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Study on the Influencing Factors of English Learning Anxiety of Public Normal School Students

Suwen Chen¹, Xuanzi Song²

1. College of Foreign Languages, Hunan University of Arts and Sciences, Changde 415000, China;

2. Changde City Wuling District JinDan Experimental School, Changde 415006, China

Abstract: Using self-efficacy theory, social cognitive theory and learning motivation theory as the theoretical framework, this study will collect data of publicly-funded normal university students through questionnaire survey, and use statistical methods and other practical analysis methods to analyze the data. The results show that English learning anxiety of public funded normal college students is affected by many factors, including self-cognition, learning motivation and learning environment. Among them, self-efficacy and social cognition have significant effects on English learning anxiety. The results of this study are of great significance for improving the English learning anxiety of public funded normal college students. Through in-depth understanding of the influencing factors, educators can take corresponding measures to help students reduce anxiety and improve learning results.

Keywords: Public funded normal students; English learning anxiety; Influencing factors; Social cognition

1. Introduction

With the accelerated development of globalization and the increasing frequency of international communication, English, as an important tool for international communication, puts forward higher requirements for the English learning ability of public funded normal university students^[1]. However, due to various reasons, there is a general anxiety in the process of English learning. English learning anxiety will not only affect the learning effect of public funded normal university students, but also have a negative impact on their self-confidence and learning motivation, and even cause learners to give up learning. Therefore, it is of great theoretical and practical significance to study the factors affecting the English learning anxiety of public funded normal students for improving the English learning effect of public funded normal students and training high-quality teachers.

This paper aims to explore the influencing factors of English learning anxiety of publicly-funded normal college students and provide effective intervention strategies for relevant educational institutions. Through a comprehensive investigation and analysis of the English learning anxiety of public funded normal college students, it can help educators better understand the psychological state of public funded normal college students, so as to formulate targeted teaching plans and support measures. In addition, the research results can provide a basis for the formulation of education policies and promote the reform and development of education system^[2].

2. An analysis of the current situation of English learning anxiety of public funded normal university students

2.1 Current situation of research on influencing factors of English learning anxiety of public funded normal university students

The existing research shows that the factors affecting English learning anxiety of public funded normal college students mainly include the following aspects^[3].

First, the influence of learning environment. The support and pressure of learning environment have a direct impact on the English learning anxiety of public funded normal college students. The support in the learning environment includes teachers' guidance and encouragement, cooperation and support among classmates, etc., while the pressure in the learning environment includes academic pressure and competitive pressure. It is found that the support of learning environment can reduce the English learning anxiety of public funded normal college students, while the pressure of learning environment can increase their anxiety.

Second, the influence of individual characteristics. Individual characteristics include gender, grade, self-esteem and so on. Studies have

shown that female government-funded normal school students show higher levels of English learning anxiety. The higher the grade, the more sensitive the students are to English learning anxiety. In addition, government-funded normal school students with lower self-esteem were more likely to feel English anxiety.

Third, the influence of learning attitude and learning strategy. The learning attitude and learning strategy of public funded normal college students have an important impact on English learning anxiety. Positive learning attitude and efficient learning strategies can reduce the anxiety of public funded normal students, while negative learning attitude and inefficient learning strategies can increase their anxiety.

2.2 The deficiency and existing problems of relevant research at home and abroad

In the relevant researches at home and abroad, although there have been some researches on the influencing factors of English learning anxiety of publicly-funded normal university students, there are still some deficiencies and problems.

There are some limitations in the selection of research samples. Most of the studies are based on state-funded normal students in specific regions or specific schools, and the sample is limited in representation. Therefore, the general applicability of the research results is limited. Future studies may consider expanding the sample scope to include publicly-funded normal students in more regions and schools, so as to improve the reliability and generalization of research results.

There are some deficiencies in research methods and measurement tools. The measurement tools used in some studies have not been fully verified in the research on the influencing factors of English learning anxiety of publicly-funded normal college students. Therefore, the reliability and validity of these tools need to be further verified and improved. In addition, the research methods used in some studies are relatively simple and lack of diversified research methods, which may affect the reliability and accuracy of the results. Future studies could explore more research methods and measurement tools to improve the credibility and validity of the study.

There is a certain one-sidedness in the study of the influencing factors^[4]. Current studies mainly focus on the internal factors of public funded normal students, such as self-efficacy, learning motivation, etc., while there are relatively few studies on external environmental factors. However, the English learning anxiety of publicly-funded normal college students is often affected by many factors, including educational policies and educational resources. Future studies may further explore the influence of external environmental factors on English learning anxiety of publicly-funded normal college students on the basis of the internal factors of individuals, so as to understand its influencing mechanism more comprehensively

3. The theoretical framework of influencing factors

The following theoretical frameworks can be used for reference when studying the influencing factors of English learning anxiety of publicly-funded normal college students: self-efficacy theory, social cognitive theory and learning motivation theory.

3.1 Self-efficacy theory

The individual's English learning self-efficacy has an important influence on the level of learning anxiety. When government-funded normal students have confidence in their English learning ability, they will be more actively engaged in learning and reduce anxiety. On the contrary, when they lack confidence in their English learning ability, anxiety will increase, affecting their learning effectiveness.

Social evaluation and feedback also affect the level of English learning anxiety. If public funded normal students receive positive evaluation and support in the learning process, their learning self-efficacy will be enhanced, thus reducing learning anxiety. On the contrary, if they receive negative evaluation and criticism, their learning self-efficacy will be weakened, leading to an increase in learning anxiety.

An individual's prior experience and achievements can also affect their level of learning anxiety. If the government-funded students have achieved good results and experience in English learning in the past, they will have higher confidence in their ability and reduce anxiety. On the contrary, if they have a failure or difficult experience, they may have doubts about their ability and increase the production of learning anxiety.

3.2 Social cognitive theory

First, social cognitive theory emphasizes the importance of imitation and observation. In the process of learning English, government-funded normal students often observe and imitate the learning behaviors and strategies of others. They may compare their own academic performance with that of others, which can create anxiety and stress. In addition, they may also evaluate their own abilities by observing the performance of others, which affects their motivation and learning effectiveness.

Secondly, social cognitive theory emphasizes the importance of social support and identification. In the process of learning English, government-funded normal students often need to cooperate and communicate with others. If they feel a lack of support and approval from others, they may feel anxious and isolated, which affects their motivation and effectiveness in learning. Conversely, if they feel supported and validated by others, they may be more confident and positive about their learning difficulties.

Finally, social cognitive theory emphasizes the importance of self-efficacy. Self-efficacy refers to an individual's confidence and evaluation of their own abilities. In the process of learning English, government-funded normal students may feel anxious and helpless if they lack confidence in their English ability. On the contrary, if they are confident in their English ability, they may be more active in facing learning challenges, thus improving their learning results.

3.3 Learning motivation theory

The theory of learning motivation holds that an individual's learning motivation is an important factor that affects his learning behavior and learning outcomes. The English learning anxiety of public funded normal university students is often related to the lack of learning motivation. For example, the intrinsic motivation component of learning motivation includes the individual's interest and desire for their own learning, while the extrinsic motivation component includes the individual's expectation of learning results and the pursuit of external rewards. If government-funded normal students lack intrinsic interest and desire for English learning and only study out of external pressure or rewards, then they are likely to suffer from learning anxiety.

Learning motivation theory emphasizes the influence of individual goal orientation on learning behavior and learning outcomes. One of the influencing factors of English learning anxiety of public funded normal university students is their setting and pursuit of learning goals. The theory of learning motivation points out that the lack of clarity or excessive pursuit of learning goals may lead to the emergence of learning anxiety. In the English learning of public funded normal university students, they may face multiple goals such as exam pressure and the completion of teaching tasks. If they cannot set and pursue these goals reasonably, they are prone to anxiety.

4. Research results and discussion

Through the practical investigation and analysis, the results show that the English learning anxiety of public funded normal college students is affected by many factors. First, self-efficacy was found to be an important influencing factor. Students with low self-efficacy are more likely to have learning anxiety because they have doubts about their ability to learn English and lack self-confidence. Secondly, social cognition also has an impact on English learning anxiety of public funded normal college students. Social cognition includes others' evaluation, expectation and support of students' English learning. When students feel that others have higher expectations of their English learning, they will feel more anxiety and pressure. In addition, learning motivation is also an important factor affecting English learning anxiety of public funded normal college students. Learning motivation includes intrinsic motivation, which means that students learn out of interest and pleasure, and extrinsic motivation, which means that students learn out of external rewards and pressure. The results of the study showed that students with higher intrinsic motivation were more likely to cope with learning anxiety, while students with higher extrinsic motivation were more susceptible to learning anxiety.

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