

Analysis of Learning Anxiety in College Foreign Language Courses under the SPOC Mixed Teaching Mode

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Abstract: With the popularization of SPOC mixed teaching mode, the problem of students' learning anxiety has become increasingly prominent. Due to the impact of anxiety on students' learning motivation, academic performance, and course evaluation, understanding and solving the problem of learning anxiety in SPOC mixed teaching mode is of great significance for improving the quality of foreign language teaching in universities, achieving talent cultivation goals, and enhancing the overall quality and ability of students. This article will provide a review of the SPOC teaching mode, compare the anxiety situation of students under traditional and SPOC teaching mode, and finally propose strategies to address student anxiety based on the comparison results, hoping to provide reference and assistance.

1. Introduction

SPOC teaching mode is a new type of teaching mode derived from the OBE concept. It refers to the organic combination of offline classroom teaching and online online classroom, the construction and implementation of large-scale online open courses using the Internet platform, so that students can use the online learning platform to carry out independent learning in class, and enhance students' independent learning ability. However, the popularization of this mode has also led to the problem of student learning anxiety. Under this problem, students may become disinterested, anxious, and irritable due to their own emotional and psychological factors, which seriously affects their learning efficiency and quality, and can also be detrimental to their mental health and other aspects of growth. Focusing on this issue, universities should attach great importance and conduct relevant research based on the characteristics of the SPOC mode to help students overcome learning anxiety and improve teaching quality and efficiency.

2. Research Overview

Among numerous studies on learning anxiety, Weinstein C E, Cubberly W E, and Richardson F C (1982) argue that learning anxiety is an unpleasant emotion that learners experience while performing a task that requires effort[1]. It can be divided into two types: one is caused by cognitive factors, such as fear and apprehension of students towards learning tasks; The other is caused by emotional factors, such as students being unhappy and bored with learning tasks. Mohamed S H, Tarmizi R A (2010)

defined learning anxiety as the unpleasant emotions that learners experience due to concerns about their potential inadequacy or failure during an activity[2]. Research has shown that there is a close correlation between a learner’s level of learning anxiety and their foreign language performance when engaging in foreign language learning, and the higher the level of anxiety experienced by the learner during the foreign language learning process, the poorer their foreign language performance.

The concept of “learning anxiety” has been extensively studied abroad. Zhang Sumin (2023) conducted a survey and analysis on “learning anxiety” among college students in China, and pointed out that the level of learning anxiety among college students is at a moderate level[3]. Lian Xinyue and Guo Jidong (2020) concluded through investigation that the anxiety students experience when learning a foreign language is mainly caused by subject content, course difficulty, and teacher-student relationships[4].

3. Student Anxiety under Traditional and SPOC Teaching Modes

3.1. Research Plan

A study was conducted on 20 students from a first year English major class in our school. Information and data were obtained through questionnaire surveys, action observations, visits and communication, and a combination of quantitative and qualitative methods was used for statistical analysis. Finally, the anxiety levels of students under the two teaching modes were compared.

3.2. Results

3.2.1. Classroom Anxiety

The results of classroom anxiety are shown in Table 1.

Table 1: Classroom Anxiety Results

Teaching mode	Actual value	Mean value	Standard deviation
SPOC mode	311	3.677	0.906
Traditional mode	212	4.114	0.811

3.2.2. Communication Anxiety

The results of communication anxiety are shown in Table 2.

Table 2: Communication Anxiety Results

Teaching mode	Actual value	Mean value	Standard deviation
SPOC mode	314	3.123	0.822
Traditional mode	207	3.977	0.671

3.3. Discussion

According to the comparison results, it can be seen that students in both teaching modes have anxiety, but students in SPOC mode have a higher level of anxiety. Meanwhile, based on actual observations, it has been found that the causes of student anxiety vary under different teaching modes. The following mainly discusses the causes under the SPOC mode[5].

Firstly, under SPOC mode, students tend to exhibit passive learning behaviors, making it difficult to learn according to their personal preferences and causing anxiety. For example, under the traditional teaching mode, students have sufficient learning autonomy and can learn according to their

own learning progress. In SPOC mode, students learn under the arrangement of the teacher and do not have the time and ability to engage in self-directed learning. Once they cannot complete tasks on time, they may be criticized by the teacher, leading to anxiety among students[6].

Secondly, in SPOC mode, the course duration is longer, the course content is more difficult, and the basic level of students varies, making it difficult to keep up with the course progress. That is, in SPOC mode, everyone needs to learn and review. If students have poor foundations or lack self-discipline, it is difficult to keep up with the course progress.

Thirdly, under the traditional teaching mode, teachers can have a clearer understanding of students' learning situation, but in the SPOC mode, it is difficult for teachers to achieve this. In addition, many teachers do not know how to intervene in students' psychology, which leads to an increasing level of anxiety among students.

4. Strategies for Dealing with Student Anxiety in SPOC Mode

4.1. Establishing a Mechanism for Independent Course Selection

Autonomous course selection refers to the process in which students make independent choices based on their interests, abilities, and actual situations. In traditional teaching models, teachers play a central role in the teaching process, while students are passive recipients of knowledge. In the SPOC mixed teaching mode, the student's subjectivity is fully reflected, and teachers only play the role of "directors", reorganizing and integrating teaching content, providing students with the opportunity to choose learning content independently. However, due to limited course resources, students often find it difficult to choose courses that suit their interests and abilities, resulting in weaker self-directed learning abilities. Therefore, teachers should conduct a thorough investigation and analysis of students before establishing a mechanism for autonomous course selection, in order to understand the problems and anxiety that students face in the process of learning foreign language courses. Teachers can adjust course resources in a timely manner according to the situation of students, provide teaching resources and methods that are suitable for their learning needs, and help them better complete learning tasks. At the same time, teachers should continuously improve the mechanism of autonomous course selection and take various measures to help students alleviate learning anxiety[7-8].

4.2. Strengthening the Guiding Role of Teachers

Teachers play a crucial role in the learning process of students. In the SPOC teaching mode, teachers need to ensure the initiative and enthusiasm of students in learning, while also preventing students from becoming overly dependent on the course content. Therefore, teachers need to constantly adjust their roles, shift from being "knowledge transmitters" to "learning guides", and better play a guiding role [9].

In the teaching process, teachers need to pay attention to cultivating students' awareness and ability of self-directed learning, and encourage students to learn independently. Specifically, teachers can take the following measures to strengthen their guiding role: (1) make students clear about the course objectives and content; (2) Assign students a certain amount of homework; (3) Regularly conduct teaching evaluations; (4) Encourage students to engage in after-school learning.

In addition, teachers can improve teaching effectiveness and alleviate student anxiety by enriching classroom content, innovating teaching methods, and setting up problem discussion sessions.

4.3. Creating a Good Learning Environment

Under the traditional teaching mode, there is very little communication and interaction between teachers and students, and teachers usually evaluate all students in the classroom, making it difficult to evaluate their learning. Therefore, in the SPOC teaching mode, teachers can create a virtual classroom and communicate with students in real time through Learning Pass or WeChat groups. For example, teachers can assign learning tasks and upload video materials in WeChat groups; In SPOC teaching mode, teachers can put some difficult tasks or content that needs to be repeatedly learned into WeChat groups for explanation, making it convenient for students to learn independently[10].

At the same time, students need to provide timely feedback on their learning situation to teachers, and teachers can understand their learning situation through group discussions or student questioning when grading homework. For example, teachers can evaluate students based on their submitted homework and their performance in class. Teachers can also establish a study group and divide the entire class into several small groups, with each group having a leader. Under the leadership of the team leader, other team members will also actively participate in learning. At the same time, in order to help other team members solve problems and improve their grades, group members can also help and supervise each other.

In addition, teachers can also use online platforms for evaluation in the SPOC teaching mode. For example, establishing a WeChat discussion group on Xuexi Tong; Alternatively, you can initiate a survey in the WeChat group and upload the results to the group chat. In this way, students can not only have a clear understanding of their learning situation, but also engage in self-evaluation, reflection, and improvement; You can also receive help and advice from other classmates.

4.4. Effective Intervention for Anxiety Psychology

In fact, the problem of student learning anxiety cannot be completely avoided. Therefore, teachers should pay attention to the psychological status of students and provide psychological intervention for the anxiety that students have already experienced.

Firstly, teachers need to strengthen their comprehensive qualities. On the one hand, teachers need to fully understand the knowledge of psychology, such as the behavioral characteristics of students when they are in an anxious state, in order to avoid judging whether students have anxiety. On the other hand, teachers need to master the ways and methods of intervening in anxiety psychology, as well as some basic requirements for actual intervention. For example, when facing different students, teachers should adopt different intervention measures for different students, and make full use of multimedia and other teaching resources to provide more information for students and help them alleviate anxiety.

Secondly, teachers should strengthen communication with parents. In the SPOC mixed teaching mode, the influence of teachers and parents on students is crucial. On the one hand, teachers can communicate with parents to understand the specific situation of student anxiety problems and develop corresponding countermeasures; On the other hand, teachers can also understand the impact on students in their family environment through communication and exchange with parents. For some students who have been in a state of anxiety for a long time, communication and interaction between teachers and parents can effectively help them alleviate their anxiety, and even help them overcome the negative effects of anxiety and maintain a healthy psychological state.

5. Conclusion

In summary, compared to traditional teaching methods, SPOC teaching mode has obvious advantages in practice, which can enhance communication and interaction between teachers and

students, and improve student learning enthusiasm. However, there are also some shortcomings in the SPOC teaching mode, which may bring anxiety to students, affect their self-learning ability and mastery of knowledge. Therefore, in the process of implementing the SPOC teaching mode, teachers need to develop corresponding teaching strategies based on the teaching content and the actual situation of students, and at the same time, do a good job in anxiety psychological intervention to help students overcome anxiety emotions.

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