Listening Learning Self-Efficacy and Self-Regulation Strategies in the EFL Blended Context

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Abstract: *The study investigated the EFL learners' listening learning self-efficacy and self- regulated behavior in the blended context. 316 English major students were invited to offer their responses to the self-efficacy and self-regulated strategies in their blended listening learning process. Results showed that the students' self-efficacy and self- regulation strategies were at moderate levels. In addition, the result showed that male students had higher level of self-efficacy and self-regulation strategies in their listening learning; there was no significance differences between self-efficacy and self-regulation strategies when grouped by grade level. Listening self-efficacy and self-regulation strategies was positively related. Some suggestions were proposed to further improve students' listening learning efficiency and teaching quality in the blended learning situation.*

Keywords: Learning self-efficacy, Self-regulation strategies, Blended context.

1. INTRODUCTION

The integration of technology and education provides broad space for the reform of English teaching in China. The technology-based teaching mode would make English teaching and learning unrestricted by time and place, and make the teaching and learning move towards personalized and independent direction. In response to the requirement, many universities have implemented online teaching reform and set up some online learning center to maximize the quality of online English teaching. In addition, influenced by Covid-19, blended learning was given a compelling rise and has become an unprecedented large-scale practice in the history of education in China.

Many studies have investigated the factors influencing the efficiency of English learning in blended environment. As one of the learner-centered teaching approaches, learners' characteristics, learning motivation and strategies, learners' autonomous learning ability and the learners' adaptation to the online learning environment are important factors for successful English learning in the blended context (Deng et al., 2012). However, the EFL learners' online learning self-efficacy and self-regulating strategies has been overlooked.

Self-efficacy and self-regulation strategy are one of the important factors for successful online learning. Rahimi and Fathi (2022) stress that students' high self-efficacy is one of the necessary components for self-regulated online learning. Online learning self-efficacy is the learners' perception to their abilities to accomplish their learning tasks in the online setting. While, self- regulated strategies are those that learners utilize to monitor, and control their learning process. In the context of online learning, students are allowed more flexibility to choose their learning content and the pace of their study. Additionally, they take more responsibility in orgainzing and managing their learning behavior (Artino & McCoach, 2008). The goal of the present study was to explore EFL learners' English learning self-efficacy and self-regulation strategies when learning listening the blended context.

In addition, the change in the learning mode had an impact on the learners' listening learning activities. Compared with other skills, listening is a complex and difficult skill to be achieved, because it has the heaviest processing demand for language learners. In the listening process, students need to retain and comprehend the information they have heard in their short-term memory system as well as respond appropriately to the information heard. It is challenging to implement online listening learning for EFL learners due to the complexity of listening comprehension (Susilowati, 2020). Rost (2001, cited by Ateia, 2016) asserted that further focus should be given to listening teaching and listening strategy development in order to demystify the complex process. Many language instructors and learners claim the difficulties of listening are result from the difficulty of the listening materials and their low listening ability, with little awareness of the ineffective strategies they use. One way to promote EFL learners' listening skills is to investigate the factors that influence their behaviors in online listening learning.

According to the relevant studies, there is a strong relationship between students' self- regulation strategies and their listening skills in traditional classroom teaching. In generally, self-efficacy demonstrates how confident learners are in their capacity to complete the learning activity. It is crucial in determining the learners' ability for learning and their usage of strategies. Furthermore, the self-regulation in the learning process can help students monitor their learning process and find new strategies when the previous on did not lead to successful learning. However, studies have not given enough attention to relationship between self- efficacy and self-regulation strategies for listening learning in the blended context.

For the above reasons, the present study aims to fill this gap by examining the learners' listening learning self-efficacy and use of self-regulation strategies in the blended context. The study tried to 1) describe the profile of the respondents in terms of sex and academic year; 2) identify the respondents' level of listening learning self-efficacy in terms of technology use, online learning task, instructor and peer interaction and communication, and online learning motivation; 3) determine the respondents' level of self-regulation strategies as to six categories: goal setting, environment structuring, task strategies, time management help-seeking, and self- evaluation; 4) analyze the difference in responses on listening learning self-efficacy and self- regulation strategies when grouped according to the profile; 5) test the significant relationships between the self-efficacy and self-regulation strategies of respondents' in the blended context.

2. METHODOLOGY

2.1.Instrument

The descriptive analysis method was utilized in the study to explore the levels of students' listening learning self-efficacy and self-regulation strategies and the relationship between the two variables. In the past five Paralympic Games, China has always ranked first in the medal list. The first tier countries maintain obvious advantages. One or two positions of the tier countries will change slightly every year, but the change is small. The first tier group of the Paralympic Games has basically taken shape, and this trend will continue. In today world sports powers, in order to win the top of the Olympic medal list, we must maintain our traditional strengths and enhance the competitiveness of some vulnerable projects. The overall characteristics of the regional distribution of medals in this Paralympic Games are as follows: the overall strength of Europe is strong, and the progress of sports in Asia is obvious. European sports can maintain the position of the first sports continent because it has outstanding advantages in many events, the traditional advantageous events remain ahead, and the distribution of medals is the most abundant. China, an Asian country, stands out from the rest of the world. It can maintain its own advantageous projects and gradually tap potential projects and new projects. Other countries are also making slow progress, and have won many more medals than the 15th Paralympic Games. Asia position in the world has been gradually strengthened.

The survey questionnaire for this study had three sections. The respondents' demographic data, which included their sex and grade level, was shown in the first section. The second part measured students' listening learning self-efficacy using an online listening learning self- efficacy questionnaire that was created based on Sun and Rogers (2021). The third part evaluated the learners' self-regulation strategies in their listening learning process and was based on a modified version of a questionnaire developed by Zheng et al. (2016)'s questionnaire to judge the learners' self-regulation strategies in their learning process. The pilot study's result demonstrated that all scales' Cronbach Alpha coefficients raged from 0.893 to 0.933, indicating the high reliability of the variables.

2.2.Participants

316 English major students from a private university in China participated in this study. All of the participants had the first-hand experience of listening learning through the blended teaching mode, and they all understood how to manage their learning motivations and strategies.

2.3.Data Collection

On the online platform-wenjuanxing, the formal survey was run. The participants had the option to participate or not in the research, and their personal information was kept confidential. All the participants were informed about the purposes of the research and the content of questionnaires. The SPSS was used to analyze the participants' response after the Data had been downloaded. The result of the data was given a detailed analysis, and relevant suggestions were proposed based on the research findings.

3. RESULTS AND DISCUSSION

3.1.Analysis of the Profile of the Respondents

It is simple, stable and efficient, and has been widely used in various optimization problems. The combination of genetic algorithm and variable density method achieves the optimization policy of "whole first, local later", reduces the optimization difficulty of complex structure, and achieves good optimization effect both globally and locally.

Firstly, the genetic algorithm is used to optimize the large size of the double swing Angle milling head, such as the thickness of the structure, and then the details of the structure are further optimized based on the variable density method. As a common method of structural optimization, genetic algorithm (GA) provides a general framework for solving complex system problems. It has the advantages of generality, parallelism, stability and simplicity, and has good optimization effect on multi- objective and global optimization problems.

Table 1: Percentage Distribution of the Respondents

Sex	Frequency	Percentage %
Male	77	24.4
Female	239	75.6
Grade Level		
Sophomore	145	45.9
Junior	171	54.1

The distribution of respondents by sex and grade level is shown in Table 1. There are 77 male students and 239 female students. The gender gap is one of the typical features of language related majors, which is stereotypically female domain. According to grade level, there are 45.9% sophomore students and 54.1% junior students with the number of 145 and 171 respectively.

The result indicates that the respondents are distributed evenly in terms of grade level.

3.2Kerword Cluster Analysis

Keywords are the distillation and condensation of the core content of a document [4]. With the help of CiteSpace, the keyword map of the literature related to translator subjectivity can be mapped and clustered for analysis.see Fig.2. It is obvious that weightlifting has always been an advantageous project in Asia. China has performed particularly well in weightlifting, winning half of the weightlifting gold medals.

Europe has strong advantages in cycling, equestrian and triathlon. Most of the medals of cycling have been taken away by Europe, and two-thirds of the medals of equestrian and triathlon have been pocketed by Europe. And most of the medals in track and field events are pocketed by Asia and Europe. The performance of North America, South America and Africa is mediocre. Although North America and Africa have great advantages in track and field events of the Olympic Games, their performance in the Paralympic Games is too mediocre and there is no more outstanding performance. Oceania may not have won medals in weightlifting and equestrian events due to its special geographical location. Only Australia and New Zealand won medals in Oceania. In short, the uneven distribution of Paralympic medals and the unbalanced level of sports development may be related to the sports policies of various countries or regions to a great extent.

Europe is the strongest in water sports, which can almost be described as monopolistic awards, especially in swimming. Europe has the most countries that have won medals, indicating that Europe dominant position in water sports is difficult to be shaken by other regions in the short term.

In water sports, Asia only won almost all medals in swimming, which also shows Asia "partial branch" behavior in water sports.

North America has achieved good results in this type of events, among which the United States, as a world swimming power, won 15 gold medals.

South America and Oceania have achieved poor results in class I projects, both of which are 11 gold medals, which is far from the strength of Asia and Europe, and there is little difference in other medals, indicating that there is still much room for improvement in water projects in South America and Oceania.

Africa did not win medals in this kind of projects due to geographical and ethnic factors, which once again proves that there may be obvious geographical preference or ethnic preference in aquatic projects.
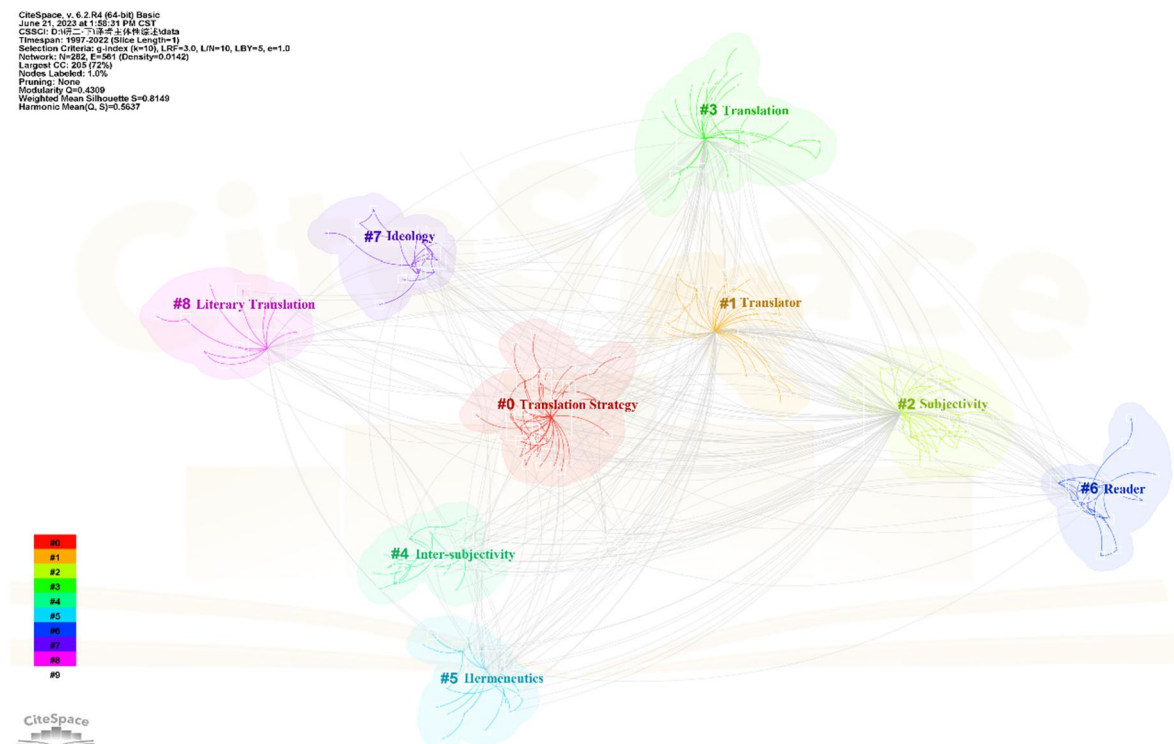

Figure 2: Keyword Clustering Map

As shown in Fig.2, the keyword clustering has a Q-value of 0.4309 and an S-value of 0.8149, indicating that the clustering is reasonable and significant[5]. There are eight keywords clustered in the figure, in the order of #0 translation strategy, #1 translator, #2 subjectivity, #3 translation, #4 intersubjectivity, #5 hermeneutics, #6 reader, #7 ideology, and #8 literary translation. The above eight keywords are classified according to different research directions in the study of translator subjectivity, and their main research directions can be divided into the embodiment of translator subjectivity in literary works by translators and the interpretation of translator subjectivity from a certain theoretical perspective.

In the first category, the translator's subjectivity in literary works is embodied in three main aspects: poetry translation, prose translation and novel translation. Taking the English translation of ancient poems as an example, Jin Shengxi and Lin Zhengjun attempt to reveal the cognitive mechanism of translators' subjectivity, and analyze and discover the process of constructing translators' subjectivity and its connotations[6]. Through the analysis of the translation of the Tulenkirche, Lin Juanfang found that some of the translations were mistranslations or even "defective translations", but they were all the result of the translator's self-consciousness in incorporating the translation subject while respecting the original work [7]. Taking Sun Zhili's translation of The Old Man and the Sea as an example, Yuan Rong suggests that the translator's own spiritual subject constitutes a complete system that influences and constrains translation activities, deepening and promoting the study of translation theory[8]. Zhou Chunyue takes young Bajin's translation stance and translation impulses as the subject of his study, and uses comparative analysis to discover the contradictions between what he says and what he does, thus revealing that the translator's subjectivity is gradually established through the intertwined interaction of personal choice and historical evolution[9]. Liu Yingjiao points out that the subjectivity factors of translators are divided into individual subjectivity factors of translators and social subjectivity factors of translators. After studying the full English translation of Dream of the Red Chamber, it is found that the individual subjectivity factors of translators Hawks and Yang Xianyi in terms of bilingual linguistic and cultural competence and attitudes towards Dream of

the Red Chamber, the translation career and the English translation of Dream of the Red Chamber, as well as the social subjectivity factors in terms of patron purpose, poetic form and translation strategies, all differ to different degrees [10].

In the second category, the subjectivity of translators is mainly interpreted from different perspectives based on a certain theory, mainly including traditional translation theories such as acceptance aesthetics, translation purposology, feminist theory, hermeneutic theory, etc. With the development of interdisciplinary translation studies, some scholars have also creatively introduced theories from other disciplines to study the subjectivity of translators.

3.3 Tong Tingting discusses the translator's subjectivity

In literary translation from the hermeneutic perspective in terms of acceptance of the original text, active understanding, and choice of translation strategies[11]. Chen Weihong discusses the importance of manifesting the translator's subjectivity from feminist translation theory, and how the translator's subjectivity is manifested[12]. Wang Yujuan, on the other hand, creatively combines purposive and conformist theories, discusses how to choose translation strategies, and analyses the impact of the translator's subjectivity on the different choices of translation strategies[13]. Relying on philosophical hermeneutic theory, Qian Jiaying stands at the height of intersubjectivity and re- examines translator subjectivity, arguing for the return of the translator subject and its inter- subjective existence, emphasizing that translator subjectivity is manifested in the dialogue of intersubjectivity[14]. Tian Xia uses the theory of possible worlds in cognitive poetics to analyze the possible worlds in which the subjectivity of translators in the era of cultural globalization can achieve cultural pluralism when "Chinese culture goes abroad" [15].

Qiu Hemin uses postcolonial theory to reveal the role of translators' subjectivity in the "arena and testing ground of postcolonial contexts"[16]. Tu Guoyuan uses Bourdieu's sociological theory of "habitus" as an entry point to examine the choice of material by the modern Chinese translator Ma Junwu [17]. Jia Ru uses Lico's reflective hermeneutics as a lens to study the subjectivity of the translator, suggesting that the translator should correct his or her attitude in translation, accept the "test of difference", turn passivity into subjective initiative, and actively resolve the "conflict of interpretation[18]. Mou Jia and Zhou Guijun explore the influence of translators' historical perceptions on the choice of translation content, the use of translation strategies, and the audience and effects of translation from the perspective of communication from Lasswell's communication model[19]. Based on a cultural anthropological perspective, Zhang Hong uses the translation of the Book of Filial Piety as an example to explore why the subjectivity of the translator should be reflected, providing a new perspective for the study of English translations of Chinese cultural texts[20].

Therefore, research on translator subjectivity has focused on the study of the translator's personal subjectivity in literary translations and the interpretation and analysis of translator subjectivity from a certain theoretical perspective. It can be predicted that in the future, research on translators themselves will focus on such great translators as Ge Haowen and Xu Yuanchong, while the theoretical perspective of research will shift to the emerging translation theories and interdisciplinary theories, such as "ecological translation study", "Multimodal translation study", communication science and sociological theories, etc.

4. CONCLUSION

The study presents the following major findings. Firstly, the respondents are female-dominated group and they are evenly distributed in terms of grade level. Secondly, the respondents' online listening self-efficacy are at moderate level. They have the highest value of self-efficacy in terms of online learning motivation. Thirdly, the respondents' online listening self-regulation strategies are at moderate levels. Fourthly, there is significant differences in self-efficacy and self-regulation strategies when grouped by sex. Male students are more confident in their abilities in the online listening and they use more self-regulation strategies. There is significant relationship between the respondents' online listening learning self-efficacy and self-regulation strategies.

Some limitations of the study need to be noted. The small sample size prevents generalizing the results. The future study may expand the scope of the respondents to obtain a more comprehensive result. Secondly, the study focuses the learners' self-efficacy and strategic skills in online listening learning in the whole process. Future research can examine the students' self-efficacy and self-regulation techniques in the whole listening process.

The findings also shed some implications for English teachers and students as well. Teachers should set self-regulated learning as one of their teaching objectives to help students maintain a high level of self-regulated learning skills to sustain their learning. It should be mentioned that the strategy-based listening instruction should be comprehensive, which means the strategies should be targeted during the whole listening learning process. Students need to be committed and motivated to their online listening learning in order to enhance listening learning self-efficacy. Students must use more ways to control their learning process.

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