

Research on the Causes of Learning Anxiety in Universities and its Influence on Academic Investment-Take French major as an Example

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Abstract: Based on the minority language talents in colleges and universities who majored in French as an example, this paper explores the causes of French learning anxiety and its impact on academic commitment through qualitative research methods. It is found that learning anxiety is common among minority language talents in colleges and universities, and the main causes are divided into intrinsic and extrinsic reasons, such as low language level and insufficient subjective efforts. Learning anxiety has a negative impact on academic engagement, reducing students' motivation and academic performance. In order to solve this problem, the article proposes coping strategies for French learning anxiety, with a view to alleviating the foreign language anxiety of students majoring in minority languages in colleges and universities, and helping them better adapt to learning and improve their academic performance.

Keywords: French study, Learning anxiety, Academic investment, Qualitative research.

1. Introduction

With the continuous development of China's economy and the improvement of opening to the outside world, the cultivation of minority languages has been paid more and more attention to the talents. The latest notice issued by the Ministry of Education on the recruitment of some special types of universities in 2022 mentioned: " Foreign language students are inclined to minority languages, and continue to increase the language of the development." However, anxiety is widespread in the learning of minority language talents, which has been the attention of researchers for a long time. In the field of two language acquisition, Kshin's emotional filtering hypothesis and a large number of empirical studies show that foreign language anxiety is one of the important emotional factors, which has an important impact on the process and results of language learning [1]. Therefore, this study aims to explore the causes of minority language students learning anxiety, and analyze the influence on academic investment, help students and teachers understand the nature of minority language learning anxiety and formation mechanism, guide the university teachers pay attention to minority language beginners learning status, learning progress and teaching methods, to targeted measures to reduce students' learning anxiety, help college minority language professional students to improve their academic performance and professional development.

2. The Literature Review

2.1. Concept definition

In China, minority languages are the daily version of other foreign languages, and their specific conceptual boundaries are very vague. In general, it is given relative to English, a widely used language. There are two common views: a minor language other than the common Nations (Chinese, English, Spanish, French, French, Russian), and all except English. The minority language in the title of this article adopts the

concept of the latter one.

Anxiety is a familiar psychological phenomenon that is usually felt as strong and occurs more frequently in life. It is defined as: " subjective feelings such as stress, fear, tension and worry caused by the activation or arousal of the spontaneous nervous system [2]." As a major emotional factor in language learning, foreign language anxiety was reported by Horwitz et al. Scholars. It is proposed that foreign language classroom anxiety is " a unique complex of self-perception, belief, emotion and behavior that is related to the process of foreign language learning and classroom foreign language learning." Which mainly includes communicative fear, test fear, and fear of negative evaluation [3]. Because the research in this paper is in the background of foreign language learning, this concept is adopted.

The concept of learning engagement can be traced back to the research done by Ralph Tyler in the 1930s, who proposed the concept of "task time" (Time on Task), pointing out that the more time students devote to learning, the more knowledge they learn. In 1982, Pace put forward the theory of effort quality (Quality of Effort), which further pointed out that we should not only pay attention to not only the length of time students invest in learning, but also the degree of students' concentration, that is, both the quality and quantity of learning investment. However, the most cited definition by researchers is the three-dimensional conceptual framework of learning engagement, namely behavioral, cognitive and emotional investment, proposed by Fredricks et al. Among them, behavioral input is reflected in students 'learning behavior in classroom and extracurricular learning, such as, listening attentively in class, answering questions actively, and completing homework on time after class, etc. The essence of cognitive input is self-regulating learning level. Students with high cognitive input use more deep cognitive strategies and pay more psychological effort -- the connection between knowledge and explore the meaning of learning content, while the surface cognitive strategy pays more attention to the surface and form characteristics of knowledge;

emotional input refers to students' positive emotions about learning content, teachers, classmates and classroom activities[4]. The learning engagement^{3D} concept is also the concept introduced in this study.

2.2. Literature review

Duan Zewei wrote in the Relationship between Learning Anxiety and Learning Adaptation for Middle School Students. This study studied the relationship between learning anxiety and learning adaptation in middle school students, and the results showed that emotional expression plays a regulatory role between the two. Chen Jia, research on the relationship between Anxiety, Self-esteem and Learning Investment in Junior High School Students. The relationship between anxiety, self-esteem and learning investment in junior high school students is discussed. The results found that anxiety and self-esteem had a significant impact on learning engagement.

In addition, some scholars have conducted some studies on the correlation between learning anxiety and academic investment of foreign language talents. Shen Rong's Study on the correlation of Foreign Language Anxiety, Learning Efficacy and Academic Performance for High School Students showed that foreign language anxiety and learning efficacy had a significant impact on academic performance. Lee Zhaoxi discusses the relationship between foreign language learning anxiety, metacognitive strategies and foreign language learning performance, and proposes strategies to improve the effect of foreign language learning. Some scholars have refined it on this basis. Pan Chenxi and Min Xuan studied the causes of interpretation learning anxiety and its influence on learning input, and found that students with higher anxiety showed lower learning engagement in interpretation learning [5]. Guo Yan had a research on English Writing Anxiety and Writing Strategies and Writing Achievements for High School Students. This paper mainly explored the relationship between English writing anxiety and writing strategies, and their correlation with writing performance. The results showed a significant negative correlation between English writing anxiety and writing strategies among high school students, and students with higher anxiety showed poorer performance in writing performance.

Although there has been a research on the impact of foreign language students' learning anxiety on academic investment. However, in terms of research subjects, most scholars focus on the characteristics of English learners' learning anxiety and learning investment and their influencing factors. In these studies, learning anxiety emerged along with other dependent variables as a negative discussion of the effect of emotion on learning engagement [6-8]. Some scholars have also conducted an in-depth analysis on the causes of anxiety in learning minority languages. But is limited to Japanese, Spanish, Arabic, and German studies [9,10]. At the same time, in terms of research methods, these studies focus on quantitative or quantitative and qualitative combination [10]. In terms of research content, a part of scholars' research on minor language education mainly focuses on teaching methods, educational content and educational environment. It ignores the influence of language learners' learning ability, adaptability and acceptance ability on learning emotion [11].

Therefore, this study starts with the dilemma of learning anxiety faced by French learners, and focuses on the learning situation of French major undergraduates for the first time

through the method of qualitative research, which enriches the relevant research, and expands the inquiry objects and language categories of foreign language anxiety research. In addition to studying the influence of external environmental factors, such as government investment, teaching methods, training programs and classroom setting on students' learning anxiety, it also focuses on the personalized factors of students' subjects.

3. Main text

3.1. Study methods and study subjects

This paper uses the interview method to study the causes of learning anxiety of minority language talents and their influence on academic investment. The interviewees were freshmen, sophomores, junior three and senior students of the French Department of Xi'an Jiaotong University. One man and one woman were selected for each year, including eight students of different grades and different genders. The interview time for each respondent was between 15 and 30 minutes.

Based on the principle of theoretical saturation of the interviewees in grounded theory, after interviewing 8 French students of different grades, we added one interviewee in each of four grades to interview, which found that the interview materials did not add new content. Therefore, the researchers believed that the interview data were close to saturation, and no new respondents were added. The interview data were collected and saved by audio recording, and transformed into effective text by the researchers, and the written data were sent to the interviewees for verification. The interview records were revised according to the feedback information to ensure the validity of the interview content.

3.2. Analysis of the interview data

The written materials of the interviewees were imported into Nvivo11 software for sorting and coding, to form the preliminary interview results. After induction and summary, the main points of this study were extracted.

3.2.1. Open encoding

First, in the open coding stage, the researchers sorted out and analyzed the text data obtained from the interview, and by repeatedly reading the sentences of the interviewees, they endowed them to the concept and formed a more general category. Finally formed the initial concept on the causes of French learning anxiety analysis 41, The next round of consolidation of the 41 initial concepts of the first round, 28 initial categories were obtained: A1 pronunciation difficulty; A2 is too similar to the English language, Often confuse spelling and pronunciation; A3 word memory; A4 Oral expression; A5 writing difficulties; A6 do not understand in the listening; A7 college can not adapt to the mode of college study and life, As a result, I did not keep up with the learning progress or relax, To the back of the more and more lagging behind; A8 feels anxious when answering questions in class for fear of making mistakes; A9 is afraid of criticism or evaluation from others; The A10 is too stressed to study, Listening, speaking, reading, and writing have too much to learn; A11 comes from the pressure of test results; A12 teachers focus too much on textbook knowledge and grammar when teaching, Less training in speaking and listening, But spoken and listening French are often needed; A13 Initial exposure to French, cannot accommodate; The A14 has difficulty concentrating; A15 academic performance decline;

The A16 developed an aversion to learning French, Even consider changing your major; A17 decreased confidence, Feeling that he could not later pursue a career related to French; A18 moderate anxiety will translate into learning motivation to some extent; A19 schools should reduce some required courses that are less practice with specialized courses, High numbers, for example, Give students more room to choose independently outside their professional courses, Give full play to the independent initiative of each student; A20 teacher course preparation in the classroom should cover multiple aspects of cultural differences, Reduce the extensive teaching of grammar courses in the higher grades; A21 to communicate with classmates, teachers or other learners, Share your learning experience and confusion; A22 Make their own study plan, Set small goals and achieve them gradually, Such as reading a simple French article or practicing a few common words every day; A23 Communicate more with native French speakers if you have a chance; A24 teachers should take the initiative to pay attention to the learning status of French beginners, Adjust the content of the professor timely, Help students to build up self-confidence; A25 schools should provide students with more opportunities to study and communicate abroad; A26 classes provide effective and interesting learning resources; A27 Find a right way to relieve anxiety; The A28 faces its own anxiety, Actively give full play to the self-initiative, Translate anxiety into motivation.

3.2.2. Spindle code

next, During the spindle encoding phase, Through the deduction and induction, According to the logical relationship, the categories obtained by the open coding phase, Then, through the arrangement and combination of each other, Confined into a higher abstract level of the main category, Finally, I got five main categories, They are: B1 psychological factors; B2 low language level; B3 insufficient subjective effort; B4 high target, high self-expectation; B5 French is complex and difficult to learn; B6 Unreasonable curriculum setting; B7 academic pressure; B8 missing language environment, lack of learning materials; B9 competitive pressure; B10 academic performance decline; B11 learning motivation improvement; B12 loss of interest in learning; B13 improve teaching; B14 Increase attention to students' learning status and progress; B15 improve language environment; B16 self-regulating emotions; B17 self-effort.

3.2.3. Selective encoding

As the third step of the coding process, the purpose of selective coding is to analyze all the main categories, and obtain C1 internal causes of French learning anxiety; C2 external causes of French learning anxiety; C3 positive effects of anxiety on learning; C4 negative effects of anxiety on learning, and C5 opinions on alleviating French learning anxiety. This is shown in Table 1.

Table 1. The result of selective coding

kind	The main category of inclusion
C1 Internal causes of French learning anxiety	B1 psychological factors; B2 low language level; B3 insufficient subjective effort; B4 high goal, high self-expectation
C2 External causes of French learning anxiety	B5 French is complex and difficult to learn; B6 unreasonable curriculum setting; B7 academic pressure; B8 missing language environment, lack of learning materials; B9 competitive pressure
C3 Positive effects of anxiety on learning	B11 learning motivation improvement
C4 Negative effects of anxiety on learning	B10 academic performance decline; B12 loss of interest in learning
C5 Opinions for alleviating learning anxiety in French	B13 improve teaching; B14 increase attention to students' learning status and progress; B15 improve language environment; B16 self-regulating emotions and B17 self-effort

3.2.4. 3.2.4 Theoretical saturation test

In this study, the theoretical saturation test of the last four retained interviews was conducted, and no new concepts and categories were found after the open coding and spindle coding again. Therefore, this study considers that the study model has theoretically reached saturation.

4. Conclusion

4.1. Study Conclusions

The causes of French anxiety are complex and diverse. Through the research method of interview, French learning anxiety is a common phenomenon, and the causes of anxiety are mainly divided into internal reasons and external reasons. The internal reasons are low language level; insufficient subjective effort; poor psychological quality; high goal and high self-expectation. The external reason: French is complex and difficult to learn; academic pressure; lack of language

environment, lack of learning materials; unreasonable curriculum and competitive pressure.

4.2. Suggestions

Based on the research results and the previous analysis, combined with the emotion filtering hypothesis, cultural adaptation theory, humanism theory and positive psychology theory, this study makes suggestions for learners, teachers and schools:

(1) French language students need to face the presence of anxiety, Dialectically understand the influence of French anxiety on their own aspects, Accept that you are experiencing French anxiety; Students should establish a correct view of language learning, Practical language learning theory, persevere in studying, Lay a solid foundation in French, Improve their own language level; Students should be more patient with learning French, Proceed in an orderly way and step by step, Focus on your own small progress, Through

self-encouragement, such as writing a success diary, Improve self-learning confidence and self-efficacy, correctly understand the role of feedback and evaluation, Reducing fear of negative feedback through cognitive control and increasing the frequency of receiving feedback, The same approach can be used for spoken French practice, Bold practice.

(2) Teachers should try to establish a friendly and equal teacher-student relationship with students, improve their quality, control their emotions, understand the existence of French anxiety and understand students' feelings; Teachers should design teamwork and reduce competitive inspection activities. Third, Teachers should give positive feedback and encouragement, especially in the early stage of French learning.

(3) Schools should have a inertia in the selection of teaching materials and listen to students' opinions appropriately. French majors can increase appropriately in the third grade, and help students; the school needs to introduce various resources and build various learning network platforms and resource platforms in the professional construction, reasonably adjust the proportion of French professional courses and other courses with the needs of grade change, and appropriately increase the proportion of other types of courses or the distribution in each grade.

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