

Application of Emotional Factors in Senior English Teaching

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Abstract

Emotional factors have an important impact on English learning. At present, there is a serious phenomenon of separation of knowledge in our English teaching, which overemphasizes the cognitive factors in English learning and ignores the role of emotional factors in English teaching. The author analyzes the influence of affective factors on English teaching and puts forward some guiding strategies to overcome negative emotions and strengthen positive emotions.

Keywords

Emotional factors; English teaching in senior high school; Humanistic.

1. Introduction

Since the 1960s, humanistic psychology, represented by Maslow, Rogers and others, has risen and developed continuously. It is known as the "third force" in psychology besides behavioral school and psychoanalysis. Humanistic psychology emphasizes the positive nature and value of human beings, rather than focusing on the study of human problem behavior, and emphasizes the growth and development of human beings. However, under the dual influence of behaviorism psychology and structuralism linguistics, traditional language education and teaching, teachers pay too much attention to knowledge teaching and ignore learners' emotional experience. The people trained by this teaching paradigm are not in line with the requirements of more international, multicultural and compound talents with international vision. In addition, the call for attention to people's feelings and growth is also growing. Therefore, in this context, humanistic psychology has been widely introduced in the field of education. As early as the 1960s, the theory of the relationship between emotional factors and language learning put forward by western humanistic psychologists, such as Erickson, has provided beneficial enlightenment for foreign language teaching. The research results of western scholars show that cognition and emotion are two inseparable aspects in the process of language teaching, and solving emotional problems can help improve the effect of language acquisition. Subsequently, continuous studies have shown that learners' positive affective factors have a positive correlation with their learning outcomes. Specifically, negative emotions, such as anxiety, fear, tension, depression, doubt, disgust, and other factors will hinder language acquisition, while positive emotional factors, such as self-esteem, self-confidence, empathy, and happiness, can create a psychological state conducive to learning. The domestic research on emotional problems in language teaching began in the 1980s. Such as "cognitive and emotional needs in foreign language learning" (Wang Chuming 1991), "emotional and cognitive factors in cooperative learning in foreign language classroom" (Guo Shucai 2002), "two major factors affecting foreign language teaching and foreign language teaching" (Wang Chuming 2001), "the impact of emotional factors on college English teaching" (Xiang Maoying 2003), etc. The above studies have analyzed the role of affective factors in foreign language teaching from the perspective of cognition and emotion, but the in-depth study of affective factors in foreign language learning, especially in listening and speaking, is not deep enough. Therefore, it is of great practical significance to explore the specific role of affective factors in learners' language acquisition and to improve the effectiveness of education, teaching and learning.

2. Summary of research on emotional factors

2.1. Concept of emotional factors

In psychology, emotion is defined as: emotion is a part of the whole attitude, which is in harmony with the inward feelings and intentions in attitude, and is a relatively complex and stable physiological evaluation and experience of attitude in physiology. Emotions include moral sense and sense of value, which are embodied in love, happiness, hatred, disgust, beauty, etc. That is to say, emotion is a kind of attitude towards objective things, an inner experience of whether objective things conform to subjective wishes, and a special need of people. In second language teaching, emotion refers to learners' feelings, feelings, emotions, attitudes, etc. in the learning process. The affective factors that affect language learning can be divided into two categories. The first is the individual factors of learners, including anxiety, inhibition, self-esteem, motivation, etc; The second category is the emotional factors between learners and learners and between learners and teachers, including empathy and classroom transactions. Emotional factors include a series of personal factors, as well as feelings about oneself and others. In Krashen's view, there are three main emotional factors, namely anxiety, motivation and self-esteem (Krashen, S. 1981). Learners' emotional state directly affects their learning behavior and learning effect. Positive and healthy emotions help stimulate students' strong learning motivation and interest, so that students can effectively improve their learning effect in various language practice activities. This requires teachers to give full play to the positive role of emotional factors and weaken the impact of negative factors on English learning while fully considering cognitive factors in the teaching process, so as to improve the teaching objectives and enhance the teaching effect.

2.2. Relevant research on emotional factors

In the 1980s, the focus of language teaching research shifted from studying how teachers teach to how learners learn, from focusing on knowledge transfer to focusing on students' participation and knowledge development. In this context, people began to pay attention to the impact of emotional factors on language learning. Some western linguists, such as Jane Arnold, Douglas Brown, Rebecca Oxford and Earl W. Stevick, have done some research on emotional issues, and have made some achievements (Xiang Maoying, 2003). There are few studies on emotional problems in language teaching in China. The author looked up some literature in recent years and found that it was related to emotional factors. For example, *Cognitive Emotion and Emotional Needs in Foreign Language Learning* (Xiang Maoying, 2003), *Individual Differences of Foreign Language Learners and Learning Method Guidance Strategies* (Wang Songmei, 2001), etc. They studied the performance differences of individual learners from two dimensions of cognition and emotion. This paper intends to study the influence of affective factors on language learning, and on this basis, puts forward some guiding strategies to overcome negative emotions and strengthen positive emotions.

3. Emotional factors

3.1. Anxiety

Anxiety refers to the emotional state of tension, uneasiness and fear caused by an individual's failure to reach the goal or overcome the threat of obstacles, which frustrates his self-esteem and self-confidence, or increases his sense of failure and guilt (Xiang Maoying 2003: 23-26). According to the affective filter hypothesis (Jane Arnold 2000), when students have low anxiety about learning a foreign language, their spirit will relax and the effect of language input will be better, which will promote language learning, and on the contrary, will hinder language understanding and absorption. In fact, in high school English teaching, students will have

different levels of anxiety due to their fear of not understanding foreign languages or not having confidence in their accurate use of foreign languages, which hinders their face, fear of making a fool of themselves in front of teachers and classmates, and fear that teachers and classmates will laugh at themselves. Some will also have excessive anxiety, resulting in a sudden stop of thinking and interference with understanding and expression. Anxiety can cause a vicious circle to language learning, but anxiety can be overcome.

3.2. Motivation

The motivation of foreign language learning is divided into instrumental orientation and integrated orientation (Zhang Qingzong 2011). The former refers to that the purpose of students learning foreign languages is to obtain economic benefits or other benefits, such as passing examinations, obtaining scholarships, being competent for work, promotion, etc; The latter refers to the social activities with which students have some understanding or special interest in the target and community, and hope to associate or be close to it, or participate in or integrate into the community. In addition, motivation can also be divided into internal motivation and external motivation. Internal motivation is also called self-motivation. Students with internal motivation can consciously learn foreign languages without external support; The students with external motivation only learn to get some external material rewards. Different learning needs and learning purposes will lead to different learning motivations, which play a key role in second language learning (Krashen, S. 1981). Generally speaking, the stronger the motivation, the higher the enthusiasm of learners and the better the learning effect. Gardner divides motivation into three parts: personal effort, desire to complete learning goals and correct attitude towards language learning (Cliffs, Gardner, R. C. et al. 1977: 243-261). How to cultivate students' interest in learning foreign languages is very important for students to achieve better learning results, that is, to meet learning needs and generate positive emotions and emotions.

3.3. Confidence

Self-confidence refers to the degree of trust that individuals gradually establish in their own abilities in the process of communicating with others. It is the first element of successful language learning. Without self-confidence, no matter how good intelligence is, it is difficult to achieve ideal learning results, because physiological and other emotional factors such as intelligence need to play their full role on the premise of self-confidence. In college foreign language learning, students with strong self-confidence often take the initiative in language practice, dare to take risks, are not afraid of making mistakes, and make rapid progress, resulting in stronger self-confidence, forming a virtuous circle and positive chain reaction. On the contrary, if college students have no confidence in whether they can learn a foreign language well, dare not actively carry out language practice, are afraid of making mistakes, and dare not take risks, they will often lose many opportunities to communicate with others using foreign languages, and the learning effect is not ideal. Moreover, it will weaken their self-confidence and create greater negative emotions. Students who feel good about themselves are more likely to succeed, while those who lack self-confidence are less likely to solve problems.

4. Suggestions on teaching

4.1. Correctly guide the classroom interpersonal relationship between students

A good foreign language learning environment can help college students improve their foreign language communication ability. Most of the time in college English classes, teachers should create a relaxed and lively classroom atmosphere to help students establish cooperative classroom interpersonal relationships. Such an environment will make students relax

physically and mentally and reduce anxiety. Cooperative classroom interpersonal relationships are very helpful for English learning. Generally, there are five steps: positive interdependence, individual expression ability, face-to-face positive interaction, the development of social skills, and regular group processing (Jane Arnold 1999). These steps require teachers to learn to exercise and monitor their teaching language at ordinary times, and guide students to enter the topic easily and quickly. In addition, teachers communicate with students through questioning, eyes and body language, both tangible and intangible, to create a friendly learning atmosphere and make students have emotional resonance.

4.2. Cultivate students' motivation for English learning

Only when students have established correct English learning motivation can they have the motivation to learn language. First of all, teachers should try to stimulate students' internal interest motivation. Teachers should make students understand that learning English is not only to pass CET-4 or CET-6 or to find a job, but also to use, understand and learn foreign science and culture in real communication, and build a bridge between themselves and the world. Secondly, in college English teaching, teachers should take various ways to stimulate students' interest in learning, so that students can really use foreign language for communication and communication. For example, heuristic situational teaching mode is adopted, and certain classroom tasks are set for students to make them face some real situation, generating the need to solve problems, so as to create more opportunities for language communication and enhance students' motivation for English learning, Stimulate students' interest in learning.

4.3. Learn to appreciate students and maintain their self-confidence

English teachers must pay attention to the way of evaluating students, learn to respect students, encourage students more, and learn to accept and appreciate students. In the process of English teaching, teachers should be good at listening to students' opinions, paying attention to students' emotions, appreciating and praising students' advantages, and tolerating their shortcomings. When students answer questions or conduct classroom language display, teachers should not correct pronunciation or misspoken words too much, but should guide the topic, encourage them to express their views in language appropriate to their own level, maintain natural English communication with students, and improve students' confidence. When students are unable to answer questions, teachers should also guide carefully, give appropriate and positive feedback, and maintain students' self-esteem.

5. Conclusion

In order to succeed in English teaching in senior high school, we must attach importance to the role of emotional factors. Only by cultivating positive emotional factors can senior high school students' interest in English learning continue to improve, their English communication ability continue to improve, and the mutual trust between teachers and students will continue to strengthen, forming a virtuous circle of English learning. Therefore, in senior high school English teaching, teachers should actively integrate emotional factors, establish strong classroom interpersonal relationships with each student, tap the potential of each senior high school student, mobilize their learning enthusiasm, and create more English communication opportunities for them. By playing the role of emotional factors, students' English communicative ability and learning ability are developed.

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