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Research Article

A Research on the Effectiveness of Audio Data in College Students' Foreign Journal Study

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Abstract: With the development of multimedia technology, audio materials are widely used in language learning. In recent years, the study of foreign journals is becoming more and more popular, and related books and software programs emerged in large numbers. This paper elaborates the validity of audio materials in the university students' English publication study, which shows that the learning of audio materials can not only improve the input and output of language more effectively, but also help to improve students' autonomous learning ability and interests in English learning.

Keywords: Audio Material; Foreign Journal Study; Validity.

INTRODUCTION

Rational Basis

From the physiological point of view, if auditory understanding can be effectively combined with visual understanding in the learning process, different positions of the cerebral cortex (visual cortex and auditory cortex) will be stimulate, which will fully mobilize sensory activity, and the content received will be more impressive in the brain. Krashen's "input hypothesis" holds that language acquisition depends on a large amount of language input, and language use ability is naturally formed over time through exposure to a large number of understandable inputs (Krashen, S. 1982). In the process of language acquisition which includes four subjects: listening, speaking, reading and writing, it is by receiving a large number of input information that the output is integrated. Thus, inputting text and sound at the same time can complement and interact each other and maximize the enhancement of memory, which can be seen as the basis of language output. Educational psychology research also shows that people can remember only 25% of what they get from vision and 13% of what they get from hearing, but if they can combine hearing and vision to convey information, they can achieve 65%. Therefore, the materials of the coexistence of sound symbols and visual symbols in the study of external journals can enable college students to quickly understand the semantics of the specific context, enhance their sense of language, and construct schemas smoothly in their minds, so that they can quickly improve their reading comprehension and knowledge acceptance ability, and then indirectly enhance their language-use ability (Hua, Z. 2009).

Present Situation

With the rapid development of the network platform, in addition to the original paper version in the sale of materials, at present, the number of websites, software and Mini Programs that can provide foreign journal learning is increasing day by day, and the trend of diversification of college students' foreign journal learning is obviously enhanced. At present, the study methods of college students' foreign journals are mainly divided into two categories, some students choose the paper version of the materials to study, while others choose the electronic version of the materials fragmented learning. Among the students who choose electronic materials to study, some of them choose to have applications which include audio reading and explanation, while others choose software with text and exercises. Our preliminary questionnaire survey found that most students do not have a regular and efficient way of learning. They think that studying foreign journals is energy-consuming, time-wasting and the

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effect of English-learning is not obvious. According to the survey data, only 29.41% of the students can persist in reading more than 100 days, while over 50% of the students can only persist about 21 days. In the choice of reading strategies, 70.59% of the students had a tendency to follow blindly, and did not find a suitable way to read.

Method of Audio Data Learning

Since audio-visual combination can enhance the memory of knowledge, and on the situation of college students outside the journal learning is not efficient, then can we build a combination of audio materials for the efficient study of the journal? The author carried out the following steps: First of all, choose a journal which is moderately difficult for the students, and giving them the text and audio. Then, listen to audio without reading the text, train the ability of getting information through sound; second, only read the text without listening to audio, receive information directly through vision; third, combine text data with audio, check the information which has been missed two times before receiving; fourth, intensively reading the article, summarize the main idea, focus on understanding those long, difficult sentences and complete the accumulation of relevant words and phrases. For an article with moderate difficulty and length, the completion of the above four readings can be controlled in about two hours, that is, a class time, which greatly improved the efficiency. At the same time, with a week as the cycle, use two days to complete the digestion of an external journal, and give an overall review of 3 articles on weekend , the memory will be more profound and learning results will be more obvious.

RESEARCH METHODOLOGY

Previous Questionnaire

In the early stage of the project, we distributed a questionnaire survey in the school. Of the nearly 500 college students who participated in the survey, more than 60% students had the experience of studying foreign journals. Apart from the 80 students in the English department, we preliminarily knew about the basic reading habits of the other students.

MEDIUM-TERM EXPERIMENTAL CONTROL
Research Tools

According to the previous questionnaire survey, SPSS which associated to the Questionnaire Star was used to analyze the data.

Research Subjects

100 students from each department except English were involved in the experiment.These students have the similar scores in CET-4 and the similar scores in the English final exams. The comprehensive assessment shows that English proficiency is equivalent. At the same time, these students did not participate in any English courses in the junior stage, which can reducing the interference variables caused by different teaching progress and their possible impact on the learning results.

Research Process

These students who participated in the preliminary questionnaire survey were classified according to whether they have had a foreign journal study experience. At the same time, two types of students are classified according to whether they use the matching audio to study. We divided these students into two groups, and made sure that the number of students in each group with or without study experience was equal, with 50 as experimental group (Group A) and 50 as reference group (Group B). In the experimental group, we also divided it into two groups, 25 of them studied according to the study model of the external journal constructed by the author (Group A1), and the other 25 students only use the matching audio for learning (Group A2) according to their own way.

We arranged these two groups of students to study the contents of the journal once two days. Materials were sent for review on weekends. Every two weeks, we followed their contents of the study and gave a test. We kept each student's tests and compared the data of the retention results to obtain the final validity judgment.

Post-follow-up Interviews

Group A1 felt that they had developed a good habit of learning after two months of study in a fixed pattern. After finishing an empty period of the British course, they regained the feeling of learning English. He thought the learning pattern was very efficient and had a obvious effect on the digestion and absorption of knowledge. Group A2 thought that learning with audio was more efficient, it's easier to learn and easier to concentrate on than learning with words alone. Students from Group B generally think that learning is boring, some students even wanted to give up. They said that it is difficult to concentrate and patiently read the article.

FINDINGS AND DISCUSSIONS

We added and averaged the results of the first four tests of each group of students, and obtained the following comparative data.

Contrast 1:

Group	Mean	N
Group A	70.33	50
Group B	48.70	50

Contrast 2:

Group	Mean	N
Group A1	74.47	25
Group A2	66.20	25

Thus, after more than two months of academic performance analysis, it can be seen that the learning effect of Group A is obviously better than that of Group B, and the learning effect of Group A1 is also better than that of Group A2. Because the fifth test is a subjective answer, there is no standard answer, so that we take the content detection method to analyze. On the basis of manual calculation, students in each group ranked the output of topics and vocabulary from high to low A1>A2>B, and the deviation of understanding audio cues from high to low was B>A2>A. Practice has proved that audio data is effective in the study of college students' English foreign journals. Whether from the input results or the output results, the combination of text and sound is better than the simple text input mode.

CONCLUSIONS

The aim of the project is to verify the effectiveness of audio materials in the study of college students' English journals. The experimental results show that 1) Whether it is the experimental group or the reference group, after a certain reading training, the students' English ability can be improved to a certain extent. 2) The results of the experimental group in the experimental test were significantly different from those of the reference group in the experimental test. For example, the experimental Group A1, first of all, when students listen to audio for the first time, because of the unfamiliar material, their attention will be focused on the acquisition of surface information; in the second reading material, because of the acquisition of basic information, they will pay more attention to the detail reading; in the third audio-visual combination, students will be targeted to integrate information to achieve a more perfect understanding; and in order to digest and absorb the knowledge, the fourth intensive reading just to consolidate the key information into memory. Secondly, the periodic review is also adapted to the memory curve of the human brain to avoid the decline of memory. To sum up, the study effectiveness of college students for English foreign journals has been greatly improved.

Inspiration for Foreign Language Teaching

Practice has proved that in maintaining memory, both visual and auditory can achieve better results. Dai Yuncai and Dai Weidong believe that foreign language teaching should improve input and output, provide learners with as many aspects of input as possible, and pay attention to the quality of output. If the learner does not pay attention to the output, it will not be absorbed, and the output will have no effect on acquisition (Yuncai, D., & Weidong, D. 2010).

We hope that our research can provide some empirical evidence of the effectiveness of foreign language learning strategies and the impact of audio-visual learning model on foreign language teaching and learning, so that we can appropriately increase foreign journal learning in different classes in the future, and construct an effective foreign journal learning model to enhance the effectiveness of students' foreign journal learning.

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