

The Implication of Krashen's Affective Filter Hypothesis on College Students' Listening Learning

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Abstract: English listening plays an important role in daily communication and is a necessary procedure in the second language acquisition process, but at the same time it is also an obvious obstacle for college students learning English. According to Krashen's affective filtering hypothesis, learning motivation, self-confidence and anxiety have a huge influence on learners' listening learning process. Therefore, this paper uses Krashen's affective filter hypothesis to explore the impact of affective factors on college students' English listening learning, and proposes several related strategies to contribute to improving college students' English listening ability.

Keywords: Affective factors; English listening; Second language acquisition

1. Introduction

Listening, one of the four skills in language learning, plays an important role in daily communication in English. Many scholars have given the definition of the term "listening". Chastain (1971) pointed out that the goal of listening is to understand language at a normal speed in an unconscious state. Listening plays an important role in the communication process and they pointed out that someone learning a kind of language should follow the procedure: listening, speaking, reading and writing. Listening should be the first step for language acquisition among the four steps, and listening is the most important ^[1]. The goal of the listeners is to get information and understand the listening resources, they try to construct meaning ^[2].

Listening and speaking skills are not significant parts of many books and teachers do not consider these skills in their classes. A critical problem for EFL learners in listening comprehension is that most universities focus on grammar, reading and vocabulary, while listening gets less attention. In the past, the research of affective factors on English learning is ignored ^[3]. However, we found that insufficient learning motivation, excessive anxiety, and lack of self-confidence have caused great difficulties to college students' English listening learning. Therefore, the research about "Affective factors" is worthy of in-depth research. From the perspective of emotion, this paper takes Krashen's affective filtering hypothesis as a theoretical framework to explore the influence of emotional factors on college students' English listening, and contribute to improving college students' English listening ability.

2. Krashen's Affective Filter Hypothesis

In the early 1980s, Krashen put forward the "five hypotheses" of second language acquisition theory, which are "acquisition-learning" hypothesis; monitoring hypothesis; natural order hypothesis; input hypothesis; affective filtering hypothesis. Krashen (1982) believes that simply getting input is not enough, and Language learners need "comprehensible input", and "comprehensible input" refers to language materials that learners can understand ^[4]. The "affective filter hypothesis" involves psychological factors that affect foreign language learning. Emotional filtering includes three aspects: motivation, anxiety, and self-confidence.

2.1 Motivation

Filgona and Sakiyo (2020) stated that Motivation is an influential factor in teaching-learning situations. The success of learning depends on whether the learner is motivated ^[5]. Motivation drives learners to achieve learning goals. It is important to recognize that motivating learning is a core element of good teaching and learning. The motivation of students to learn is particularly important, because the mere presence of students in the classroom does not guarantee that students want to learn.

2.2 Anxiety

Anxiety, as one of the affective factors, has a great influence on foreign language learners, has been studied since the 1970s. It is known that it not only seriously affects students' language performance, but also their further L2 learning process. Young (1991) mentioned that second language anxiety is a term that researchers use to refer to anxiety associated with learning a new language ^[6]. It refers to the fear experienced by the learner when he is forced to use the language he is learning in speaking, writing and testing.

2.3 Confidence

Bénabou and Tirole (2002) defined self-confidence as the learner's belief in one's own abilities and the degree of certainty about a perception, event, or results ^[1]. Self-confidence can be viewed as a construct of self-awareness of beliefs and abilities. And elf-

confidence of learners has a great relationship with the effect of language learning.

3. The Current Situation of College Students' English Listening Learning

3.1 Insufficient Motivation

Except for English majors who have listening classes, non-majors generally do not. Unless there is an exam, college students who are not English majors generally do not pay attention to listening practice, and there is no teacher's guidance and supervision, so listening learning is more difficult for them. They are less motivated to learn listening. Motivation provides students with a goal and direction. Therefore, it has great significance in learning. However, with the lack of power, some problems started to arise. Students are not making the most of their studies. Language learning becomes meaningless and purposeless. Effective learning is difficult to achieve without the will and desire to learn.

3.2 Too Much English Listening Anxiety

Language anxiety refers to the tension, worry, fear and other psychological states which are generated by foreign language learners during their learning process. It is also a psychological quality. The content and extent of anxiety are different according to people's different living conditions and problems. For students, as long as they carry out learning activities, they will have anxiety, but they should maintain moderate anxiety. Three kinds of anxiety can affect second language acquisition, and they are communicative anxiety, classroom anxiety, and test anxiety.

3.3 Insufficient Confidence

Recently, self-confidence has become an important subject of educational background, especially language curriculum research. A lot of studies have shown that self-confidence affects every aspect of our lives, such as our thoughts, emotions, choices, and our goals in everyday life. It has an important role in our personal and social life. There are many difficulties when someone learns a second language. The lack of confidence will directly make learners feel more and more difficult in the process of second language learning. Thus, they can't get good outcomes in the second language acquisition.

4. The Implication of Affective Filter Hypothesis on English Listening Learning

From the analysis of the current situation of college students' listening learning, it can be concluded that the difficulties that college students face in listening learning are: insufficient learning motivation, excessive anxiety, and lack of self-confidence. In view of the above three points, we got some implications. Based on those implications, we put forward several relevant suggestions. They are as follows:

Find out the reasons of lack of motivation: finding out the reasons of lack of motivation in students by using psychology in the classroom. It is of great importance for teachers to take affective factors into account. When students have low self-confidence and self-esteem, high anxiety and inhibition, their level of motivation is destroyed. Building positive and supportive classroom atmospheres, the teacher's warm and appreciating attitude, play an important role in promoting their motivation during the lesson. In the case of insufficient intrinsic motivation, demonstrating the importance and necessity of language will contribute to improving students' learning motivation. Therefore, teachers should be more aware of the importance of motivation in language learning.

Reduce anxiety: A lot of research on anxiety finds that too much anxiety has a negative influence on language performance. Thus, it is important to find proper ways to reduce anxiety. Using suitable listening materials is a good way to reduce anxiety. Listening activities should be provided according to the needs of learners, and teachers should provide students with authentic listening materials to help them better understand the language of native speakers.

Improve confidence: Listening activities should be presented according to their ability; that is, listening activities should be provided from the simple texts and moved to the complicated authentic materials step by step. Because it is beneficial to improve the confidence of learners. And teachers should give the necessary feedback on their performance their students because it can reduce their error and increase their motivation, and help them to develop their confidence in listening exercises.

5. Conclusion

Our emotional factors play an important role in English listening, and they can even determine the success of a listening task. And listening learning is a complex process. In the process of learning English listening, college students should not only use appropriate listening learning strategies, but also improve their cognition of English listening in combination with affective factors. It is hoped that the results of this study will help improve the English listening ability of college students.

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