

A Survey and Research on the Emotional Factors of Teachers and Students in Teaching English in High Schools in Western Guangdong under Network Multimedia Environment--A Study Case of Zhanjiang No.1 High School

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Abstract: *The emotional factors of teachers and students are the key contents that need to be paid attention to in high school English teaching activities. If the emotional factors are neglected, it will seriously affect the effectiveness of high school English teaching and is not conducive to the cultivation of students' core literacy. Taking Zhanjiang No. 1 High School as an example, the article analyzes the students' motivation to learn English, learning attitude, learning personality, learning self-confidence and will to learn, as well as the teachers' motivation to teach and other affective factors in the network multimedia environment through the method of individual interview and questionnaire survey, and explores the specific strategies for mobilizing teachers' and students' affective factors in senior high school English teaching according to the findings of the survey.*

Keywords: *high school English teaching; network multimedia environment; affective factors; survey*

1. Introduction

English is a key subject in high school, and the emotional factors have a strong constraint in the process of English learning. Positive emotions can promote students' knowledge learning, whereas negative emotions will affect language input. Currently, network multimedia has been widely used in high school English teaching, and the ways and methods of the traditional English teaching have changed dramatically in the network multimedia environment. Teachers and students constantly update their role and relationship, and for improving the quality of teaching, it is necessary to attach great importance to the emotional factors of teachers and students in teaching and implement emotional education means. In order to understand the problem of teachers' and students' emotional factors in the network multimedia environment, the article investigates, analyzes and researches on the example of Zhanjiang No.1 High School.

2. The significance of grasping the emotional factors in high school English teaching

2.1. Emotion is an important dimension of students' growth

Each student is a complete and independent individual, whose growth includes not only the physical and intellectual growth, but also the spiritual and emotional growth, and the existence and expression of emotions will directly affect the quality of life and spirituality of the individual. Grasping the emotional factors can make students develop a sound personality, promote their cognitive development, improve their moral quality, and make them maintain a positive mentality and spiritual outlook all the time.

2.2. The efficiency of English teaching can be improved with the help of emotional education

Emotional factors have a direct impact on second language acquisition, therefore, students' emotions are also an important teaching resource for teachers to pay attention to in high school English teaching, including students' hobbies, learning interests, and the degree of preference for English subjects. According to linguistic research, negative affective factors will hinder students' language

learning, and under the accumulation of repeated failures, students will experience acquired helplessness and then become bored with English learning. Therefore, in the English classroom, teachers need to optimize the students' learning experience through a variety of affective education methods, so that they can produce positive and active emotions, which can effectively improve the efficiency of English learning. At the same time, the school should also give full consideration to the cultivation of teachers' emotional factors, and give teachers a positive platform and encouragement, thus effectively improving the effect of English teaching.

2.3. Students' core literacy can be cultivated through emotion education

The core literacy of English subject includes language ability, learning ability, thinking quality and cultural character. To improve the above literacy of students, all of them will involve the emotional content, therefore, it requires high school English teachers not to stick to the teaching of the subject, but need to penetrate the emotional elements in the teaching of the subject, to achieve the goal of promoting learning with emotion, and the improvement in both knowledge and emotion, so that the students can improve intelligence and behavior, and then the all-round development is realized.

3. Survey on the emotional factors of teachers and students in teaching English in high schools in western Guangdong under the network multimedia environment

3.1. The survey methods and the results

The research objects of this article are 43 students in a class of sophomore in Zhanjiang No.1 High School as well as 12 English teachers, which are investigated through individual interview method and questionnaire survey method, which mainly analyzes the students' motivation to learn English, attitude to learning, personality to learning, self-confidence to learning and will to learning in the networked multimedia environment with the purpose of understanding what kind of learning barriers exist in the multimedia environment. In addition, individual interviews were conducted for a few students, trying to grasp the emotional factors of teachers and students in English teaching under the network multimedia environment through individual interviews, so as to help students find solutions in a targeted way.

3.1.1. The results of the survey on students

According to the results of the survey, students of Zhanjiang No.1 Middle School have some problems in learning motivation, learning attitude, learning personality, learning self-confidence and learning will:

First, learning motivation

Motivation plays an important role in English learning activities, and the motivation for learning English mainly includes four types, namely survival, development, work and education. According to the results of this survey, students' motivation to learn English is mainly for the college entrance examination, future development, foreign language exchange, and going abroad, and most of the students learn English passively for the purpose of furthering their studies and getting into the desired university (67.4% [29/43]); some students are forced to learn English by their parents (14.0% [6/43]), and they do not recognize the importance of English for their future development; some students learn English without any purpose (27.9% [12/43]), which shows that even though teachers enrich the teaching content and innovate the teaching methods through the online multimedia environment, students' motivation to learn is still less than ideal.

Second, learning attitude

Attitude includes both positive and negative attitudes. Having a favorable impression of western culture and yearning for the lifestyle of westerners can help students learn English; on the contrary, if they have an attitude of hatred, contempt and boredom towards western culture, it will affect their motivation to learn English. In addition, teachers' erudition and enthusiasm will also affect students' learning attitude. According to the results of this survey, 83.7% (36/43) of the students' English learning is driven by external motivation, they themselves lack interest in English and know little about western culture, they don't fully realize the significance of learning English for the times, and they don't take English as a process of self-improvement. In addition, under the constraints of the teaching mechanism, exam-oriented education is adopted at the senior secondary level, which leads students to directly link English with the examination for entering higher education. There are also 32.6% (14/43) of the

students hold a negative attitude towards western culture, which leads to their learning attitude being greatly affected.

Third, learning personality

From the perspective of psychological research, there are two types of learning personalities, extroverted and introverted. Extroverted students have the requirement of self-improvement and want to get affirmation from others, while introverted students are the opposite, they want to get their own affirmation through their efforts, extroverted students are good at talking and love to socialize, and introverted students are shy, reticent, and quiet. So the strategies students use to deal with the learning tasks also have differences due to the different learning personalities of them, and it is the main reason leading to the emergence of English learning affective disorder in students^[1]. According to this survey, extroverted students are more active in class, more willing to participate actively, speak positively, and better able to arouse their own learning motivation, while introverted students are quiet, their participation in the classroom is not active, their interest in learning is difficult to be awakened, and they are more prone to nervousness and anxiety in English learning. After vigorously promoting network multimedia teaching, there are higher requirements for communication and interaction between teachers and students. Since introverted students tend to be conservative and reserved, they are afraid of failing in classroom interaction and curl up, and classroom questioning is just like torture to such students, who are always worried that the teacher will call out to them in class, and emotionally are in a state of emotional tension, unlike extroverted students, who are lively, cheerful and sociable, so the likelihood of emotional disorders in English learning is higher for introverted students. In this survey, 65.1% (28/43) of the students belonged to the introverted type, and they generally feedback that they are not good at interacting in the online multimedia environment, not only are they not good at answering the teacher's questions, but they also don't like to cooperate with their classmates.

Fourth, self-confidence of learning and will to learn

In English learning, students who have the self-confidence and the will have better interest and motivation, and such students can take the initiative to seek help from teachers and classmates when they encounter difficulties. According to this survey, the results of the class students' survey on self-confidence of learning and will to learn are not satisfactory, 72.1% (31/43) of the students lacked self-confidence of learning and will to learn, which may be related to the improper guidance of the teacher, or it may be that the teacher neglected some students in the multimedia environment.

3.1.2. The results of the survey on teachers

First, teaching motivation

Motivation is a key factor affecting the quality of teaching, good motivation is the driving force to make teachers to be positive, teachers with motivation can take English teaching as a joyful task and implement it on their own initiative, while those with weak motivation will take teaching as a burden, and the effect of teaching will naturally be unsatisfactory. The results of this survey show that teachers' motivation to teach is not satisfactory, only 25.0% (3/12) of teachers have strong motivation.

Second, anxiety

Anxiety is negative emotions such as frustration, uneasiness, and self-doubt, and the presence of anxiety also affects teachers' teaching effectiveness. In this group study, 58.3% (7/12) of the teachers reported that they had anxiety, and the causes of this emotion include factors like the high pressure of teaching itself and the life.

Third, self-confidence

Self-confidence is the foundation of success, and English teaching also has certain requirements for teachers' self-confidence, if teachers can treat students with a positive and self-confident attitude, then the students' motivation to learn will also increase dramatically, and this kind of self-confidence of the teachers will also become the object of imitation for the students, which can benefit the whole life of the students. The results of this survey suggest that teachers' self-confidence is also not very good, only 33.3% (4/12) of the teachers have enough self-confidence in teaching, which is also a factor that affects the quality of teaching.

3.2. Analysis of causes

3.2.1. Teachers' weak emotional literacy

Although teachers are actively carrying out the network multimedia teaching reform, but there is a problem that the reform is superficial, due to the weak emotional literacy of teachers, the lack of investment in emotional education in the classroom, which will inevitably affect the students' emotional attitudes and targets, which will lead to emotional education becomes superficial, ineffective, and then the emotional factors can not be played the role for the promotion of students' English learning.

3.2.2. Single teaching method and content

According to the survey of students' learning attitudes, boring and monotonous content and single method are the biggest factors that discourage students' interest in learning, which are manifested in the unchanging teaching methods and dull atmosphere, etc. In addition, teachers who are more strict and authoritarian, who refuse to accept students' opinions, who evaluate in a simple and rough way, and who have cold relations with teachers and students, will also affect the students' affective attitudes. From this survey, although the capacity of the classroom has been greatly enhanced in the multimedia network multimedia environment, teachers have relatively single teaching method and content, and they focus too much on knowledge teaching and ignore the students' emotional experience and personality differences.

3.2.3. Influence of teacher-oriented thinking

Most teachers put their role in the knowledge transmitter, and there is a teacher-oriented thinking in the teacher's role. In the network multimedia teaching environment, the best teacher-student relationship should be an equal status. Only by establishing a good, equal teacher-student relationship can the students learn in a pleasant, relaxed atmosphere^[2]. In the current network multimedia teaching, teachers are not yet able to fully achieve equal dialogues with students, and teachers seldom try to have frequent interactions with students after class. Despite the gradual increase in the sense of autonomy of high school students, the influence of teachers on students' thoughts, words and deeds can still not be underestimated, and the teacher-oriented thinking seriously ignores the students' emotions and thoughts, which naturally leads to the students falling into a negative attitude towards English learning.

4. How can students' emotional factors be mobilized in high school English teaching in network multimedia environment

Although the network multimedia has brought great convenience to teaching activities and richer teaching content, but teachers are more concerned about the innovation of teaching means, and they ignore the emotional factors of students. In order to solve this problem, the network multimedia means need to be used, and students' emotional factors can be mobilized through a variety of ways:

4.1. Activating learning motivation

Students' motivation to learn English is not innate, but it develops under the influence of subsequent education, social interaction and practice. Therefore, in the network multimedia environment, teachers should make good use of informatization technology to stimulate students' interest and motivation, and encourage students to seek answers independently by setting up doubts and enlightening their minds, and pay attention to the art of lecturing, and develop interesting curriculum resources with the help of network multimedia to provide vivid and live materials for students. At the same time, we should actively implement the flipped classroom model, which is a subversion of the traditional teaching mode. Students need to complete the pre-study before class through online channels, and in this process, teachers need to provide students with a digital resource base, and the content of the resource base needs to pay attention to the motivation and emotional factors of the students, and in order to achieve this requirement, teachers need to understand the intrinsic motivational factors and extrinsic motivational factors, and in the ordinary teaching activities, teachers can communicate and exchange with students to understand students' wishes and needs, so that students can create expectations^[3]. In the network multimedia environment, students should be given more incentives and appreciation, to encourage students to move forward. Considering the fact that some students are more introverted and inferiority complex, students can be provided with all kinds of online interactive opportunities to encourage students to actively participate in various activities, and encourage and recognize the students when they make a little progress in a timely manner.

4.2. Correcting learning attitude

From the results of the survey, students' attitudes towards learning are not yet satisfactory, one of the major reasons is that teachers do not have a good grasp of emotional education, and students are not familiar with the environment of network multimedia and have not yet completely changed their learning mode. Therefore, when applying network multimedia teaching, it is necessary to establish a sense of mutual trust between teachers and students to help students overcome anxiety and nervousness. In addition to emphasizing interaction in the classroom, homework critique interaction, heart-to-heart talks and after-school tutoring can also be used to guide students to correct their attitudes. In normal times, teachers should also observe the emotional state of students, take the initiative to analyze and think about the problem from students' point of view, give students more affirmation and encouragement, and make full use of emotional education methods to help students overcome the "plateau phenomenon", learned helplessness, and so on, so the students' will to learn can be strengthened, and finally students' sound growth of personality can be achieved.

4.3. Promoting group activities

The classroom is the main front of English teaching activities. To mobilize the emotional factors of students, it needs to make good use of the classroom as an important front. As mentioned above, students have different learning personalities, the results of learning are also different, in order to provide students with more opportunities for interaction, teachers can try to promote the emotional expression of the students through small group activities to encourage students to take the initiative to communicate^[4]. In the network multimedia environment, students can be encouraged to set up a variety of learning groups according to their interests and learning needs. Teachers can set up corresponding learning projects for students, and the learning group can complete them through cooperation. They are not only cooperative in the classroom, but they can also interact online and search information together. Group activities are not limited to traditional cooperative learning, and activities like group competitions, interest groups, communication groups can be organized, and the goal is to provide students with a more diversified, inclusive network multimedia learning environment for improving students participation, so that they can help each other cooperate and realize the collision of thinking, emotions and values.

5. How can teachers' emotional factors be mobilized in high school English teaching in network multimedia environment

Teachers' emotional factors are the key to the quality of English teaching in the network multimedia environment. As teachers, we need to take the initiative to adapt to the brand new environment of network multimedia, and know the influence of teachers' emotional factors on students' English learning. First of all, teachers need to change their own identity, in the network multimedia environment, teachers and students are not necessarily face-to-face communication. Teachers and students communicate with each other more through online channels, so teachers need to treat students equally, and exchange thoughts with students equally, and in the network multimedia classroom, the sincere feelings between teachers and students can not be ignored. Teachers need to abandon the traditional teacher-oriented role and regard education as an activity aiming at improving the value of life, so that students can blossom in the classroom full of passion for life. Therefore, in the network multimedia classroom, teachers should be good at creating a harmonious and warm environment for students, if students can feel a sense of security, it can greatly mobilize their learning motivation. A smart teacher should be mutually trusted with the students, encouraging students to take the initiative to learn new knowledge, rather than forcing the students to learn. Then, teachers need to strengthen their learning. English teachers come from normal colleges and universities and have received systematic professional training, but teaching English in the network multimedia environment is a new attempt for most teachers. Therefore, teachers need to master relevant knowledge through multiple channels, take the initiative to undertake the important responsibility of teaching and educating people, understand the change of the teacher's role in the network multimedia environment and take the initiative to adapt to this change. To do this, teachers should be good at thinking and summarizing, and learn from the failure of the example. Although the network multimedia teaching has been promoted for a long time, most teachers have not yet changed their thinking. As a teacher, we must learn to put down the stature of the initiative to enter the student group for finding out the personality of each child. And according to the actual needs, the teaching is tailored to suit the needs of the students. Gradually, teachers and

students will no longer have a barrier between them, so in such atmosphere of understanding, friendship and equality, students' emotions can get due attention and stimulation, so that they grow up healthily. Moreover, the school needs to play a main role in helping teachers to smoothly use the changes in English teaching in the network multimedia environment, provide scientific training and education, and guide teachers to correct their teaching motives^[5]. At the same time, the school needs to further improve the teacher incentive mechanism. The school activates teachers' learning motivation by increasing the salary and benefit, spiritual incentives and other ways to alleviate teachers' anxiety, so that teachers can build up their teaching self-confidence, and respond to the reform of the network multimedia environment of the English language teaching claims with a positive emotional attitude.

6. Conclusion

Practice has proved that students' emotional factors are the decisive factors affecting English teaching activities, and all kinds of emotional factors are interacting with each other and closely linked. From the viewpoint of English teaching activities in the current network multimedia environment, students' emotional factors are not fully mobilized, resulting in low efficiency of English teaching. In this regard, teachers need to reform their teaching methods, utilize scientific teaching strategies to implement teaching students according to their aptitude, enhance students' interest and motivation in learning English, and help students form positive attitudes towards learning English. At the same time, the innovation of network multimedia teaching classroom should be student-centered, so that teachers and students can communicate and exchange in an equal atmosphere, and the emotional factors of students can be fully stimulated.

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