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Attribution Analysis of English Learning Anxiety for Master's Degree Graduates of Physical Education and Examination Relief Countermeasures —— From the perspective of Weiner's attribution theory

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Abstract: *With the help of SPSS statistical analysis software, taking Weiner's attribution theory as the starting point, using literature method, questionnaire survey and other methods to investigate the English learning anxiety level, learning attitude and investment motivation of 93 graduate students in the School of Physical Education of a university in 2020. The study believes that internal causes exist in individual different behaviors; external causes exist in examination situations and social factors that lead to anxiety caused by English learning.stimulate the motivation of English learning in the change of learning attitude, and improve the enthusiasm for English learning. Then we propose to fully prepare for the test, carefully review during the examination, and review after the test in the English test situation. The three parts summarized are used to relieve anxiety, aiming to resolve the English learning anxiety of master's students in the School of Physical Education and achieve results in the exam.*

Keywords: *graduate student*; *English learning*; *anxiety*; *attribution analysis*

Introduction

Entering the new era, with the continuous development and progress of society, English, as an important tool for international exchange and knowledge acquisition, is also an indispensable and important indicator to consider the comprehensive quality of graduate students. In view of the fact that college students, especially non-English majors in the College of Physical Education, study public English at the undergraduate stage, they do not study professional English courses in depth, but only stay in simple reading and basic daily oral communication. Once it involves professional foreign literature or formal competition training, foreign exchange visits, etc., it shows shyness and lack of self-confidence, fear of making mistakes, not dare not say it, and can't explain clearly. Through the analysis data of questionnaires, this study concluded that there is no significant difference in independent sample T tests between boys and girls in English learning anxiety level, learning attitude and investment motivation between different groups. Through comparison, there is a significant difference in the single sample T test of English learning anxiety level of graduate students in the School of Physical Education in the past 5 years.

According to the research of American psychologist B. Weiner, the reasons for success or failure are summarized as personal ability, effort, task difficulty, luck, physical and mental state and other factors. And divide these factors according to the source of factors, controllability and stability. Weiner's attribution argument is: personality differences and success or failure experience, the previous achievement affects the next expectation, mood and effort, and personal expectations and emotions affect achievement results. In a word, anxiety levels and results are affected from different dimensions, different factors and degrees. Anxiety is an unpleasant emotion that an individual expects a certain adverse consequence or vague threat. It is characterized by tension, anxiety, annoyance, fear and fear. It is a universal psychological emotion and an inherent protective response of human beings. Hyde's Psychology of Interpersonal Relationships is a simple attribution theory from a psychological perspective: the need for a consistent understanding of the surrounding environment and the need to control the environment. In addition to internal and external causes, Wiener's attribution theory puts forward a new dimension: temporary and stable. H. Kelly's three-degree attribution theory is attributed to actors, objective stimuli, situations or relationships based on Hyde's covariance principle. The correspondence inference theory put forward by Jones and Davis advocates that individual attribution deduces a graph and motivation from behavior and its results.

Research: English learning anxiety, attitude and motivation in different groups

Research objects and methods

The research object used the cluster sampling method to select 93 graduate students of the college of physical education of a university in 2020 as the research object for the survey before the CET-4 and VI English examination. The actual number of questionnaires issued was 93, and 93 copies recovered all met the questionnaire requirements. Among them: 52 are boys and 41 are girls.

Research method

The questionnaire is uniformly issued and filled in by the teacher, and all of them are taken back and meet the filling requirements. Through the 30 items of the English learning anxiety scale, except for questions 1 and 2, questions 3-30 and 3-30 are all very agreeable, 2 agree, 3 generally agree, 4 disagree, and 5 do not agree at all. There are a total of 5 levels. The higher the score, the stronger the degree of anxiety.

Statistical analysis

All data are established in a dual-input manner, and SPSS software 26.0 is used for T verification and related analysis.

Research results

Differences in anxiety levels between boys and girls Research shows that an independent sample T test of English anxiety levels scores of different genders shows that $t = -1.875, p=0.064>0.05$ Therefore, there is no

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significant difference in English learning anxiety levels between boys and girls. An independent sample T test of English learning attitude scores of different genders showed that t = 0.514,p=0.609>0.05 Therefore, there is no significant difference in English learning attitudes between boys and girls. An independent sample T test of the English learning input motivation score of different genders showed that t = -0.489,p=0.026>0.05 Therefore, there is no significant difference between male and female English learning input motivation (see Table 1)

Table 1 Differences in anxiety levels, learning attitudes and investment motivation between boys and girls

Comparison of English learning between male and female groups (M±SD)				
	Boys	Girls	t	p
Anxiety level	78.17 ± 19.941	85.71 ± 18.303	-1.875	0.064
Learning attitude	83.65± 9.834	82.65 ± 8.514	0.514	0.609
Investing motivation	39.67± 7.605	40.49 ± 8.424	-0.489	0.026

Students of the School of Physical Education and the general level of English learning anxiety of the Department of Physical Education in the past 5 years. The results showed that t=6.674, p=0.000<0.001 The English anxiety level of 2020 graduate students of the School of Physical Education was the same as that of graduate students in the past 5 years. There are significant differences in the general level of language anxiety. (See Table 2)

Table 2 A single sample T test was conducted on the English anxiety level of 2020 graduate

Comparison of the general level of English anxiety between 2020 graduate students and the Department of Physical Education in the past 5 years (M±SD)			
	2020 graduate	t	p
English learning anxiety level	81.49±19.50	6.674***	0.000

Note: In the past 5 years, the average water value of English anxiety in sports departments is 68, and the level of English learning anxiety in 2020 is 81.49.

Probe into: Attribution of anxiety

Subjective factors of internal attitudes

There is no significant difference in the analysis of 52 boys and 41 girls in the sample; however, there is a significant difference from the anxiety level data of departments in the past 5 years. Personality attribution activities formed by personal past achievements, personal personality, learning skills, learning methods, learning emotions, learning attitudes, learning ability, and learning motivation are all differentiated. English learning anxiety shows panic and anxiety caused by unsatisfactory historical achievements in the questionnaire, which affects confidence in the next time; different anxiety about learning attitudes and efforts; lack of correct

self-evaluation cognition; learning motivation, learning expectations, weakness and gap of English foundation, and normal English There is personal anxiety in the accumulation of vocabulary, listening, speaking, reading and writing, which has become a factor affecting the normal development of health and psychology. Students' long-term negative attribution mentality will hinder their personality growth. For example, students who are accustomed to escaping failure lack confidence in coping with difficulties, attribute failure to lack of ability, and attribute success to luck or easy tasks. In the long run, becoming a habit of dealing with studies will evolve into a sense of learned helplessness. It is manifested in reduced motivation, passive, and interest in nothing. Cognitive impairment: The formation of psychological certainties beyond the control of external events increases learning difficulties by itself, and it is difficult to learn what instincts learn. Emotional disorders: from irritability to indifference, pessimism, decadence, and then depression. Different attributions of students play different roles in learning motivation and enthusiasm. For example, when successful in learning, students attribute the reason to their personal efforts, they will have psychological expectations for the future learning results, enhance their pride and self-confidence, which will be conducive to enhancing learning motivation, interest and enthusiasm for learning. Conversely, if a student thinks that his learning failure is due to lack of ability, difficulty in the task, or bad luck, he will think that it is difficult to succeed in similar tasks, so he will not make much effort (Ethingon, 1991). Therefore, students should be correctly guided to carry out attribution analysis, and find out problems and implement countermeasures one by one.

Objective factors of external motivation

In B. Weiner's famous three-dimensional six-factor attribution model, ability and task difficulty are the internal factors of stability, while the degree of effort, good luck and external background are unstable external factors. Efforts can be controlled by yourself, and ability, luck and external environment are beyond your control. This is why in our research, the subjects attributed their English performance to the controllable factors of their unremitting efforts, rather than to the uncontrollable factors of ability, luck and external background. However, as a special group at the postgraduate stage, the most direct and fundamental cause of anxiety about the English exam. English learning is an important tool for acquiring knowledge. During the study period, you need to read a large number of domestic and foreign literature to help scientific research and the writing of papers. CET-4 and six qualification certificates have become necessary to enter social work. The individual needs of TOEFL and IELTS tests are necessary requirements for government-sponsored study or further study abroad. In social factors Objective external factors formed by situational attribution behaviors such as academic volumes, external public opinion pressure, curriculum setting for postgraduate English, other certificate requirements, and English examination situations.

Countermeasures: Relief and resolution of anxiety

The emergence of English learning anxiety is a long-standing psychological process; the requirements for professional courses such as English test, CET-4 test, IELTS TOEFL test, etc. are different. The test results and passing certificates are the real causes of anxiety. Uncertain grades are the root cause of anxiety. The panic, uneasiness, anxiety and boredom formed by the root cause threaten physical and mental health and the stable performance of performance. In view of this, the countermeasures before, during and after the examination in the examination situation are studied to resolve or eliminate anxiety, so as to achieve good results

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steadily.

Before the exam: Pay attention to daily accumulation and adequate preparation

For the curriculum setting public English or professional English exams, personal aspects: listen carefully in class and pay attention to the teacher's knowledge points; pay more attention to reviewing after class and cherish every opportunity to complete homework; improve self-discipline at ordinary times, pay attention to the accumulation of listening, speaking, reading and writing, increase vocabulary, listen more, read English articles, and have more opportunities. Carry out oral communication to increase practical exercises, and be afraid of mistakes and speak boldly to improve oral skills. Teachers: Pay attention to the creation of the classroom atmosphere, increase more opportunities for interaction and oral communication in the classroom, apply what you have learned, enlighten students as the main body, guide students to be happy and open their mouths for expression; help students reduce anxiety. In terms of students: focus on cooperative learning and encourage each other.

Mid-examination: Think carefully and review carefully in the exam

The examination corrects the examination attitude, actively and steadily gives psychological hints, and treats the examination relaxed and optimistically. Grades are not the only criterion for testing learning results. The key is to improve the cognitive level of thinking in the process of learning. In the process of the exam, carefully examine the questions, deal with it calmly, it is easy before difficult, and answer the questions according to the analysis of question type strategies and time allocation. Psychological hints and relaxations during the exam stimulate quick thinking, which is conducive to good results.

Post-examination: Pay attention to the knowledge structure and review summary

Post-examination mentality is extremely important. Success means joy, excitement and excitement; conversely, failure to achieve or fail to pass the exam is expressed as sadness, depression, and even regret. Thinking of continuing to study or take the exam, I am disgusted with English learning, unwilling to actively participate in it, and the learning attitude and learning investment motivation are reduced, and then Falling into anxiety mode is not conducive to further learning. Therefore, after the exam, adjust the mentality and review and summarize in time, analyze the wrong questions in depth, and check the weak links of the knowledge structure to avoid repeating.

Conclusion

In a word, the postgraduate group of physical education colleges of non-English majors is special, and the English foundation is relatively weak, and the anxiety caused by learning motivation, learning attitude, learning input and confidence is different. Everyone's attribution patterns are different, which is a kind of thinking stereotype that takes time to form. The negative attribution tendency of students' unconscious formation in the learning process has a certain impact on their learning effect, psychological expectations and performance behavior. The survey shows that there is a general trend of negative attribution for non-English majors.In

terms of the proportion of negative attribution trends, among the three different graduate groups, science is higher than liberal arts graduate students; graduate students who have not passed level six is higher than level six; and female graduate students are higher than male graduate students. The potential harm of the negative attribution model cannot be ignored. In the long run, students' learning will fall into a vicious circle, resulting in students' learning potential being constantly strangled and it is difficult to improve learning results. To solve the unideal learning situation of non-English major postgraduates, it is necessary for society, universities and students to form a "joint force" between home-school and home education. To correct students' negative attribution, we must first master the theory of attribution and correct attribution methods, and understand students' attribution. Students' psychological state has a great impact on the effect of English learning, so that students can overcome negative negative psychological hints and require students to formulate reasonable learning goals. In English learning, through the combination of teacher-guided learning and personal independent learning, flexible and diverse classroom teaching modes are adopted, and multimedia network tools are used to master English knowledge in multiple directions and dimensions to improve English skills, so as to resolve or even eliminate learning anxiety.

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Annex:

*** University 2020 Graduate English Anxiety Questionnaire

English Anxiety Questionnaire for Grade 2020 Graduate Students in a Department of Physical Education of a University

I. Purpose of the investigation:

Through the design of an English learning anxiety questionnaire for 2020 graduate students in a university, try to analyze:

1. Is there any difference in English anxiety between boys and girls? (See the attachment for data)

2. Through the data survey of graduate students of a university's physical education department in the past 5 years, the average score of English anxiety is 68, and it is analyzed whether the English anxiety level of graduate students in 2020 is different from the general level of postgraduate English anxiety in the past 5 years?

II. Contents of the survey: (See the questionnaire for details)

Distinguished interviewee:

Hello, I'm a graduate student in the 2020 Department of Physical Education of a university. Now I'm conducting research on English learning anxiety in the application of sps software courses. This questionnaire is only for the research institute of this major, and will not disclose your personal privacy and opinions, let alone for any commercial purposes. Please feel free to fill it out. This research only takes up a little of your time. You are very important to participate in our research. Thank you for your cooperation!

A university:***

Tuesday, September 28, 2021

II. Fill in the instructions: Except for questions 1 and 2, the rest of the questions are 1, very agreeable, 3 generally agree, 4 disagree, and 5 do not agree at all. There are a total of 5 levels. You just need to draw "√" in the selected number; thank you again!

Questionnaire on English learning anxiety, attitude and motivation for 2020 graduate students in the Department of Physical Education of a university

1	Sex	1 Boy 2 Girl				
2	Living conditions	☐Live only with your father ☐Live only with your mother ☐Live with other ☐Live with other elders and parents				
	English learning anxiety	Very much agree	agree	general agreement	very disagree	total disapproval
3	The more you want to do well in the English exam, the more panicked you will be.	1	2	3	4	5
4	No matter how hard you prepare English, you are still afraid.	1	2	3	4	5
5	After finishing the English exam, I often answer the questions and regret it.	1	2	3	4	5
6	Even if I do well in the exam this time, I still don't have confidence in the next time.	1	2	3	4	5
7	The English exam panicked me the most.	1	2	3	4	5
8	Of all subjects, I am most afraid of the English test.	1	2	3	4	5
9	The most worrying subject in the exam is English.	1	2	3	4	5
10	When I took the English exam, I felt nervous when I thought of my past grades.	1	2	3	4	5
11	I'm most worried about failing the English exam.	1	2	3	4	5
12	I'm worried that my parents will be disappointed with my English score.	1	2	3	4	5
13	I'm worried that the teacher will be disappointed with my English score	1	2	3	4	5
14	Exams often forget the meeting because of excessive tension.	1	2	3	4	5
15	After the English exam, I still can't relax.	1	2	3	4	5
16	Whenever I do English questions, my mind is blank.	1	2	3	4	5
17	When I saw the word "English", I was nervous	1	2	3	4	5
18	I often dream that my parents will be punished for not doing well in the English exam.	1	2	3	4	5
19	When my classmates discuss English, I feel nervous	1	2	3	4	5
20	Worried about the teacher's announcement of English scores	1	2	3	4	5
21	English is difficult and difficult to master.	1	2	3	4	5
22	During the English class, I have been looking forward to the bell.	1	2	3	4	5
23	I'm most afraid of making up for English classes	1	2	3	4	5
24	I feel more afraid of English than other students.	1	2	3	4	5
25	Of all the subjects, I worry most about English	1	2	3	4	5
26	I often feel relaxed in English class	1	2	3	4	5
27	It's pleasant to have an English class.	1	2	3	4	5
28	I hope there will be English classes every day.	1	2	3	4	5

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29	I feel painful as soon as I write my English homework.	1	2	3	4	5
	English learning attitude	Very much agree	agree	general agreement	very disagree	total disapproval
30	Usually I don't worry about English learning	1	2	3	4	5
31	I'm sure I can complete the higher level of homework	1	2	3	4	5
32	I'm not suitable for solving English problems.	1	2	3	4	5
33	Failure to solve the English problem immediately is a good challenge	1	2	3	4	5
34	I confirm my ability to speak English.	1	2	3	4	5
35	I can deal with more difficult English problems.	1	2	3	4	5
36	I can get good grades.	1	2	3	4	5
37	Study hard but still feel difficult.	1	2	3	4	5
38	Learn English in order to find a good job	1	2	3	4	5
39	Have lots of confidence in English	1	2	3	4	5
40	I'd rather be answered by others than solve problems by myself.	1	2	3	4	5
41	Only when you know English is useful can you learn it.	1	2	3	4	5
42	Understanding English can help you make a living	1	2	3	4	5
43	I feel bored with English problems.	1	2	3	4	5
44	Learning English at school is not important for your future life	1	2	3	4	5
45	Not interested in the challenges of English questions	1	2	3	4	5
46	English is helpful to my life.	1	2	3	4	5
47	Like to challenge English puzzles	1	2	3	4	5
48	I think English subjects are rarely use	1	2	3	4	5
49	I must be proficient in English for work	1	2	3	4	5
50	I will be very happy to be the first in the English exam	1	2	3	4	5
51	I will be very happy that my English scores are among the best.	1	2	3	4	5
52	I feel honored to be outstanding in English	1	2	3	4	5
53	I don't think I can finish more difficult homework	1	2	3	4	5
54	I will be happy if others think I am good at English	1	2	3	4	5
55	It's amazing that the English advantage is outstanding	1	2	3	4	5
56	I don't like people to think I'm good at English	1	2	3	4	5
57	I think I'm very proud to win the prize in English	1	2	3	4	5
58	Learning English is very interesting and motivates me to learn	1	2	3	4	5
59	I try not to learn English.	1	2	3	4	5
	Motivation to invest in English learning	Very much agree	agree	general agreement	very disagree	total disapproval
60	Learning English can make me think more clearly	1	2	3	4	5
61	English learning is very interesting	1	2	3	4	5

62	English itself attracts me.	1	2	3	4	5
63	It's very important to learn English well.	1	2	3	4	5
64	English learning can exercise language expression ability	1	2	3	4	5
65	I like English, so I want to learn it well	1	2	3	4	5
66	Want to get good grades	1	2	3	4	5
67	Want to perform well in class	1	2	3	4	5
68	If you don't learn English, you will encounter a lot of difficulties	1	2	3	4	5
69	I want to be praised and affirmed by the teacher for learning English	1	2	3	4	5
70	I don't want others to think stupid, so I learn English.	1	2	3	4	5
71	I can't understand English. I'm a stupid student	1	2	3	4	5
72	Want to win an award if you learn English	1	2	3	4	5
73	I have thought about CET-4 and CET-6 learning English	1	2	3	4	5