

Study on the Strategies of Students' Emotional Attitudes in College English Teaching

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Abstract: English is one of the most important international languages for political, economic and cultural exchanges around the world. With the continuous advancement of economic globalization, China's demand for high-quality English talents is also growing. Emotional attitude is very important in English teaching. Therefore, maintaining a positive emotional attitude is the key to success in English learning. This paper first analyses the concepts of affective attitude teaching in English. Then, through a questionnaire survey, this paper analyses the influencing factors of students' emotional attitudes in English learning. Finally, some suggestions are put forward.

1. Introduction

In the past decades, great progress has been made in English teaching in China, but there are also serious shortcomings. Our country has been influenced by examination-oriented education and traditional teaching ideas for a long time. Therefore, emotional factors are often neglected in English teaching, which has a great negative impact on English teaching. Quality education has been advocated for many years, but it has not been thoroughly implemented. Teachers have been pouring knowledge points into it for decades, carrying out duck-filling teaching and carrying out problem-solving tactics. Students' learning emotion is getting worse and worse, and the phenomenon of learning weariness occurs frequently. This phenomenon is particularly serious in College English learning, and it is becoming more and more intense.

2. Concepts related to emotional teaching in English

2.1 Emotion

Emotion is a psychological activity mediated by individual desires and needs. It is people's attitude and behavioral response to objective things. In language teaching, emotion refers to learners' feelings, feelings, emotions and attitudes in learning. The learners' emotional state will directly affect their learning behavior and learning outcomes. Emotional factors in English teaching can be divided into two categories. One is the individual factors of learners, including anxiety, inhibition, self-esteem, motivation and so on. The other is the emotional factors between learners and between learners and teachers, including empathy, classroom communication, cross-cultural awareness and so on.

2.2 English emotional teaching

Emotional English teaching can be understood as follows. When teachers improve students' cognitive ability, they carry out the people-oriented spirit in English teaching, and cultivate students' positive emotional factors, such as interest, motivation, self-confidence, empathy and cooperation spirit. Emotional teaching can improve the effect of English teaching and promote the all-round development of students' innovative ability and comprehensive quality.

2.3 The impact of emotions on English learning

Researchers have found that positive emotions have direct or indirect effects on English learning, such as motivation, self-esteem, self-confidence, pleasure and joy. Students with an optimistic and cheerful personality can actively participate in language learning activities. They will have more chances to learn English, so they will be more likely to become successful English learners. Students with strong learning motivation can overcome the difficulties and setbacks encountered in learning. On the contrary, negative emotions such as anxiety, shyness, nervousness and aversion will affect the normal development of learning potential.

3. A survey of affective factors affecting English teaching

A total of 1000 questionnaires were distributed and 924 valid questionnaires were recovered, with a recovery rate of 92.4%.

3.1 Students' anxiety in English classroom

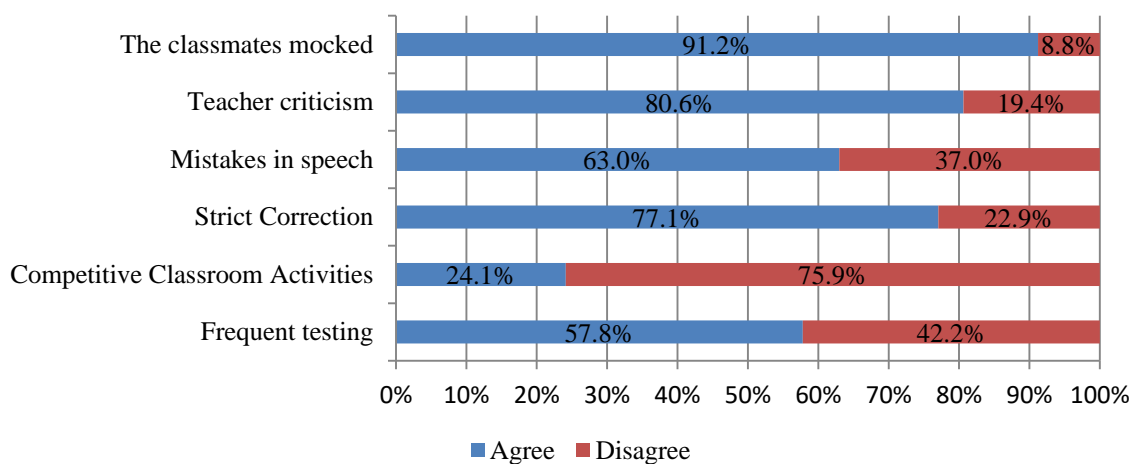


Figure 1: Survey results of students' anxiety in English classroom

Research shows that competitive and test-oriented classroom activities can easily induce students' anxiety. The content and requirement of classroom teaching are beyond the students' endurance, which is another major reason. According to the results of the survey, the classmates mocked and teacher criticism are the most likely cause of anxiety, accounting for 91.2% and 80.6% respectively. The detailed results are shown in Figure 1.

3.2 5. Students' self-esteem in English learning

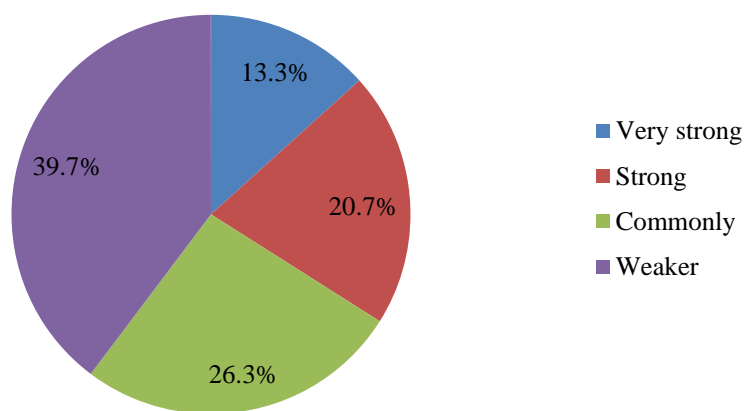


Figure 2: Survey results of students' self-esteem in English classroom

Self-esteem in English learning refers to students' evaluation and understanding of their own values and abilities. Self-esteem and self-confidence complement each other. Self-confidence directly affects the level of self-assessment. On the other hand, the evaluation results also affect students' self-confidence. According to the results of the survey, there are 34.0% students which have a strong self-esteem in English learning. The detailed results are shown in Figure 2.

3.2 5. Students' motivation in English learning

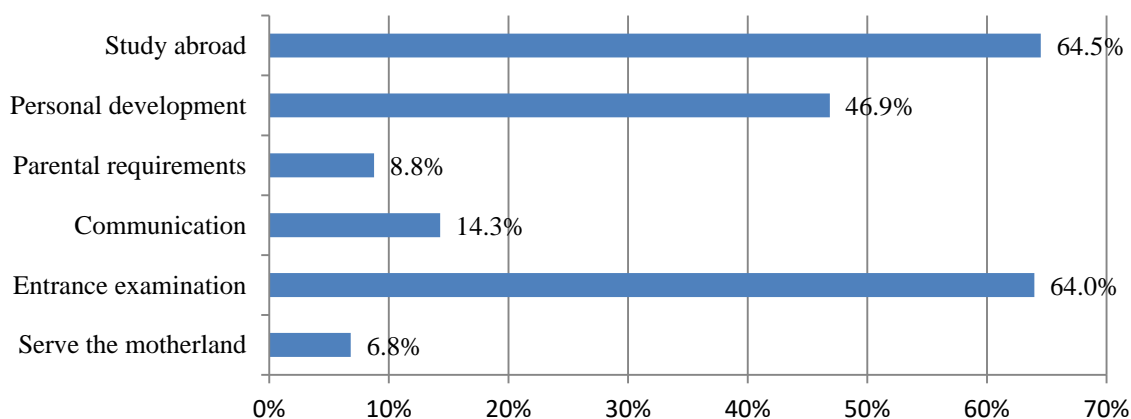


Figure 3: Survey results of students' motivation in English classroom

According to the results of the survey, there are 64.5% students which study English for study abroad, and 64.% of students for entrance examination. The detailed results are shown in Figure 3.

4. Emotional attitude training strategies in college English teaching

4.1 Create a relaxed, pleasant and harmonious classroom atmosphere

In College English teaching practice, we should create a relaxed, happy and harmonious classroom atmosphere. Students can communicate happily in a relaxed, happy and harmonious classroom atmosphere. Harmonious teacher-student relationship can improve students' learning enthusiasm and initiative. Through the cultivation of emotional attitude, College English teaching

achieves better teaching effect. When creating a relaxed, happy and harmonious classroom atmosphere, teachers need to pay special attention to the psychological changes of students after feedback. By giving full play to the role of emotional teaching, teachers can eliminate students' anxiety and enhance students' self-esteem.

4.2 Focus on the emotional charm of homework criticism

The assignment of homework is an important means to check the teaching effect and obtain information feedback. Correcting homework is an effective way to communicate information and emotion with students after class. At this time, homework criticism is the carrier of teachers' emotional output. Correcting homework can reflect teachers' opinions and attitudes towards students' homework. Therefore, it also reflects teachers' recognition or negation of students' learning outcomes. Therefore, the emotional meaning of the commentary content will directly affect students' learning mood. Therefore, homework comments should have a positive emotional charm. Through the motivation and regulation function of emotion, we can improve the enthusiasm and efficiency of students' learning.

5. Conclusions

Emotional attitudes are directly related to language learning, especially English learning. Students' emotional attitudes are often closely related to their success and failure in learning. Success in learning can promote the positive development of emotional attitudes, and positive emotional attitudes are conducive to promoting students' interest in learning. Teachers should help students overcome emotional and attitudinal difficulties in a timely manner. Through the cultivation of positive emotional attitude, we can achieve better teaching effect.

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