

The Impact of Teacher Support on Listening Anxiety among English Majors: A Case Study of Panzhihua University

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ABSTRACT

Amid globalization, English's role as a global lingua franca is increasingly vital. Proficiency in English is essential for career advancement, academic pursuits, and broadening cultural perspectives, and it serves as a key foundation for engaging in the global development landscape. Listening, a challenging aspect of language learning, can severely impede language acquisition if students experience excessive English listening anxiety. This study, based on a sample of 309 English major students at Panzhihua University, systematically investigates the impact of teachers' emotional, cognitive, and autonomy support on students' listening anxiety. Data collected via online questionnaires were analyzed using multiple linear regression and structural equation modeling. The results show that emotional support, as a core variable, significantly alleviates anxiety stemming from psychological control and cognitive processing factors. Autonomy support effectively reduces anxiety related to language ability and background knowledge, while cognitive support has a modest effect on anxiety caused by cognitive processing factors. This study provides empirical evidence for designing differentiated teacher support strategies in college English listening instruction.

Keywords: Teacher support, listening anxiety, English-major students, coping strategies

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I. Introduction

This chapter focuses on elaborating the theoretical and practical foundations of the relationship between teacher support and listening anxiety. It further clarifies the main purpose of this research and explores its significant value in both theoretical construction and teaching practice.

1.1 Research Background

In the process of learning for English majors, listening plays an essential role. From the perspective of testing, the country has been increasing its demands for listening competence in the goals of English teaching. Moreover, as the foundation of language communication, listening is a vital skill for students' future careers in international trade, translation, education, and so on. However, due to insufficient training and learning environment, many students still have difficulty in practical application. In addition, as a subject that is both for testing and communication, English has a dual nature, which often causes students to face cognitive load and psychological pressure in listening study, thereby triggering listening anxiety and even evolving into English learning anxiety or social anxiety, affecting the overall learning effectiveness. In general, the cultivation of listening comprehension ability is the core part of the development of English majors' language ability. However, in the process of English listening learning, students often suffer from varying degrees of anxiety, leading to academic difficulties, which will interfere with students' learning⁰.

Teacher, as facilitator and supporter of students' learning and constructor of the classroom, play a multifaceted role in the learning process of students. Within the classroom learning environment, teachers occupy a central position, where they can put their educational philosophy into practice and provide beneficial guidance to students during the learning process. Outside the classroom, teachers offer help for students' healthy growth and independent learning. Teacher support, as an important manifestation of teachers' positive behavior⁰, undoubtedly exerts a significant influence and effect on students' English learning. Its impact and effect on students' English listening anxiety are worth exploring. However, existing studies have found that there is a clear gap in the diversity of research subjects' samples, with most studies focusing on the basic education stage and insufficient research on subjects receiving higher education. Moreover, there is a lack of studies on student emotions, and anxiety, as an emotion, has only been a secondary research subject in studies, with too general an

analysis and inconsistent conclusions. Overall, teacher support is an important factor affecting students' learning, and existing studies linking teacher support and listening anxiety are still insufficient.

1.2 Research Purpose

In light of the background, it is evident that listening learning holds great significance for contemporary English majors in various aspects, including academic and social practice. A review of existing research suggests that listening anxiety is a common phenomenon that negatively impacts listening proficiency⁰. For college students who spend extended periods on campus and have long class hours, teachers are a crucial factor that can influence students in numerous ways over a long period. However, research on the relationship between teacher factors and listening anxiety is not comprehensive or sufficient. Therefore, this study aims to take 309 college students from the School of Foreign Languages at Panzhihua University as a sample to systematically investigate the impact of teacher support on English majors' listening anxiety. The specific goals are two fold: (1) To examine the extent to which teacher support influences English majors' listening anxiety and analyze its role in reducing anxiety and enhancing listening performance; (2) To compare the differences in the effects of various types of teacher support in alleviating listening anxiety and identify effective support strategies.

By accomplishing the aforementioned objectives, this study aspires to offer a theoretical foundation for enhancing English listening instruction, provide reference suggestions, assist English majors in reducing listening anxiety, and boost their language and cross- cultural communication abilities, thereby laying a solid groundwork for students' transition into practical work settings.

1.3 Research Significance

Currently, research on the relationship between teacher support and foreign language learning anxiety is relatively limited in terms of studies specifically targeting the listening anxiety of English majors in higher education. Additionally, the conclusions regarding the effectiveness of teacher support in existing research are controversial, and these contradictions indicate that the impact mechanism of teacher support on listening anxiety has not been clearly understood. By conducting an empirical analysis of the extent of teacher support's influence on listening anxiety and the differences in the effects of various types of support, this study aims to fill this research gap.

The findings of this study will also provide English major teachers with specific teaching references to help them enhance listening teaching effectiveness by alleviating students' listening anxiety. This study is an empirical study based on a sample of 309 college students from the School of Foreign Languages at Panzhihua University. By analyzing the differences in the effects of different types of teacher support and identifying effective support strategies, it offers empirical evidence for teachers to optimize classroom design and teaching methods. These features enhance the relevance and operability of the research results and provide practical references for the design of English listening courses and teacher training, contributing to the cultivation of English majors with cultural communication abilities.

II. Literature Review

This chapter mainly reviews the concepts and related research of teacher support and English listening anxiety. This chapter aims to organize the existing achievements in these two research fields and lay a theoretical foundation for this research.

2.1 Teacher Support

This section offers a brief overview of the definition of teacher support and the findings of relevant studies.

2.1.1 Concepts of Teacher Support

Teacher support is an integral part of social support. In Caplan's (1974) research, the concept of social support was summarized as the help that an individual receives from their social network⁰. Various scholars have offered diverse but analogous definitions of teacher support. Foreign scholars Trickett and Moos view teacher support as the care and assistance that teachers provide to students. Brewster and Bowen, as well as Yeung and Leadbeater, all regard teacher support as the expressions of concern, listening, understanding, caring, encouragement, and respect that teachers show when educating students⁰. Teacher support can be generally defined as the sum of all the help that teachers provide to students.

2.1.2 Research on Teacher Support

The existing methods of categorizing teacher support into multiple dimensions are mostly based on the content of the help that teachers provide. In the research of Malecki and Demaray, teacher support encompasses several aspects, including emotional support, instrumental support, informational support, and evaluative support⁰. According to Wentzel's study, perceived teacher support consists of four dimensions: communicating expectations

and values; providing help, advice, and guidance; creating a safe environment⁰; and offering emotional support. In 1999, Pianta defined teacher support and proposed three major categories: emotional support, academic support, and behavioral support⁰.

In domestic studies related to teacher support, the focus has been on exploring the connections between teacher support and various factors such as learning engagement, academic achievement, self - efficacy, mental health, learning motivation, and non - cognitive abilities, depending on the specific research subjects. For common research subjects like middle school and college students, elements related to learning, such as learning engagement and academic achievement, have been the primary focus. In the study by Zhang Qian et al., it was found that perceived teacher support among college students can significantly and positively predict their foreign language learning engagement and can also indirectly predict foreign language learning engagement through positive and negative emotions such as pleasure and anxiety⁰. Chen Yanlei and Guo Shaoyang's research indicates that perceived teacher support has a positive predictive effect on the academic achievement of junior high school students⁰.

There is a clear gap in the diversity of samples in existing studies. Most studies focus on the basic education stage, with insufficient research on subjects receiving higher education. Additionally, there is a lack of research on student emotions. Anxiety, as an emotion, has only been a secondary research subject in studies. The analysis of this emotion is too general, and there are inconsistencies in the conclusions drawn from the research. Zhang Qian et al. pointed out that perceived teacher support among college students can significantly and indirectly predict foreign language learning engagement through positive and negative emotions such as pleasure and anxiety⁰. However, Yin Wei et al. argued that the three types of teacher's support they identified have no predictive effect on anxiety⁰.

2.2 English Listening Anxiety

This section briefly introduces the definition of listening anxiety, as well as existing research and its conclusions.

2.2.1 Concepts of English Listening Anxiety

Since the 1970s, anxiety, as one of the most significant emotional factors affecting language development, has gradually become an important topic in domestic and international second language acquisition research⁰. Horwitz and other scholars defined foreign language learning anxiety as "a subjective feeling of tension, worry, nervousness, and concern associated with the activation of the autonomic nervous system"⁰. When categorized from the perspective of language learning skills, foreign language learning anxiety can be divided into listening anxiety, speaking anxiety, reading anxiety, and writing anxiety. Vogely, A.J. regarded listening anxiety as a specific form of foreign language learning anxiety, referring to the tension and unease that learners experience during the foreign language listening process due to perceived difficulties or threats⁰. MacIntyre & Gardner also provided an explanation for English listening anxiety, stating that "English listening anxiety refers to the tension and fear that learners experience in the language learning process, especially the tension and fear associated with a second language learning context"⁰.

2.2.2 Research on Listening Anxiety

In existing research, the main themes related to listening anxiety include the level of listening anxiety, its causes, and strategies for coping with it. A review of existing studies suggests that listening anxiety is widespread and has a negative impact on listening proficiency⁰. The causes of listening anxiety are diverse, and many researchers have investigated them. Chen Yanjun et al. first conducted a factor analysis on the questionnaires they distributed and identified five valid factors: tension during listening, lack of listening skills, unfamiliarity with background knowledge, low English proficiency, and pressure caused by material difficulty⁰. Jia Zengrong et al. divided the causes of college students' listening anxiety into three categories in their study: external influences from teachers, internal influences from students, and the impact of teaching methods⁰. Oxford believed that factors leading to language learning anxiety could be divided into three categories: factors related to learners' personality traits, factors related to cultural differences, and factors related to the forms of learning activities and teaching methods⁰. In summary, the causes of listening anxiety can be systematically explained from three aspects: individual psychology, teaching practice, and cultural cognition. Although different scholars have different emphases in their classifications, they all reveal the multidimensional and interactive nature of listening anxiety.

In terms of strategies for coping with listening anxiety, Deng Qiaoling's research concluded that listening metacognitive awareness can significantly and indirectly influence listening proficiency by reducing listening anxiety⁰. Hua Liang et al. found that zoned teaching is more effective than traditional teaching in reducing students' anxiety and improving their listening scores⁰. In 2006, Cao Wanzhong et al. conducted research on using schema theory to weaken the causes of listening anxiety and thereby alleviate it⁰. Chen Sijie et al. discovered a significant negative correlation between tolerance for ambiguity and listening anxiety⁰, which has certain implications for improving listening teaching and learning. It is evident that strategies for dealing with listening anxiety are diverse.

III. Research Design and Data Collection

This chapter provides a comprehensive overview of the study, encompassing the research questions, the participants involved, the instruments employed, as well as the data collection and recovery process.

3.1 Research Questions

This study poses the following questions: (1) What are the levels of teacher support perceived by students in different dimensions at the School of Foreign Languages of Panzhihua University? (2) What are the levels of English listening anxiety caused by different factors among students? (3) How does teacher support across different dimensions influence various types of listening anxiety? (4) Through what mechanisms do specific types of teacher support alleviate English listening anxiety?

3.2 Research Participants

This study focuses on undergraduate students majoring in English at the School of Foreign Languages of Panzhihua University to investigate the impact of teacher support on listening anxiety. The study employed cluster sampling, distributing questionnaires to all students from the first to the fourth year. Prior to the distribution of the questionnaires, informed consent had been obtained from both teachers and students. The data were collected online, resulting in a total of 309 valid questionnaires, covering students from all four grades, the majority of whom were female. This study strictly adhered to ethical principles, ensuring the anonymity and voluntariness of the data, which were used solely for academic research purposes.

3.3 Research Instruments

This study used Questionnaire Star to distribute the survey questionnaires. Questions regarding basic information were excluded, and the remaining questions came from two scales: the Perceived Teacher Support Scale and the Foreign Language Listening Anxiety Scale. All items used a five-point Likert scale ranging from “Completely Disagree” (1 point) to “Completely Agree” (5 points).

3.3.1 Perceived Teacher Support Scale

The Perceived Teacher Support Scale used in this study was adapted from the Perceived Teacher Support Scale developed by scholar Ouyang Dan⁰. Emotional support refers to the positive atmosphere created by teachers and their sensitivity to students' states and attention to students' viewpoints during the teaching process. Cognitive support means that teachers provide knowledge and learning strategy support, set appropriately challenging exercises, and offer academic challenges for learners in online teaching. Autonomy support indicates that teachers provide sufficient freedom and support for learners in task design, content selection, and problem - solving in online learning to enhance students' autonomy.

Table 3.3.1 The revised Perceived Teacher Support Scale

Category	Dimension	Item	Item Description
TS	ES	18 (Q1)	Teachers will encourage me to explore key points in English class.
		19 (Q2)	In English class, teachers can praise and affirm the progress or completion of learning.
		20 (Q3)	When I get distracted, teachers can quickly notice and guide me back to the lesson content.
	CS	21 (R1)	In English class, teachers possess broad scientific and cultural knowledge, sparking my insights.
		22 (R2)	After teachers share their insights, it leads us to reflect deeply on our own perspectives in class.
		23 (R3)	In English class, when I ask relevant questions, teachers help me find answers.
		24 (R4)	During English class, teachers organize assessments with an appropriate level of difficulty.
	AS	25 (Z1)	Teachers need to adjust the course based on our learning construction or needs.
		26 (Z2)	Teachers can provide multiple learning task modules for us to choose from or allow us autonomy in selection.
		27 (Z3)	Teachers will ask us about our experiences or solicit opinions on issues raised by classmates.

Note. TS=Teacher support; ES=Emotional Support; CS=Cognitive Support; AS=Autonomy Support.

3.3.2 Foreign Language Listening Anxiety Scale

The listening anxiety scale used in this study adopted some items from the Foreign Language Listening Anxiety Scale (FLLAS) compiled by Kim. This scale has a total of 13 items. Horwitz et al. defined foreign language

learning anxiety as “the subjective feeling of tension, worry, nervousness, and apprehension related to autonomic nervous system arousal” and constructed the Foreign Language Classroom Anxiety Scale (FLCAS) based on this definition. Foreign language learning anxiety can be divided into listening anxiety, speaking anxiety, reading anxiety, and writing anxiety from the perspective of language learning skills. Elkhafaifi et al. designed the Foreign Language Listening Anxiety Scale (FLLAS) based on Saito et al.’s Foreign Language Reading Anxiety Scale.

Table 3.3.2 The revised Foreign Language Listening Anxiety Scale

Category	Item	Item Description
ELA	5	When listening to English, do you often get stuck on one or two unfamiliar words?
	6	If the speaker talks in English at a very fast pace, do you worry about not understanding everything?
	7	If someone else’s English pronunciation is different from yours, do you find it hard to understand?
	8	When listening to English and the topic of the material is unfamiliar, do you feel nervous?
	9	During the process of listening to English, if you get slightly distracted, do you worry about missing important content?
	10	When listening to English, do you often feel confused and unable to remember what you heard?
	11	When listening to English, are you afraid that a lack of background knowledge about the related topic might prevent you from understanding the content?
	12	When listening to English, do you worry that you don’t have enough time to process what you hear?
	13	When listening to English, do you worry that you can’t listen at your own pace?
	14	Do you feel distressed because you’re unsure whether you can understand the content of the listening material?
	15	Do you worry about not understanding due to the volume of the listening material being too low?
	16	When listening to English, do you worry that the speaker’s accent might prevent you from understanding?
	17	When listening to English, do you worry that you won’t understand anything at all?

Note. ELA=English language anxiety.

3.4 Data Collection

This study collected a total of 309 valid questionnaires (N=309) and conducted statistical analysis on the gender, grade level, major, and most recent listening class scores of the participants.

Among all participants, there were 54 male participants, accounting for 17.5%, and 255 female participants, accounting for 82.5%, indicating that the sample of this study has a significantly higher proportion of females than males. Participants came from different grade levels, from the first to the fourth year of university. Among them, there were 43 first-year students (13.9%), 216 second-year students (69.9%), 25 third-year students (8.1%), and 25 fourth-year students (8.1%). The results show that participants are mainly concentrated in the first and second years, with fewer participants in the third and fourth years. According to the statistics of the participants’ most recent English listening class scores, 44 participants (14.2%) scored between 80-90, 206 participants (66.7%) scored between 60-80, and 59 participants (19.1%) scored below 60. The results indicate that the majority of participants’ listening scores are concentrated between 60-90.

IV. Data Analysis and Discussion

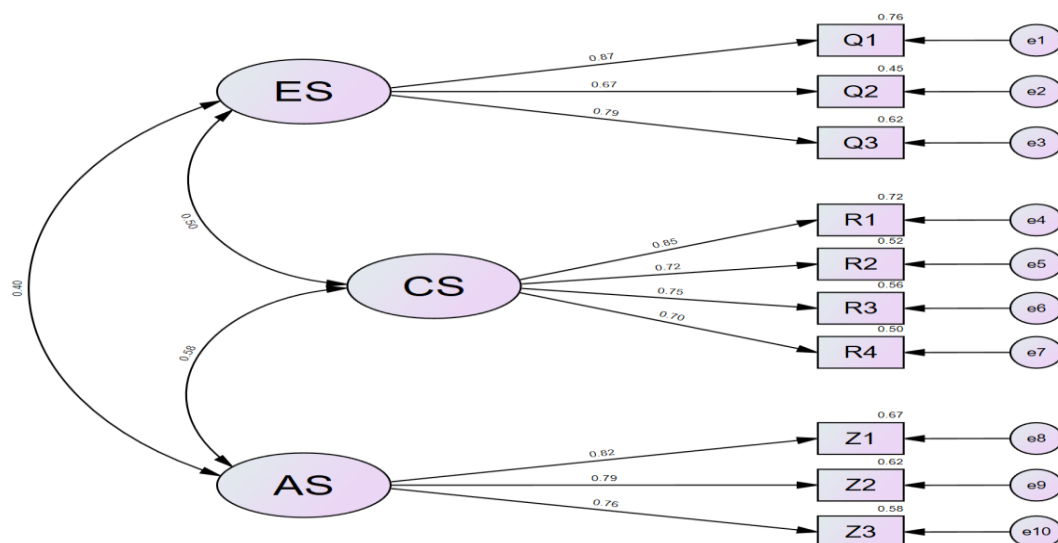
This chapter conducts factor analysis and reliability and validity analysis of the survey questionnaires, and uses multiple linear regression analysis and structural equation modeling to analyze the relationship between various dimensions of teacher support and various causes of listening anxiety.

4.1 Reliability and Validity Analysis

This section conducts factor analysis and reliability and validity analysis on the two scales used as research instruments to determine the dimensionality of the variables measured by the scales and to ascertain their usability.

4.1.1 Analysis of the Perceived Teacher Support Scale

Figure 4.1.1 Validation factor analysis of the Perceived Teacher Support Scale



To ensure the rationality of the reliability and validity of the questionnaire used in this study, and to clarify the potential structural factors of the scale, confirmatory factor analysis was used for the “Perceived Teacher Support Scale.” The “Perceived Teacher Support Scale” has been widely used in related research both domestically and internationally and has good reliability and structural validity. Considering that the subjects of this study are English major students from a university in southwestern China, and the research background is different from previous research samples, to verify the applicability and stability of this scale in the context of this study, confirmatory factor analysis (CFA) was conducted on this scale to test the fit of its three-dimensional structure (emotional support, cognitive support, autonomy support) in this study sample.

The model includes three latent factors: emotional support, cognitive support, and autonomy support, which are measured by corresponding measurement items. Among them, emotional support is measured by items 18, 19, and 20, with standardized path coefficients of 0.874, 0.673, and 0.789, respectively; cognitive support is measured by four items, 21 to 24, with path coefficients of 0.848, 0.718, 0.747, and 0.704, respectively; autonomy support is composed of three items, 25, 26, and 27, with corresponding path coefficients of 0.820, 0.788, and 0.764, respectively. The significance tests of all path coefficients passed ($p < 0.05$), indicating that each measurement item can effectively reflect its corresponding latent factor. In addition, the correlation analysis results between the latent factors show that the correlation coefficient between emotional support and cognitive support is 0.496, between emotional support and autonomy support is 0.404, and between cognitive support and autonomy support is 0.578, all three showing a significant positive correlation. The model fit indices also show that the three-factor structure has a good fit, supporting the theoretical construct of the teacher support scale and its measurement validity.

Table 4.1.1 Reliability and Validity Analysis of Perceived Teacher Support Scale

Dimension	Item	factor loading	CR	AVE	Cronbach's Alpha
ES	18	0.904	0.860	0.674	0.813
	19	0.745			
	20	0.806			
CS	21	0.873	0.855	0.597	0.837
	22	0.783			
	23	0.717			
	24	0.707			
AS	25	0.879	0.866	0.683	0.828
	26	0.781			
	27	0.816			

This study conducted reliability and validity analysis on the “Perceived Teacher Support Scale” to test the measurement quality of the scale. Reliability analysis focuses on the stability and consistency of the scale results, and validity analysis examines whether the scale accurately measures the concept that the researcher wants to measure.

As shown in the table, the Cronbach's alpha coefficients for each dimension of the “Perceived Teacher Support Scale” are between 0.813 and 0.837, all greater than 0.8, indicating that the scale has good internal

consistency. It can be seen from the table that the CR values for all dimensions are between 0.855 and 0.866, all greater than 0.7. This further verifies that the scale has good reliability. The factor analysis results of this study show that the factor loadings of the items in the scale on their respective dimensions are high, between 0.707 and 0.904, and the AVE values corresponding to the 3 factors are between 0.597 and 0.683, all greater than 0.5, indicating that the scale has good structural validity and convergent validity.

Overall, the “Perceived Teacher Support Scale” used in this study has good reliability and validity, and can provide a reliable measurement basis for subsequent data analysis.

4.1.2 Analysis of the Foreign Language Listening Anxiety Scale

Table 4.1.2 Factor Analysis Reliability and Validity of the Foreign Language Listening Anxiety Scale

Dimension	Item	factor loading	CR	AVE	Cronbach's Alpha
LAF	5.	0.881	0.862	0.675	0.805
	6.	0.784			
	16.	0.797			
CPF	7.	0.875	0.857	0.602	0.836
	9.	0.722			
	10.	0.791			
	12.	0.704			
BKF	8.	0.878	0.832	0.713	0.726
	11.	0.809			
PCF	13.		0.870	0.865	0.616
	14.		0.743		
	15.		0.724		
	17.		0.795		

Notes: LAF: language ability factors; BKF: background knowledge factors; CPF: cognitive processing factors; PCF: psychological control factors

Since the original version of the Foreign Language Listening Anxiety Scale was developed earlier, some items no longer fully align with the current listening learning contexts faced by students. Based on this, the researchers selected and appropriately revised items according to research needs, retaining a total of 13 items. As the scale was adapted and lacks evidence of stability in the target population, it was necessary to use Exploratory Factor Analysis (EFA) to clarify its potential dimensional structure and to assess the rationality of item attribution and factor loadings. Reliability and validity analyses were also conducted.

To verify the structural validity of the adapted Foreign Language Listening Anxiety Scale, EFA was conducted on the 13 items. Before performing factor analysis, the data were tested using the KMO measure and Bartlett's test of sphericity. The results showed a KMO value of 0.843, indicating the sample data was suitable for factor analysis. Bartlett's test of sphericity yielded $X^2 = 1644.73$ ($p < 0.001$), supporting the use of factor analysis. Based on the criterion of eigenvalues greater than 1, four common factors were extracted, accounting for a cumulative variance of 70.536%, which indicates that the scale has good structural validity.

According to the factor loading matrix, four factors were identified. Factor 1, Language Ability, refers to anxiety caused by insufficient language skills, such as limited vocabulary, lack of grammatical knowledge, or difficulty understanding pronunciation. Factor 2, Cognitive Processing, involves anxiety triggered by limitations in information processing, such as poor attention, weak memory, or slow responses when processing complex listening material. Factor 3, Background Knowledge, reflects anxiety due to a lack of relevant cultural, contextual, or thematic knowledge needed to understand the listening content. Factor 4, Psychological Control, represents poor emotional regulation, including excessive nervousness, lack of confidence, or fear of making mistakes, which leads to increased psychological pressure during listening.

As shown in the table, the Cronbach's alpha coefficients for each dimension of the Listening Anxiety Scale range from 0.726 to 0.836, all exceeding 0.7, indicating good internal consistency. The CR values for all dimensions range from 0.832 to 0.865, further confirming the reliability of the scale. The factor analysis results show that item loadings on their respective factors are high, ranging from 0.704 to 0.881. The AVE values for the three factors range from 0.602 to 0.713, all above 0.5, indicating good structural and convergent validity.

Overall, the Listening Anxiety Scale used in this study demonstrates good reliability and validity, providing a reliable basis for subsequent data analysis.

4.2 Correlation Analysis

Table 4.2 Correlation Analysis

	TS	ES	CS	AS	ELA	LAF	CPF	BKF	PCF
TS	1								
ES	0.748**	1							
CS	0.850**	0.459**	1						
AS	0.771**	0.356**	0.498**	1					
ELA	-0.529**	-0.466**	-0.405**	-0.393**	1				
LAF	-0.402**	-0.309**	-0.302**	-0.350**	0.673**	1			
CPF	-0.387**	-0.341**	-0.310**	-0.271**	0.804**	0.374**	1		
BKF	-0.390**	-0.302**	-0.293**	-0.337**	0.635**	0.301**	0.415**	1	
PCF	-0.365**	-0.384**	-0.273**	-0.218**	0.749**	0.291**	0.434**	0.329**	1

Note. * $p < 0.05$, ** $p < 0.01$.

Among the teacher support dimensions, the correlation coefficient between Emotional Support and Cognitive Support is 0.459**, and the correlation coefficient with Autonomy Support is 0.356**. The correlation coefficient between Cognitive Support and Autonomy Support is 0.495**. These coefficients are all significant at the $p < 0.01$ level, indicating that there is a positive correlation between the three dimensions of teacher support,

Among the listening anxiety dimensions, the correlation coefficients of Language Ability with Cognitive Processing, Background Knowledge, and Psychological Control are 0.673**, 0.635**, and 0.749**, respectively; the correlation coefficients of Cognitive Processing with Background Knowledge and Psychological Control are 0.301** and 0.434**, respectively; the correlation coefficient between Background Knowledge and Psychological Control is 0.329**. All correlation coefficients are significant at the $p < 0.01$ level, showing that there is a positive correlation between the dimensions of listening anxiety.

Between the dimensions of teacher support and listening anxiety, the correlation coefficients of Emotional Support with Language Ability, Cognitive Processing, Background Knowledge, and Psychological Control are -0.529**, -0.387**, -0.390**, and -0.365**, respectively; the correlation coefficients of Cognitive Support with each dimension of listening anxiety are -0.466**, -0.341**, -0.302**, and -0.384**, respectively; the correlation coefficients of Autonomy Support with each dimension of listening anxiety are -0.405**, -0.310**, -0.293**, and -0.273**, respectively. These coefficients are all significant at the $p < 0.01$ level, indicating that there is a negative correlation between the three dimensions of teacher support and each dimension of listening anxiety. In addition, the values on the diagonal in the table are 1, representing the correlation coefficient of each variable with itself. The significance levels of all correlation coefficients passed the statistical test ($p < 0.01$ or $p < 0.05$). In addition, the values on the diagonal in the table are 1, representing the correlation coefficient of each variable with itself. The significance levels of all correlation coefficients passed the statistical test ($p < 0.01$ or $p < 0.05$).

To sum up, the research findings reveal a substantial connection between different types of teacher support and students' listening anxiety. Specifically, increased levels of emotional support, cognitive support, and autonomy support from teachers correspond to decreased levels of students' language ability anxiety, cognitive processing anxiety, background knowledge anxiety, and psychological control anxiety. This underscores the crucial role teachers play in mitigating students' listening anxiety, with emotional support showing a significant negative correlation with all four dimensions of listening anxiety.

4.3 Multiple Linear Regression Analysis

To explore the influence of different dimensions of teacher support on listening anxiety, this study uses multiple linear regression analysis, with factors related to listening anxiety as the dependent variable (Y) and the three dimensions of teacher support as the independent variable (X).

4.3.1 Anxiety Related to Language Ability Factors

Table 4.3.1 Regression Analysis of the Impact of TS on LAF

	B	SE	β	t	p	VIF
Constant	4.364	0.226		19.349	<0.001	
ES	-0.178	0.060	-0.178	-2.992	0.003	1.302
CS	-0.112	0.070	-0.102	-1.596	0.112	1.512
AS	-0.231	0.060	-0.235	-3.856	<0.001	1.367
R ²	0.168					
F	20.579					

P	0.000	1
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The adjusted R² value of the regression model is 0.160, indicating that the three dimensions of teacher support can explain 16.0% of the variance in listening anxiety related to language ability factors. The F test results show that the regression model reaches a significant level overall ($p < 0.05$), indicating that the model has a good fit and can be used to analyze the impact of teacher support on listening anxiety related to language ability factors.

From the regression coefficients: the influence of emotional support on listening anxiety related to language ability factors is negative and significant ($B = -0.178$, $\beta = -0.178$, $p = 0.003$), the regression coefficient of cognitive support is not significant ($B = -0.112$, $\beta = -0.102$, $p = 0.112$), and the influence of autonomy support on listening anxiety related to language ability factors is negative and significant ($B = -0.231$, $\beta = -0.235$, $p < 0.001$). The variance inflation factors (VIF) are all less than 2, indicating that there is no serious multicollinearity problem in the model, and the regression results of each independent variable are reliable.

Based on the data analysis, it can be concluded that the autonomy support provided by teachers can alleviate listening anxiety related to language ability factors; emotional support can also play a role in reducing anxiety, but its effect is not as significant as that of autonomy support; cognitive support, however, has no effect on it.

4.3.2 Anxiety Related to Cognitive Processing Factors

Table 4.3.2 Regression Analysis of the Impact of TS on CPF

	B	SE	β	t	p	VIF
Constant	4.259	0.210		20.315	<0.001	
ES	-0.215	0.055	-0.233	-3.886	<0.001	1.302
CS	-0.147	0.065	-0.145	-2.242	0.026	1.512
AS	-0.105	0.056	-0.116	-1.886	0.060	1.367
R ²	0.156					
F	18.786					
P	0.000					

The adjusted R² value of the regression model is 0.148, indicating that the three dimensions of teacher support can explain 14.8% of the variance in listening anxiety related to cognitive processing factors. The F test results show that the regression model reaches a significant level overall ($p < 0.05$), indicating that the model has a good fit and can be used to analyze the impact of teacher support on listening anxiety related to cognitive processing factors.

From the regression coefficients, the influence of emotional support on listening anxiety related to cognitive processing factors is negative and significant ($B = -0.215$, $\beta = -0.233$, $p = 0.000$), cognitive support also has a significant negative influence on anxiety in this dimension ($B = -0.147$, $\beta = -0.145$, $p = 0.026$), and the regression coefficient of autonomy support is not significant ($B = -0.105$, $\beta = -0.116$, $p = 0.060$). The variance inflation factors (VIF) are all less than 2, indicating that there is no serious multicollinearity problem in the model, and the regression results of each independent variable are reliable.

Based on the data analysis, it can be concluded that the emotional support provided by teachers can alleviate listening anxiety related to cognitive processing factors; however, neither emotional support nor autonomy support has an effect on it.

4.3.3 Anxiety Related to Background Knowledge Factors

Table 4.3.3 Regression Analysis of the Impact of TS on BKF

	B	SE	β	t	p	VIF
Constant	4.565	0.239		19.135	<0.001	
ES	-0.185	0.063	-0.176	-2.943	0.003	1.302
CS	-0.117	0.074	-0.101	-1.566	0.118	1.512
AS	-0.231	0.063	-0.223	-3.636	<0.001	1.367
R ²	0.158					
F	19.102					
P	0.000					

The adjusted R² value of the regression model is 0.150, indicating that the three dimensions of teacher support can explain 15.0% of the variance in listening anxiety related to background knowledge factors. The F test results show that the regression model reaches a significant level overall ($p < 0.05$), indicating that the model has a good fit and can be used to analyze the impact of teacher support on listening anxiety related to background knowledge factors.

From the regression coefficients, the influence of emotional support on listening anxiety related to background knowledge factors is negative and significant ($B = -0.185$, $\beta = -0.203$, $p = 0.003$), cognitive support has no significant influence on anxiety in this dimension ($B = -0.117$, $\beta = -0.074$, $p = 0.101$), and autonomy support has a significant negative influence on listening anxiety related to background knowledge factors ($B = -0.163$, $\beta = -0.223$, $p = 0.036$). The variance inflation factors (VIF) are all less than 2, indicating that there is no serious multicollinearity problem in the model, and the regression results of each independent variable are reliable. Based on the data analysis, it can be concluded that autonomy support can alleviate listening anxiety related to background knowledge factors. Emotional support also has a certain alleviating effect, but it is less effective than autonomy support. Cognitive support has no effect on it.

4.3.4 Anxiety Related to Psychological Control Factors

Table 4.3.4 Regression Analysis of the Impact of TS on PCF

	B	SE	β	t	p	VIF
Constant	4.166	0.203		20.560	<0.001	
ES	-0.285	0.053	-0.319	-5.324	<0.001	1.302
CS	-0.098	0.063	-0.100	-1.546	0.123	1.512
AS	-0.048	0.054	-0.055	-0.893	0.373	1.367
R ²	0.158					
F	19.102					
P	0.000					

The adjusted R² value of the regression model is 0.153, indicating that the three dimensions of teacher support can explain 15.3% of the variance in listening anxiety related to psychological control factors. The F test results show that the regression model reaches a significant level overall ($p < 0.05$), indicating that the model has a good fit and can be used to analyze the impact of teacher support on listening anxiety related to psychological control factors.

From the regression coefficients, the influence of emotional support on listening anxiety related to psychological control factors is negative and significant ($B = -0.285$, $\beta = -0.319$, $p < 0.01$), cognitive support has no significant influence on anxiety in this dimension ($B = -0.098$, $\beta = -0.100$, $p = 0.123$), and autonomy support has no significant influence on listening anxiety related to psychological control factors ($B = -0.048$, $\beta = -0.055$, $p = 0.373$). The variance inflation factors (VIF) are all less than 2, indicating that there is no serious multicollinearity problem in the model, and the regression results of each independent variable are reliable.

Based on the data analysis, it can be concluded that emotional support can alleviate listening anxiety related to psychological control factors, while neither autonomy support nor cognitive support has an effect on it.

4.4 Structural Equation Modeling

In this study, AMOS software was used to test the goodness of fit of the structural equation model. The specific indicators are as follows: the CMIN/DF value is 1.867, which is less than 3, indicating a good model fit; the RMSEA value is 0.053, which is less than 0.08, showing that the model has excellent fitness; the GFI value is 0.901, the CFI value is 0.940, the IFI value is 0.941, and the TLI value is 0.929, all exceeding or close to the recommended standard of 0.9, indicating that the overall fit of the model is ideal and has high reliability and explanatory power.

Table 4.4 Path Coefficients of Teacher Support and Listening Anxiety

			Estimate	S.E.	C.R.	P
ES	--->	CPF	-0.435	0.1	-4.341	***
ES	--->	BKF	-0.32	0.094	-3.414	***
ES	--->	LAF	-0.303	0.094	-3.234	0.001
CS	--->	PCF	-0.025	0.086	-0.292	0.77
ES	--->	PCF	-0.354	0.068	-5.219	***

CS	--->	CPF	-0.094	0.135	-0.702	0.483
CS	--->	BKF	-0.053	0.122	-0.438	0.662
CS	--->	LAF	-0.07	0.127	-0.554	0.58
AS	--->	CPF	-0.201	0.114	-1.771	0.077
AS	--->	BKF	-0.333	0.108	-3.09	0.002
AS	--->	LAF	-0.383	0.109	-3.498	***
AS	--->	PCF	-0.061	0.073	-0.833	0.405

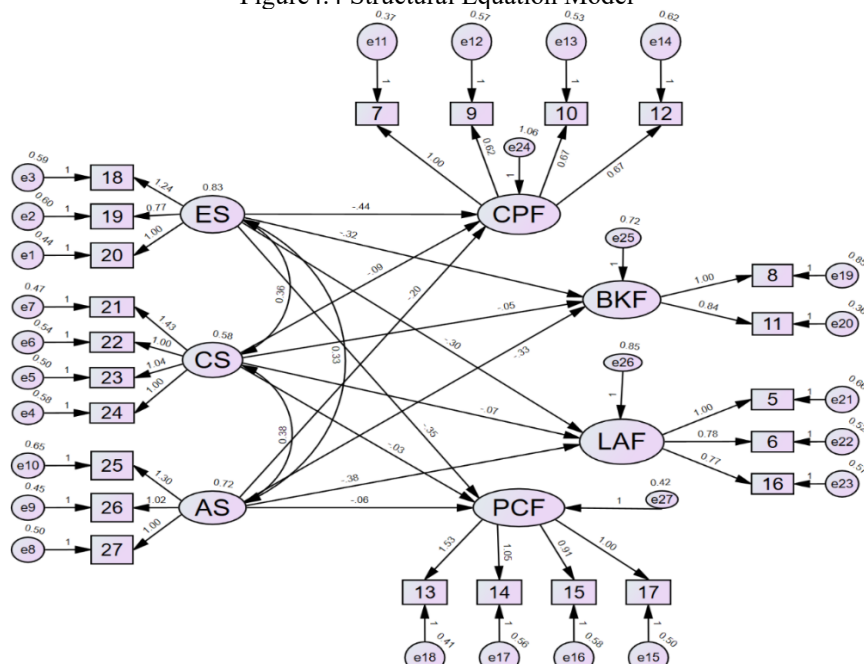
This study used Structural Equation Modeling (SEM) to analyze the path relationships between each dimension of teacher support and the four factors of English listening anxiety. The teacher support variables include Emotional Support, Cognitive Support, and Autonomy Support, and the listening anxiety variables are integrated into four factors: Language Ability, Cognitive Processing, Background Knowledge, and Psychological Control. The model fit indicators are good, and the path diagram and standardized regression coefficients further reveal the relationships between the variables.

In terms of language ability anxiety, both emotional support and autonomy support show significant negative path relationships, with a standardized coefficient of -0.303 ($p=0.001$) for emotional support and -0.383 ($p<0.001$) for autonomy support. This indicates that when students face difficulties in language comprehension, teacher care and encouragement, and providing autonomy may have a strong effect on reducing their anxiety. The path of cognitive support to this factor is not significant. In the path of cognitive processing anxiety, the effect of emotional support is also significant ($\beta = -0.435$, $p < 0.001$), while cognitive support and autonomy support did not reach the significance standard. The path analysis of background knowledge anxiety shows that both emotional support ($\beta = -0.320$, $p < 0.001$) and autonomy support ($\beta = -0.333$, $p = 0.002$) have significant negative predictive effects, and the cognitive support path is not significant. For psychological control anxiety, the path of emotional support to this factor is significant ($\beta = -0.354$, $p = 0.001$), while cognitive support and autonomy support have no significant effect in this path.

Overall, emotional support shows a significant negative effect in all four anxiety factors, especially in cognitive processing and psychological control, where its path coefficients are higher. Autonomy support has a significant effect on language ability and background knowledge, while cognitive support does not reach statistical significance in the path of the four anxiety factors.

Overall, emotional support plays the most critical role in alleviating students' listening anxiety, effectively reducing students' anxiety levels in language ability, cognitive processing, background knowledge, and psychological control. Autonomy support also plays an important role in reducing language ability anxiety and background knowledge anxiety. In contrast, the influence of cognitive support on listening anxiety is not significant, suggesting that teachers' emotional care and empowerment may be more effective than cognitive guidance in alleviating students' listening anxiety.

Figure4.4 Structural Equation Model



V. Implications for Teaching

This chapter presents teaching - related reference suggestions, which are based on the research - derived conclusions and aligned with existing studies.

5.1 Enhancing Teacher Emotional Support

Based on the results of prior research, emotional support, as a core variable in alleviating English listening anxiety, significantly mitigates anxiety related to cognitive processing, psychological control, and background knowledge.

Addressing cognitive processing factors, anxiety can be reduced by lowering cognitive load and boosting cognitive confidence. Students can engage more effectively and achieve higher learning efficiency in a relaxed and enjoyable environment⁰. Creating a relaxed, low - anxiety classroom atmosphere can relieve students' psychological pressure during listening tasks, freeing up cognitive resources for information processing. Teachers should recognize that their authority can cause student stress. Thus, enhancing teacher - student relationships to reduce pressure stemming from status differences is essential. In class, teachers' language should be concise and comprehensible to prevent students' failure in listening tasks due to misunderstanding⁰. Correct cognition also plays a positive role in alleviating anxiety. Teachers need to help students correctly understand listening anxiety, making them aware that foreign language learning anxiety is normal and guiding them to accept the presence of anxiety during listening⁰.

Addressing the psychological control factors, anxiety can be mitigated through emotional regulation support, confidence - building, and reducing the fear of making mistakes. A humorous, friendly, easy - going, patient teacher who makes students feel comfortable and constantly encourages them can effectively lower classroom anxiety⁰. Teachers' care and encouragement can help students manage nervousness and enhance psychological stability. Students should also be given positive encouragement, with a focus on positive feedback and constructive guidance to help them form a positive attribution view and build confidence⁰. Timely, beneficial suggestions and feedback can motivate students to improve, making them more confident and composed when listening to English⁰. Moreover, gentle error correction and positive feedback can reduce students' fear of making mistakes and relieve the psychological pressure caused by the fear of errors.

Starting with background knowledge factors, teachers can encourage students to discuss themes related to the listening content in groups and share their experiences or knowledge. This can enhance a sense of collective belonging and reduce individual anxiety. Additionally, encouraging students to express themselves individually and understand the listening text from their own experiences, allowing for diverse perspectives, can also reduce frustration caused by cultural or knowledge differences.

5.2 Provide Listening Strategies

This study finds that cognitive support has no significant direct effect on alleviating English listening anxiety. According to regression and structural equation modeling analyses, cognitive support only mitigates anxiety caused by cognitive processing factors.

Based on this conclusion, anxiety can be reduced by providing listening strategy instruction, feedback, and guiding students' reflection. In foreign language listening training, the use of listening strategies is crucial for levels of listening anxiety and learning effectiveness. Training in listening strategies and mastering certain strategies are key to successful English listening learning⁰. By offering listening strategy instruction, teachers can help students process information methodically and purposefully when facing listening materials, reducing anxiety caused by the complexity and volume of audio information. Teachers should also clarify the fundamental principles of listening learning, guiding students to focus on the main ideas of listening materials, cultivate tolerance for ambiguous details, and concentrate on macro - level understanding in daily listening, such as content structure, main themes, and specific attitudes and tones of speakers⁰. Through learning and practicing strategies, students can enhance their sense of control over the listening process, thereby alleviating unease and anxiety caused by a lack of methods.

5.3 Implementing Student-Oriented Instruction

This study demonstrates that autonomy support significantly influences anxiety related to language ability and background knowledge factors.

Teachers can mitigate anxiety by providing selective learning materials and facilitating the preparation of background knowledge. The content, length, speed, and vocabulary of listening materials all impact listening effectiveness. Offering selective learning content can enhance students' familiarity with and engagement in listening materials, thereby reducing anxiety stemming from unfamiliarity. When conditions permit, teachers should grant students some autonomy in choosing content. For instance, utilizing online listening resources such as TED Talks, VOA Special English, and Standard English can enhance listening skills, enrich listening content, and expand knowledge reserves, effectively alleviating listening anxiety^[24]. Teachers should also select listening

materials that are interesting, cognitively appropriate, and meaningful to guide students^[25], thereby boosting their confidence in understanding familiar topics. A recent research survey has found that unfamiliar topics and grammatical structures can cause anxiety^[23]. Providing listening materials that are relevant to students' life experiences, interests, and abilities can help relieve anxiety caused by unfamiliar content and inappropriate difficulty levels. This, in turn, can increase learning engagement, expand knowledge reserves, and enhance language ability, thus avoiding anxiety and hesitation due to insufficient language skills. The enhanced language ability can also enable students to better understand more complex background knowledge.⁶ Conclusion

This chapter reviews the research process and conclusions, and summarizes the limitations in the research process.

6.1 Research Findings

This study explores the impact of teacher support on students' English listening anxiety. Through multiple regression analysis, it examines the effects of three types of teacher support—emotional, cognitive, and autonomy—on listening anxiety caused by four factors: language ability, cognitive processing, background knowledge, and psychological control. The findings reveal that different types of teacher support vary in their effectiveness in alleviating specific types of listening anxiety, with emotional support having the most significant overall impact, while cognitive and autonomy support are effective only in certain dimensions. These results not only confirm the crucial role of teacher support in addressing emotional aspects in English learning but also provide a theoretical basis for future improvements in English teaching practice.

The study also suggests that in English listening instruction, teachers should prioritize providing emotional and autonomy support to reduce student anxiety. Future research could incorporate more influencing factors and further investigate the impact mechanisms of cognitive and autonomy support, such as individual learning differences and strategies, to gain a more comprehensive understanding of the role of teacher support in alleviating English listening anxiety.

6.2 Limitations

Despite the conclusions drawn from the study, several limitations are evident. First, the sample was confined to Panzhihua University, and regional and institutional factors may restrict the generalizability of the findings. Second, in terms of research instruments, the study utilized a subset of items from established scales to streamline the data collection process, which may have compromised the comprehensiveness of the measurements. Although these scales are reliable, their development context is somewhat outdated, potentially diminishing their relevance to contemporary settings. Third, methodologically, the study primarily relied on quantitative analysis, employing a rather singular approach. Fourth, the study failed to adequately control for individual learner variables that may influence listening anxiety, such as English proficiency, learning strategies, or motivation. Lastly, the study predominantly focused on the student perspective, with limited analysis of teachers' understanding of their supportive behaviors or instructional strategies.

Clearly, future research could enhance the generalizability of findings by expanding the sample size. It could also refine the scales used or adopt more contemporary tools to improve the relevance of the measurements. Additionally, incorporating teacher interviews or classroom observations could diversify the criteria for examination, yielding more comprehensive results. Future studies should also optimize the control of variables to enhance explanatory power.

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