

The Exploration of Anxiety Psychology in English Learning

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Abstract: Education to cultivate high quality talents in the new century, learning knowledge but also want to pay attention to the students' mental health, our Ministry of Education also issued a country related to mental health education guidance documents, for different stages of students have different psychological guidance and training, which fully shows that teachers in the teaching should pay attention to the students' mental health problems. Through the usual teaching observation, it is found that students in learning English, in memorizing words, doing questions, English listening and oral expression and other aspects will produce psychological anxiety. In view of the above problems, this paper uses the literature research method, from the perspective of anxiety, to explore students in English learning anxiety. In order to improve students' English learning efficiency, teachers should try to reduce students' English anxiety, improve students' self-efficacy, and effectively implement educational activities.

Keywords: Mental health; Anxiety; Psychology; English study

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1. Introduction

Nowadays, more and more policies are issued, requiring teachers, parents and the society to pay attention to adolescent mental health problems, prevent the development of adolescent mental health problems, and promote their positive mental health.^[1] For most Chinese students, it is difficult to learn English. In the process of learning English, they will encounter many such or other problems, which leads to anxiety among students, and then lose interest and confidence in learning English. Therefore, having a healthy psychology is conducive to teenagers to better absorb and accept the knowledge learned. Through reading the literature, it is found that in language learning, anxiety may be related to gender, the original level of everyone, teaching mode and so on. In addition, anxiety may have some impact on the listening, reading and word learning part in the foreign language learning process.

2. Analysis of problems

2.1 Analysis of school mental health education

The importance of schools as an environment for promoting mental health represents a shift in mental health policy and practice (Rowling, 2007a, b). Understanding the role of school education in students' life and linking these manifestations to mental health outcomes is a major task and challenge. For mental health and education professionals, it requires participation in each other's research and subject knowledge base, moving across disciplinary boundaries, and integrating knowledge to promote school education.

2.2 Anxiety psychology

Anxiety-related survey statements (p ¼. 047), and safety (p ¼. 003) showed a significant relationship with the ATI mental health examination.^[2] Therefore, anxiety is also one of the mental health problems, and we should pay attention to this phenomenon in daily teaching. Teachers should play a positive role in their children's social and emotional health. Teachers pass on the positive and healthy side to students, which is conducive to cultivating students' positive heart.

2.3 Easy to produce anxiety psychology in English learning situation

English anxiety refers to the stress physiological or cognitive response of students to learn English in the process of learning English. Although China is not a daily country that uses English, English is closely related to students' academic tests. The environment of students makes many students have to learn English. When they face another language, they will feel difficult when learning, resulting in anxiety. In the process of learning English, in many situations, most students will have anxiety in facing different learning tasks. The following are some common situations that are easy to produce anxiety.

2.3.1 Anxiety about reading

When students encounter difficult reading comprehension, they are easy to have anxiety, which will affect the efficiency of the problem and even the accuracy of the problem. In addition, in ordinary teaching, too long English articles will also lead to anxiety among some students.

2.3.2 Anxiety during hearing comprehension

Students are most prone to anxiety when listening to English listening. As a new language, most students are difficult to overcome psychological barriers. When English listening, students may be afraid of oral English, speed and other aspects, leading to anxiety.

2.3.3 Anxiety in memorizing words

Students will also have anxiety when reciting English words. Words are the basis of English learning, most students do not know how to recite words, so they can not remember the words, in the process of repeatedly memorizing words, students have anxiety.

2.3.4 Anxiety when writing an English composition

When students write in their mother tongue, they can write in their mother tongue smoothly due to their long-term living environment. English as a second language, when students use the second language, students are not proficient in words, grammar and sentences, it is difficult to write a fluent composition that meets the requirements, resulting in anxiety.

2.3.5 Anxiety from the family

English self-efficacy is recognized as an important factor in explaining English anxiety. The higher the level of English self-efficacy, the lower the English anxiety, this tendency has the same effect on English writing. Children are more difficult to act proactively when they are stressed by their parents, which may eventually reduce their English self-efficacy and increase their English anxiety levels.^[3]

3. Discussion

3.1 Learning in English In the context of globalization, English is a widely used international lingua franca in today's world, an important communication tool for international exchange and cooperation, and an important carrier of ideas and culture. English courses in middle schools can help students learn basic English knowledge and skills in using English, cultivate students' cross-cultural awareness, and create good conditions for learning other disciplines, absorbing the essence of world culture and spreading Chinese culture (China, 2018).^[4] Foreign language (FL) anxiety is a kind of anxiety in a specific situation (e. g., Horwitz, 2001; Horwitz, & Cope, 1986), which is an anxiety generated when learners learn and demonstrate their abilities in a learning environment. And Horwitz et al. Students can also develop anxiety when they expect too much or are afraid of failure.^[5]

3.2 Theoretical basis

The theoretical framework of this paper is Bandura's theory of social cognition. Bandura explores the effects of self-efficacy on human agency. Then students 'active state in learning will be conducive to students' learning, so teachers should try their best to reduce or eliminate students 'anxiety in the teaching process, develop students' positive heart, and improve students' interest in learning.

3.3 Anxiety exploration

Anxiety has an impact on all aspects of students' learning, and this effect is also related to the degree of anxiety and learning content of learners. The degree of students 'anxiety is related to the students' own ability and learning environment. Students' lack of solid grasp of knowledge, making it difficult for students to extract relevant knowledge from memory, thus causing anxiety. In addition, in the open learning scenario, students are afraid to answer the relevant English questions due to their timidity and fear, thus resulting in anxiety. No matter what the anxiety occurs, this psychology will have a negative impact on learners' long-term learning of English. Anxiety in oral class will make students afraid to speak in English. If this goes on in the long run, slowly, students do not like to speak and lose their confidence in learning English. Although teachers will encourage students to speak up boldly, most learners will remain silent and anxious. In the process of English learning, some students show that in daily life, they use less English, so they are not skilled in vocabulary, leading to anxiety among students. Some English participants were afraid to speak because they were saying "Chinese English".^[6]

4. Countermeasures

4.1 Strengthen teacher training

In teacher training, the phenomenon of anxiety causes teachers' attention. Guide teachers in the usual teaching work, teachers should pay attention to students may appear anxiety this phenomenon, adjust their teaching strategy at any time, according to their own teaching tasks and teaching subjects, the corresponding psychological counseling for students, cultivate students' positive learning psychology, avoid by anxiety is not willing to learn a subject.

4.2 Strengthen the contact between home and school

In the face of some left-behind students who parents are not around all the year round, teachers should have more than their family contacts. Although parents are not around, they should often care about their children by phone calls, so that children can feel the warmth of family and always feel the love of people at home. English as a language subject, students need to use their spare time to consolidate practice and read aloud, so teachers should often contact the student's guardian, regularly report to the students' guardian students in school, grasp the students 'life at the same time, in order to understand the students' mental health, avoid students' anxiety.

4.3 Strengthen the mental health education in schools

Mental health education class, can set up the different scenarios of language learning, let the students participate in this situation, if produce anxiety, guide students to adjust their emotions, quickly get rid of anxiety, teach students some ways to adjust their emotions, cultivate students' confidence in language learning, brave to use English.

5. Summary

Anxiety disorders are one of the most prevalent mental health problems reported by adolescents and their parents (Bed, 1991; Ferguson, Horwood, and Linski, 1993; and Ferdinand, and Casius, 1997), and chronic anxiety may lead to a reluctance to school and learning.^[7]In English learning, anxiety will have some negative effects on students, and the exploration of anxiety phenomenon in English learning is conducive to teachers to timely adjust their teaching strategies according to students' learning situation and learning psychology in the teaching process, so as to achieve the teaching goal.

6. Development and deficiency

This article explores the anxiety in English learning, explains the anxiety may happen, the exploration of students' anxiety will have a certain impact on the future education, however, this article on the study of anxiety psychological exploration is still not deep, anxiety may come from age, gender, family background, and other reasons, the type of anxiety may be different, in the future exploration, will continue from these aspects of anxiety in English learning, and combining with urban and rural contrast analysis of students anxiety in English learning, starting from different age stage, explore the causes of anxiety and the influence of anxiety on language learning.

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