

Measures to Overcome Beginners' Communication Anxiety

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Abstract

With the introduction of key competency, more and more attention has been paid to students' language ability, especially speaking ability. However, communication anxiety is a common phenomenon among primary and secondary school students, especially for beginners. Beginners should treat communication with a positive emotional attitude in second language acquisition in order to overcome language barriers caused by anxiety. This is the first step to improve students' spoken English. Therefore, as teaches, we should help students especially beginners to overcome communication anxiety. Besides, this article mainly focuses on non-verbal communication and emotional teaching. I believe this new thinking has certain guiding for middle school teachers. Firstly, this essay analyzes foreign language anxiety, speaking anxiety and the current situation of speaking teaching. Secondly, this article analyzes the causes of anxiety in communication for beginners. Lastly, this essay comes up with several measures taken to reduce communication anxiety of beginners. Hope this article has a certain guiding of overcoming beginners communication anxiety.

Keywords

Communication anxiety; Nonverbal communication; Emotional teaching.

1. Introduction

Language is the most important communication tool for human beings.(2002) Spoken language is the most important and natural way of language communication, and advocating speaking teaching is an important starting point for modern foreign language teaching. Spoken language is a two-way language communication activity composed of information sender and information receiver, which requires learners to complete with others. This characteristic of spoken language that emerges from the background of the crowd naturally causes learners to have communication anxiety.

Beginners can communicate with others naturally only if they overcome the anxiety of language communication. Only by overcoming the interference of anxiety on language learning to the greatest extent can the learners' language input and output be promoted.

2. Problem Identification

2.1. Foreign language anxiety

Anxiety generally refers to a nervous, terrifying emotional state formed by an individual's expected failure to achieve goals or to overcome the threat of obstacles, resulting in a frustrated self-esteem or increased sense of failure and guilt.(2016) Tobias studied the influence of anxiety on language input, language material processing and language output in foreign language learning. He pointed out that in the process of language input, anxiety can lead to distraction and reduction of input material. (2016) People who are anxious when dealing with language divide their time into two parts: dealing with anxiety and dealing with tasks. The heavier the task, the greater the anxiety. In language output, anxiety will affect the process of using foreign language, that is, language output. Anxiety thus affects language input and output.

2.2. Communication anxiety

Communication anxiety is not anxiety in the general sense, but the fear caused by students' need to use the target language. (2010) In most cases, anxiety is caused by learners' past experiences and the attitudes of those around them. The reaction of foreign language learning anxiety may be manifested or manifested by some of the following behaviors, namely, voice change, inability to pronounce normally; incorrect language rhythm; feeling shivering when standing up to answer a question, or not being able to speak at all.

2.3. The causes of beginners' communication anxiety

Here are mainly three causes of communication anxiety. First is self-esteem. Stanley Coopersmith points out that self-esteem refers to that a person's attitude towards oneself and a personal value judgment expressed in that attitude, and an attitude that shows an individual's belief in one's own ability, importance, and worthiness. (1967) Second is confidence. Students who lack self-confidence are often too concerned about their public image, afraid of making mistakes, and afraid of being criticized by their teachers. This kind of inferiority often causes students to be nervous and anxious in the classroom. The last is teachers' roles. Teachers usually play the role of "controller, evaluator, organizer, initiator and participant" in teaching. In particular, the first two roles are more likely to cause students to have different levels of anxiety.

3. Measures Taken to Overcome Communication Anxiety

References are cited in the text just by square brackets [1]. (If square brackets are not available, slashes may be used instead, e.g. /2/.)

3.1. Exert the emotional motivation in communication

One of the important functions of language is to facilitate interpersonal communication. To achieve interpersonal communication, it is inevitable to involve people's emotional attitudes, and emotional attitudes need to be expressed and transmitted through language to a large extent. Stern conducted research on a number of students with excellent academic performance, and found that all excellent students can correctly deal with the motivation problems encountered in foreign language learning, can overcome fear and shyness, and can overcome excessive anxiety and timidity. (1983) Their belief that "only cognitive learning is most important" is absolutely wrong. As language teachers, while getting rid of intellectualism, they should fully realize the huge dynamic effect of emotional factors on students' language learning and human development, so as to start a new pattern of language teaching that is well-informed.

3.2. Use non-verbal communication

The main purpose of foreign language teaching is to cultivate students' communication ability, which includes language communication ability and non-verbal communication ability. Non-verbal communication can complement, repeat, regulate and replace verbal communication. The basic factors of non-verbal communication mainly include facial expressions, eye contact, tone of voice, body posture and so on. Western scholars believe that the role of non-verbal communication in the classroom is often greater than the role of formal teaching itself in the learning process of students. Many studies have shown that teachers need to learn to use non-verbal communication behaviors to improve the quality of oral English teaching. Non-verbal communication is crucial for teachers, and if teachers learn to use non-verbal communication more effectively in the classroom, the relationship between teachers and students will be improved. In order to reduce students' learning anxiety in oral language learning, the following methods can be taken in oral language teaching: (1) In the teaching process, teachers use non-verbal communication means to understand students' emotions and reactions, infer the

teaching situation, and adjust teaching strategies in time. Once the teacher finds that the students are anxious, they should help and guide the students to take effective measures to minimize the learning anxiety; (2) Teachers should always pay attention to their speech and behavior, face students with a smile, and keep good eye contact with students at all times. Because a gesture and a smile will inspire students, so that students' fear of communication will be reduced or disappeared, so that students are no longer passive, but change from passive to active, and improve their language skills.(2019)

3.3. Build beginners' confidence

Students' self-confidence is mainly reflected in their active participation in learning activities and their attitude towards language errors of themselves and others. (2020) Self-confidence in speaking is interfered by many factors, mainly anxiety during learning, that is, fear of not speaking English well, doubt of self-controlling ability and fear of communication. And when students are not confident in themselves or in language learning, they are prone to anxiety. Therefore, to a certain extent, self-confidence and anxiety are mutually causal. It can be seen that the cultivation of self-confidence is very important in English teaching. We should make students realize clearly that language anxiety is a transient phenomenon that can be avoided. The specific measures are as follows: (1) Use music, jokes, or games to keep students relaxed, and use clear and familiar topics for practical speaking practice; (2) Design learning activities of moderate difficulty to ensure that every student can make a jump, enough to get; (3) Encourage students to use language boldly, do not pursue excessive accuracy, adopt a tolerant attitude towards mistakes that will not cause misunderstandings in learning, and avoid making corrections when they see mistakes, so as not to interrupt students' thinking; (4) Use information feedback, such as praise students' progress in a timely manner, and point out the existing problems pertinently; use less control feedback, such as public announcement of oral scores on the spot, etc.; By providing students with multiple opportunities to experience learning success, they can restore self-esteem and self-confidence for those students who have been suffering from language anxiety for a long time.

4. Conclusion

Language is more closely related to emotion than other subject areas. Solving students' learning anxiety will help students to develop their speaking potential and improve their English learning effect. Therefore, helping students to overcome anxiety and cultivate a positive emotional attitude is one of the goals of English teaching, and it is also a subject that must be faced by the implementer of oral English courses.

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