

Effect of Teacher's Emotion on English Class in College

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ABSTRACT: Emotion is a part of psychological activity, which affects the activity of behavioral agent. Specially, in teaching activity, as the dominant player of teaching activity, the teacher's emotion will influence the students enormously. Massive researches have focused on the role played by classroom behavior in teacher's emotion as well as the influencing factors of the students' emotion. However, there aren't many researches on the effect of the emotion of university faculty on the class. Moreover, most researches are theoretical, which haven't increased to the level of teaching practice. However, in specific application of subject, little content refers to English subject. These problems have provided space of the research of the article. The thesis contains five sections and refers to introduction, research situation, method, research program of the specific application of teacher's emotion in College English class and the conclusion. The research achieves the major conclusions as follows. 1) The teacher's emotion affects his own function of cognition and intelligence; 2) The emotional capacities of male and female teachers as well as the teachers with different working experience are different. 3) The happiness, sorrow, and angry of teacher always affect the students. 4) In class, the teacher's emotion influences the students' emotion directly. 5) when the attention is occupied by negative emotion, the learning efficiency will be influenced largely negatively.

KEYWORD: Teachers' emotion; College English class; Effect

1 BACKGROUND AND SIGNIFICANCE OF RESEARCH

1.1 *Research background*

Teacher is the orientor in English class, so that we have to value the effect of its role. In English class teaching, the performance of language and emotion should be integrated to forge the vivid and active learning atmosphere in class mutually. Therefore, it is the evitable responsibility for the College English teacher to enhance the research and exploration of the effect of emotion on teaching English intensive reading course. Based on the entire condition with constant and in-depth reform of English teaching, many linguistic teaching exports have begun active trial and researched on the effect of emotion on teaching effect.

1.2 *Significance of research*

Now, social development and economic construction has brought up higher standard requirements for people's foreign language quality. The language teaching in the college is the main process of fostering people's foreign language quality. It not

only meets the demands of the intellectual or emotional developments, but also fosters the foreign language talents who meet the requirements of national economic construction and the development of technology. Therefore, college foreign language teaching has multiple humanities and social significances. Now, our education has been reforming considerably in order to keep up with the times, and intensive English reading class has started its reform too. In the process of communication, besides language communication, there are also a variety of non-language communications, including facial expression, eyesight, gesture and posture, etc., all of which fall into emotion category. The main action of language communication in the accomplishment of the communication purpose could not be neglected. According to a US study, when people express their the emotion and attitude, language communication just makes up 7%, while emotion, as accent and facial expression make up 93%. In fact, both language and emotion are valued in humans communication. The two interactions accomplish the communication together. In the English class, language and expression of emotion

should be combined to create an active learning atmosphere.

Therefore, it is the inalienable duty for college English teachers to enhance the research about the effect of emotion on college English intensive reading teaching. In the general environment of continuous reform of English teaching, students' interest oriented foreign language teaching principle has been gradually established. Many language teaching experts have begun to try to research about the influence of emotion on teaching.

2 CURRENT SITUATION OF TEACHER'S EMOTION

2.1 *Abroad research*

In an article finished by Sutton (2003) and his colleagues, it is referred that in recent years, the works published in US, including *Psychology of Education* (Borko and Putnam, 1996; Calderhead, 1996), *Handbook of Research on Teaching* (Richardson, 2001), and *Handbook on Teacher's Education* (Sikula et al., 1996), didn't refer to teacher. However, they primarily focused on the faith, knowledge and attitude of teacher. In these publications, teacher's emotion hadn't been mentioned[1]. Salzberger-Wittenberg(1983) et points out that the better understanding of the property of the emotional factors in the teaching process will assist the teacher and students to "take efforts towards the more effective interpersonal relation". In the second stage of research about teachers' emotion, interpersonal relation in the emotion has been valued gradually, and emotion has become one part of interpersonal relation with schools and classrooms as background. Teachers generate series of positive emotions or negative emotions. The research of Little(2002) further proved that, there are multiple mechanisms that affect teachers' emotional reaction in the school. Veen(2003) inquired the orientation, evaluation and emotional reaction of teachers in the background of education reform using the method of studying social mentality.

In the activity process, the emotion of any individual will influence its activity. Similarly, the teacher's emotion also affects the psychology of the teacher in teaching activity.

2.2 *Domestic research*

At present, in the educational circle in our country, the effect of teacher's emotion on the teaching effect have been realized. Besides, active research and

discussion have been made on the influence of teacher's emotion in teaching process as well as the contribution to the teaching effect. For instance, the research of "optimizing teaching by emotion", with the representative of Professor Lu Jiamei, provides instructional standard to teacher's emotion in many levels. In different sides, the research disclosures the importance for the teacher to own good capacity of emotion (Pi Liansheng, 1997) Sun Zejun and He Qiao (2001) demonstrate the significance for the teacher to adjust the emotion in class. Lian Rong (2004) finds that one of the common points between green hand and practiced hand is that in teaching process, the capacity to control and adjust their emotion is not strong. Wo Jianzhong (2003) finds that the application of emotional strategy made by excellent teacher is better than that of ordinary teacher. In class, the excellent teacher is always passionate. Considering the research on physical and mental effect of teacher's emotion on individual, the centralized content made by researchers are as follows, including emotional failure (Cai Yuqing, 1998; Gao Jialing, 2001; Man Lifang, 2002; Wu Zongku, 2003), job burnout (Chen Dunsheng, 1994; Zou Peijun, 2003); job satisfaction (Chen Jinjuan, 2001; Gao Jialing, 2001; Hu Guangda, 2003; Chen Yanchen, 2003), organizational commitment (Hu Guangda, 2003), will of demission (Chen Jinjuan, 2001; Cai Mengyuan, 2005). In addition, it also contains work performance, internalization or role, work pressure, self-esteem, physical and mental discomfort, physiological symptom, qualify of working life, organizational citizenship behavior, role identity, internal customer satisfaction, positive attitude, negative attitude and qualify of interpersonal relation.

3 METHODS OF RESEARCH

3.1 *Literature review method*

Collecting and sorting the documents related to non-language communication research, preparing for the research, including analyzing the theme of research. This method defines the meaning of emotion first, and determine the research topic. Then preparing the documents about research, choosing the important and useful documents and reading these materials in a proper order. Afterwards, choose useful information from mass references, hence a processing work must be done on the references. Rejecting the false, duplicate and past-time documents; from the view of research, evaluating the adaptability of documents, and retain the comprehensive, complete and profound documents as well as the documents with new idea and materials.

[1] Sutton R. E., Wheatley K. F. Teachers' Emotions and Teaching: A Review of the Literature and Directions for Future Research. *Educational Psychology Review*, 2003, 15(4), 327~358.

3.2 Survey research method

Grasping the present research situation of the effect of emotion on teaching through interview, questionnaire, statistical analysis etc.. Survey research method is a research method that is under the guidance of emotion psychology theory, with the scientific methods such as questionnaire, interviewing, survey, collecting the data about emotion teaching purposefully and designedly. This paper uses the questionnaire in which the investigator inquired the respondents the information or ideas in the written form using the previously designed questionnaire.

3.3 Combine the theory research and countermeasure research.

Research of this paper needs that theory research and countermeasure research complement each other, since theory research serves countermeasure research meanwhile countermeasure research enhances the depth and strength of theory research. In this paper, the definition and research for emotion are theory research.

3.4 Combine the qualitative analysis and quantitative analysis.

Qualitative research is the base of quantitative research; quantitative research is the improvement of qualitative research. This paper uses qualitative research first about the effect of emotion on English teaching. And this paper also got firsthand data through investigating the subjects and objects of college English teaching in a positive analysis. Moreover, it also got the relevant data and the conclusion through analyzing these related data.

4 RESEARCH RESULTS

4.1 Teacher's working experience and sex influence the teaching effect

The emotional capacities of male and female teachers as well as the teachers with different working experience are different. The young female teachers are good at communication, while the self management capacity of male teachers are better than that of female teachers. Considering the capacity of emotional control, the teachers with longer working experience are generally better than that of young teachers. However, the adaptation of the teachers with shorter working experience is better than that of teacher with longer working experience. The different emotion of the teachers will also affect their cognition and intelligence. Thereby, the class will be influenced. Therefore, the teacher should enhance their emotional management

according to their own status, so that the positive effect is taken to the learning in class.

4.2 Teacher's emotion influences the students' emotion directly

The effect suffered by the girls made by the teacher's emotion is more serious than that of the boys. Therefore, the extensive English teachers should teach differently to students with different genders according to the psychological characteristics and features of boys and girls. In addition, in teaching process, they should value the gender difference of the boys and girls in psychological development. The teachers should guide and create the psychological teaching environment that is suitable for the English learning of both boys and girls; 2) when the attention is occupied by negative emotion, the learning efficiency will be influenced largely negatively. The more anxious the students are, the more difficultly they can obtain ideal performance; focusing on the girls, the cultivation of non-intelligent factor should be enhanced. Specially, the cultivation of the self-confidence in learning is very significant.

It is easy to find that relaxed, joyful and positive emotion can not only make people have better memory, but also can stimulate creative thought, which will encourage students to think and seek answers to questions boldly. Emotions and feelings run through and influence the whole teaching process, so only by putting emotional and knowledge process, the two objective processes, into teaching activities consciously can we get a harmonious result. On college English course, most intensive readings are performed traditionally in the way of oral speech without teaching auxiliary rather than listening course which is performed in language lab. In such environment, it requires more for teachers and new ideas. As well as teaching English textbook, teachers should also inspire students to stimulate students' interest of thinking by employ emotion factor.

Among them, sufficient information is learnt by us as follows. (1) Based on the background of active emotion and negative emotion, there's difference with directivity, intensity, and purpose for the teacher to make decision to process the students' incorrect behavior. (2) The assessment of the decision should be made in the perspective of "effective teaching". (3) As the significant component of emotional intelligence, the improvement of the capacity for the teacher to control emotion plays a disregarded role in the teacher's professional growth. It is the essential skill that should be trained by the teacher to become "effective teacher". (4) The confidence of the emotional control capacity of the female teacher is

insufficient. It is the key object that should be concerned in training.

5 CONCLUSION AND SUGGESTIONS

The research achieves the major conclusions as follows. 1) The teacher's emotion affects his own function of cognition and intelligence; 2) The emotional capacities of male and female teachers as well as the teachers with different working experience are different. The young female teachers are good at communication, while the self management capacity of male teachers are better than that of female teachers. 3) The happiness, sorrow, and angry of teacher always affect the students. Different emotional performance will give rise to different results. 4) In class, the teacher's emotion influences the students' emotion directly. Besides, compared with boys, the girls are more sensitive to the experience of the teacher's emotion. 5) when the attention is occupied by negative emotion; the learning efficiency will be influenced largely negatively. The more anxious the students are, the more difficultly they can obtain ideal performance.

The transformation of teachers' emotion in classroom is explicit on teaching style. With the increasing age, teacher accumulated rich enough experience and forms their own style of teaching which is the teachers' inclination. Students may feel boring in mono-style teaching. With the research to emotion, teacher should alternate the usual convention and improve the teaching style as well as adjust teaching methods. It should be noted that this

changing is neither change the course mode arbitrary nor disorder combine. It's tremendous adjustment based on the master of teaching goal and the thoroughly understanding of students. Uncomfortable would emerge inevitably in teaching activities, and especially in those new teaching style implemented. In such circumstance, it's a concerning problem to be solved that how teachers find and summarize effective measures corresponding to specific students from the practice of themselves and students by flexible means.

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