Research Article

English Listening Prediction Strategy and Training Method with Data Mining

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Listening comprehension is very essential for English learners. Good listening comprehension helps learners to improve comprehensive language proficiency, and promotes the effective implementation of foreign language teaching. However, it is an important and difficult point for foreign language learners. Students cannot understand the listening materials in listening exercises, and they faced difficulties in completing the listening exercises assigned by the teacher. This can lead to anxiety and stress for learners which can probably result in lack of interest in learning English. Therefore, the language teaching researchers focus on effective teaching in English listening classes. Recent studies have shown that the learning strategies are helpful for learners to master relevant learning content, and learners can use some listening learning strategies to help them better understand listening content. This research aims at the high school English listening classroom, and proposes the idea of combining predictive strategy training with high school English listening teaching to explore the following two questions. (1) What are the differences in the use of predictive strategies among students with a large degree of English listening performance? (2) What kind of influence does the training of predictive strategies have on the listening performance of high school students? This study comprehensively used the educational experiment method and the questionnaire survey method to investigate and study a high school student. With the help of data analysis software SPSS22.0, data mining is carried out on the results of the questionnaire in the experiment and the results of the students before and after the test, aiming to answer the relevant questions explored in this experiment.

1. Introduction

Listening is not only the foundation and source of motivation for language learning but also a prerequisite for expressive functions. According to statistics, the proportions of language use in the four aspects of people’s daily social life are: writing accounted for 9%, reading accounted for 16%, speaking accounted for 30%, and listening accounted for 45%. It can be seen that listening plays a dominant role in language learning. In today’s increasingly frequent international exchanges, English, as a communication tool, is constantly being valued by people. And, high school English teaching is an important stage of cultivating students’ foreign language quality, so listening teaching plays a vital role in high school English teaching [1–5].

The curriculum goals stipulated by the general high school English curriculum standards are based on compulsory education at levels one to five, and there are four levels (levels six to ninth) of target requirements, of which the seventh level is required by high school students. The seventh level of the curriculum standard requires students’ English listening ability to be able to identify key information in speech materials and make simple predictions of conversational content, and to understand the content of familiar topics and some operational instructions. It can be seen from this that the listening ability required by the curriculum standard is specific and clear, and how to effectively achieve this teaching goal is an urgent problem to be solved. However, for the vast majority of high school students, English listening comprehension is difficult, which is far from the listening ability requirements of the
curriculum standard. There are data showing that students feel that they have difficulty in English listening, and have a negative attitude towards English listening. They generally lack learning interest and self-confidence in English listening, and even feel afraid of English listening. Although students spend a lot of energy and time on daily listening practice, they are always worried that they will not be able to hear it, they will not be able to understand the content of the material correctly, and their listening ability will not be improved as they should. Teachers are also looking for various ways to improve students’ English listening ability [6–9].

Predictive strategies are widely used in all aspects of language skills learning and research, including listening teaching. Therefore, the main point of this article is the influence of predictive strategies on high school English listening teaching. The concept of prediction can be simply interpreted as prediction in advance. Prediction strategy is essentially a strategy of using reasoning. The learner first browses the topics and clues related to the listening materials, and then uses the original knowledge to process the newly acquired information, and finally gets the knowledge related to the listening materials. Predictive strategies can help language learners prepare the background of the language materials they will hear and assist listening comprehension. Research shows that predictive strategies can be applied to prelistening or during listening. Before the listening play, learners can see if there are pictures or titles related to the topic around the practice questions to be completed, or read the practice questions and the answer options given. In this way, the learner can infer the main content of the listening exercise in advance. In the listening process, learners understand the above content while deriving the following content. In the process of derivation, the listener can use information such as the speaker’s intonation to create a situation in which the speaker communicates in his or her brain. When listening comprehension occurs, the predictive ability of the listener is greatly related to the listening comprehension of the listener. Many researchers generally believe that learners with strong predictive ability are generally more confident in the process of language learning. Then, his or her understanding of listening materials must be more comprehensive [10–14].

Therefore, the training of prediction strategies conforms to the learning rules of language learners. Moreover, as a part of cognitive strategies, predictive strategies have been incorporated into the curriculum standards, which also meets the actual requirements of English teaching under the current education model. This work used data mining strategies for exploring the impact of prediction strategies on English listening learning, and proposed relevant training methods to improve students’ listening prediction ability. The systematic experiment proved the validity and correctness of the method designed in this work. In the following paper, we have arranged the paper in such a way that Section 2 presents a comprehensive literature review and related works. In Section 3, we have defined several methods and techniques for the learning processes of a foreign language. In Section 4, we have deeply analyzed the achieved results of the experiments. A broad discussion has been carried out. Finally in Section 5, we wrote the conclusions of our study.

2. Related Work

Reference [15] puts forward the most widely recognized listening theory, which proposed that in the process of second language learning, learners should learn to use three learning strategies. They are: cognitive strategies, metacognitive strategies, and social and emotional strategies. Among them, the research results on the role of metacognitive strategies in foreign language listening learning are the most abundant. Reference [16] proposes that metacognitive learning strategies are helpful for improving foreign language learners’ listening ability, and believes that comprehension testing is superior to other metacognitive strategies, such as inference, selective attention, and in-depth discussion. Reference [17] found in the research that students who can effectively combine cognitive strategies and metacognitive strategies have better listening performance. Reference [18] research shows that students’ listening comprehension ability is greatly improved after using listening materials with videos in class. Although computer-assisted multimedia teaching brings flexible and individual learning methods and abundant listening resources to listening teaching, it also adds a lot of fun to learning. However, there is still much controversy in foreign countries on whether human-computer communication can replace people’s face-to-face communication in real life. Reference [19] pointed out that computer multimedia technology itself is not omnipotent. In order to improve the listening level of learners, computer multimedia technology must be based on the theory of second language acquisition and second language listening in teaching. Reference [20] proves that narrow listening teaching is helpful to stimulate students’ interest in learning and improve listening skills. Reference [21] found that academic listening can also promote the improvement of students’ listening skills. Reference [22] affirmed the positive role of interactive listening teaching method in the second language listening class. Although the interactive listening teaching method has attracted the attention of many researchers, there is still no successful interactive listening teaching model in the academic world [23].

Reference [24] based on the theory of cognitive strategies, with the purpose of improving the effectiveness of college English listening teaching, conducted a one-semester cognitive strategy training teaching experiment on college students. After the experiment, it was found that 7 of the 11 training strategies were found to have a significant positive correlation with listening performance, just like the total cognitive strategy. This means that the training of listening cognitive strategies in college listening teaching is an effective listening teaching model. Reference [25] is a study on College English Listening Teaching under the guidance of cognitive strategy theory. The research believes that teachers pay attention to the training of students’ listening cognitive strategies in the teaching process, which can help students’
learning. At the same time, when answering questions in actual listening, the teacher demonstrates to students how to use cognitive strategies of listening to solve the three stages of listening problems before listening, during listening, and after listening. This also has a certain effect on improving student learning efficiency. Reference [26] studied the barriers of Chinese students’ listening notes through tests, interviews, and questionnaires through the strategic research of Chinese students’ English listening records. Through the analysis and comparison of data, it is concluded that the obstacles of English learners’ listening recording mainly focus on the speed of listening materials, the vocabulary involved, and recording skills. Reference [27] focuses on training students’ listening strategies while listening and remembering for the dictation part of the English major–level eight exam. When listening to the recording, briefly record the important information on draft paper. After listening, you can organize and recall the listening content through the recorded information. The average score of students’ dictation scores has been improved through many targeted trainings. Reference [28] explores how listening prediction strategies can activate students’ long-term memory and help students’ listening comprehension. The foreign language students in the university’s elementary classes are the research objects, and one of the classes is the experimental group and the other is the control group to conduct quasi-experimental research. Students in the experimental group will receive the teaching of listening prediction strategies. The implementation stages of this listening strategy include prelistening and postlistening processes. Experimental research results show that listening prediction strategies can help students activate long-term memory to a certain extent, and predict listening content based on topics and background knowledge before listening. In the listening process, use context to jump obstacles to achieve a smooth understanding. Reference [29] is to explore whether prediction strategy training can mobilize the listener’s learning interest and improve their listening level. Taking college non-English majors randomly formed into two first-year students in natural classes as the research object, the researcher adopts the traditional listening teaching mode in the control class. The results show the feasibility and effectiveness of genre-based prediction strategies in the teaching and learning of English listening.

3. Method

Based on previous research results and findings, combined with the school’s own teaching conditions and specific academic conditions, this article puts forward the content and methods for the effective implementation of predictive strategies in high school English listening classes, and introduces specific research plans in detail. The purpose, objects, problems, methods, tools, and processes of the research are shown one by one. It is hoped that practical research will prove that the teaching of predictive strategies is feasible and effective in improving students’ listening comprehension.

3.1. Purpose. This study investigates the use of predictive strategies by students with high and low scores in English listening to discover the relationship between predictive strategies and listening performance. And, in accordance with the requirements of high school English curriculum standards for students’ strategic learning, a predictive strategy training program for high school students is proposed, and the teaching of predictive strategies is integrated into the teaching of English listening. And, through the comparison of the class performance of strategy teaching or not, the influence of the use of predictive strategies on students’ English listening performance is analyzed. The purpose was to explore ways to efficiently improve students’ English listening performance and try to put forward feasible and effective teaching suggestions for high school listening teaching, so as to help teachers fully realize the positive effect of strategy teaching on students’ listening comprehension, and play a role in promoting the teaching of predictive strategies into the classroom.

3.2. Objective. The subject of this research was the students from the first grade to the second grade in a senior middle school. Two classes are selected for each grade. The overall English scores of each class in the same grade are not significantly different. However, the focus of this research was on the impact of predictive strategies on the listening performance of English learners. Therefore, before the start of the experiment, the two classes of the same grade who participated in this study were subjected to a prelistening test in order to compare whether the listening levels of the two classes are equivalent. The results of the previous test show that the listening levels of the two classes are almost the same, which means that two different classes of the same grade can be used as the experimental group and the control group in this study.

3.3. Problem. This article uses survey questionnaires, students’ listening pretest and posttest tools to conduct a systematic study to analyze the relationship between students’ use of predictive strategies and listening performance. The specific research questions are as follows: (1) What are the differences in the use of predictive strategies between students with high and low scores? (2) What effect does the prediction strategy learned by the students through the training program have on their listening performance?

3.4. Cultivation of Predictive Skill. According to the conditions and problems faced by high school students, we set the goals of cultivating high school students’ predictive skills as follows:

(i) Habit of predicting before being obedient
(ii) Awareness of prediction in the process of obedience, i.e., ability to think about prediction at any time
(iii) Familiarity of general clue-obtaining strategies and ability to apply them
(iv) Prediction of the speaker’s tone  
(v) Ability of predicting the idioms and fixed collocations learned  
(vi) Ability of predicting conversations based on familiar situations  
(vii) Ability of predicting the structure of the following based on familiar topics and styles  
(viii) Ability of predicting the development and ending of the story based on the plot of the story  
(ix) After mastering the knowledge of related topics, being able to make predictions when hearing related topics again  
(x) Ability of predicting a familiar event, such as forecasting news reports about natural disasters, traffic accidents  
(xi) It can predict teachers’ lectures and students’ speeches organized in foreign languages in class

The method of predictive skill training includes three aspects. The first is a method that encourages students to form predictive conditions. The second is to instruct students how to predict methods or strategies. The third is to train students to implement predictions and promote the transfer of abilities. The traditional methods mainly teach students the methods or strategies for obtaining predictions. They do not pay attention to the conditions of prediction and ignore the transfer of students’ abilities. According to the characteristics of the forecasting process and the formation of skills, as well as the conditions of the students, in order to achieve the set goals, this work proposes the following methods as hypotheses.

Methods to promote the formation of predictive conditions: (1) The cultivation is carried out in stages and gradually. (2) Increase the amount of language practice, encourage students to listen more after class, and promote the improvement of other skills. In particular, the degree of automation of the decoding subprocess and the superficial meaning understanding subprocess should be improved. (3) Help students organize knowledge and experience in foreign languages around general topics, familiar scenes and characters, the tone of the speaker, etc., and construct rich schemas. (4) Help students accumulate common discourse structure knowledge, and form discourse structure schemas for stories, biographies, geographical landscape introductions, news, weather forecasts, and causal expressions. (5) Provide opportunities for students to use the constructed schema repeatedly to improve the activation level of the schema. (6) Encourage and guide students to seize the opportunity when they are obedient, to summarize and evaluate the words they hear, vocally or silently, and to ask questions that are expected to be answered below. This method is to cultivate the ability of students to listen and think, which is the necessary output ability for forecasting. (7) When selecting listening materials, make sure that the materials can provide sufficient predictive clues. (8) Choose listening materials according to the students’ level and ensure that the materials have sufficient redundancy. Methods to increase redundancy include reducing speech speed, extending pauses, reducing the information density of the utterance, and providing nonverbal information. (9) When predicting training, ensure that students have enough background knowledge with a high level of activation. (10) Let students have the experience of predicting success, stimulating interest, and maintaining predictive motivation.

Instructing students how to predict is mainly to teach students how to obtain prediction clues. The common methods of obtaining clues are: (1) Obtain prediction clues from the situation, including getting clues from the occasion of speaking, the characteristics of the speaker, the expression and behavior of the speaker when speaking. (2) Obtain clues from text materials such as questions, question stems, and options in listening exercises and tests. (3) Obtain key words about the topic from the discourse as clues. Once the topic is determined from the keywords, the related schema will be activated. (4) Use topic sentences as clues. The topic sentence in a discourse contains the information of the entire discourse, through which the general content and structure of the following discourse can be predicted. (5) Use function words or textual markers as clues. Function words or text signs convey the structural information of the discourse content and the mental state of the speaker, and can express transitions, concessions, instructions, generalizations, summaries, logical sequences, conditions, and causal relationships. These function words have a guiding effect on the listener’s understanding, and the listener can predict the content and text structure of the following text accordingly. (6) Use the former part of idioms and fixed collocations as clues to predict the latter part. (7) Use the tone of the speaker as a clue. The tone of speech is subtle, conveying the speaker’s mental state, and foreign language listeners must be trained to form the corresponding experience schema. Tone in English is mainly reflected by stress and intonation. When they change, it means that the speaker’s mental state has changed, and the listener can predict the following based on this. (8) Integrate the discourse before and after, build a larger context, and form larger clues, such as the development of the story above, the causality of events.

Methods to train students to implement prediction and promote ability transfer: (1) Carry out prelistening prediction training to cultivate the habit of prelistening prediction. (2) Let students maintain predictive awareness in listening training. (3) Train students to think both vocally and silently in English. (4) Train students’ association ability. (5) Pause at the key points of idioms and fixed collocations, let students predict the following, and then play the following. (6) Pause at the key point of the discourse; let the students choose from the options... An appropriate following, and then play the following. (7) Let students listen to the preceding text, and then guess the possible continuation, allowing students to have different guesses. (8) Make some longer pauses in the listening materials, and let the students say what follows. (9) When listening to the essay, stop after the topic sentence and let the students predict. (10) From the sound forecast to the silent forecast development. (11) From a pause to a nonstop development. (12) Provide materials, clarify the requirements, and allow students to operate after class to make up
for the lack of class time and ensure the predicted amount of practice. (13) Combine the training of predictive skills with usual listening training.

3.5. Method and Tool. The research methods used in this work are the questionnaire survey method and the teaching experiment method. The questionnaire survey method is to understand students’ cognition and application of predictive strategies by distributing questionnaires to the research subjects and asking them to fill in the questionnaires. And, use the corresponding data statistical tools to conduct data mining, analyze the difference between high and low score students’ cognition and application of predictive strategies, to answer the first research question. The effective implementation of this method is based on the known students’ prelistening test scores. In this process, the teacher needs to make a one-to-one correspondence between the student’s pretest scores and the results of the questionnaire, and perform relevant data analysis on the known statistical results. The teaching experiment method is the main method used in this research. By definition, the teaching experiment method requires teachers or teaching researchers to base on certain teaching theoretical hypotheses. Combining relevant methods and strategies, explore reform measures to adapt to current academic conditions or draw some inferences related to educational practice. Therefore, this research first puts forward a hypothesis. Secondly, select the research objects according to the needs of the experiment, and randomly determine the experimental group and the control group. Then, before the start of the experiment, all students participating in the experiment will be tested for listening. And, 12 weeks after the completion of the test, the test subjects were tested again. Use relevant data analysis tools to analyze the difference in listening performance between the experimental group and the control group to answer the second research question.

The teaching tools used in this work are student listening tests and questionnaires. This study analyzes the impact of the teaching of listening prediction strategies on students’ listening performance through the pretest and posttest methods of listening comprehension. In order to ensure the validity of the test materials, the listening test materials used in this experiment are the English listening test questions provided by the website platform. The pretest and posttest questions are exactly the same, and the posttest questions are slightly more difficult than the previous ones. There are a total of 20 short questions in each set of test questions. The first five questions are five short dialogue materials with very different scenarios (read only once). 6–16: these 11 subtitles are four long dialogues with different topics (read twice). The material for these four small questions, 17–20, is a monologue (read it once for boys and once for girls). The answer to each question is a total of three options: A, B, and C. The audio used in this listening test is about 18 minutes, and in accordance with the unified requirements of the national college entrance examination listening questions, a piece of audio will be inserted after the listening playback ends. The content is “This is the end of the listening part. Now you have 2 minutes to fill in the answers in the designated area.” Therefore, this process takes approximately 20 minutes. In combination with the characteristics of students’ answering questions and the teacher’s requirements for students’ answer transcription, it is determined that each test will take 25 minutes. In the first 5 minutes, prepare students for listening, including the distribution of exercises, listening test, and in the last 2 minutes, ask students to transcribe the answers neatly into the answer designated area at the bottom of the test paper as required. Before each listening test, students will be informed in advance that the test results will be recorded and regarded as part of their usual results. The purpose of this requirement is to make students take the listening test seriously and answer with a correct attitude. This can provide a certain guarantee for the results to truly reflect the students’ listening level.

The questionnaire of this research draws on Reference [30] designed to investigate the relationship between the use of predictive strategies of junior high school students and the use of predictive strategies. The questionnaire developed for this work contains 10 questions. The reasons for choosing these 10 questions are as follows. In the previous literature review, the previous research on the application of predictive strategies in listening teaching was shown. The research results show that the prediction strategy can be applied before and during listening play. In addition, combined with the listening comprehension survey requirements of high school students, it is believed that these 10 questions can reflect the prediction strategies that high school students can encounter and use in the process of listening practice. These ten questions can be roughly divided into three categories. The purpose of the first type of questions is to understand the high school students’ cognition of predictive strategies and their own psychological cognition during listening practice. The second type of question is about the investigation of students’ use of prediction strategies before listening. The third type of question is about the use of predictive strategies by students during the listening process. The five-level scale constructs the basic framework for the design of this questionnaire. After students have read each question, they can choose from 5 levels of answers according to their own situation. The answer options are as follows: “I do not do it at all,” “I basically do not do it,” “I do it sometimes,” “I basically do this”, “I do it completely.” In the process of filling out the questionnaire, students are required to write down the numbers corresponding to the grades they choose, so as to make corresponding statistics. In addition, in order to verify the effectiveness of the questionnaire designed and adopted, the reliability and validity of the questionnaire were analyzed after the summary statistics of the questionnaire survey results were filled out by the students.

3.6. Process. The study started on June 1, 2021, and lasted 12 weeks. During these 12 weeks, listening teaching was carried out once a week, and it took about 40 minutes. The teaching materials were selected from textbooks and teaching supplements. The teaching materials are senior high school
English published by Foreign Language Education and Research Press. The teaching supplements are Bailang English Listening Storm with the same question type but different content from the pretest and posttest. The overall research process is roughly as follows: questionnaire survey, pretest of students’ listening level, teaching arrangement of listening prediction strategies, and posttest of students’ listening level.

Questionnaire. Before the start of this experiment, a questionnaire on the use of listening prediction strategies will be issued to the students in the experimental group, with the purpose of understanding the use of students’ prediction strategies. The reason why this article did not conduct a survey on the students in the control group is because of a worry that the content on the questionnaire may form a guide for the students. Then, the students in the control group may consciously use predictive strategies in listening comprehension under the influence of the content on the questionnaire. Once this happens, it will be difficult to carry out this experimental research in the experimental group and the control group of students, and get a relatively satisfactory result. Therefore, this questionnaire survey is only for students in the experimental group. Before students fill out the questionnaire, the teacher will explain to the students the content of the questionnaire in advance to avoid some random selection or omission due to insufficient knowledge of the topic. In addition, students are required to transcribe their choice of answers to the designated area at the bottom of the questionnaire in a standardized manner. The results of the questionnaire survey show that the current students’ awareness of predictive strategies is relatively weak, and many students are unable to apply predictive strategies to listening exercises well. Therefore, we believe that there is a basis for the implementation of predictive strategy teaching among these students. And, after the students’ listening pretest, the questionnaires of the students were classified according to the students’ listening performance, and the questionnaires of the top 50% students and the bottom 50% students were selected for comparative analysis. Students with good listening scores are better than those with poor listening scores in the cognition of predictive strategies and the use of predictive strategies. According to the findings of this investigation and research, this work believes that cultivating students’ ability to use predictive strategies is of great significance for improving students’ listening comprehension, which also laid the foundation for this research.

Pretest of Students’ Listening Proficiency. Before the start of this experiment, the pretesting of listening proficiency was conducted at the same time in different classes of the same grade. The same time was chosen to exclude the influence of other factors. The comparison of the data in this way will be true and credible. Count the average class score based on the collected test questions. Using SPSS for data mining, the analysis found that the difference in English listening performance between the experimental group and the control group was not significant, that is to say, their English listening performance levels were similar. Then, conducting empirical comparative research on predictive strategy teaching in different classes is a behavior with reference significance.

Teaching of Listening Prediction Strategies. Based on the results of the questionnaire survey and the pretest of listening proficiency in the previous article, this work randomly designated a class as the control group and another class as the experimental group. In the listening class every week, the control group adopts traditional teaching. Students first listen to the recording and complete the listening exercises and then make corrections. For topics with a higher error rate, the teacher will either play the relevant fragments again or let the students interpret the puzzles by referring to the original text of the listening. In the experimental group, the teaching of predictive strategies was added to the same listening exercises and carried out in strict accordance with the training methods established in Section 3.4. To verify the correctness and effectiveness of the training methods proposed in this work.

Posttest of Students’ Listening Proficiency. After the 12-week listening prediction strategy teaching training was over, the students in the experimental group and the control group were tested for their listening proficiency. The test takes 25 minutes, and students are required to transcribe their answers into a designated area on the test paper. In this work, statistics and analysis of student performance are performed based on the recovered test questions.

4. Result and Analysis

This work counts the results of the pretest, posttest, and student questionnaire survey in this experiment, and uses the software mentioned in the previous experiment tools for data analysis. The comparison of the results of the preexperiment test can ensure in advance that the experimental classes participating in the survey can be randomly divided into two different groups. The results of the reliability and validity analysis of the questionnaire show that the questionnaire used in this study has practical value and significance. The comparison of the results of the postexperiment test can exemplify that the use of predictive strategies based on the training approach can help students understand the listening content, and students can perform better in the listening test. Using SPSS for data mining, each student’s scores correspond to the data displayed on the questionnaire filled out by each student individually. It turns out that students with high scores can indeed understand prediction
strategies better, and they can also use prediction strategies more in the process of listening practice.

4.1. Analysis of Preliminary Test Score. In order to determine that the class selected in this research can be used as an effective research object, an independent sample t-test was performed on the pretest scores of the experimental research object. The results are shown in Table 1. EG is the experimental group. CG is the control group.

In the first grade, the average score of the experimental group was 13.7, and the average score of the control group was 13.3. Using t-test to study the differences in the pretest scores of the groups, the performance result is $t = 0.853$, because $p > 0.05$; it means that the samples of different groups are all consistent with the pretest scores. In the second grade of high school, the average score of the experimental group was 13.9, and the average score of the control group was 13.6. Using t-test to study the differences in the pretest scores of the groups, the performance result is $t = 0.811$, because $p > 0.05$; it means that the samples of different groups all show the same consistency for the pretest scores. Therefore, the listening level of the students in the experimental group and the control group is almost the same, which proves that it is feasible to carry out this investigation among the students in the experimental group and the control group.

4.2. Analysis of Posttest Test Score. In order to exemplify that the students in the experimental group and the control group showed a significant difference in listening comprehension after the end of this study, that is, to verify the effectiveness of the predictive strategy training approach proposed in this work for learning predictive strategy learning, this article conducted an independent sample t-test on the posttest scores of the two groups of students, and the results are shown in Table 2.

In the first grade, the experimental group’s posttest score averaged 15.1, while the control group’s average posttest score was 14.1. T-test was used to study the difference between the experimental group and the control group for a total of 1 posttest score. The results show that their difference performance result is $t = 2.315$, because $p < 0.05$; it means that different group samples have differences in posttest scores. In the second grade of high school, students in the experimental group had an average posttest score of 15.8, while those in the control group had an average posttest score of 14.9. T-test was used to study the difference between the experimental group and the control group for a total of 1 posttest score. The results show that their difference performance result is $t = 1.946$, because $p < 0.05$; it means that different groups of samples have differences in posttest scores. In the two grades, the average score of the experimental group will be significantly higher than the average score of the control group. Therefore, it can be concluded that the experimental group has achieved better results than the control group. It can be proved that the training methods proposed based on this work can promote students’ learning of predictive strategies.

4.3. Comparative Analysis of Pretest and Posttest. In order to verify that the students in the experimental group had a significant improvement in their performance after the 12-week listening prediction strategy learning, the students in the control group did not receive the listening prediction strategy learning, so the performance changes were not significant. An independent sample t-test was carried out on the subjects involved in the study. By comparing the significance between the pretest scores and posttest scores of the experimental group, and the significance between the pretest scores and posttest scores of the control group, a conclusion is drawn. The results are shown in Figure 1 and Table 3.

The pretest and posttest scores of the experimental group showed significance at the $p < 0.05$ level, and the pretest and posttest scores of the control group showed significance at the $p > 0.05$ level. Therefore, the experimental group had significant differences in the pretest and posttest results. The average pretest scores of the experimental group will be significantly lower than the average posttest scores of the experimental group. Therefore, it can be concluded that the experimental group has made significant progress after the 12-week listening prediction strategy teaching. This experiment also further verified the effectiveness and correctness of the training approach for English listening prediction strategies proposed in this work.

4.4. Analysis of Questionnaire Result. In order to exemplify the effectiveness of the questionnaire used in this research, the results of the student questionnaire survey are summarized. Using the data analysis and statistics software mentioned above for data mining, firstly, the reliability and validity of this questionnaire were analyzed. The results of the reliability analysis are shown in Figure 2.

Using Cronbach reliability analysis to analyze the questionnaire used in the design of this research, it is found that the reliability coefficient value is 0.88, which is greater than 0.8, which indicates that the reliability of the research data is of high quality.

To illustrate that high-scoring students are better than low-scoring students not only in the cognition of learning prediction strategies but also in the application of listening prediction strategies, Pearson correlation coefficient analysis was carried out on the results of the student questionnaire and the pretest scores of the experimental group students, and the results are shown in Figure 3.

The comparative analysis is divided into four items, namely, the cognition of the prediction strategy concept, the application of the prediction strategy before listening, and
the application of the prediction strategy during listening. The last item is an average statistic of the previous three items. Use the Pearson correlation coefficient to indicate the strength of the correlation. Specific analysis shows that the correlation coefficient between student performance and conceptual cognition is greater than 0.01, which shows that there is a significant positive correlation between student performance and conceptual cognition. The correlation coefficient between student performance and prelistening prediction strategy use is greater than 0.01, which shows that there is a significant positive correlation between student performance and prelistening prediction strategy use. The correlation coefficient between student performance and listening prediction strategy usage is greater than 0.01, which shows that there is a significant positive correlation between student performance and listening prediction strategy usage. The correlation value of the comprehensive item is also greater than 0.01, which shows that there is a significant positive correlation between student performance and cognitive use of predictive strategies. This means that high-scoring students are better than low-scoring students in the cognition and use of predictive strategies, so the teaching of predictive strategies in the student group can help students improve their listening performance.
5. Conclusion

Listening comprehension is extremely important for foreign language learners because it helps learners to improve their comprehensive language proficiency, and promotes the effective implementation of foreign language teaching. Studies verified the helpfulness of the use of learning strategies to master relevant learning content. Learners can use some listening learning strategies to help them better understand listening content. Therefore, this research puts forward the idea of combining predictive strategy training with high school English listening teaching to explore the two issues set in this article. This research is based on the research results of predecessors in listening strategy training, comprehensively using the educational experiment method and the questionnaire survey method to investigate and research students in the first and second grades of high school. With the help of the data analysis software SPSS22.0 (Statistical Package for the Social Sciences), we conduct data mining and statistical analysis on the results of the questionnaire in the experiment and the results of the students before and after the test, aiming to answer the relevant questions explored in this experiment. The results of the study found that students with high and low scores have significant differences in the use of predictive strategies. Students with higher scores not only have more knowledge of predictive strategies but also use predictive strategies more frequently in the process of English listening. Based on the prediction strategy training approach proposed in this work, after 12 weeks of listening prediction strategy training, the students in the experimental group formed a clearer difference in strategy recognition and listening performance than the control group. The obtained data confirmed that the students in the experimental group are trained which boosted their overall performance in the English listening test as compared to the students in the control group, and the students in the experimental group have made more significant progress in the posttest than the students in the control group. This proves that in English listening, predictive strategies can effectively improve student performance. It also proved the validity and correctness of the training program designed in this work.

Data Availability

The datasets used during the current study are available from the corresponding author upon reasonable request.

Conflicts of Interest

The authors declare that they have no conflicts of interest.

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