

Analysis of the Causes and Countermeasures of College English Burnout Based on Mobile Internet

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Abstract: The Internet has brought great opportunities and challenges to English teaching, but the negative effect of the Internet is also a reality that we cannot avoid. More and more students neglect their studies due to their addiction to the Internet, thus becoming “tired” in their English learning. This paper explores the reasons of the psychological phenomenon of “learning burnout” in Internet-assisted English teaching, and proposes coping strategies to transform the psychology of “learning burnout”.

Keywords: Internet; English Learning; Burnout; Coping Strategies

Introduction

Computer-assisted instruction has been employed in English teaching for decades, and it offers rich materials and ample opportunities for students to share ideas with each other. It has been long considered as one of the effective teaching modes to promote autonomous learning.^[1] The popularization of Internet information technology has promoted the development of online education. Researchers have found that although online learning entirely based on the Internet can provide learners resources anytime and anywhere, there is a phenomenon of “high dropout rate and low qualified rate”. In the era of mobile Internet, smart phones are becoming more and more powerful, occupying more time and energy of college students. Learning burnout is a common negative learning psychology among college students. Learning burnout reduces the subjective happiness level and life satisfaction, leading to negative emotions such as anxiety and depression. This paper intends to discuss the causes of college students learning burnout under mobile Internet and give some countermeasures.

1. The definition of learning burnout

Different researchers describe learning burnout in different ways. Pines & Kafry and Meier & Schmeck^[2] defined learning burnout as chronic energy dissipation under schoolwork stress, indifference and alienation between teachers and students, and negative attitudes towards learning activities.^[3] Schaufeli et al believes that learning burnout is due to emotional exhaustion, academic alienation, and low sense of achievement.^[4] Yang Lixian, Lian Rong characteristics combined with the characteristics of Chinese college students, put forward that learning burnout is the burnout and frustration when learners are forced to study because of various reasons, as well as a variety of escape learning behavior.^[5] The researchers believe that learning burnout is a psychological syndrome in which learners have differences in learning objectives, content, process, form, evaluation and their expectations in specific learning situations, which is manifested as negative emotions such as low mood, sarcastic attitude, improper behavior and reduced efficacy. From the definition of these experts, we can conclude that learner burnout is mainly due to students’ negative emotions about learning, and thus unwilling to learn.

2. The reason of college English learning burnout under the mobile Internet

Learning burnout is the most common problem in Internet-assisted English teaching which refers to the learning pressure or lack of interest in learning English and tired of learning English negative attitude and behavior, especially refers to the individual who can not effectively get rid of Internet addiction and English learning pressure or cannot properly cope with the setbacks in English learning of physical and mental exhaustion, or students in the high intensity of Internet English learning state, visual burnout. It reflects the students’ negative English learning psychology. This English learning burnout is

not for the Internet burnout, but for writing and English learning burnout. In recent years, due to too many online learning apps, students have resistance and burnout. The main reasons are as follows:

2.1 Students' relatively low sense of achievement

Learning self-efficacy is an important variable affecting academic performance. It is closely related to various learning activities. Students go online not to learn but to play games or chat online, browse the web or watch a DVD, and they feel nothing worth learning. When a lower sense of achievement in English learning occurs, students' discipline problems also increase. It can be seen that when students' English learning burnout is mixed with these feelings, it will greatly reduce the motivation of learning, and pollute the English learning and education environment, then failure will become a way of life, social psychologists will call it the sense of learning powerlessness. In conclusion, the above performance reflects the negative mood and attitude of students who are tired in English learning, and this sense of burnout has widely affected all levels of individual student study.

2.2 The limitations of students' own learning foundation and concept

Some students can not keep up with the progress of English teaching and the generation of reverse psychology because of their own early weak English foundation. In class, they can not understand the teacher's instructions, more can not keep up with the teaching progress. Due to the slow response, they will miss a lot of key points. They either have no learning method, or their learning method has problems, such as memorizing words, which is extremely inefficient. Some students may have a wrong understanding of English learning, they believe learn English is just to simply pass the exam or as future employment chips or English learning environment, consequently, they lack of strong will and perseverance. These students all lack the motivation to continue learning English due to their own weak foundation, so there will be burnout in the process of English learning.

2.3 College English teaching means are single and lagging behind

Facts have proved that college students' burnout of English learning is closely related to teachers' teaching methods. At present, many English teachers still follow the traditional single mode of "talk and chalk" in classroom teaching, In the classroom, they are just a knowledge-imparting person, following the traditional teacher-centered classroom, adopt the teaching method of "one speech" and rely too much on the mother tongue to instill language knowledge, ignore the psychological characteristics and emotional needs of students' language learning, classroom teaching is dull. They only pay attention to whether their task is completed in this class, but will not understand whether the students master the knowledge, and whether they can achieve the knowledge transfer. If things go on like this, Students' language input is insufficient, language output is difficult, far from the actual expectations, will gradually lose the motivation and enthusiasm for English learning.

2.4 The Internet online learning platform is complex, and the students are under great pressure

With the continuous development of The Times, online learning software came into being. There are countless software for college students to learn, such as MOOCs, Superstar and Wisdom Tree. There are many kinds of learning software in students learning. Teachers ask students to complete different learning tasks through different learning platforms. However, there are many learning tasks that students feel can not complete them, so they are unwilling to continue to complete them. According to the survey, it was found that due to high learning pressure and other factors, many college students are resistant to learning software on different online platforms, believing that there are too many software to complete tasks, and they cannot allocate good time. As a result, they develop a burnout mentality. At the same time, we also found that students prefer to use a certain software to learn than a variety of online learning software, because they believe that a learning software can keep them focused, and the quality and efficiency may be more efficient.

3. Countermeasures for college English learning burnout under the mobile

Internet

The current situation of English learning burnout is not optimistic, and it has become a serious problem hindering students' academic progress. How to alleviate and overcome burnout is a problem that teachers, education administrators and students need to face and think about seriously themselves. Therefore, only from the perspective of dealing with learning burnout to solve these problems is the right remedy.

3.1 Improve students' sense of self-efficacy

In Internet-assisted English teaching, teachers should try to cultivate students' confidence in English learning, improve students' self-learning efficacy, let students experience more success in learning activities, guide students to make more self-comparison, gain confidence, and reduce anxiety. If the students' academic performance is not satisfactory, they should be guided to make the correct attribution. At the same time, help them to correct the learning attitude, master their own suitable learning methods. When guiding them on learning methods, we should first guide them to analyze and evaluate their own learning methods, so that they can make a reasonable and reasonable learning plan with goals not too high or too big, so as to stimulate students' desire for progress.

3.2 Teach students to use different learning strategies to constantly improve their own abilities

Nowadays, online learning materials are more and more abundant, and students can arrange their own time to study online courses, which requires students to use and regulate their learning strategies, motives and behaviors before learning and after learning. Therefore, it need teachers to systematically comb language learning strategy, guide students to understand, master the learning strategy, help students to form a good learning habits using learning strategy, promote the development of students 'independent learning ability teaching activities, improve students' learning way, improve students' learning autonomy and initiative, so as to realize the transformation of students' active learning. Teachers should be good at guiding students to participate in the Internet English learning activities, and promote students to learn actively and individually, so as to improve students' English learning ability.

3.3 Update the teaching methods and enrich the content of the teaching materials

College English teachers should think about ways to stimulate, and maintain students' learning enthusiasm. Teachers can create a relaxed classroom atmosphere for students to let students learn easily, eliminate tension and anxiety, in order to generate interest in English learning and maintain the enthusiasm of learning. Specifically, we can use more positive and encouraging languages in class. When the students complete a certain learning task, give a certain oral praise, in order to affirm their efforts in the study. College English teachers should also adjust their teaching content and difficulty, and use moderate difficulty and practical content to assist their teaching activities.

3.4 Simplify online learning platforms

While creating the school Internet-assisted English learning system, we should strengthen the purification of the Internet and eliminate the pollution of bad information to students. To "guide" instead of "blocking", take advantage of the situation, to persuade students not to play games and chat online too much. Enrich the English learning content of the campus network, and strengthen the Internet moral education. Through the construction of the campus English independent learning center

network, optimize the English teaching methods. Strengthen the supervision, guidance, inspection and supervision of students' independent learning of the Internet, and timely give feedback to their homework using the Internet learning. Use the Internet for inquiry, discussion, participatory autonomous learning and online learning. In this fresh and good network learning atmosphere of learning, we believe that students' learning efficiency may be higher, and letting alone causing burnout.

Conclusion

The phenomenon of "learning burnout" among college students has attracted the attention of many scholars and university teachers. College English is one of the important public basic courses in various colleges and universities. Due to the special characteristics of English, the English learning burnout of college students cannot be ignored. In the era of mobile Internet, teachers can help college students to establish a sound social support network from cultivating their understanding of social support level, so as to reduce and eliminate college students' learning burnout in English learning. Therefore, foreign language teachers in the new century should face up to the problems and difficulties existing in Internet-assisted teaching, make good use of the effective resources of the network to effectively promote English teaching, and help students to fight against the burnout of English learning in the Internet era.

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