

# The Influence of Affective Factors on Primary School English Teaching

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**ABSTRACT.** *Learning emotion refers to the feelings, emotions and attitudes of learners in the learning process. The emotional state affects and restricts learners' learning behavior and learning results to a large extent. Affective factors are the key to determine the quality of English learning. What's more, in the primary stage of English learning, it's important to form positive affective factor because it can laid a solid foundation for the following English study. This article takes the influence of affective factors on primary school English teaching as the topic, analyzes the influence of motivation, self-confidence and anxiety on primary school English teaching, and proposes strategies for constructing affective factors in teaching.*

**KEYWORDS:** *Affective factors, primary English teaching, motivation, confidence, anxiety*

## 1. Introduction

In recent years, quality education has been vigorously promoted. Emotional goals are equivalent to language knowledge. The role of affective factors in improving the effectiveness of primary school English teaching has become increasingly prominent. Emotional attitudes are mainly reflected in the students' learning motivation, learning interest, learning attitude, self-esteem, self-confidence, will ability, cooperative awareness, etc. These factors affect the learning process and academic performance of students. Students have just entered elementary school and just started to learn English, know nothing about English learning. Therefore, teachers should cultivate students to form positive affective factors, which will also greatly help students in the next stage of learning. If a student has a negative attitude towards learning, it will cause a series of bad emotions such as anxiety, weariness, depression, etc., then the learning effect of the student will not be satisfactory, even with a good team of teachers, advanced teaching equipment can't give full play to its advantages. Conversely, if students have a strong interest in learning and are full of confidence in their own abilities, then students can concentrate in class, actively participate in classroom interaction, and will study hard after class, so the effect of learning is bound to be improved, the teaching process will become more fluent, and the teacher's teaching goals can be achieved. This research explores the influence of affective factors on primary school English teaching and focus on the impact of

motivation, anxiety and self-confidence on primary school English teaching, and analyze the positive aspects or insufficient of primary school students' motivation, anxiety and self-confidence in primary school English teaching. It is hoped that through this article, teachers can pay attention to students' affective factors, try to transform students' negative affective factors into positive factors, cultivate students to form positive affective factors, and try various methods in teaching methods boldly to stimulate students' English Interest, promote the all-round development of students.

## **2. Definition of affective factors**

Emotion is a person's attitude and experience of whether objective things meet their needs. When things meet people's needs, they produce feelings of love, happiness, and satisfaction; otherwise, they produce feelings of dissatisfaction and disgust. In second language learning, affective factors mainly refer to learners' learning motivation, attitude, anxiety, self-confidence, classroom communication and interaction, etc. The following author will mainly analyze motivation, anxiety and self-confidence.

The motivation of affective factors, from the perspective of educational psychology, mainly refers to the motivation of learning, that is, a force that can stimulate and maintain learning behavior. Learning motivation is usually divided into two categories: external motivation and internal motivation. In foreign language learning, the motivation of learning mainly refers to the learner's desire to learn a foreign language and achieve the desire and force to use the foreign language. This is the mental state of the learner to initiate and maintain the learning action.

Anxiety is the fear of failing to reach a goal or being unable to overcome obstacles in the process of completing a task. It is easy to cause an individual to have emotional experiences such as worry, tension and even fear. Anxiety can be a mental state generated by facing a specific situation or time, or it can be internalized into a quality due to the recurring situation. Anxiety can be divided into situational anxiety and temperament anxiety. Anxiety can inspire individuals to challenge tasks, and they can also make individuals avoid tasks. According to their role, they can be divided into promoting anxiety and hindering anxiety.

Self-confidence is an individual's positive attitude towards self-evaluation, affirming one's own abilities. That is, the degree of confidence that an individual is competent for a certain job. People with a strong sense of self-efficacy have high self-expectations and dare to move forward courageously when dealing with difficulties; people with weak self-efficacy, dare not express themselves in front of their classmates, and are vulnerable to external interference.

### **3. The influence caused by affective factors**

#### ***3.1 Positive aspects of the current situation of primary school students' English learning affective factors***

If students have a strong motivation for learning, whether it is external motivation or internal motivation, it will improve the effectiveness of learning. When learning new content, students are required to continuously integrate new knowledge with original knowledge. If students are motivated to learn, then students can make full use of their subjective initiative, students have a strong desire for learning, then they will listen carefully in class, and the learning effect will naturally increase. It can drive students to study seriously. Then they tend to be energetic in the classroom, actively participate in the classroom, are more willing to accept challenges, and have better self-discipline, complete the tasks assigned by the teacher on time, and the learning process will be relatively easy, so they can achieve better results.

Establishing self-confidence in learning is also a great help to the learning effect. Confident learners are often good at expressing themselves, grasping the opportunity to practice in the classroom, and are not afraid of losing face because of mistakes, so they practice more to gain knowledge in the classroom. It has been well consolidated and further enhanced self-confidence. As we all know, language learning requires practice, and learners who lack self-confidence often dare not raise their hands to speak in class, fearing that they will be embarrassed by answering wrongly. As a result, they lack of language practice and oral skills cannot be practiced. Naturally, there is no chance to build self-confidence, and thus no good learning effect can be obtained.

The learning effect is also related to learning anxiety. Both higher and lower levels of anxiety cannot achieve the best learning results. Excessive anxiety will make students' nerves in a highly tense state, inhibit the development of students' English potential, and fail to achieve good learning results. And students with low anxiety will be in a lazy state, often unable to concentrate. Only moderate levels of anxiety can best promote student learning. A certain amount of anxiety can make students feel urgency without overly oppressing students. Thus students can self-spur, self-monitor their learning process, and make timely adjustments.

If students have a strong interest in learning, have confidence in themselves, and have an optimistic attitude, this will not only improve the students' learning effect, but will also be of great help to the future English learning, and it will also be helpful to the students' future life. They can also actively face difficulties when facing difficulties. In the primary stage of English learning in elementary school, pupils will not have a clear learning motivation, so teachers should actively guide, inspire and cultivate, so that their internal learning motivation can be stimulated to the greatest extent, and they have a strong interest in learning. It will definitely promote the future English learning. They will actively participate in classroom learning, dare to speak English, and improve their oral English.

### ***3.2 The Insufficiency and Reasons of Primary School Students' English Learning Affective Factors***

There are many negative factors, such as anxiety, tension, depression, etc. Anxiety is the biggest emotional disorder in language learning. Moderate anxiety is the most efficient in learning, that is, it can make students feel a certain sense of oppression without making students feel excessively anxious. Students know that hard work will produce good results, which can effectively stimulate their learning potential and change pressure to motivation. However, students with too low or too high levels of anxiety are not effective in learning. Anxiety level that is too low keeps the individual in a relaxed state for a long time, the student does not care about learning at all, and the student loses the enthusiasm for learning. On the contrary, excessive anxiety makes the individual in a state of mental stress and unable to concentrate on learning. For a long time, this easily prevents students from developing their own potential, thus failing to achieve good learning results and losing interest in learning. Therefore, in actual teaching, English teachers in primary and middle schools must pay attention to the changes in students' emotions, and promptly guide students who feel anxious about learning. Teachers can also use incentive policies to stimulate students' interest in learning.

If students have no confidence or their confidence is in a low level, it will also hinder their English learning. The students who have no confidence will often choose easy tasks and avoid challenge, when they face difficulty, they may give up easily. In the classroom, when teachers conduct some activities which have the competition elements, the students who have no confidence will not be active. Because they think they have no ability to win. What's the worst, if students believe they are helpless, they may not do any effort in their study. So these students will fall into a vicious circle, they do not want to raise their hands in classroom, as a result, they do not have chance to practice the words or sentences they learned in the class. Of course, they will not be praised by the teacher. From the above, we can see the level of confidence is very important for students' learning, and teachers should try different kinds of methods to improve the confidence of students.

### **4. Affective factors on the strategies of primary school English teaching**

1) Stimulate the curiosity of students. From a psychological point of view, motivation is a strong interest in one thing, so for primary school English teaching, efforts should be made to improve students' curiosity in English learning, so as to stimulate students' motivation in English learning. Therefore, teachers should give full play to their creativity in the classroom, try to use materials that are close to students' lives, diversify learning tasks to arouse students' curiosity, adopt a variety of modern multimedia technologies, enrich the presentation forms of the classroom, and use more pictures, videos, and stories into the classroom, teachers can boldly adopt a variety of teaching methods and teaching tasks, which can arouse students' curiosity in learning to the greatest extent, and also stimulate students' motivation. What's more, using questions is a very useful way to arouse students'

interest. Teacher should master the skills of asking the questions, the questions should be not too easy or too difficult, and it should set according to the ability of students. As we all know, the curiosity usually comes from the problems, so the teacher can set the problem situation and stimulate the interest.

2) Properly carry out rewards and punishments and maintain internal motivations. Praise and reward can stimulate students' learning motivation more than punishment and criticism, so students should be praised instead of criticized in the teaching process. For elementary school students, at the initial stage of learning, since they have not formed a strong internal motivation, teachers can take some prizes to promote students' external motivation. Small but frequent rewards can promote students' learning motivation more than large but infrequent rewards. It is also necessary to have a study of your students in choosing awards, and to choose awards that are in line with the reality of students. However, external rewards must not be abused, as this may cause students to over-rely on external rewards and may undermine students' internal motivations.

3) Create a good classroom atmosphere. In the teaching of primary school English, most students will be more or less anxious during the learning process. Therefore, establishing a harmonious teacher-student relationship is the primary means to create a harmonious classroom atmosphere. A good teaching atmosphere is based on democratic, equal, and non-threatening conditions. Teaching in this free and relaxed environment can help improve students' classroom participation. Teachers and students respect and trust each other, teachers have a happy class, and students learn happily. Teachers should abandon traditional indoctrination, mechanical teaching methods and excessive disciplinary restrictions. In primary school English classrooms, various methods such as games, performances, and songs can be used to create a free, relaxed and pleasant classroom atmosphere.

4) Cultivate students' self-confidence. Teachers can set up some small goals. The goal setting should be reasonable, it can't be too easy or too difficult. Because if the goal is too easy, students may lose their interest in completing the task. As teachers, we should set the task higher than the current level of students. In this way, students can do it but find it is a little bit challenging. Students can improve with moderately difficult goals that are easy to achieve in the short term. Letting students experience the joy of success is also an effective means to build up their self-confidence. Each student has his own field of expertise. The teacher should tap the potential of each student and give encouragement and praise in time, so as to be able to interact with the students. Establishing a friend-like relationship can also make students interested in learning, and then more actively participate in the classroom. Teachers should be tolerant of students' mistakes. It is normal for students to make mistakes in the process of learning. Therefore, when some minor mistakes appear, especially in oral teaching, they can not directly correct them, so that students can complete their performance. After students express it out, it will give students self-confidence, so that students can boldly express their views next time.

5) Give students effective feedback. Feedback can also help improve students' learning motivation, and can help students understand their own learning situation and avoid blindly learning or can't find their own problems. After receiving feedback, students can adjust learning activities, improve learning strategies, and maintain learning enthusiasm and initiative. Teachers should pay attention to not being too broad when giving feedback to students, not just great, good job, etc. This cannot be called effective feedback, and students cannot make improvements through feedback. Therefore, the feedback must be specific, such as how carefully you observe, the accuracy of your word memory, etc. Teachers can use different kinds of assessment method, and they should not just focus on the scores of the test. Teachers can use peer evaluation, which can make students learn from others. What's more self-assessment is also a good choice, which can raise the responsibility of students. The portfolios can also be used, it will collect all the materials in the process of learning. And teacher will have a more comprehensive view of the performance of the students. All in all, The teacher uses the rating scale and appropriate comments when giving feedback, which can achieve better results.

6) Properly conduct attribution training to encourage students to continue their efforts. Correct attribution can help students to find the real reason for success or failure, and to be more active and autonomous in future learning. Teachers should help students analyze the reasons for their progress and regression after each exam, and attribute them to hard work rather than ability. If students attribute each failure to hard work, it is likely to cause learned helplessness, and students will think that whatever they do, they will not succeed, and there is no motivation to continue learning. Therefore, the teacher should tell the students that as long as they work hard, they can achieve good results in the future, which can not be ignored in changing students' learning attitude. However, it is also necessary to analyze specific situations to help students find problems in learning, such as learning methods or the influence of external factors, and make positive attributions from the perspective of conducive to student learning.

## 5. Conclusion

This research explores the influence of affective factors on primary school English teaching, focusing on the influence of motivation, anxiety and self-confidence on primary school English teaching. The author found that emotional factors have a great impact on learning. Positive emotions can promote the efficiency of English learning, while negative emotions can hinder English learning. If the primary school students have a strong motivation for learning and have confidence in English learning, then the learning process will be very efficient; on the contrary, if the students have been in a state of anxiety during the process of learning English, the learning effect will inevitably be unsatisfactory. In the primary school English classroom, teachers should boldly carry out various creative teaching tasks, stimulate students' motivation to learn English, use positive education and some reward mechanisms to build up students' self-confidence, so that students can develop good learning habits and the study in the future will also be of great help.

Therefore, teachers should pay attention to affective factors in the classroom and guide them to develop in a positive direction, such as stimulating students' interest, encouraging students to improve their self-confidence, alleviating students' anxiety, and improving English learning efficiency. It is hoped that through this research, primary school English teachers will pay attention to students' affective factors and use strategies that can construct primary school students' affective factors, so that primary school students will have a strong motivation to learn English and promote their overall development.

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