

On the Influences of Emotional Factors on College Students' Oral English Learning and Its Strategies

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Abstract

Oral English learning is an important part of English learning for college students, it is also the weak part for them. There are many reasons for it. Oral English learning is affected by intelligence factors as well as non intelligence factors. For the college students, from the perspective of educational psychology, emotional factors play an important role in oral English learning. This thesis will mainly analyze the specific factors in emotional factor that influence oral English learning and the measures we should take to overcome or get rid of the negative emotional feeling and then form the positive emotional feeling and improve the oral English level on the whole.

Keywords

Oral English learning; College students; Excessive anxiety; Inhibition; Learning motivation.

1. Introduction

English subject learning includes listening, speaking, reading, writing and translation, and oral English learning is an important part of English learning for contemporary college students, and its importance is constantly improving. Because with the continuous advancement of economic globalization, the communication between countries around the world is increasingly close, the market requirements for the applicant oral English ability is getting higher and higher, with a higher level of oral English will undoubtedly become a favorable advantage in college students 'job hunting, which will inevitably lead to the college students' attention to oral English learning. However, due to the deviation of the teaching orientation of this course at the beginning of the introduction of foreign language teaching in China, the mastery of foreign language skills and foreign language knowledge is taken as follows The most important and even the only goal of teaching, resulting in the serious neglect of oral English teaching for a long time, forming the phenomenon of "can only recognize but can not say", that is, we often say "dumb English". In recent years, with the change of our concept, the focus of English teaching and learning is also constantly adjusted, but this is a long-term process. How to effectively and quickly change this situation, and improve the level of oral English teaching and students' learning, is a problem that every foreign language teacher should seriously think about and work hard for.

It is well known that foreign language learning is influenced by both intellectual and non-intellectual factors. College students' oral English learning is also influenced by many factors, such as personality, learning style, their own English level, classroom activities and other factors. From the perspective of educational psychology, the biggest non-intellectual factor affecting the learning effect in the process of foreign language learning is the emotional factor. In recent years, discussing the emotional role of foreign language learners in the foreign language learning process has become the research focus of linguistics and language teaching. Oral English, as the output link of the English learning process, is an important link of the college students' English learning, but also a very weak link. College students with poor or poor spoken

English account for 40% of their total. There are multiple reasons for this outcome. However, the negative emotional factors in oral English learning hinder the development and progress of students to a large extent. This paper mainly analyzes the emotional factors that hinder students' oral English learning and discusses how to help them to overcome these negative factors, stimulate the positive emotional factors, so as to improve their motivation and interest in oral English learning, so as to guide them to consciously and lasting English language Learning.

2. Emotional Factors that Affect the Students' Foreign Language Learning

Language is a tool of communication between people. Among the four skills of English learning, oral English training is particularly prominent. In our long-term English teaching, speaking and the lack of oral English practice environment, the practice of the time is very little, the students have formed will only use the pen to do problems and do not want to communicate in English. Secondly, when students communicate in English, due to the introverted and restrained psychological factors, they do not know where to start, afraid of making mistakes and do not want to open their mouth. Performance is intermittent, repeated too much, or helpless, logical confusion. This leads to the lack of correctness, coherence and logic.

The research of language instructors shows that foreign language learners is controlled by their emotional filter net. Linguists Dulay and Burt note that emotion filtering is an internal processing system, and that the subconscious mind prevents the absorption of language. The emotional factors include motivation, self-esteem, attitude, self-confidence, anxiety and inhibition. Specifically, if the learner has a high level of motivation and confidence, and a low level of anxiety and inhibition, he has a low emotional filter, absorbs more foreign language input, and has more internalized foreign language information. This paper mainly analyzes the anxiety factors, inhibitory factors and motivation factors in the emotional filter net Xiang College students' oral English development and how to promote the development of their oral English.

2.1. Anxiety

Language anxiety refers to a mental state of restlessness, irritability and fear of making mistakes in the process of language learning, which is related to bad feelings such as frustration, self-doubt, tension and on, and may be the most emotional factors that hinder language acquisition.

This kind of anxiety can be divided into three aspects:

Whether there is excessive anxiety in oral English activities;

How to deal with the oral task when facing excessive anxiety;

The causes of excessive anxiety;

From the performance of the college students in oral English class, 58.8% of the students have excessive anxiety in oral English expression. In the case of excessive anxiety, 49.3% of the students mentioned that they tried to avoid participating in the oral discussion due to the excessive tension. Even when they are named by the teachers in class, all they think about is how to use some simple words and sentences as hastily as possible. I don't calm down to think about how to express your opinions.

Another 10.2 percent of students mentioned that due to their poor oral skills, oral practice will cause sweaty palms, accelerated heartbeat, even stomachache, and stomach blank, these uncomfortable physiological reactions will hinder their oral English learning and expression. From the performance of the students, the reasons for excessive anxiety is basically the same, one is to worry that they said wrong, they lose face, resulting in their self-esteem and

self-confidence is hurt; the second is that the fear of saying wrong was criticized by the teacher and others laugh at, they think low ability.

From the perspective of students' performance, excessive anxiety is a relatively common phenomenon in students' oral English expression, which hinders students' oral English progress from three aspects:

Due to the excessive concern about the bad speech and the resulting adverse consequences, the students can not pay enough attention to the completed oral English task, do not think about how to better conduct the oral English practice, and pay more attention to the anxiety

Due to excessive anxiety, students will have physiological reactions such as rapid heartbeat, stomachache, tinnitus, nausea and other physiological reactions. Bad physiological reactions will make them unable to think well, which will affect their oral learning and expression in class.

Due to excessive anxiety, they worry about making mistakes in oral expression. They will try to use simple and rigid expression to hide their inner anxiety, find their inner comfort zone, and will not think calmly, and how to express their thoughts better in English. Therefore, it is difficult to improve the oral English ability.

2.2. Inhibition

Self-protection caused by fear of making mistakes in learning. Self-suppressed emotions are called the suppression of language learning. In fact, excessive anxiety will make students have suppressed emotions. This emotion can lead the students to actively avoid oral English activities. Excessive anxiety and depression are two closely related affective factors. Together, they will hinder the learning of the language. Through the study of the oral English class and the performance of college students' performance, the depression after anxiety hinders the development of oral English in two aspects:

Students worry about making mistakes in their spoken language. In their opinion, if they express their mistakes in their spoken English, then they are like a clown in front of the class, teachers and classmates, very embarrassed and lose face. In addition, they also worry that teachers and students will judge their poor overall ability because of their poor performance in oral English ability, thus reducing their image and value in the hearts of others. In order to avoid putting themselves in an awkward position, in order to maintain their dignity and their image in the eyes of others, they will restrain their English expression. So that oneself lost the opportunity to express oral English.

Students worry about making mistakes in their oral English. They think that if they make mistakes, they will feel guilty and deeply blame themselves, and they will feel very humiliating and hurt their self-esteem and image. Therefore, in order to reduce the damage to self-esteem, self-esteem, self-confidence, self-value and self-image, the excessively anxious students have suppressed or even refused to their oral English activities, so as to protect themselves. Anxiety and inhibition are both negatively associated with oral English learning.

2.3. Learning Motivation

The motivation in foreign language learning refers to the desire and impetus of learners to learn a foreign language. According to a survey, one of the questions was asking students to arrange their five abilities: "listening, speaking, reading, writing and translation," which showed that 58.1 percent of students put their spoken English last. More detailed interviews were conducted later for this result. The reasons can be classified as follows:

1. College students, especially non-English majors, mainly learn English to pass the CET-4 test, and these two tests are written tests and do not need oral English tests, so they think there is no need to spend time to learn spoken English. In order to better pass the exam, they would rather spend their spare time on learning about listening, vocabulary, reading, and writing. Completely ignored the learning of spoken English.

2. They learn English more to read the relevant professional literature or to find a good job through the English written test. Their motivation to learn English is more for study and work, and they are rarely interested in practicing oral English. In the eyes of these students, even if they need to use spoken English in order to work or study abroad, it is not too late to study just then. They argue that there is no need to spend time learning spoken English. Lead to a serious lack of motivation for oral English learning.

3. Start to learn English from primary school, and every test is a written test. Teachers do not pay enough attention to students' voice, thinking that as long as students are trained in vocabulary and grammar, they can get a good result in the exam. This long-term examination mode and teaching method leads to insufficient students' motivation to pay more attention to oral English learning for some reason, and the motivation of trying to learn oral English well is not enough.

From the above analysis, it can be seen that most students learn English mainly to learn reading, vocabulary and listening. The motivation is mainly to complete various written tests and read professional literature. The study of spoken English is in a very secondary position. Most students do not have a strong motivation to learn spoken English.

3. How to Mobilize Students 'Emotional Factors to Develop Students' Oral English Ability

3.1. Reduce Excessive Anxiety and Inhibition, And Create A Good Oral Learning Atmosphere

From the analysis above, it can be seen that anxiety and inhibition have a negative impact on students' oral English learning. In order to help students overcome these two negative emotional factors, teachers can start from the following four aspects when teaching oral English for college students.

1. Teachers should give psychological counseling to students and let them put down their ideological baggage. By giving examples or other ways, let the students realize that the language learning process is a process of constantly making mistakes and constantly correcting mistakes. It is difficult to learn English well without positive attempts and constant error correction, especially spoken English. In addition, let students know that making mistakes is not a sign of learning failure, but a normal learning process, is a necessary element of the slowly to the road of language learning success. Teachers should teach students to accept their mistakes with others in oral English practice, mistakes is not terrible, we can To not only improve oral English learning from the mistakes.

2. Teachers should actively mobilize the atmosphere of oral English classroom, create a pleasant and relaxed environment, and create a psychological and emotional safety for students, so that they can be more willing to participate in oral English classroom and participate in oral English activities. Oral English class is different from other English reading classes. Writing class, oral English class is more interactive, and it also more examines students' participation.

3. Establish a harmonious teacher-student relationship. Teachers should treat all students equally, so that every student is able and willing to actively express their views. In traditional English classes, teachers are generally in the role of controller and professor, and teachers and students are in an unequal relationship. However, oral English classroom is more about communication, close the relationship between teachers and students, is conducive to promote oral English teaching, but also conducive to stimulate students' learning enthusiasm.

4. Treat students' mistakes tolerant, and reduce the psychological pressure caused by students worried about making mistakes and losing face. Teachers should actively encourage their students. Teachers should be more encouragement, more praise, less criticism in

class. Teacher's encouragement can better let students have a high self-esteem and self-confidence, self-confidence can well stimulate students' interest in learning and learning motivation, is conducive to students to better learn oral English. Therefore, in the oral English class, teachers should encourage more students and pay attention to the progress of each student. Especially for the students with a poor foundation, the teacher's praise and encouragement will be extremely effective in reducing their oral English Learning about anxiety and inhibition in overload.

3.2. Stimulate Students' Oral Learning Motivation and Improve Their Oral Learning Effect

Learning motivation determines the learner's proficiency in a language. Motivation is one of the important factors for the success of oral learning. Teachers should stimulate students' oral learning motivation from the following four aspects:

1. Teachers should provide students with more and broader topics related to their major or interests, such as boys who can talk about sports, basketball games, sports stars, and girls who can talk about skin care, weight loss, movies, and gossip. Students are always very interested in the topics that they are interested in, thus creating a language environment in which all students have something to say and have an interest to speak up.
2. Teachers should equally participate in students' oral discussion, actively listen to students' expressed thoughts, and let students feel the authenticity and effectiveness of oral communication, rather than teachers' words, so as to promote students' interest in oral English learning.
3. When students have difficulties in oral English communication, teachers should give timely help. The teacher is the helper and facilitator of students' learning, so that students can feel safe and relaxed emotionally, which helps them to form positive feelings for oral English activities.
4. Provide positive learning feedback to students. The teacher's encouragement and affirmation can effectively reduce the students' excessive anxiety and inhibition, can let the students feel the happiness of progress, the joy of success, so as to better stimulate the students' interest in oral English learning, and form a long-term learning motivation.

4. Conclusion

Students' English learning is influenced not only by their language ability and intellectual factors, but also by non-intellectual factors. And the emotional factors occupy an important role in the non-intellectual factors. How to mobilize the students' positive emotions, to overcome the control of the summer emotions, to help the group of students to better develop their oral English ability is an important task of every English teacher. In order to better help students to learn oral English, teachers should first help students to form a correct emotional attitude to the wrong phenomenon in oral learning, and create a relaxed and pleasant oral English classroom atmosphere, and constantly provide students with interested topics to stimulate students' oral English learning color Interest and motivation. At the same time, teachers should treat students with tolerance and equality, encourage students more, try to reduce the tension in class, help students to reduce anxiety and inhibition, encourage students to boldly try to speak English, boldly express their own ideas. Get fun, get encouragement in oral English, and finally can learn oral English with positive emotion consciously and forever.

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