

Coping strategies for students' learning anxiety in college English classroom

Meng Fanhong^{1,a,*}, Fengchi^{2,b}

¹Dalian Neusoft University of Information, Dalian, Liaoning, China

²Dalian Neusoft University of Information, Dalian, Liaoning, China

^amengfanhong@neusoft.edu.cn ^bfengchi@neusoft.edu.cn

*Corresponding author: Meng Fanhong

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Abstract. This document explains and demonstrates the biggest emotional disorder in language learning is anxiety. Researchers are increasingly concerned about helping students overcome anxiety in foreign language learning. Based on the review of relevant literature, combined with my own teaching practice and teaching experience, I tend to explore some methods to solve the learning anxiety of college English classroom students, in order to improve the learning effect, cultivate students' healthy and positive psychological state, improve psychological quality, and thus promote students' language learning.

1. Introduction

According to the definition of Horwitz [1], foreign language learning anxiety is a special psychological activity such as self-perception, foreign language learning, foreign language feelings and learning behaviors in foreign language classroom learning. Learning anxiety is an anxiety generated in a special situation. It is derived from the uniqueness of formal language learning. Its performance is that students' evaluation of their foreign language communication ability is too low and not confident. Researchers such as Horwitz first regarded foreign language learning anxiety as a special, separate phenomenon. In fact, foreign language learning anxiety is a kind of fear that students feel when they use unskilled foreign languages to communicate with others. Foreign language learning anxiety is particularly severe in foreign language listening and speaking (especially in the unprepared free talk).

During many years of classroom teaching, the author noticed that the specific characteristics of students, especially those non-English majors in foreign language learning, are mostly characterized by inaccurate pronunciation of words. The syllable composition, accent and word formation of words are not well mastered, and when they are called to answer questions, they don't know how to organize the language. They have no idea how to pronounce the words. Some students don't want to talk and stay silent. In the long run, students will even resist foreign language learning. For example, students who are anxious about foreign language learning are not willing to participate in classroom teaching activities. They like to sit in the back of the classroom. When the teacher asks questions, they are very upset and even tend to skip classes whenever there is any opportunity. The anxiety generated in the foreign language classroom has many negative effects on the foreign language learning of students.

2. The classification of foreign language learning anxiety

In order to effectively eliminate anxiety, you must first understand the cause of anxiety. Macintyre & Gardner believes spoken communication, frequent tests and negative evaluations are important causes of anxiety. [2] There is a lot of information in the learners' mind, but because of the ability limits, it can not be accurately conveyed or let the other side understand, which will be frustrating. The same is true for exams; it is difficult for students to get themselves satisfactory scores. Frequent

tests can only increase the fear of learners. Negative evaluation, especially the negative evaluation of the teacher, is more frustrating. The injury of learners' self-esteem and self-confidence make them have a significant anxiety response. Competition is another important cause of anxiety. Learners often compare themselves with other students to determine their self-image, but often find themselves inferior to others and lose confidence. Other factors also include beliefs, adventures, and so on. Some students think that their spoken English must be as fluent as their native language. There can be no grammatical errors in written communication in English. In fact, this is unrealistic because of a person's foreign language can never exceed the level of his native language. Some learners, especially those with poor academic performance, are afraid to take risks and guess what the new words mean, in fear of making mistakes. The interaction between teachers and students is also an important factor.

Researchers roughly divide learning anxiety into two categories, namely:

2.1 Inhibitory anxiety

Foreign language learning anxiety may be just a short state of fear at the very beginning. At this point, students are forced to use some kind of foreign language to communicate. Thereafter, if the situation of anxiety caused by the students' use of language continues to occur, then learning anxiety will become a feature rather than a state. Once foreign language learning anxiety becomes a fixed feature, it will have a huge negative impact on the learning process of language learners and language. Therefore, this negative anxiety is called "inhibitory anxiety."

2.2 Facilitating anxiety

It refers to an emotion that occurs in a specific situation or in certain special events. For example, in a standardized language test, the limitation of the examination time will cause students to have certain anxiety, but this instead will promote students think more actively. In other words, this anxiety is a positive factor in the face of certain tasks that need to be completed. This positive anxiety is called "promoting anxiety." It can encourage learners to produce better learning outcomes, and thus gain stronger motivation to learn and challenge themselves to more new learning tasks. Of course, language researchers hold different views on the existence and importance of facilitating anxiety.

As the implementer and guide of classroom teaching, English teachers are more concerned about the former. Because this kind of anxiety damages the learner's performance in many ways, the indirect damage is through the learner's worry and self-doubt. The direct damage is to reduce the learner's expectation towards language learning and combat their enthusiasm of learning English.

3. The classroom responses to learning anxiety

3.1 Teachers should learn to control the classroom reasonably

Teachers should strive to create a classroom atmosphere that is democratic, equitable, relaxing, and student-oriented. It is necessary to consciously adopt certain teaching methods such as heuristics, incentives, and induction methods to give students a sense of autonomy and mobilize group vitality. A learning group has its own life, and the overall performance is not equal to the simple sum of individual performance [3]. When students feel that they are an indispensable member of the group, they will have a valuable feeling, which will be of great benefit to reducing anxiety and eliminating students' withdrawal behaviors.

Specifically, teachers should enhance the fun of classroom teaching, and can design various scenarios and tasks in combination with teaching content. Teachers act as facilitators and instructors. Students act as the protagonists of the classroom, grouping and playing the group command, to complete the teaching tasks together, such as appropriately selected discussion, role-playing, creation, competition, speech, debate, poetry reading, singing, reporting, reading pictures, speaking according to the title, story retelling, short news broadcast, quick answering, short English Drama performance, English corner, game and other forms of tasks, from which to select the best pronunciation, best debate, best singing, best performance, best creation, best script, best combination and other awards

to stimulate student participation Enthusiasm, let students learn in happiness and experience the joy of learning. In these classroom activities, teachers should design the links, control the time, give students sufficient time, and avoid the tension caused by sudden attacks.

3.2 The teachers' way of asking questions should be scientific

Teachers should grasp the teaching materials well, control the difficulty, pay attention to the artistry and pertinence of the questions, and ask different students different questions in different ways. For students with anxiety, teachers can reduce high anxiety by asking questions step by step, reducing the difficulty of the task, and relaxing the task completion time. In addition, if the teachers' attitude in the classroom is too serious, it will make the students feel depressed and nervous. When the students express difficulties, the teachers will give appropriate prompts and inspirations, and give the students some opportunities for self-correction, let the students know that the mistake is the most common, most natural thing in the process of language learning. Only in this way can the students feel more free to express themselves, since a good teacher-student relationship enables students to have good emotions to face learning.

3.3 Teachers may introduce fuzzy tolerance theory appropriately into the classroom

Tolerance of ambiguity means that language learners actively tolerate and accept ideas and concepts that conflict with their knowledge structure and values, thus laying the foundation for further study and cognition [4]. As one of the variables of affective factors, fuzzy tolerance has a significant influence on the second language acquisition process of students. Cognitive psychologists believe that language learning is a complex internalization process. In this process, fuzzy tolerance determines the amount of language that is filtered, the speed and quality of language learning, and even the final results of language learning. The higher the degree of fuzzy tolerance of the learner is, the more relaxed the emotional state is and the better the learned effect is; on the contrary, the lower the degree of fuzzy tolerance, the greater the pressure, the less input to the language, or even the construction of the language. Therefore, as an important emotional variable, the influence of fuzzy tolerance on second language acquisition cannot be ignored.

In addition to cultivating students' basic skills such as words, grammar and semantic understanding, teachers should also let students understand the concept of fuzzy tolerance, train students to make accurate judgments on fuzzy scenes in the learning process, boldly predict and maintain positive emotions, focus on organizing and coordinating cognitive activities. Besides making students realize that the process of learning is a process that is full of ambiguity from beginning to end, teachers should also pay attention to improving their own fuzzy tolerance, and can tolerate some mistakes of students, rather than frequently pointing out or correcting them.

3.4 Negative evaluation needs to be avoided

Because negative evaluation fear is a personality trait and a major cause of learning anxiety, teachers should be good at discovering negative evaluation students who are serious and respond appropriately, and give them more praise and encouragement. Positive encouragement and timely recognition help to increase self-confidence and mitigate the negative impact of failure experience. A pleasant learning experience can reduce anxiety, so give students more opportunities to enjoy the joy of success. For the expression of students, teachers should not only evaluate with simple right or wrong, yes or no, but listen with a smile and appreciation; when students are correct, they should be praised in a slightly exaggerated language; When an error occurs, it should not be completely negated. As long as there is something correct, it should be generously rewarded. As long as teachers praise and encourage students appropriately, the confidence of students will inevitably increase over time, and the anxiety that is not self-confident will gradually ease.

3.5 Instruct students to respond to anxiety in a positive and effective way

As the saying goes, it is better for the doer to undo what he has done. The first thing teachers need to do is to correct students' deviations in language learning and some unrealistic thoughts. A large

number of students study hard before the exam and are completely relaxed after the exam. As everyone knows, language learning needs long-term persistence to make progress, and short-term cramming does not fundamentally have any effect on improving the level of foreign language learning. The problem is that once a student struggles for a period of time and does not see improvement, he is prone to anxiety, and then doubts his or her language ability and induces a strong sense of inferiority, and even adopts a retreat or laissez-faire attitude.

Therefore, it is necessary for students to realize that respecting the objective laws of language learning and mastering certain foreign language learning strategies are necessary to solve anxiety problems. Second, teachers should encourage the whole class to communicate about their foreign language anxiety. Students are interested in their English learning, what are the sources of anxiety, how to overcome anxiety and other issues to exchange opinions and share their experiences, in order to find the best way to solve problems. Studies have shown that when learners realize that foreign language anxiety is a very common phenomenon, and he or she is not alone, he or she will respond to anxiety with a more positive attitude. Once again, help students gradually develop a positive attitude to cope with anxiety. Teachers can try to guide students to take a deep breath and other relaxation exercises when they are anxious. Self-encouragement and the form of logging can also reduce anxiety.

4. Conclusion

For EFL students, foreign language learning itself will have a certain degree of anxiety, and it seems unlikely that the anxiety in foreign language learning will be completely eliminated. The question is: What is the anxiety inherent in language learning? What is caused by teachers using inappropriate teaching activities or teaching methods? How can teachers guide different individuals to minimize anxiety? With this in mind, we can have a definite object in view, improve the effectiveness of English classroom teaching, and promote the overall healthy development of students.

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