Both Groups**

English Listening Comprehension Scores

|  | F Group | C Group |
| --- | --- | --- |
| Metacognitive Strategies | .378\*\*\* | .294\*\*\* |
| Cognitive Strategies | .287\*\*\* | .312\*\*\* |
| Emotional/Social Strategies | .402\*\*\* | .203\*\* |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

In the view of the specific related correlation relationship coefficient, the correlation relationship between the flight technique major group students' English listening comprehension scores and metacognitive, emotional/social strategies is bigger than the general major group students', but the correlation relationship between English listening comprehension scores and cognitive strategies of the flight technique major group students is smaller than the general major group students'. Specifically, the correlation relationship coefficient of the flight major group students' English listening comprehension scores and metacognitive strategies is 0.378 that is bigger than the general major group students' coefficient of 0.294; The correlation relationship coefficient of the flight major group students' English listening comprehension scores and cognitive strategies (0.287) is nearly in the equal level of the general major group students' (0.312); The correlation relationship coefficient of English listening comprehension scores and emotional/ social strategies of the flight technique major group students(0.402) is significantly bigger than the general major

Group students' (0.203). In a conclusion, with the improvement of the metacognitive and emotional/social strategies, the student pilots' English listening comprehension scores will be increased larger than the general major group students.

## **4.6** **Regression Analysis**

In this section, the author will mainly study that whether the English listening comprehension anxiety and the adopted English listening strategies can significantly affect the English listening comprehension scores and how to affect it?

Thus the author builds a regression model with one dependent variable (English listening comprehension scores) and four independent variables (the English listening anxiety and the three adopted English listening learning strategies). Because it needs to establish the regression model on both groups respectively, so the author establishes the hierarchical regression model which makes the major variables as the grouping variables. The following Table 4.16 and Table 4.17 are the test results of the hierarchical regression model by SPSS15.0.

**Table** **4.16** **Hierarchical Regression Model Test of Goodness of Fit**

**Table** **4.16** **Hierarchical Regression Model Test of Goodness of Fit**

Sum of square

Mean

df

square

F Sig R2 DW

F

Group

Regression 53.180 2 26.590 55.305

Residual 100.004 208.481

Total 153.185 210

Total 153.185 210

.000

\*\*\*

\*\*\*

0.447 2.011

C

Group

Regression 20.538 1 20.538 14.657

Residual 292.865 209 1.401

Total 313.403 210

Total 313.403 210

.000

\*\*\*

0.328 1.884

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

The table 4.16 shows us the F statistics of both group models respectively are

55.305 and 14.657. The corresponding probability values are respectively less than the significant level of 0.05, which reject the null hypothesis. So the regression models of the both groups are working very well. And the DW Values are respectively

2.011 and 1.884, which are around 2. It proves that the original data are extracted sufficiently and few are left in the residuals. In addition, from the perspective of the explanatory power of the models, it shows that the determination coefficient R square value of the two groups respectively are 0.447 and 0.328, which means that the independent variables extracted can explained the change degree of the dependent variables respectively are 44.7% and 32.8%.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Unstandardized  Coefficients | | Standardized  Coefficients | T | Sig |
| B Std. Error | | Beta |  |  |
| Constant | 1.016 .453 | |  | 2.243 | .026\* |
| Listening | -.546 .100 | | -.404 | -5.468 | .000\*\*\* |
| Anxiety |  | |  |  |  |
| F Metacognitive |  | |  |  |  |
| .586  Group Strategies | | .088 | .541 | 7.260 | .000\*\* |
| Cognitive  .327  Strategies | | .079 | .301 | 4.231 | .000\*\*\* |
| Emotional/Social  .319 | | .058 | .293 | 3.875 | .000\*\*\* |
| Constant 4.893 | | .556 |  | 8.797 | .000\*\*\* |
| Listening  C -.366 | | .096 | -.256 | -3.828 | .000\*\*\* |

**Table** **4.17** **Parametric Test Table of Hierarchical Regression Mode**

Strategies

Group

Anxiety Metacognitive Strategies

.474.085.427 6.794.000\*\*\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| .158 | .093 | .294 | 2.549 | .018\* |
| Strategies  Emotional/Social  .223 | .077 | .384 | 3.032 | .004\*\* |

Cognitive

Strategies

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

From the parametric test results of Table 4.17, we can conclude that English listening comprehension anxiety and the three kinds of English listening strategies have significant effect on English listening comprehension scores for ether flight technique major group students or general major group students(under the situation of p<0.05). What's more, it shows that the English listening anxiety has a negative impact on students' English listening comprehension scores, but all the three English listening strategies has a positive impact on students' English listening comprehension scores. In the view of the specific coefficients, the English listening learning metacognitive strategies have the most significant influence on English listening comprehension scores for both the flight technique major group students and the general major group students, compared with the other three factors. And the related coefficient of the flight technique group is 0.586, and the related coefficient of general major group is 0.474. So we can conclude that for these civil aviation college students pilots, the English listening learning metacognitive strategies can most effect their English listening comprehension scores' improvement or reduction, and the following

Factor that has less influence is their English listening comprehension anxiety(coefficient: 0.546). Among the three English listening learning strategies, the

Cognitive strategies (coefficient: 0.327) and emotional/social strategies (coefficient: 0.319) have a similar effect on English listening comprehension scores for the flight technique major group students. However, for the general major group students, the impact of emotional/social strategies (coefficient: 0.223) is significantly bigger than the cognitive strategies (coefficient: 0.158).

# **Chapter 5 Interviews**

Because some deeper factors cannot be reflected in the self-introduction questionnaires, the author adopts the interview as a supplementary way to do further investigation.

According to the face to face results of the interviews with 8 selected civil aviation college student pilots and 8 selected general major students, the author will conclude the specific performances and causes of English listening anxiety in this chapter. The first section of Chapter five is the interview about the English listening anxiety performances, and the second section mainly illustrates the causes of it.

## **5.1** **Interview about the Performances of English Listening Anxiety**

After interviewing these 16 students separately, the author finds that there are both similarity and differences on the subject of English listening anxiety performances for the flight technique major student pilots group and the group of general major students. The author concludes that the similarities of the performances of English listening anxiety for both group students embody in the aspect of English listening class anxiety, and the differences aspects are English listening test anxiety and English listening communicative anxiety.

### **5.1.1** **Similarities**

**Anxiety of English Listening Class**

The performance mode of English listening class anxiety is avoidance and flinch. For example, in class, the students who have this anxiety are always overcautious. They cannot relax themselves, and cannot follow the teacher's teaching. When being asked by questions which involve the new words they do not understand, they would

Be nervous, being palms sweating and avoiding the line of sight of the teachers.

### **5.1.2** **Differences**

**Anxiety of English Listening Test**

The symptoms of English listening test anxiety usually represents as in a state of utter stupefaction before exam, high pressure, insomnia, trance and working late at night. Be influenced by test anxiety, students are always are being stunned, inability of concentrate, often having wrong questions and missing some questions by no notice.

Most general major students have English listening test anxiety of CET-4 and CET-6. However, besides CET-4 and CET-6, most student pilots have a very high anxiety about the ICAO (International Civil Aviation Organization) English Level Test. As the future pilots, the flight technique group students must pass the ICAO

English Test, which the majority of it is the" listening" and" talking" part. In

Another word," listening" plays a very important role in the whole test. Due to the excessive anxiety, the civil aviation college student pilots are often overwhelmed, nervous, being palms sweating, and getting cold hands and feet in the process of ICAO English Test. More serious, some anxious student pilots always give up the uncompleted listening comprehension questions because they cannot catch the previous listening comprehension questions.

**English Listening Communicative Anxiety**

The performances of Communicative English listening comprehension anxiety usually manifest as they are worried about others think they are foolish if they cannot understand the other speakers in the English communication.

For these civil aviation student pilots, they have a special kind English listening communicative anxiety, which is English radiotelephony communication anxiety. The author asserts that English radiotelephony communication anxiety is a unique anxiety for civil aviation student pilots. It easily happens because the environment of radio communication in flight is very complex. The English radiotelephony communication anxiety are usually caused by loud noise, lack fidelity of radio communication, and very strong interference from the outside complicated flight environment.

## **5.2** **Interview about Causes of English listening anxiety**

### **5.2.1** **Similarities**

The author finds that there are some common causes can arouse English listening comprehension anxiety for both student pilots and general major students. One common cause is the restriction of emotional factor, and another one is the poor English basic.

**Restriction of Emotional Factor**

Dignified students may produce an inhibition of listening due to fear and timidity, thus having anxiety during the process of English listening learning with little confidence. If a student considered his English listening comprehension ability is very poor, it would be difficult for him to listen seriously and in concentration.

**Poor Basic of English**

Poor basic student pilots usually have no interest in English listening and lack of learning motive. Poor basic shows in several aspects, such as:

1. Lack of vocabulary. Because some civil aviation college student pilots usually cannot understand some commonly used phrases and idioms in the process of English listening comprehension, which seriously influents their comprehensive understanding of the whole piece of English listening material

2. Lack of cultural background information of the English language. This reason leads the civil aviation college student pilots cannot understand the real meaning conveyed by the English language even though they got the correct pronunciation and the individual meaning of each word.

3. Lack of the knowledge of skills of English phonetics. As a non-English major student, many of the civil aviation college student pilots never received specialized training on the subject of English pronunciation and intonation from the beginning to college. Some of them have a very poor knowledge of international phonetic system, even cannot read the most basic vowels and consonants phonetic alphabet. Some of them cannot distinct the blasting sound, stress, liaison and weak sound involved in the listening material. Some of them have no clear distinction between the British English and America English. All above factors lead them cannot understand each other.

4. Lack of the knowledge of English grammar. Some student pilots did not master the English grammar knowledge well in high school, as they did the same in college. Thus these student pilots have no idea about the unfamiliar and complex sentences,

Which is also considered as a stumbling block to influence their listening learning.

5. Lack of English listening comprehension skills. During the process of listening learning, some student pilots ignore developing and training some basic listening comprehension skills, for example: to guess the word meaning according to affixes, to seize the key word, to make rapid records and to integrate the related information and so on.

6. Not adapt to the complicated listening surroundings. There is no doubt that English listening learning of civil aviation involves a lot of radiotelephone English dialogue exercises. These listening comprehension materials are radio English dialogues with radio noises, which is also a difficulty for those who are not adapt to the noisy listening surroundings to develop their English listening comprehension ability.

### **5.2.2** **Differences**

**ICAO English Test and English radiotelephony communication**

In the interview, many student pilots reflected that the pressure of English radiotelephony communication and the requirement of passing ICAO English Level Test can easily arouse English listening anxiety to them. So that also explained why the student pilots have a higher English listening anxiety than the general major students.

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# **Chapter 6** Major Findings and **Suggestions**

## **6.1** **Major Findings**

The study has already yielded several findings:

1 Chinese civil aviation college student pilots are commonly suffering the English listening anxiety problems, while 86.6% of these college student pilots have moderate or high English listening anxiety.

2 Compared with the general major college students, the flight technique major group students obviously have the higher English listening anxiety level than the general major group students. (The moderate and high proportion of English listening anxiety in the flight technique major group is higher than the general major group.)

3 There is a significant negative correlation between college student pilots' English listening anxiety and the use status of English listening strategies for both group students.

4 The English listening capability is positively correlated with the use status of English listening learning strategies for both group students.

5 English listening metacognitive strategies can most effect English listening comprehension scores' improvement or reduction for both group students.

6 Compared with the causes of English listening anxiety of the general major college students group, the English listening anxiety causes for the flight technique major group is more complicated, and two most important reasons to arouse English listening anxiety are the pressure of ICAO English Level Test and English radiotelephony communication.

## **6.2** **Suggestions**

In Chapter two, the author illustrated a classification about metocognitive strategies. But how to apply these matacognitive strategies to the process of English listening learning?

Since metacognitive English listening strategies have a significant effect on the

Students' English listening comprehension scores, the author concludes some English listening learning tips about meracognitive strategies for civil aviation student pilots as follows:

**Making a learning plan about English listening comprehension exercises**

This reasonable learning plan should be made up of two parts: a long-term plan and a short-term plan. For the civil aviation student pilots, this period of long-term can be assigned as a semester. The short-term plan can be assigned as a week or a month. This metacognitive learning plan of English listening exercises should be having an explicit idea of unequivocal targets, clear learning steps, clear learning contents, and reasonable learning tasks, which makes these civil aviation college student pilots can easily check their daily learning outcomes in or at the end of the process of English listening comprehension learning. The author believes that it's really a good way to produce the positive learning motive power and eliminate the negative learning pressure and anxiety for the civil aviation college student pilots. Taking the ICAO English Test of Level 4 for an example, it is a checkpoint that every civil aviation college student pilot must get through on the path of being a pilot. The author suggests that the target of a long-term learning plan for a student pilot should be having the enough ability to deal with the English listening comprehension section of ICAO English Test of Level 4 in a semester or longer.

After making a long-term learning plan, what the civil aviation college student pilots should do is to make out a short-term English listening learning plan and put it into practice. These specific tasks should be made by their current situations, such as: making two pieces of imitate examination paper or memorizing 100 high frequency words in the listening comprehension section which quoted from the ICAO English Level Test.

Only using the approach of breaking down large long-term tasks into small manageable goals, can the civil aviation college student pilots be able to purposefully and systematically complete the learning tasks step by step. Thus, the civil aviation college student pilots can also reduce and control the negative English listening comprehension anxiety that caused by no reasonable learning plan. The author believes that the civil aviation student pilots can feel the sense of achievement by implementing and finishing their long-term and short-term tasks one by one.

**Self-monitoring the process of English listening learning**

Self-monitoring English listening learning strategies require the civil aviation college student pilots to actively plan, observe, evaluate, control and adjust the English listening comprehension excises constantly.

A self-monitoring strategy contains a comprehensive monitoring and controlling strategy and a directed attention strategy. The comprehensive monitoring and controlling strategy is a specific strategy. Commonly, a skilled English listener has the ability of keeping comprehensive monitoring and controlling throughout the listening comprehension process, and he may also have a grasp of the listening comprehension goal in mind, such as, the goal of finding out some specific points or some main points, etc. Thus, the author believes that the student pilots can easily catch the important details or the main points of the listening material with the employing this comprehensive monitoring and controlling strategy. In this way, the student pilots can also experience a feeling of satisfaction due to reaching the English listening comprehension goal. However, if the student pilots cannot find out the main point of the listening material or they don't understand the meaning of it, they would experience a feeling of frustration. If the comprehensive monitoring and controlling strategy cannot be employed very well, the student pilots can take some remedial measures, such as to listen the material again more attentively and carefully. Directed attention is also a very finite and valuable resource, just like money and energy. When the student pilots devote into the English listening material, they will not realize the subtle body feeling, and even ignore some other stimuli from the outside. So using the comprehensive monitoring and controlling strategy and directed attention strategy consciously and effectively is conducive to monitor the progress of English listening comprehension, eliminate all kinds of interference, reduce the blindness of English listening learning, and eventually reduce the negative listening comprehension anxiety.

**Self-evaluating the achievements of English listening learning**

The student pilots need to evaluate the effect of English listening learning objectively. It can not only effectively promote the enthusiasm of their self-learning and the ability of English listening comprehension. On the other hand, the self-evaluation and self-monitoring can make them clearly understand the distance between their current English listening comprehension level and the ideal level. For example, in order to evaluate the actual level of their English listening comprehension,

The student pilots can write down what they have heard in the way of dictation by sentence by sentence. After comparing the dictation results to the original listening material, they will find out what they listened wrong and what they missed. The author insists that listening a piece of English listening comprehension material repeatedly can helps improve English listening comprehension ability gradually, and can reduce the anxiety which usually happened in the process of English listening comprehension.

**Adjusting the study processes and methods**

Besides the" intensive listening" mentioned above, the civil aviation college student pilots should also select the" extensive listening" as a supplement. The civil aviation college student pilots should select the suitable" intensive listening”

Materials or tutorials which are in suitable length and difficulty, and also need to fit to their English listening comprehension level. However, as to" extensive listening”

Materials, the author thinks they can dip into a wide range of aspects superficially and quickly. In the process of English intensive listening, the student pilots can listen to the same sentence again and again until they totally understand it. However, in the normal English communication circumstance, people would not repeat the same

Sentence over and over. Compared with the" intensive listening", the" extensive

Listening" can easily help the student pilots fit their feeling to the circumstance of normal English communication.

**Strengthening the ability of self-study**

The first step of strengthening the ability of English listening comprehension self-learning is to have a good attitude of English learning. For a civil aviation college student pilot, English listening learning is not only for passing the ICAO English Level Test-4, but also to lay a solid foundation of safe flight in the future. Metacognitive strategies closely related to self-learning, the student pilots should consciously use the metacognitive strategies to improve their ability of English listening comprehension. The author believes that insisting on forwardly listen, the civil aviation college student pilots will approach or reach a level of reflecting listening on the subject of English listening comprehension just like a native language user.

For these civil aviation college student pilots, so to speak, using the metacognitive strategies of English listening comprehension learning helps them to

Make a reasonable learning plan, monitor the process of English listening consciously, adjust mindset and quickly correct learning behaviors. So the student pilots who insistently use the metacognitive strategies in English listening comprehension can strengthen the ability of self-learning, gradually reduce the negative English listening anxiety and get an improvement of English listening comprehension ability.

## **6.3** **Limitations**

Though the author adopted 138 pieces of questionnaires and separate interviews to do this the English listening anxiety study for civil aviation student pilots, there is only one female student pilot as the subject here because of the serious gender imbalance in the flight technique major group. The author suggests that the future study on this subject should pay more attention on the female civil aviation student pilots group.

Another point the author must point out is that all the subjects just come from the Guanghan Branch of Civil Aviation Flight University of China (CAFUC), so the quantity and coverage maybe are not adequate enough for the deeper research.

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## 发表论文和参加科研情况说明

**发表论文：**

【1】宋冕, 况新华, 民航飞行学员英语听力焦虑状况、成因及学习策略研究, 科技信息, （总第432期）, 2012年第4 期

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【1】2010年南昌航空大学研究生科技创新项目课题YC2010035《从认知语言学角度研究跨文化交际中的语用失误》，项目组成员。

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**Appendix I**个人信息问卷调查

性别：专业 ：

2012年上半年英语四级考试听力部分成绩：

1.你认为你的英语听力水平

A很差B不好C一般D较好E很好

2.你认为你的英语听力焦虑程度

A很高B不高C一般D较低E很低

3.你想掌握英语听力技能的愿望

A很差B不好C一般D较好E很好

4.你对英语听力的兴趣程度

A很差B不好C一般D较好E很好

5.你平均每天用多长时间来训练英语听力

A.几乎没有B.10-30分钟C.30分钟-1小时D.2小时以上

6.你认为下列哪项英语技能让你感到最焦虑

A.听力B.口语C.阅读D.翻译. E写作

**Appendix II**英语听力焦虑问卷调查

下列在英语听力过程中感受到的焦虑情绪，请仔细阅读下列题目，根据实际情况在A. B. C. D. E五个答案中选择一个。答案没有正确与错误之分。（A-1分B-2分C-3分D-4分E-5分）

1.听英语时，我很容易被一两个生词难住。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

2.在进行英语听力测试时，如果只听一遍文章或对话，我会感到紧张。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

3.听英语时，如果说话人的语音不同于我的语音，我会觉得听力材料很难理解。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

4.如果说话人语速非常快，我担心不能全部理解他/她所说的内容。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

5.如果我对所听材料的主题不熟悉，我会感到紧张。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

6.听英语时，我很容易猜出漏听部分的内容。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

7.听英语时，我会担心因注意力稍不集中会漏听重要的信息.

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

8.听英语时，如果看不到说话人的口形或面部表情，我会非常担心.

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

9.在英语听力考试或听力练习中，如果不能听懂每一个词，我会紧张不安。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

10.听英语时，我很难听出几个发音是一个词还是两个词.

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

11.听力课上，光听却看不到所听的文字材料，我会感到紧张。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

12.我很难听懂老师上课时的英语讲解。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

13.除非我与讲话者很熟悉，否则我很难集中注意力去听他所说的英语。

A. 非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

14.听英语时，我感到很自信。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

15.听英语时，因为紧张，我记不住所听的内容.

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

16.听英语时，我担心对所听内容的背景知识不够了解。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

17.听英语材料中的重要信息时，我脑中一片混乱。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

18.听英语时，没有足够的时间思考，我感到很紧张。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

19听英语时，我通常先把每个词翻译成汉语，但却不理解整体的意思。

A. 非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

20我一点都不喜欢听人讲英语。

A. 非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

21.听英语时，若不能按照我习惯的速度听，我会感到紧张.

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

22.我总是认为别人的英语听力比我的好。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

23.不能确认是否听懂了所听的英语材料，我感到很难受。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

24.若一个人讲英语时，声音非常低，我担心能否听懂。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

25.听别人讲英语，我一点都不担心听不懂。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

26.打电话时，如果对方讲英语，我会感到紧张。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

27.开会时，如果别人用英语发言，我会感到紧张.

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

28.听英语时，有一点背景噪音，我听起来就很费劲。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

29.听英语时，如果所听的内容以前没听过，我会感到紧张。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

30.听英语时，听到不懂的词，我感到很懊恼。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

31.我担心英语语音语调知识缺乏会影响听力理解。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

32.听英语时，我能听懂每个词的意思，但却不知讲话者说什么。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

33.听英语时，一个关键的词没听懂，这令我很担忧。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

34.如果语法不好，我担心英语听力也不好。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

摘**要**

近年来，中国民航产业迅速发展，中国民航飞行学员的群体更是在不断地扩大。而随着世界范围内航空业的发展，英语能力已成为衡量民航飞行员整体素质的一个重要指标。中国民航飞行学员作为中国民用航空公司定向招生的特殊大学生和未来的准飞行员，英语听力学习的重要性对他们来说自然是不言而喻。有研究表明英语听力焦虑是大学生们在英语听力过程中的一个重要的情感障碍，而目前针对在校民航飞行学员这一特殊的大学生群体的英语听力焦虑研究相对较少。本文采用“基础信息调查表”、“英语听力焦虑量表”和“英语听

力学习策略调查问卷“对比分析了在校民航飞行学员和普通专业在校大学生的英语听力焦虑状况和听力策略使用状况。根据问卷调查的数据结果，本文就英语听力焦虑产生的原因、英语听力策略的使用状况以及听力焦虑、听力策略和英语听力成绩三者之间的关系进行了比较全面的探讨。而后笔者对分别来自在校民航飞行学员和普通专业的各八名学生进行面对面访谈，较为详细地探讨了两组学生在英语听力焦虑的表现及成因方面的共同之处和差异之处。

接受本研究问卷调查的为中国民航大学广汉飞行学院飞行技术专业随机抽取的62名飞行学员和中国民航大学其他普通专业随机抽

取的76名大学生。飞行技术专业组和普通专业组来自同一个学校同一个年级，且人数都接近同一数量水平。本研究采用社会科学统计包

SPSS15.0对问卷数据进行分析，并使用了信度和效度检验、描述统

计分析、差异检验、相关分析、回归分析的统计方法。

本研究结果表明：接受调查的飞行学员中86.6%有中度或高度的英语听力焦虑。对飞行学员和普通学生而言，都是英语听力焦虑水平和听力策略的使用呈负相关，英语听力水平与其英语听力学习策略的使用呈正相关关系，元认知听力策略的使用对英语听力成绩的提升和降低影响最为显著。较之普通专业在校大学生的英语听力焦虑产生，在校民航飞行学员的英语听力焦虑产生的原因更为复杂，其中两个重要特殊原因是来自ICAO（国际民航组织）英语等级考试和无线电英语交际压力。

**关键词：英语听力焦虑**； **飞行技术专业组**； **普通专业组**

**听力策略**

# **Chapter 1** Introduction

## **1.1** **Research Background**

Anxiety refers to an action tendency of fear that produced by the current or expected situation may potentially threaten someone's self-esteem. Foreign language anxiety is a complex psychological phenomenon that the language learners own peculiarly. What it manifests is the foreign language learners' mood of restlessness and depression. Although some linguistic researchers have found that a certain degree of language anxiety will helps the foreign language learning. However, most of the related studies show that the influence of foreign language is negative. Zhang Yuanyuan believes that anxiety may be the biggest emotional obstacles on the subject of foreign language learning, and a very high anxiety most likely leads to a very low language input. The study of foreign language anxiety from abroad roughly began in the middle of 1960s. The early researches of this subject mainly focus on the relativity between the foreign language anxiety and the scholastic achievement. Recently, the foreign language anxiety researchers at home and abroad begin to change their research direction from the general foreign language anxiety to a variety of language skills related to foreign language anxiety. In the four language skills of listening, speaking, reading and writing, there are relatively less studies on foreign language listening comprehension anxiety. In this paper, the author try to analyze the civil aviation college student pilots' English listening comprehension anxiety and the English listening learning strategies they used to control this kind of anxiety.

## **1.2** **Research purpose and significance**

For the learners of English, among the four learning skills: English listening, English speaking, English reading and English writing, a lot of studies show that English listening is the most likely to cause anxiety. As the civil aviation direction trained college students recruited by Chinese airlines, the importance of learning

English is self-evident for civil aviation student pilots. English listening anxiety can directly influence civil aviation student pilots' enthusiasm and confidence of learning English, and even will affect them in the development of their flight career in the future. The purpose of this paper is to do an empirical study on English listening anxiety and give some practical suggestions for civil aviation student pilots.

## **1.3** **Research arrangements**

The author plans to make a series of contrastive analyses between civil aviation college student pilots and general major students in the ways of self-introduction questionnaires in order to catch their English listening anxiety status and English

Listening strategy use status. Three questionnaires adopted in this paper respectively are" Personal background information questionnaire" (Appendix I)," English listening anxiety scale" (Appendix II), and" English listening learning strategies questionnaire" (Appendix III).

The author picked up 62 civil aviation college student pilots of flight technique major and 76 general major college students to do the self-introduction questionnaires. All the 138 students are chosen from the same grade of Civil Aviation Flight University of China (CAFUC) at random.

Analyzing the data by social science statistical package SPSS15.0, the author then comprehensively discuss the relationship among English listening comprehension anxiety, English listening strategies and English listening comprehension scores of CET-4 in the ways of reliability and validity test, descriptive analysis, T test, correlation analysis, and regression analysis method. According the interview of eight civil aviation college student pilots and eight general major students, the author plans to pay attention on what kinds of English listening anxiety they student pilots peculiarly have and how to solve them by analyzing the interview results.

## **1.4** **The Framework of this Paper**

The paper consists of six chapters. In Chapter one, an introduction, the background of the study, the purpose and significance are briefly stated by the author.

Chapter two is the relevant literature review part of this paper. Chapter two contains the foreign language anxiety's definition and classification; the previous studies of foreign language listening anxiety's definition and sources; the previous researches of foreign language learning strategies and foreign language listening comprehension strategies.

The author introduces the research methodology about this study in Chapter three. The first part of chapter three briefly presents the research questions for the present study. The research design of this study is described in the second part of chapter three, which includes the contents of subjects, instruments, data collection procedures.

In Chapter four, the author presents the results of the questionnaires and then carries out a series of relatively detailed discussions about the above data results that come from the self-introduction questionnaires. In this Chapter, the author mainly focuses on the data results of the self-introduction questionnaires. On the basis of them, the author provides some contrastive analyses on the English listening anxiety status and English listening strategies use status between the flight technique major students group and the general major college students group.

In Chapter five, the performances and causes of English listening anxiety are illustrated in the ways of listing the similarities and differences between the two group students in detail.

Chapter six is a conclusion. It summarizes the results of this research, points out the limitations of the paper and poses some suggestions for the future study in this field.

# **Chapter 2 Literature Review**

In this literature review chapter, the author synoptically illustrates the relevant theoretical foundation of" Anxiety"，“Foreign Language Anxiety" and" Foreign Language listening Anxiety". Secondly, the theory of" Foreign Language Learning Strategy" is concluded by presenting some relevant literatures.

## **2.1** **Previous Research on Foreign Language Anxiety and Foreign Language Listening Anxiety**

### **2.1.1** **Anxiety**

Anxiety is one of the abnormal moods, and it is also known as abnormal psychology. Anxiety means because individual can't reach the re-set target or can't overcome the obstacle, which makes individual's self-esteem and self-confidence frustrated, and increases the feeling of failure and guilty sense, thus form the tense uneasy mood state with frightened sense. Horwitz thinks the second language learning anxiety evolves from the learning process of foreign language, and it forms a unique synthesis with classroom foreign language study relevant self-consciousness, faith, emotion and behavior. Anxiety can be also defined as an unpleasant emotional state or condition that is characterized by tension subjective feelings, worry and apprehension, which is activated or aroused by the automatic nervous system. Leary (1982) points out that anxiety is a cognitive-affective response that is characterized by physiological arousal, and anxiety is also a kind of fear or apprehension that regards a potentially failing result.

Anxiety can be classified into many categories because there are so many scholars and researchers have studied anxiety from various angles and perspectives. Commonly, there are two type classifications: one type is trait, situation-specific and state anxiety, and another one is debilitating and facilitating anxiety. In the view of clinical point from psychologists, anxiety reaction is considered to be normal adaptive behavior with unpleasant emotional tone. Psychologists described anxiety reaction as

A strong expectation contained risks, threats, and needs that people to make special efforts but cannot do anything about it as a matter of fact.

**Trait Anxiety, Situation-specific Anxiety and State Anxiety**

In order to explain what the conceptualization of foreign language anxiety is in the next section, the author will distinguish trait, situation-specific and state anxiety from each other as following: Trait anxiety is a special continual kind of tendency that people would feel anxious under the various circumstances. (Spielberger,1983). In another word, people who easily get anxious in different circumstances are those ones with very high trait anxiety. However, situation-specific anxiety usually focuses on a single situation. That is the main distinction from trait anxiety. (MacIntyre and Gardner, 1991a). Situation-specific anxiety is more stable. What's more, situation-specific anxiety is generally stable as time goes by, but it may vary from different situations. Some related research discovers that foreign language anxiety is one kind of situation-specific anxiety that refers to the negative emotional feeling that aroused by using a foreign language. Distinguished from situation-specific anxiety and trait anxiety, state anxiety is incarnated in actual feelings but not the anxious tendency. For example, discomfort, uneasiness, and nerves are generally surfaced in time at one specific point (Spielberger,1983). We can conclude that state anxiety is an unstable emotion, but situation-specific anxiety and trait anxiety are more stable as a contrast over time.

### **2.1.2** **Foreign Language Anxiety**

Horwitz defines foreign language anxiety as a self consciousness, emotional attachment and belief related to classroom foreign language learning, and it is produced throughout the foreign language learning process. Horwitz divides the second language learning anxiety into 3 parts: communication apprehension, test anxiety, fear of negative evaluation, on the basis of here, he made a Foreign Learning Class Anxiety Scale (abbreviated as FLCAS) of very high internal reliability and retest reliability.

Oxford believes that foreign language anxiety is not a general sense of anxiety produced by the foreign language learners' fear psychology to use the target language and produce, and it is the main factor among various factors which influence foreign language learning. MacIntyre and Gardner offer a definition of foreign language

Learning as the tension and fear feeling which have special relationship with context (including listening, speaking and learning).

Cassady and Ronald E. Johnson's investigations of 168 undergraduates' test anxiety show that anxiety is negatively related to the students' exam results. The students' anxiety degree is higher, according, the students' exam results will be worse.

In domestic, there are also lots of related researches on this subject. The author believes that a study by Yang Jin is significant. He got a conclusion that it is not all anxiety was harmful after investigating a group of Chinese college students in English major. This research conclusion shows that not all the foreign language anxieties are harmful and useless. However, what the anxiety in this paper means the English listening anxiety which has harmful and negative effluence on English listening process for English learners.

### **2.1.3** **Foreign Language Listening Anxiety**

As one of the most basic, important and frequently used communication skills, foreign language listening plays an important role in the process of foreign language learning. Some researches show that foreign language listening can also facilitate some other foreign language skills. Foreign language listening comprehension is an extremely complex process. It requires the listeners to accept and deal with language input quickly and effectively. Many factors can affect the learners correctly understand the speaker's meaning, such as the listening material, the speaker, listening process and the listener itself, etc. When the learners can't fulfill the listening task successfully, they will feel anxious and upset. This kind of mood is an important variable of learners' internal factors that would influence emotional factors of foreign language learning. Foreign language listening comprehension anxiety refers to the emotions of stress, unease, intension and fear that produced by the foreign language learners because they are afraid they cannot understand or worry about getting a negative evaluation from others in the process of listening. In most instances, these emotions are negative, and can lead to an interruption of the foreign language listening process or a decrease of foreign language listening comprehension efficiency.

Gilman and Moody point out that people usually should spend 40% to 50% of their communication time to listen to others. In the early 1970 s, many scholars have

Pointed out that listening is one of the key factors to promote foreign language learning, foreign language listening comprehension is an important part of foreign language acquisition, and foreign language listening comprehension plays a decisive role for the whole ability of foreign language learners.

According to a group of 140 Spanish students' self-reports, Vogely investigated the causes, features and the related solutions of the foreign language listening comprehension anxiety. Vogely pointed out the process of foreign language listening comprehension and teaching is the primary cause to arouse the foreign language listening comprehension anxiety.

Horwitz and other scholars think that foreign language listening anxiety is most likely to cause for foreign language learners, and foreign language learners generally have foreign language listening anxiety in the process of foreign language learning.

Taking 233 Arabic language learners from six American universities as the research objects, Elkhafaifi confirmed that the foreign language listening anxiety and foreign language listening comprehension ability has a significant negative correlation relationship through a serial of quantitative researches.

Selecting the Korean university students as the research objects, Kim designed the Foreign Language Listening anxiety Scale by himself. Kim's research shows that South Korean college students indeed experienced English listening comprehension anxiety in the process of English listening learning, and there is negative correlation between English listening comprehension anxiety and English listening capability.

Domestic language researchers also have certain research on foreign language listening anxiety. Yu Xinle did a research on 49 adult education students, mainly analyzing the relationship between the English listening comprehension anxiety and the English listening comprehension ability. Yu Xinle finds out that foreign language listening anxiety is positively correlated with part of the learners' foreign language listening exam results, but it has no effect on other students' listening foreign language listening exam results. Yang Jin's study discovers that facilitating anxiety positively correlated to foreign language learners' listening exam results, but debilitating anxiety negatively related to foreign language learners' listening exam results. The study of Zhou Dandan stated that there is a negative relationship between foreign language listening anxiety and foreign language listening comprehension ability.

## **2.2** **Previous Research on Foreign Language Listening Strategies**

The study on foreign language learning strategies begins in the 70's of last century. Studying foreign language learning strategies is significant and necessary because proper foreign language learning strategies helps foreign language learners to solve the difficult problems they may encounter, and it can also boost foreign language learners' confidence to overcome their language learning fear. One of the goals that the author wants to achieve from this study is summarizing and developing some valuable and useful foreign language listening strategies for those civil aviation college student pilots.

Foreign language learning strategies are the techniques, methods or some other conscious behaviors that adopted by foreign language learners. Consciously and unconsciously, foreign language learners more or less use all kinds of language learning strategies in the process of foreign language learning in order to optimize the learning process and strengthen the memory of foreign language knowledge and information knowledge. Foreign language listening learning strategy is an important part of foreign language learning strategy, which is foreign language learners adopted some foreign language learning methods and skills in order to improve their foreign language listening comprehension ability. According to the self reports of some students who are on the same or nearly the same level of foreign language listening comprehension, these researches mainly focus on the foreign language listening strategies use situation. The general characteristics or trend of language learning strategies indirectly impact on language learning, and the specific strategies have a direct impact on language learning. From the point of the characteristics of language learning strategies above, O 'mallev and Chamot's classification of learning strategies is quite reasonable. According to O 'mallev and Chamot's theory, the language learning strategies can be classified into the following three categories: metacognitive strategies, cognitive strategies and social/affective strategies. The language learners employ a serial of action plans, monitoring, evaluations, etc to promote the smooth completion of a specific language learning activity, which is the inherent meaning of metacognitive language learning strategy. Cognitive language learning strategies involve the input information analysis, synthesis and dispose. Social/affective strategies are which the language learners consciously communicate with others, or to

Control their emotions, eliminate stress, anxiety and doubt in order to promote the completion of a specific language learning task.

The related researches in domestic began in the early 1990's. Jiang Zukang did a research on the relationship between English learning strategies and English listening comprehension. Liu Shaolong studied the influence of context background knowledge on the English listening modes and the English listening strategies. Although the researches on language learning strategies have a history of more than 40 years, the definition and classification of language learning strategy have not yet been reached a common understanding by the researchers. From the point of the characteristics of language learning strategy, learning strategy is both a behavior and a consciousness. The language learning strategies include not only the general features or trends, such as the macroeconomic regulation control and plan, but also include the specific methods, measures and skills.

English listening learning strategies belongs to foreign language learning strategies, which are the methods and measures employed by the English language learners in order to promote the progress of English listening comprehension smoothly. According to the classification of foreign language learning strategies framework, English listening strategies can is divided into three categories: metacognitive English listening strategies, cognitive English listening strategies and social/affective English listening strategies.

**Metacognitive Listening Strategies**

“Metacognition" is a concept which is put forward by Flavel in the 1970's. Flavel believes that metacognition is the knowledge about the individual cognitive processes and the ability to regulate these learning processes. So,

“Metacognition" can also be defined as" cognition about cognition", or" knowing

About knowing." It can take many forms; it includes knowledge about when and how to use particular strategies for learning or for problem solving. There are generally two components of metacognition: knowledge about cognition, and regulation of cognition.

Metacognitive strategy is a typical learning strategy, which refers to the strategy that the students employ to effectively monitor and control the whole learning process by them. In domestic, Chen Qi categorized metacognitive strategy into three categories: plan strategy, monitoring strategy and adjusting strategy. But Vanergrift

Divided it more specifically as follows: planning, directed attention, selective attention, self-management, monitoring, evaluation, and problem identification.

**Cognitive Listening Strategies**

Cognitive listening strategy refers to listeners using some methods or techniques to process information. It mainly contains two aspects: one is effective information processing and information integrating; another one is classification and storage of information. According to Vandergrift's related research, cognitive strategies can be classified as following: interference, elaboration, imagery, summarization, translation, transfer, repetition, resourcing, note-taking, deduction and substitution.

**Social/Affective Listening Strategies**

Social/affective strategy refers to a strategy of communicating with others to adjust themselves to promote achieving the learning objectives by foreign language learners. Vanergrift also illustrated the social/affective listening strategies as following: questioning for clarification, cooperation, lowering anxiety, self-encouragement, and taking emotional temperature.

# **Chapter 3** **Research Methods and Research Procedures**

In this chapter, the author basically presents two aspects of this current empirical study. The first part enumerates all the research questions for the present study. The second part is the contents of the research design, which mainly illustrate and discuss the subjects, sources of data, data collection procedures, and data analysis procedures.

## **3.1** **Research Questions for the Present Study**

The author will answer the following questions, which mainly focus on making a series of contrastive analyses between the flight technique major student pilots group and the general major students group. Moreover, the author tries to find the useful and efficient English listening comprehension strategies for these civil aviation pilots.

1. For those civil aviation student pilots, how is their English listening anxiety status?

2. Is there any obvious and significant difference of the level of English listening anxiety between the flight technique major student pilots group and the general major college students group?

3. What are the reasons that cause English listening anxiety to the civil aviation college student pilots group and the general major college students groupComparedwiththegeneralmajorcollegestudentsgroup, arethereanysignificantandparticularreasonsthatmayarousetheEnglishlisteninganxietyforthecivilaviationcollegestudentpilots?

4. What is the situation of the employment of English listening learning strategies among the civil aviation college student pilots and the general major college students?

5. What is the relationship among the English listening anxiety level, the use situation of English listening strategies and the English listening comprehension scores of CET-4 on both group students?

6. For these students (especially for civil aviation student pilots), which category of listening strategies plays the most important role to improve their English listening

Comprehension ability?

## **3.2** **Research Design**

As the English listening plays such a fundamental and important role for the civil aviation college student pilots, this empirical study will primarily aim at the analyses about their English listening anxiety level and the English listening strategies use condition. A series of contrast analyses in this study will enhance the reliability of the results. Furthermore, the interview on both group students will help to do a deeper research for the present study.

### **3.2.1** **Subjects**

The subjects accepted the research questionnaires are 65 civil aviation college student pilots who are chosen at random from the flight technique major of Civil Aviation Flight University of China (CAFUC) in the grade two and 78 general major college students who are also selected at random from the same university in the same grade. That's to say, the flight technique major group and the general major group come from the same university and the same grade. And all the college students who accept the questionnaires investigation have been learning English since they were in the middle school or even earlier. In the end, the author received 138 pieces of valid questionnaire responses back. Due to such a long time of English learning, the author believes that all subjects have developed various ways of solving English listening problems during the process of English listening comprehension. Those two groups of 138 college students maybe employed some related English listening strategies under the conscious or unconscious circumstance. The flight technique major group has English listening lessons twice every week, and the general major group has English listening lesson once every week. They all took the CET-4(College English Test-4) in June2012.

In this empirical study, three questionnaires are adapted by the author for the 143 subjects from Civil Aviation Flight University of China, which are the questionnaires of background information, the English Listening Comprehension Strategies Scale and the English Listening Anxiety Scale. Five of these 143 students who failed to

Properly finish all of the three questionnaires are eliminated to analysis. Finally the selected participants for this study were 138 students, including 88 male students and 50 female students.

### **3.2.2** **Sources of Data**

All the data of this empirical study of the three questionnaires, the background information questionnaire (Appendix I), the questionnaires of Foreign Language Listening Anxiety Scale (Appendix II), and questionnaires the English Listening Comprehension Strategies (Appendix III), are adapted and quoted from a thesis of Gao Tingting, which titled as A study on the Correlation between English Listening Anxiety and Listening Strategies of College English Learners. In order to make sure all of the 143 subjects can easily understand, all the three questionnaires are remained as Chinese version.

#### **3.2.2.1** **The Questionnaire of Background Information**

The author can get the subjects' basic background information from the appendix questionnaire I, such as major, name, gender, the score of listening comprehension part of CET-4(College English Test-4), the learning interest of English listening, the self-evaluation about their English comprehension level, anxiety level, the daily training time on English comprehension, and so on. All the data of listening comprehension scores are adopted the score results of national college English test 4 in December in order to compare the English listening comprehension ability more reliably.

The purpose of this questionnaire is to lay the foundation of analyzing the causes of English listening anxiety and the useful strategies concerned how to deal with the negative English listening anxiety. On the other hand, this questionnaire supplies an overview of the situation of the civil aviation college student pilots group and the general major students group.

#### **3.2.2.2** **The English Listening Anxiety Scale**

The English Listening Anxiety Scale of Appendix II is quoted from a similar research that comes from Gao Tingting. This English Listening Anxiety Scale of Chinese version are adapted and developed from Kim's original one. It mainly surveys the subjects' true feelings in the process of English listening comprehension.

This Appendix II section is made up of 34 questions, and each question has 5 answer options:" strongly disagree"，“disagree"，”neither agree nor against"，“agree"，”strongly agree".

Each answer option is scored from 1 to 5. As a typical 5-point Likert scale, the higher score means the higher anxiety level.

According to the characteristics of 5-point Likert scale, we can divide the result score of 2.00 and below as" no anxiety" group, score of 2.00-3.00 (including 2.00) as" low-level anxiety" group, score of 3.00-4.00 (including 3.00) as" middle-level anxiety" group, score of 4.00 (including 4.00) and above as" high-level anxiety”

group.

#### **3.2.2.3** **The English Listening Comprehension Strategies Scale**

The English listening comprehension strategies questionnaire of Appendix III also comes from a research of Gao Tingting. The original questionnaire is made by Oxford and O'Malley- Chamot. The modified Chinese version one is made up of 24 questions which contain 11 questions of metacognitive strategies, 8 questions of

Cognitive strategies, and 5 questions of social-affective strategies. Each question of this questionnaire has 5 answer options, ranging from" never use" to" always use". As a typical 5-point Likert scale, each answer option of this questionnaire is scored

From 1 to 5. The alpha numerical value of the whole scale and the three subscales respectively are.862,.756,.748 and.672

#### **3.2.2.4** **Interviews**

After finishing the data collection job of the three questionnaires, the author separately selects 8 subjects from each group to have a face to face interview. This interview mainly aims at investigating the specific performances and causes about the English listening anxiety.

### **3.2.3** **Data Collection Procedures**

As the author explained the requirements and purpose of the three self-introduction questionnaires in detail before distributing them, most of all the collected feedbacks are available and qualified, and only 5 pieces of them are unqualified. All the students are confirmed that the results of the questionnaires are just for an academic research, but have no effect on these students themselves. The

Author believes that they can answer all the three questionnaires frankly and honestly on the base of their current English listening comprehension status and their previous English listening learning without any burden.

All the data of the three questionnaires would be directly imported into SPSS

15.0 for the further statistic analyses.

### **3.2.4** **Data Analysis Procedures**

In the next chapter, the author will make use of the collected data to analyze the questions mentioned above for the present study by using the reliability and validity test, descriptive analysis, T test, correlation analysis, and regression analysis method through the analyzing the collected data in the ways of SPSS 15.0. Finally, the author gets the research conclusions. Following are the specific analysis steps of this study:

Firstly, the author tested that the data are qualified by getting through the reliability and validity test. Secondly, the author analyzed the English listening comprehension scores, the English listening comprehension anxiety, the English listening interests and the population distribution of their desire to master English listening skills on both flight technique major group students and general major group students in the ways of describe statistical analysis. Thirdly, the author studied that whether there are any significant differences on English listening comprehension scores, English listening anxiety and English listening strategies of the two group students by doing T-test. Fourthly, in the ways of correlation analysis, the author analyzed whether there are any significant correlation relationship on the subject of English listening strategies, English listening comprehension scores and English listening strategies on both group students. Finally, the author analyzed the if English listening strategies and English listening anxiety would affect the civil aviation college student pilots' English listening comprehension scores, if so, and how the actual degree of the influence is.

# **Chapter 4** **Data Results and Discussions**

## **4.1** **Analysis of Basic Information of the Questionnaire Samples**

138 pieces of valid questionnaire results are employed in the process of data analyses and discussions. The Table 4.1 reflects the samples' basic information as follows:

**Table** **4.1** **Basic Information of Questionnaire Samples（N=138）**

**Table** **4.1** **Basic Information of Questionnaire Samples（N=138）**

N Percent(%)

| Male 88 | | | 63.8 |
| --- | --- | --- | --- |
| Gender | Female | 50 | 36.2 |
| Major | F Group  G Group | 62  76 | 44.9  55.1 |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

Primarily analyzing the valid data, the proportion of men is more than sixty percent (63.8%), and the proportion of women is less than forty percent (36.2%). The significant difference on the sex ratio of these 138 subjects is mainly caused by the sex ratio in the flight technique major group. According to the classification of the subjects' major, we can conclude that the proportion of the flight technique group is 44.9%, and the proportion of the general major group is 55.1%, which the number is relatively bigger than the flight technique group.

## **4.2** **Validity Test and Reliability Test**

Validity refers to the degree of the characteristics that the actual measured values attempt to reflect. Usually, the testing methods of validity mainly the following two kinds: content validity and structure validity. Reliability is mainly refers to the

Credibility of the reasoning method and the data.

### **4.2.1** **Validity Tests of the English Listening Anxiety Scale and the English Listening Comprehension Strategies Scale**

What the content validity considering is if it is suitable between the measurement target and the measurement content. The three survey questionnaires are adapted and designed by the related theoretical basis. What's more, the author consulted some previous mature questionnaires with very high reliability and validity which are designed by some scholars in authority. So, we can conclude these three questionnaires have a good content validity.

Mentioning the construct validity, it mainly discusses the degree of consistency about the every item and its related theory theoretical basis in the questionnaire or the scale with matching. As a general rule, the construct validity of a questionnaire mainly consists of the convergent validity and the discriminant validity. The convergent validity of a questionnaire refers to the degree of correlation or the degree of consistency over the each questionnaire item under the same questionnaire variables or questionnaire dimensions. It can be concluded that the higher degree of correlation and consistency means the better convergent validity concerning a questionnaire. Under the situation of the same variables, if one questionnaire item or some questionnaire items has no or very few correlation relationship, we can assert that this or these questionnaire items do not measure the same variable or concept with others, and it can be defined as the rubbish item. We can delete the rubbish items in the questionnaire. The discriminant validity mainly measures the correlation relationship or the degree of differentiation over the each questionnaire item, under the situation of different variables, or dimensions. In a questionnaire, the lower degree of the correlation relationship over the different questionnaire items means the better degree of questionnaire validity. Commonly, the higher degree of the correlation relationship over these questionnaire items under the situation of different variables means these questionnaire items are that can just measure the same variable or the same concept. That's to say, these questionnaire items should not be classified into the different variables, and the items of this questionnaire or scale should be classified again.

Usually, the construct validity of a questionnaire can be tested in the ways of

Doing a correlation analysis or an exploratory factor analysis. In This empirical study, the author chooses the exploratory factor analysis to test the questionnaire construct validity.

To do an exploratory factor analysis, the author should firstly measure the correlation relationship over all questionnaire items. According to the result of it, then the author can judge if this questionnaire or scale is suitable to do an exploratory factor analysis.

The Table 4.2 is a result of KMO and Bartlett sphere test which can judge if the questionnaires of English Listening Anxiety Scale (Appendix II) and questionnaires the English Listening Comprehension Strategies (Appendix III) are suitable to do an exploratory factor analysis. Commonly, if the KMO values of these two questionnaires are bigger than 0.7 or the corresponding P value of the chi-squared statistic of the Bartlett sphere test are smaller than 0.05, we can conclude that they are suitable to do an exploratory factor analysis.

Through the definition of the convergent validity and differentiate validity, according to exploratory factor analysis to get the item the factor loading of judging value scale of convergent validity and differentiate validity is feasible.

According to the definition of the convergent validity and differentiate validity above, we can discover that the factor loading values of each questionnaire item, which are obtained by an exploratory factor analysis, can judge whether the convergent validity and differentiate validity of these two questionnaires are valid.

According to the analysis of the validity test above, the author do a factor analysis on the questionnaire items of English Listening Anxiety Scale (Appendix II) and English Listening Comprehension Strategies (Appendix III). At last, we can get the results as following:

**Table** **4.2** **KMO and Bartlett Test**

**Table** **4.2** **KMO and Bartlett Test**

Kaiser-Meyer-Olkin Measure of Sampling Bartlett's Test of Sphericity

| Adequacy. |  | Approx. Chi-Square | Sig. |
| --- | --- | --- | --- |
| English Listening Anxiety Scale | 0.807 | 206.414 | 0.000 |
| English Listening Comprehension Strategies Scale | 0.874 | 1456.778 | 0.000 |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | 1 | | 2 | 3 |
|  | Q10 | .890 | |  |  |
|  | Q9 | .866 | |  |  |
|  | Q11 | .829 | |  |  |
|  | Q24 | .805 | |  |  |
|  | Q12 | .795 | |  |  |
|  | Q26 | .760 | |  |  |
|  | Q13 | .753 | |  |  |
| English | Q14 | .689 | |  |  |
| Listening Anxiety 1 | Q25 | .671 | |  |  |
|  | Q23 | .660 | |  |  |
|  | Q16 | .650 | |  |  |
|  | Q21 | .638 | |  |  |
|  | Q19 | .622 | |  |  |
|  | Q20 | .583 | |  |  |
|  | Q22 | .564 | |  |  |
|  | Q18 | .537 | |  |  |
|  | Q4 |  | | .750 |  |
|  | Q17 |  | | .735 |  |
|  | Q6 |  | | .676 |  |
|  | Q15 |  | | .652 |  |
| English | Q5 |  | | .651 |  |
| Listening Anxiety 2 | Q2 |  | | .643 |  |
|  | Q1 |  | | .624 |  |
|  | Q3 |  | | .583 |  |
|  | Q7 |  | | .551 |  |
|  | Q8 |  | | .525 |  |
|  | Q34 |  | |  | .728 |
|  | Q31 |  | |  | .701 |
|  | Q29 |  | |  | .670 |
| English | Q27 |  | |  | .656 |
| Listening Anxiety 3 | Q30 |  | |  | .610 |
|  | Q32 |  | |  | .592 |
|  | Q33 |  | |  | .544 |
|  | Q28 |  | |  | .519 |
| Eigen value | | | 10.303 | 3.696 | 1.472 |
| Variance Contribution Rate | | | 33.541 | 16.864 | 10.287 |
| Accumulative Variance Contribution Rate | | | 33.541 | 50.406 | 64.693 |

**Table** **4.3** **Rotation Loading Matrix and Variance Contribution Rate of English Listening Anxiety Factors**

Component

item

**Table** **4.4** **Rotation Loading Matrix and Variance Contribution Rate of English Listening Learning Strategies Factors**

Component

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | 1 | | 2 | 3 |
| Q10 | .828 | |  |  |
| Q9 | .801 | |  |  |
| Q11 | .778 | |  |  |
| Q7 | .763 | |  |  |
| Q8 | .749 | |  |  |
| Q6 | .732 | |  |  |
| Q5 | .702 | |  |  |
| Q3 | .688 | |  |  |
| Q2 | .653 | |  |  |
| Q1 | .621 | |  |  |
| Q4 | .573 | |  |  |
| Q12 |  | | .789 |  |
| Q17 |  | | .742 |  |
| Q16 |  | | .731 |  |
| Cognitive Q15 |  | | .711 |  |
| Strategies Q13 |  | | .673 |  |
| Q14 |  | | .620 |  |
| Q18 |  | | .552 |  |
| Q19 |  | | .531 |  |
| Q24 |  | |  | .749 |
| Q23 |  | |  | .722 |
| Q20 |  | |  | .686 |
| Q22 |  | |  | .630 |
| Q21 |  | |  | .597 |
| Eigen value | | 8.288 | 3.018 | 1.113 |
| Variance Contribution Rate | | 29.367 | 18.672 | 6.271 |
| Accumulative Variance Contribution Rate | | 29.367 | 48.039 | 54.310 |

item

Metacognitive Strategies

Emotional/Social Strategies

According to the KMO and Bartlett sphere test results of English listening anxiety scale and English listening comprehension strategies, we find that the KMO values are 0.807 and 0.807 respectively, which are both bigger than 0.8. What's more, the Barlett sphere test results also pass the significance test, and all the questionnaire items are suitable to do a factor analysis. Selecting the factors that the eigen value is bigger than 1 from these two scales, we find that the accumulative variance

Contribution rate respectively are 64.693% and 54.31%.

From the Table 4.3 and 4.4, we can conclude that the rotation loading matrixes of all questionnaire items of these two scales can fulfill the requirements of convergent validity and discriminate validity. Specifically speaking, each questionnaire item only has one load that is bigger than 0.5, and others are smaller than 0.5 which are close to

0. Therefore, we can conclude that both the English Listening Anxiety Scale and the English Listening Comprehension Strategies Scales have a good convergent validity and discriminant validity.

### **4.2.2** **Reliability Tests of the English Listening Anxiety Scale and the English Listening Comprehension Strategies Scale**

Reliability is mainly refers to the credibility of the reasoning method and the data. In the actual measurement, reliability refers to the probability of the results of internal consistency (refers to the data and conclusion) by using the same measurement tool to measure the different objects. Commonly, the three measurable indicators of

Reliability are" stability" of the different timing," equivalence" of the different

Objects and" internal consistency" over these questionnaire items. In order to obtain the evaluation of internal consistency, we usually adopt the following three measure methods: split-half method, KR20 method and Cronbach Alpha analysis method. And the interval scale test scales are suitable to do Cronbach Alpha analysis, such as Liket scale. (quoted from: Xie Hefeng, 2007, R119)

The reliability test results that obtained from SPSS15.0 are as following:

**Table** **4.5** **Reliability Test Results of English Listening Anxiety Variables**

|  | No. of items | Cronbach � |
| --- | --- | --- |
| English Listening Anxiety 1 | 16 | 0.840 |
| English Listening Anxiety 2 | 10 | 0.816 |
| English Listening Anxiety 3 | 8 | 0.783 |
| English Listening Anxiety Scale | 34 | 0.862 |

|  |  |  |
| --- | --- | --- |
|  | No. of items | Cronbach *�* |
| Metacognitive Strategies | 11 | 0.764 |
| Cognitive Strategies | 8 | 0.746 |
| Emotional/Social Strategies | 5 | 0.763 |

**Table** **4.6** **Reliability Test Results of English Listening Learning Strategies Variables**

English Listening Comprehension Strategies Scale

English Listening Comprehension Strategies Scale

24 0.802

The results show that all the Cronbach *�*values of these variables in the

English listening anxiety scale and the English listening learning strategies scale are bigger than 0.7, and the Cronbach *�*values of these two whole scales are bigger

Than 0.8. The author can assert that all the variables and these two adapted scales in this research have a very good reliability which can fulfill the requirements to do this research.

## **4.3** **Describe Statistical Analysis**

From the results of self-report questionnaires, the author discovers that there are some differences on the English listening comprehension ability, the English listening interests and the desire to master the English listening skills between the flight technique major group and the general major group.

**Table** **4.7** **Descriptive Analysis of Background Information of Both Groups about English Listening Comprehension (%)**

Very Bad Bad Common Good Very Good

| English Listening | F Group | 2.5 | 18.2 | 53.1 | 15.4 | 10.8 |
| --- | --- | --- | --- | --- | --- | --- |
| Comprehension Ability | C Group | 6.3 | 25.4 | 46.7 | 11.2 | 10.4 |
| English Listening | F Group | 1.8 | 3.2 | 22.2 | 27.3 | 45.5 |
| Interest | C Group | 3.2 | 10.2 | 33.3 | 22.1 | 31.2 |
| Desire to Master | F Group | 1.5 | 7.3 | 17.5 | 32.9 | 40.8 |
| English listening Skills | C Group | 1.3 | 17.4 | 27.2 | 13.8 | 40.3 |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

From the Table 4.7, it shows that on the subject of English listening ability, the proportion of students in flight technique group who think of themselves having good English listening comprehension ability (26.2%) is slightly higher than the proportion of it in the general major group (21.6%). More than or nearly half of students in each group consider they have a common degree of English listening comprehension ability. The proportion of it in the flight technique major group is 53.1%, which is higher than the proportion of 46.7% in the general major group. On the subject of English listening interest, the proportion of students in the flight technique group (72.8%) is significantly higher than the proportion of students in the general major group (53.3%). On the subject of the desire to master the English listening skills, the proportion of students in the flight technique group (73.7%) is also obviously higher than the proportion of students in the general major group (54.1%).

**Table** **4.8** **Distribution of English Listening Anxiety Degree on Both Group（%）**

|  | F Group | C Group |
| --- | --- | --- |
| Very High | 51.7 | 11.6 |
| High | 34.9 | 18.9 |
| Common | 6.2 | 46.3 |
| Low | 5.1 | 22.5 |
| Very Low | 2.1 | 0.7 |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

After analyzing the subject of English listening comprehension anxiety on the both groups, the author discovers that 86.6% of the civil aviation college student pilots in the flight technique group have English listening comprehension anxiety at a high level (including very high level). However, only 30.5% of students in the general major group have a high level (including very high level) of it. It shows from the Table4.8 that 46.3% of general major students think they have a common level of English listening comprehension ability, and 23.2% of them think they have a low level of it. But only less than one tenth (7.2%) of these civil aviation college student pilots have low or very low English listening comprehension anxiety.

**Table** **4.9** **Distribution of English Listening Training Time on Both Group（%）**

|  | F Group | C Group |
| --- | --- | --- |
| Hardly Any | 23.1 | 11.2 |
| 10-30 Minutes | 45.7 | 50.8 |
| 30-60 Minutes | 23.7 | 34.3 |
| More Than 60 Minutes | 7.5 | 3.7 |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

From Table4.9, the author easily finds that the general major student group spends more time than the flight technique major group on the subject of daily Engl. ish listening comprehension training. 23.1% of civil aviation college student pilot reflect that they hardly have any time to do English listening comprehension exercises. However, only 11.2% of general major students express they have no time on it. Though the proportions of students who spend 10-30 minutes on English listening comprehension training in both groups are nearly the same (the flight technique group:45.7%, the general major group:50.8%), however, the proportion of general major students (34.3%) who spend 30-60 minutes on English listening comprehension training is higher than the general major group (23.7%) about ten percent.

Table 4.10 Distribution of English Skills(Cause Anxiety) on Both Group（%）

|  | F Group | C Group |
| --- | --- | --- |
| English Listening | 62.8 | 47.6 |
| Oral English | 88.5 | 63.8 |
| English reading | 10.2 | 39.8 |
| English Translation | 46.7 | 31.5 |
| English Writing | 8.1 | 33.6 |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

On the subject of anxiety of English skills, the results show that oral English and English listening are the most high frequency reasons which most likely cause anxiety chosen by both group students. Because this questionnaire item is a multiple-choice question, so the calculation method in percentage is using the number of students of one specific question item to divide by the total number of students on the same question item. In this way, we discover that 88.5% of student pilots have oral English anxiety and 63.8% of them have English listening comprehension anxiety. However,

Only 63.8% of general major students have oral English anxiety and 47.6% of them have English listening comprehension anxiety. But the results show that there are more general major students have reading (39.8%) and writing anxiety (33.6%) than student pilots. So we can conclude that there are more civil aviation college student pilots have English listening anxiety than the general major students.

## **4.4** **T-tests**

According to the description statistical analysis above, there are some differences on the subjects of English listening comprehension ability, English listening anxiety, English listening learning interests and the desire to master English listening skills on both groups. Because these differences are obtained by the frequency of statistical data analysis, but not by the statistical test, so these difference results may not exist in the whole samples.

Therefore, the author will discusses if there are any differences on the subjects of English listening comprehension scores, English listening comprehension anxiety and the three English listening learning strategies by statistical analysis method. If there is a difference, the author should focus on which group performs well and which group performs worse?

The scores adopted in the analysis is their English listening comprehension scores of CET-4 in July 2012, but not the scores given by themselves. So we can conclude that the results of following analysis about their English listening comprehension scores can objectively reflect their current situation.

### **4.4.1** **T-tests of the English Listening Comprehension Scores on Both Groups**

**Table** **4.11** **Independent-samples T-test of English Listening Comprehension**

**Scores on Both Groups**

**Scores on Both Groups**

F Group C Group

T Sig.

T Sig.

Mean Std. Mean Std.

Mean Std. Mean Std.

Movement Frequency 211.38 28.492 187.62 31.268 18.127

0.000\*\*

\*

\*

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

Comparing the T-test results of the English listening comprehension scores on both groups, we find that there is a significant difference on the English listening comprehension scores between the two groups (under the situation of p<0.05). Specifically speaking, the English listening comprehension scores of student pilots on average (211.38) are significantly higher than the general major students' (187.62).

### **4.4.2** **T-tests of the English Listening Comprehension Anxiety on Both Groups**

**Table** **4.12** **Independent-samples T-test of English Listening Comprehension**

**Anxiety on Both Groups**

**Anxiety on Both Groups**

F Group C Group

T Sig.

T Sig.

Mean Std. Mean Std.

Mean Std. Mean Std.

Movement Frequency 3.72 1.182 3.04 1.268 8.772

0.000\*\*

\*

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

Comparing the T-test results of the English listening comprehension anxiety on both groups, we find that there is a slight difference on the English listening comprehension anxiety between the two groups (under the situation of p<0.05). Specifically speaking, the English listening comprehension anxiety of student pilots

On average (3.72) is slightly higher than the general major students' (3.04).

### **4.4.3** **T-tests of the English Listening Learning Strategies on Both Groups**

**Table** **4.13** **Independent-samples T-test of the Adopted English Listening Learning Strategies on Both Groups**

**Table** **4.13** **Independent-samples T-test of the Adopted English Listening Learning Strategies on Both Groups**

F Group C Group

F Group C Group

Mean Std. Mean Std.

T Sig.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| 2.44 | 1.012 | 3.32 | 1.201 | -4.795 | 0.000\*\*\* |
| 3.17 | 1.251 | 3.68 | 1.018 | -3.219 | 0.005\*\* |
| 3.28 | 1.176 | 3.74 | 1.191 | -2.042 | 0.048\* |

Metacognitive Strategies Cognitive

Strategies Emotional/Social

Strategies

Strategies

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

Comparing the T-test results of the English listening learning strategies on both groups, we find that there are some significant differences on the adopted English listening comprehension learning strategies between the two groups (under the situation of p<0.05). Specifically speaking, for the flight technique group students, the use frequency of the three kinds of English listening learning strategies (Metacognitive Strategies: 2.44; Cognitive Strategies: 3.17; Emotional/Social Strategies: 3.28) is significantly lower than the general major group students (Metacognitive Strategies: 3.32; Cognitive Strategies: 3.68; Emotional/Social Strategies: 3.74).

## **4.5** **Correlation Analysis**

In order to analyze the correlation relationship among English listening comprehension scores, English listening comprehension anxiety and English listening

Learning strategies and especially to analyze if there is any significant correlation relationship between English listening learning strategies and the two other factors, the author will analyze the three factors in the way of pairwise correlation analysis to make sure what kind of relationship among these factors it is.

### **4.5.1** **Correlation between English Listening Comprehension Anxiety and English Listening Learning Strategies**

Analyzing the correlation relationship between English listening comprehension anxiety and English listening learning strategies on both groups, we find that there is a significant correlation relationship between the English listening comprehension anxiety and the adopted English listening learning strategies on both group students(under the situation of p<0.05). Specifically speaking, there is a negative correlation relationship between them. That's to say, with improving of English listening learning strategies adopted by the students in both groups, the English listening comprehension anxiety level would gradually be decreasing.

**Table** **4.14** **Correlation relationship Analysis between English Listening Comprehension Anxiety and English Listening Learning Strategies on Both**

**Group**

**Group**

English Listening Comprehension Anxiety

|  | F Group | C Group |
| --- | --- | --- |
| Metacognitive Strategies | -.448\*\*\* | -.302\*\*\* |
| Cognitive Strategies | -.307\*\*\* | -.102\* |
| Emotional/Social Strategies | -.282\*\*\* | -.113\*\* |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

On the view of the specific correlation coefficient, the coefficient of correlation relationship between flight technique major group students' English listening anxiety and their three adopted English listening learning strategies is higher than it of the general major group students. In the flight technique major group, the coefficient of correlation relationship between the adopted metacognitive English listening

Strategies and the English listening comprehension anxiety is -0.448. However, the coefficient of the general major group is -0.302, which is lower c0.146 than the coefficient of the flight technique major group. On the subject of correlation relationship between the adopted cognitive English listening strategies and the English listening comprehension anxiety, the coefficient of the flight technique group is -0.307, which is higher 0.205 than the coefficient of the general major group(-0.102). On the subject of correlation relationship between the adopted motional/social English listening strategies and the English listening comprehension anxiety, the coefficient of the flight technique group is -0.282, which is higher 0.96 than the coefficient of the general major group(-0.113). We can conclude that: with improving of English listening learning strategies adopted by civil aviation college student pilots, their reduction of English listening comprehension anxiety level will higher than the general major groups'.

For the flight technique major group students, the coefficient of correlation relationship between the metacognitive English listening strategies and the English listening comprehension anxiety is the biggest, the coefficient of correlation relationship between the cognitive English listening strategies and the English listening comprehension anxiety is relatively small, and the coefficient of correlation relationship between social/society strategies and the English listening comprehension anxiety is the smallest. But for the general major group students, the coefficient of correlation relationship between the metacognitive English listening strategies and the English listening comprehension anxiety is also the biggest, the coefficient of correlation relationship between social/society strategies and the English listening comprehension anxiety is relatively small, and the coefficient of correlation relationship between the cognitive English listening strategies and the English listening comprehension anxiety is the smallest. We can conclude that: compared the other two factors, the metacognitive strategies can mostly have an effect on the English listening comprehension anxiety on both group students.

### **4.5.2** **Correlation Analysis between English listening Comprehension Scores and English Listening Learning Strategies on Both Group Students**

Analyzing the correlation relationship between English listening comprehension

Scores and English listening learning strategies on both groups, we find that there is a significant correlation relationship between the English listening comprehension scores and the adopted three English listening learning strategies on both group students(under the situation of p<0.05). Specifically speaking, there is a positive correlation relationship between them. That's to say, with improving of English listening learning strategies adopted by the students of both groups, the English listening comprehension scores would be gradually increasing.

**Table** **4.15** **Correlation relationship Analysis between English Listening Comprehension Scores and English Listening Strategies on Both Groups**

**Table** **4.15** **Correlation relationship Analysis between English Listening Comprehension Scores and English Listening Strategies on Both Groups**

English Listening Comprehension Scores

|  | F Group | C Group |
| --- | --- | --- |
| Metacognitive Strategies | .378\*\*\* | .294\*\*\* |
| Cognitive Strategies | .287\*\*\* | .312\*\*\* |
| Emotional/Social Strategies | .402\*\*\* | .203\*\* |

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

In the view of the specific related correlation relationship coefficient, the correlation relationship between the flight technique major group students' English listening comprehension scores and metacognitive, emotional/social strategies is bigger than the general major group students', but the correlation relationship between English listening comprehension scores and cognitive strategies of the flight technique major group students is smaller than the general major group students'. Specifically, the correlation relationship coefficient of the flight major group students' English listening comprehension scores and metacognitive strategies is 0.378 that is bigger than the general major group students' coefficient of 0.294; The correlation relationship coefficient of the flight major group students' English listening comprehension scores and cognitive strategies (0.287) is nearly in the equal level of the general major group students' (0.312); The correlation relationship coefficient of English listening comprehension scores and emotional/ social strategies of the flight technique major group students(0.402) is significantly bigger than the general major

Group students' (0.203). In a conclusion, with the improvement of the metacognitive and emotional/social strategies, the student pilots' English listening comprehension scores will be increased larger than the general major group students.

## **4.6** **Regression Analysis**

In this section, the author will mainly study that whether the English listening comprehension anxiety and the adopted English listening strategies can significantly affect the English listening comprehension scores and how to affect it?

Thus the author builds a regression model with one dependent variable (English listening comprehension scores) and four independent variables (the English listening anxiety and the three adopted English listening learning strategies). Because it needs to establish the regression model on both groups respectively, so the author establishes the hierarchical regression model which makes the major variables as the grouping variables. The following Table 4.16 and Table 4.17 are the test results of the hierarchical regression model by SPSS15.0.

**Table** **4.16** **Hierarchical Regression Model Test of Goodness of Fit**

**Table** **4.16** **Hierarchical Regression Model Test of Goodness of Fit**

Sum of square

Mean

df

square

F Sig R2 DW

F

Group

Regression 53.180 2 26.590 55.305

Residual 100.004 208.481

Total 153.185 210

Total 153.185 210

.000

\*\*\*

\*\*\*

0.447 2.011

C

Group

Regression 20.538 1 20.538 14.657

Residual 292.865 209 1.401

Total 313.403 210

Total 313.403 210

.000

\*\*\*

0.328 1.884

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

The table 4.16 shows us the F statistics of both group models respectively are

55.305 and 14.657. The corresponding probability values are respectively less than the significant level of 0.05, which reject the null hypothesis. So the regression models of the both groups are working very well. And the DW Values are respectively

2.011 and 1.884, which are around 2. It proves that the original data are extracted sufficiently and few are left in the residuals. In addition, from the perspective of the explanatory power of the models, it shows that the determination coefficient R square value of the two groups respectively are 0.447 and 0.328, which means that the independent variables extracted can explained the change degree of the dependent variables respectively are 44.7% and 32.8%.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | Unstandardized  Coefficients | | Standardized  Coefficients | T | Sig |
| B Std. Error | | Beta |  |  |
| Constant | 1.016 .453 | |  | 2.243 | .026\* |
| Listening | -.546 .100 | | -.404 | -5.468 | .000\*\*\* |
| Anxiety |  | |  |  |  |
| F Metacognitive |  | |  |  |  |
| .586  Group Strategies | | .088 | .541 | 7.260 | .000\*\* |
| Cognitive  .327  Strategies | | .079 | .301 | 4.231 | .000\*\*\* |
| Emotional/Social  .319 | | .058 | .293 | 3.875 | .000\*\*\* |
| Constant 4.893 | | .556 |  | 8.797 | .000\*\*\* |
| Listening  C -.366 | | .096 | -.256 | -3.828 | .000\*\*\* |

**Table** **4.17** **Parametric Test Table of Hierarchical Regression Mode**

Strategies

Group

Anxiety Metacognitive Strategies

.474.085.427 6.794.000\*\*\*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| .158 | .093 | .294 | 2.549 | .018\* |
| Strategies  Emotional/Social  .223 | .077 | .384 | 3.032 | .004\*\* |

Cognitive

Strategies

*FGroup: theflighttechniquemajorgroup; CGroup: thecommonmajorgroup*

*\*p<0.05, \*\*p<0.01, \*\*\*p<0.001*

From the parametric test results of Table 4.17, we can conclude that English listening comprehension anxiety and the three kinds of English listening strategies have significant effect on English listening comprehension scores for ether flight technique major group students or general major group students(under the situation of p<0.05). What's more, it shows that the English listening anxiety has a negative impact on students' English listening comprehension scores, but all the three English listening strategies has a positive impact on students' English listening comprehension scores. In the view of the specific coefficients, the English listening learning metacognitive strategies have the most significant influence on English listening comprehension scores for both the flight technique major group students and the general major group students, compared with the other three factors. And the related coefficient of the flight technique group is 0.586, and the related coefficient of general major group is 0.474. So we can conclude that for these civil aviation college students pilots, the English listening learning metacognitive strategies can most effect their English listening comprehension scores' improvement or reduction, and the following

Factor that has less influence is their English listening comprehension anxiety(coefficient: 0.546). Among the three English listening learning strategies, the

Cognitive strategies (coefficient: 0.327) and emotional/social strategies (coefficient: 0.319) have a similar effect on English listening comprehension scores for the flight technique major group students. However, for the general major group students, the impact of emotional/social strategies (coefficient: 0.223) is significantly bigger than the cognitive strategies (coefficient: 0.158).

# **Chapter 5 Interviews**

Because some deeper factors cannot be reflected in the self-introduction questionnaires, the author adopts the interview as a supplementary way to do further investigation.

According to the face to face results of the interviews with 8 selected civil aviation college student pilots and 8 selected general major students, the author will conclude the specific performances and causes of English listening anxiety in this chapter. The first section of Chapter five is the interview about the English listening anxiety performances, and the second section mainly illustrates the causes of it.

## **5.1** **Interview about the Performances of English Listening Anxiety**

After interviewing these 16 students separately, the author finds that there are both similarity and differences on the subject of English listening anxiety performances for the flight technique major student pilots group and the group of general major students. The author concludes that the similarities of the performances of English listening anxiety for both group students embody in the aspect of English listening class anxiety, and the differences aspects are English listening test anxiety and English listening communicative anxiety.

### **5.1.1** **Similarities**

**Anxiety of English Listening Class**

The performance mode of English listening class anxiety is avoidance and flinch. For example, in class, the students who have this anxiety are always overcautious. They cannot relax themselves, and cannot follow the teacher's teaching. When being asked by questions which involve the new words they do not understand, they would

Be nervous, being palms sweating and avoiding the line of sight of the teachers.

### **5.1.2** **Differences**

**Anxiety of English Listening Test**

The symptoms of English listening test anxiety usually represents as in a state of utter stupefaction before exam, high pressure, insomnia, trance and working late at night. Be influenced by test anxiety, students are always are being stunned, inability of concentrate, often having wrong questions and missing some questions by no notice.

Most general major students have English listening test anxiety of CET-4 and CET-6. However, besides CET-4 and CET-6, most student pilots have a very high anxiety about the ICAO (International Civil Aviation Organization) English Level Test. As the future pilots, the flight technique group students must pass the ICAO

English Test, which the majority of it is the" listening" and" talking" part. In

Another word," listening" plays a very important role in the whole test. Due to the excessive anxiety, the civil aviation college student pilots are often overwhelmed, nervous, being palms sweating, and getting cold hands and feet in the process of ICAO English Test. More serious, some anxious student pilots always give up the uncompleted listening comprehension questions because they cannot catch the previous listening comprehension questions.

**English Listening Communicative Anxiety**

The performances of Communicative English listening comprehension anxiety usually manifest as they are worried about others think they are foolish if they cannot understand the other speakers in the English communication.

For these civil aviation student pilots, they have a special kind English listening communicative anxiety, which is English radiotelephony communication anxiety. The author asserts that English radiotelephony communication anxiety is a unique anxiety for civil aviation student pilots. It easily happens because the environment of radio communication in flight is very complex. The English radiotelephony communication anxiety are usually caused by loud noise, lack fidelity of radio communication, and very strong interference from the outside complicated flight environment.

## **5.2** **Interview about Causes of English listening anxiety**

### **5.2.1** **Similarities**

The author finds that there are some common causes can arouse English listening comprehension anxiety for both student pilots and general major students. One common cause is the restriction of emotional factor, and another one is the poor English basic.

**Restriction of Emotional Factor**

Dignified students may produce an inhibition of listening due to fear and timidity, thus having anxiety during the process of English listening learning with little confidence. If a student considered his English listening comprehension ability is very poor, it would be difficult for him to listen seriously and in concentration.

**Poor Basic of English**

Poor basic student pilots usually have no interest in English listening and lack of learning motive. Poor basic shows in several aspects, such as:

1. Lack of vocabulary. Because some civil aviation college student pilots usually cannot understand some commonly used phrases and idioms in the process of English listening comprehension, which seriously influents their comprehensive understanding of the whole piece of English listening material

2. Lack of cultural background information of the English language. This reason leads the civil aviation college student pilots cannot understand the real meaning conveyed by the English language even though they got the correct pronunciation and the individual meaning of each word.

3. Lack of the knowledge of skills of English phonetics. As a non-English major student, many of the civil aviation college student pilots never received specialized training on the subject of English pronunciation and intonation from the beginning to college. Some of them have a very poor knowledge of international phonetic system, even cannot read the most basic vowels and consonants phonetic alphabet. Some of them cannot distinct the blasting sound, stress, liaison and weak sound involved in the listening material. Some of them have no clear distinction between the British English and America English. All above factors lead them cannot understand each other.

4. Lack of the knowledge of English grammar. Some student pilots did not master the English grammar knowledge well in high school, as they did the same in college. Thus these student pilots have no idea about the unfamiliar and complex sentences,

Which is also considered as a stumbling block to influence their listening learning.

5. Lack of English listening comprehension skills. During the process of listening learning, some student pilots ignore developing and training some basic listening comprehension skills, for example: to guess the word meaning according to affixes, to seize the key word, to make rapid records and to integrate the related information and so on.

6. Not adapt to the complicated listening surroundings. There is no doubt that English listening learning of civil aviation involves a lot of radiotelephone English dialogue exercises. These listening comprehension materials are radio English dialogues with radio noises, which is also a difficulty for those who are not adapt to the noisy listening surroundings to develop their English listening comprehension ability.

### **5.2.2** **Differences**

**ICAO English Test and English radiotelephony communication**

In the interview, many student pilots reflected that the pressure of English radiotelephony communication and the requirement of passing ICAO English Level Test can easily arouse English listening anxiety to them. So that also explained why the student pilots have a higher English listening anxiety than the general major students.

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# **Chapter 6** Major Findings and **Suggestions**

## **6.1** **Major Findings**

The study has already yielded several findings:

1 Chinese civil aviation college student pilots are commonly suffering the English listening anxiety problems, while 86.6% of these college student pilots have moderate or high English listening anxiety.

2 Compared with the general major college students, the flight technique major group students obviously have the higher English listening anxiety level than the general major group students. (The moderate and high proportion of English listening anxiety in the flight technique major group is higher than the general major group.)

3 There is a significant negative correlation between college student pilots' English listening anxiety and the use status of English listening strategies for both group students.

4 The English listening capability is positively correlated with the use status of English listening learning strategies for both group students.

5 English listening metacognitive strategies can most effect English listening comprehension scores' improvement or reduction for both group students.

6 Compared with the causes of English listening anxiety of the general major college students group, the English listening anxiety causes for the flight technique major group is more complicated, and two most important reasons to arouse English listening anxiety are the pressure of ICAO English Level Test and English radiotelephony communication.

## **6.2** **Suggestions**

In Chapter two, the author illustrated a classification about metocognitive strategies. But how to apply these matacognitive strategies to the process of English listening learning?

Since metacognitive English listening strategies have a significant effect on the

Students' English listening comprehension scores, the author concludes some English listening learning tips about meracognitive strategies for civil aviation student pilots as follows:

**Making a learning plan about English listening comprehension exercises**

This reasonable learning plan should be made up of two parts: a long-term plan and a short-term plan. For the civil aviation student pilots, this period of long-term can be assigned as a semester. The short-term plan can be assigned as a week or a month. This metacognitive learning plan of English listening exercises should be having an explicit idea of unequivocal targets, clear learning steps, clear learning contents, and reasonable learning tasks, which makes these civil aviation college student pilots can easily check their daily learning outcomes in or at the end of the process of English listening comprehension learning. The author believes that it's really a good way to produce the positive learning motive power and eliminate the negative learning pressure and anxiety for the civil aviation college student pilots. Taking the ICAO English Test of Level 4 for an example, it is a checkpoint that every civil aviation college student pilot must get through on the path of being a pilot. The author suggests that the target of a long-term learning plan for a student pilot should be having the enough ability to deal with the English listening comprehension section of ICAO English Test of Level 4 in a semester or longer.

After making a long-term learning plan, what the civil aviation college student pilots should do is to make out a short-term English listening learning plan and put it into practice. These specific tasks should be made by their current situations, such as: making two pieces of imitate examination paper or memorizing 100 high frequency words in the listening comprehension section which quoted from the ICAO English Level Test.

Only using the approach of breaking down large long-term tasks into small manageable goals, can the civil aviation college student pilots be able to purposefully and systematically complete the learning tasks step by step. Thus, the civil aviation college student pilots can also reduce and control the negative English listening comprehension anxiety that caused by no reasonable learning plan. The author believes that the civil aviation student pilots can feel the sense of achievement by implementing and finishing their long-term and short-term tasks one by one.

**Self-monitoring the process of English listening learning**

Self-monitoring English listening learning strategies require the civil aviation college student pilots to actively plan, observe, evaluate, control and adjust the English listening comprehension excises constantly.

A self-monitoring strategy contains a comprehensive monitoring and controlling strategy and a directed attention strategy. The comprehensive monitoring and controlling strategy is a specific strategy. Commonly, a skilled English listener has the ability of keeping comprehensive monitoring and controlling throughout the listening comprehension process, and he may also have a grasp of the listening comprehension goal in mind, such as, the goal of finding out some specific points or some main points, etc. Thus, the author believes that the student pilots can easily catch the important details or the main points of the listening material with the employing this comprehensive monitoring and controlling strategy. In this way, the student pilots can also experience a feeling of satisfaction due to reaching the English listening comprehension goal. However, if the student pilots cannot find out the main point of the listening material or they don't understand the meaning of it, they would experience a feeling of frustration. If the comprehensive monitoring and controlling strategy cannot be employed very well, the student pilots can take some remedial measures, such as to listen the material again more attentively and carefully. Directed attention is also a very finite and valuable resource, just like money and energy. When the student pilots devote into the English listening material, they will not realize the subtle body feeling, and even ignore some other stimuli from the outside. So using the comprehensive monitoring and controlling strategy and directed attention strategy consciously and effectively is conducive to monitor the progress of English listening comprehension, eliminate all kinds of interference, reduce the blindness of English listening learning, and eventually reduce the negative listening comprehension anxiety.

**Self-evaluating the achievements of English listening learning**

The student pilots need to evaluate the effect of English listening learning objectively. It can not only effectively promote the enthusiasm of their self-learning and the ability of English listening comprehension. On the other hand, the self-evaluation and self-monitoring can make them clearly understand the distance between their current English listening comprehension level and the ideal level. For example, in order to evaluate the actual level of their English listening comprehension,

The student pilots can write down what they have heard in the way of dictation by sentence by sentence. After comparing the dictation results to the original listening material, they will find out what they listened wrong and what they missed. The author insists that listening a piece of English listening comprehension material repeatedly can helps improve English listening comprehension ability gradually, and can reduce the anxiety which usually happened in the process of English listening comprehension.

**Adjusting the study processes and methods**

Besides the" intensive listening" mentioned above, the civil aviation college student pilots should also select the" extensive listening" as a supplement. The civil aviation college student pilots should select the suitable" intensive listening”

Materials or tutorials which are in suitable length and difficulty, and also need to fit to their English listening comprehension level. However, as to" extensive listening”

Materials, the author thinks they can dip into a wide range of aspects superficially and quickly. In the process of English intensive listening, the student pilots can listen to the same sentence again and again until they totally understand it. However, in the normal English communication circumstance, people would not repeat the same

Sentence over and over. Compared with the" intensive listening", the" extensive

Listening" can easily help the student pilots fit their feeling to the circumstance of normal English communication.

**Strengthening the ability of self-study**

The first step of strengthening the ability of English listening comprehension self-learning is to have a good attitude of English learning. For a civil aviation college student pilot, English listening learning is not only for passing the ICAO English Level Test-4, but also to lay a solid foundation of safe flight in the future. Metacognitive strategies closely related to self-learning, the student pilots should consciously use the metacognitive strategies to improve their ability of English listening comprehension. The author believes that insisting on forwardly listen, the civil aviation college student pilots will approach or reach a level of reflecting listening on the subject of English listening comprehension just like a native language user.

For these civil aviation college student pilots, so to speak, using the metacognitive strategies of English listening comprehension learning helps them to

Make a reasonable learning plan, monitor the process of English listening consciously, adjust mindset and quickly correct learning behaviors. So the student pilots who insistently use the metacognitive strategies in English listening comprehension can strengthen the ability of self-learning, gradually reduce the negative English listening anxiety and get an improvement of English listening comprehension ability.

## **6.3** **Limitations**

Though the author adopted 138 pieces of questionnaires and separate interviews to do this the English listening anxiety study for civil aviation student pilots, there is only one female student pilot as the subject here because of the serious gender imbalance in the flight technique major group. The author suggests that the future study on this subject should pay more attention on the female civil aviation student pilots group.

Another point the author must point out is that all the subjects just come from the Guanghan Branch of Civil Aviation Flight University of China (CAFUC), so the quantity and coverage maybe are not adequate enough for the deeper research.

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## 发表论文和参加科研情况说明

**发表论文：**

【1】宋冕, 况新华, 民航飞行学员英语听力焦虑状况、成因及学习策略研究, 科技信息, （总第432期）, 2012年第4 期

**参加科研：**

【1】2010年南昌航空大学研究生科技创新项目课题YC2010035《从认知语言学角度研究跨文化交际中的语用失误》，项目组成员。

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**Appendix I**个人信息问卷调查

性别：专业 ：

2012年上半年英语四级考试听力部分成绩：

1.你认为你的英语听力水平

A很差B不好C一般D较好E很好

2.你认为你的英语听力焦虑程度

A很高B不高C一般D较低E很低

3.你想掌握英语听力技能的愿望

A很差B不好C一般D较好E很好

4.你对英语听力的兴趣程度

A很差B不好C一般D较好E很好

5.你平均每天用多长时间来训练英语听力

A.几乎没有B.10-30分钟C.30分钟-1小时D.2小时以上

6.你认为下列哪项英语技能让你感到最焦虑

A.听力B.口语C.阅读D.翻译. E写作

**Appendix II**英语听力焦虑问卷调查

下列在英语听力过程中感受到的焦虑情绪，请仔细阅读下列题目，根据实际情况在A. B. C. D. E五个答案中选择一个。答案没有正确与错误之分。（A-1分B-2分C-3分D-4分E-5分）

1.听英语时，我很容易被一两个生词难住。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

2.在进行英语听力测试时，如果只听一遍文章或对话，我会感到紧张。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

3.听英语时，如果说话人的语音不同于我的语音，我会觉得听力材料很难理解。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

4.如果说话人语速非常快，我担心不能全部理解他/她所说的内容。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

5.如果我对所听材料的主题不熟悉，我会感到紧张。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

6.听英语时，我很容易猜出漏听部分的内容。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

7.听英语时，我会担心因注意力稍不集中会漏听重要的信息.

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

8.听英语时，如果看不到说话人的口形或面部表情，我会非常担心.

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

9.在英语听力考试或听力练习中，如果不能听懂每一个词，我会紧张不安。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

10.听英语时，我很难听出几个发音是一个词还是两个词.

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

11.听力课上，光听却看不到所听的文字材料，我会感到紧张。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

12.我很难听懂老师上课时的英语讲解。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

13.除非我与讲话者很熟悉，否则我很难集中注意力去听他所说的英语。

A. 非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

14.听英语时，我感到很自信。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

15.听英语时，因为紧张，我记不住所听的内容.

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

16.听英语时，我担心对所听内容的背景知识不够了解。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

17.听英语材料中的重要信息时，我脑中一片混乱。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

18.听英语时，没有足够的时间思考，我感到很紧张。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

19听英语时，我通常先把每个词翻译成汉语，但却不理解整体的意思。

A. 非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

20我一点都不喜欢听人讲英语。

A. 非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

21.听英语时，若不能按照我习惯的速度听，我会感到紧张.

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

22.我总是认为别人的英语听力比我的好。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

23.不能确认是否听懂了所听的英语材料，我感到很难受。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

24.若一个人讲英语时，声音非常低，我担心能否听懂。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

25.听别人讲英语，我一点都不担心听不懂。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

26.打电话时，如果对方讲英语，我会感到紧张。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

27.开会时，如果别人用英语发言，我会感到紧张.

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

28.听英语时，有一点背景噪音，我听起来就很费劲。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

29.听英语时，如果所听的内容以前没听过，我会感到紧张。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

30.听英语时，听到不懂的词，我感到很懊恼。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

31.我担心英语语音语调知识缺乏会影响听力理解。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

32.听英语时，我能听懂每个词的意思，但却不知讲话者说什么。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

33.听英语时，一个关键的词没听懂，这令我很担忧。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

34.如果语法不好，我担心英语听力也不好。

A.非常不赞同B.不赞同C.既不赞同也不反对D.赞同E.非常赞同

**Appendix III**英语听力学习策略调查问卷

以下是学生在英语听力过程中常用的学习策略，请仔细阅读下列题目，根据实际情况在A. B. C. D. E五个答案中选择一个。答案没有正确与错误之分。（A-1分B-2分C-3分D-4分E-5分）

1. 考听力之前做跟考题类似的听力题会降低我考试时的焦虑。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

2.会在浏览问题的基础上对所要听的内容做必要的预测和推断。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

3.听音前，我做好思想准备，关注即将听到的材料，忽视其他无关因素（如噪音等）。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

4.在听力过程中感到紧张时，我会用深呼吸或其他方法放松自己。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

5.我没有抓住磁带中的某些单词时，我安慰自己说没有必要把每一个单词都抓住。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

6.对十分听不懂的词我能根据具体的语境即上下文进行猜测。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

7.听英语时我主要关注材料的大意，并非每句话，每个词。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

8.当注意力不集中时，我会很快意识到并控制自己集中注意力。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

9.听英语时，我尽量用英文记住所听内容。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

10.在听力过程中，我常在脑海中描绘所听的内容，即使其情景化。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

11.我能利用文化背景知识帮助理解所听的内容。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

12.如果考试中听力部分很难，我告诉自己不要担心，因为这对所有同学来说是一样的。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

13.在听音过程中作笔记以帮助自己理清线索或加强记忆。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

14.对不同的题材我用不同的方法听。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

1 5. 我会在课后做听力中常用词汇的收集。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

16.课后我做有利十听力提高的相关练习，如纠正语音及了解语音语调知识。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

17.课后我主动进行大量的听力练习，如听外国人灌制的磁带，看英语电影等。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

18.我努力扩大自己的知识面，去了解一些英语国家的文化背景及风俗习惯。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

19.我会把听力课堂上没听懂的内容在课后反复听，并总结当时没听懂的原因。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

20.我经常记录并反省自己听英语听力时的感受，找出自己存在的问题和障碍。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

21.我会和！老师或同学讨论我在听力方面的焦虑问题，以寻求他们的帮助。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

22.我经常和别人如老师，同学交流听力学习体会，探讨提高听力的有效途径。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

23.我对自己的听力水平及能力有很好的评估和正确的认识。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

24.在听音或完成问题时，如果听懂了某一部分，或较为自信地完成了一些问题，我在心里激励自己再接再厉；如果遇到困难，我鼓励自己不要气馁，继续完成下面的内容。

A从不这样B偶尔这样C不确定D大多数时候这样E总是这样

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