

The Influence of Learner Affective Factors on Foreign Language Teaching in the Network Environment

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Abstract. The rapid development of science and technology such as artificial intelligence, big data, informatization, and networking has led to the growing demand for online English learning, and the problem of lack of emotion in online English teaching has become increasingly prominent. How to effectively solve this problem has become a new research hotspot in the education field. From the perspective of learners, this paper discusses the influence of students' emotional factors on College Students' autonomous learning ability, analyzes which factors are conducive to the cultivation of students' autonomous learning ability and which factors will hinder the cultivation of autonomous learning ability, so as to pay attention to students' emotions in future English teaching and better cultivate their autonomous learning ability.

Keywords: Network environment, affective factors, anxiety, foreign language teaching, autonomous learning

1 Introduction

With the development of humanistic psychology, the humanistic psychologist, represented by Rogers, emphasizes the main position and importance of learners in the learning process, advocates that learners should study actively and autonomously, pay attention to self-evaluation and emotional factors of learners. At the same time, the change from the traditional English teaching mode of "teacher-oriented" to the modern teaching mode of "student-oriented" requires that we should pay attention to the individual differences of each learner and their emotional factors in the process of learning English. It is advocated that learners learn actively and autonomously, so that the learner's initiative can be better exerted, thereby improving the quality of learning. In addition, Dulay and Burt put forward the "Affective Filtering Hypothesis" as early as 1977 to study the influence of affective factors on learning outcomes. Studies on affective factors in foreign language learning have been done so far. However, there are few articles that combine the emotional factors of students with the autonomous learning ability of college students, and further study the impact of emotional factors on the autonomous learning ability of college students. To analyze the specific factors that are suitable for autonomous learning, and which factors are not suitable. In this way, in the future English teaching, focus on the emotions of students to improve their ability to learn independently [1]. It is true that learners' affective factors affect college students' English autonomous learning ability. From different dimensions, it is found that the five main variables are learning motivation, learning attitude, anxiety, self-confidence and personality, which affect college students' English autonomous learning ability to varying degrees.

In the context of the rapid development of the Internet, the demand for online English learning has become increasingly strong, bringing new challenges to the inherent face-to-face English education model, and the problem of lack of emotion in online English teaching has become increasingly prominent. How to effectively solve this problem has also become a subject that must be studied in the field of online education. First of all, it reflects on the current situation of English teaching design in the network environment. This paper analyzes the three aspects of the development of teaching design, the practical thinking of network teaching design, and the reality of the lack of emotion in English teaching design under the network environment. It discusses the problems existing in the current teaching design field, such as the excessive attention to the cognitive field, the emotional trend of international teaching design, and expounds the necessity of emotional design in English Teaching under the network environment. Then, it analyzes the concept and constituent elements of emotion, and defines the field of

emotion and education. Finally, through a comprehensive analysis of the current situation of teaching sentiment in the Internet environment at home and abroad, and a review of several emotional design practice cases, the possibility of constructing an emotional design framework for English teaching in the network environment is demonstrated [2]. The five most relevant emotional variables are anxiety, tension, confidence, excitement, and joy. The language teaching strategy in the study of sentiment design in network English teaching is the task-based activity-based English language teaching emotion coordination strategy.

From the perspective of the learner, the study explores the internal emotional factors of students, combines the concept of autonomous learning with college students, integrates the characteristics of online English teaching, and analyzes the impact of learner emotional factors on the cultivation of college students' autonomous learning ability in English. Pay attention to students' emotional factors in foreign language teaching, and guide students to combine face-to-face and online learning reasonably and effectively, to coordinate cognitive strategies and emotional strategies, and to better cultivate college students' ability of autonomous learning in English.

2 Restrictive Relationship between Emotional Factors and Autonomous Learning

The idea of autonomous learning can be traced back to the 17th century. Rousseau, a famous French philosopher and naturalist educational thinker, opposed the imperative and cramming teaching. He advocated that teachers should not stipulate what students should learn or not learn, but should set a situation for students, give them inspirational guidance, stimulate their interest in learning, and let them learn consciously, cultivate their habit of independent judgment and thinking. For centuries, many educational theorists have mentioned autonomous learning, and it can be seen that autonomous learning is not a new term in education.

2.1 Autonomous Learning Ability of College Students

Autonomous learning has been widely concerned in the 1970s and 1980s, so the research on autonomous learning has been very prosperous for many years, so there are many opinions about the connotation of autonomous learning. In addition to the common autonomous learning, there are also learner autonomy, self access learning and self regulated learning. Although the definitions are different, they all refer to concepts in the same category [3-5]. The definition of autonomous learning is divergent because different scholars define it from different theoretical perspectives. This article believes that self-learning ability is a long-term and continuous process. Learners must have a clear learning purpose and learning goals that they want to achieve, and can reasonably arrange the learning process. They can find difficulties in the process of autonomous learning. Problems and find ways to solve the problems, and finally achieve the purpose of learning, and finally be able to objectively evaluate and learn from their own learning results. It takes time and energy to cultivate self-learning ability, because this ability is not innate, and it can only be gradually developed through standardized systematic learning and training.

2.2 The Emotional Factors Represented by Anxiety

Internal factors and external factors that affect college students' autonomous learning of English. Generally speaking, internal factors can also include two aspects: psychological factors and emotional factors. Psychological factors such as memory and reasoning; emotional factors such as learning motivation, learning attitude, anxiety, self-confidence, and learner personality can help inspire learners' motivation, develop their potential, and adjust their learning. Psychological factors promote the development of emotional factors, and emotional factors make up for the lack of psychological factors. This article only explores the student's emotional factors that affect the intrinsic factors of college students' English autonomous learning ability.

Mention of anxiety is often associated with negative emotions. Anxiety refers to the nervous and fearful emotional state formed by the human body due to the threat of failing to reach the goal or overcoming obstacles, frustrating self-esteem and self-confidence, or increasing sense of failure and guilt.

Language anxiety is the fear and fear that the learners show when they are speaking in a second or foreign language. Anxiety can be divided into three types: trait anxiety, state anxiety, and situation-specific anxiety. Generally speaking, temperament-type anxiety is related to the personality characteristics of learners. Introverted learners are more likely to produce anxiety than extroverted learners. State-type anxiety is a state of anxiety generated by a learner at one time. Situational anxiety is a specific situation. The anxiety that occurs at certain times is more common. For example, every student encounters a public lecture or an exam, which is what we call a malfunction. Studies have found that anxiety is a psychological state, which may disappear over time, and may also form lasting anxiety, eventually leading to a transition from state-type anxiety to temperament-type anxiety. Once language anxiety becomes a lasting temperament, the inevitable impact on language learning is to cause language learning obstacles.

Learners with high language anxiety are reluctant to actively participate in learning activities. They are prone to flinch when encountering difficulties and escape from language learning. Such anxiety is usually called flinch anxiety. Such anxiety will reduce learning motivation, lead to negative learning attitude and bad mood. Another kind of anxiety is called promoting anxiety, which can make students keep alert, encourage learners to face difficulties and challenges in the process of language learning, and overcome anxiety. This division is based on the role of anxiety in second language acquisition. English communicative exercises in the classroom, because anxious students will pay careful attention to their phonetic intonation and wording to avoid mistakes and make the language more fluent. At this time, promoted anxiety has played a role, improving learner self-confidence and enhancing learning. Motivation is conducive to college students' autonomous learning of English.

2.3 Relationship between Affective Factors and College Students' Autonomous English Learning

The most important function of human language is human-to-human communication. Emotions must be involved in human-to-human communication. People need to express their feelings in language. People need to communicate or solve problems. The use of language, and English as a non-native language to learn, will inevitably encounter problems and setbacks in the process of learning, so students with a positive emotional attitude will greatly help learn English well. Affective factors are also a part of psychological quality, which is an important ability for contemporary college students to adapt to the fierce competition in modern life. Therefore, paying attention to the emotional factors of college students reflects our "people-oriented" educational thinking, emphasizing understanding and respect for the individual needs of students. The cultivation of students' quality and the ability of students to develop autonomous learning are of great significance. It is very important to teach students according to their aptitude, to respect the individual needs of students, and to understand the emotional factors of students. It is necessary to give full play to students' positive emotional factors and cultivate their ability to learn independently.

3 Research on Teaching Emotions in Network Environment

Rapid globalization and the rapid development of information and communication technologies have made international competition increasingly fierce. In the fast-paced, high-tech era of knowledge, people need emotional balance even more [6]. In the field of education, in the teaching system, learners are active information processors and revisers, personal emotions, motivations and attributions, beliefs and expectations, and the understanding of effectiveness. These control processes related to people will play a key role in adjusting and controlling learning, which is a kind of concern for learners' self process. Since the 1980s, the field of teaching began to pay attention to emotion, a large number of researchers have done a lot of efforts and effective work. They reflect on teaching from multiple dimensions and perspectives and try to build a new multi-level emotion theory and emotion based learning theory system and framework [7].

The problem of lack of emotion is a problem that researchers generally pay attention to today. Scholars believe that online students have serious anxiety during communication. Online communication requires new communication skills. Students at the Open University are constrained by fear and

alienation and experience the loneliness brought by online learning. When students try to learn on the required learning website, they often feel confused and confused. I do not know where to click, and loneliness is not a problem. Online learning technology and processing a large number of emails are the main factors that frustrate students. As the learning format (teaching methods, learning process, writing tools, learning environment, evaluation strategies, etc.) of online education becomes more and more unified, learners, especially the younger or more outgoing learners, have less interest, less motivation, and are tired of this highly structured and unified learning form. Eventually it may increase social instability, leading to delays in schooling and loss of students. Emotional problems encountered by online learning students are listed in order from general to individual: depression, fear, anxiety, worry, shame / embarrassment, enthusiasm / excitement, pride, etc. All kinds of phenomena show that the lack of emotion is becoming more and more prominent with the network teaching.

4 The Ways of Independent Innovation of Teachers' Curriculum under the Background of Internet and Emotional Influence

At present, the degree of autonomy of college English teachers is not high, and the ability of independent innovation of curriculum is not optimistic. In view of this, how will individual teachers and organizational management departments effectively improve their ability to implement courses? In this chapter, we will elaborate on how to improve teachers' independent innovation ability in curriculum.

4.1 Understanding the Course Accurately

Ideas affect behavior, and behavior reflects ideas. In the course implementation, the premise of teachers' independent and scientific course innovation in a scientific and reasonable way is that the teachers accurately grasp and understand the curriculum. If the curriculum can not be accurately understood by teachers, or misunderstood or even misinterpreted by teachers, then curriculum experts and decision-makers make great efforts to design and package the ideal curriculum or official formal curriculum, which is difficult to achieve the expected purpose, or even seriously deviate from the expected purpose. Only when teachers take the initiative to accurately understand the curriculum can they become conscious practitioners and creative builders of the curriculum [8]. Teachers' accurate understanding of the curriculum and its transformation into curriculum behaviors are a very important part of the process of teachers transforming cognitive curriculums into realistic educational power.

In the actual college English teaching activities in China, the relationship between curriculum and teaching shows a situation of separation. When it comes to college English courses, people are often associated with courses that coexist in other disciplines such as college physics, college language, etc., and are also understood as prescriptive teaching content. Most of these prescriptive content are document policies or fixed teaching materials. And other formal texts exist. These unified policies and textbooks are a matter for the government and experts. They stipulate that college English should "teach", and the main task of ordinary teachers is to teach and think more about "how to teach English". There is no right or need to think about the many issues of the curriculum, such as "what to teach" and "why to teach", thus forming a situation of doing things and performing their duties. Teachers are on the edge of the curriculum, or even out of the curriculum, and become loyal, mechanical, and passive course performers, repeating the required textbook content year after year. If the expected results are not achieved, the responsibility will only be on the teacher's side, and the teacher can only adjust himself, and try his best to improve his "stuffing duck" technology, or try to change the students to adapt to his "stuffing" technology. The knowledge points involved in the textbook are "drilled" into the minds of the students to finally meet the requirements of the "only" scale preset in advance, and should not consider whether this "scale" is appropriate, let alone the rigid curriculum. Make adaptive adjustments or even creative changes [9]. The subjective role of teachers and students in curriculum implementation is ignored by curriculum experts and decision makers, as well as by teachers themselves. In this way, the curriculum is constantly becoming isolated, closed and shrinking, and the teaching is constantly being rigid, mechanical and dull. Teachers and students are increasingly lacking autonomy, independence and creativity.

4.2 Give Full Play to Students' Independent Learning, Flexible and Innovative Courses

After the teacher accurately understands the curriculum and organically integrates the relationship between the curriculum and teaching, the teacher has a strong sense of the curriculum, and the curriculum awareness must ultimately be reflected in the daily course implementation behaviour [10]. To effectively transform the curriculum awareness into specific teaching behaviors, teachers need to exercise their autonomy, creatively generate their own unique teaching goals and flexible, open teaching plans in all aspects of curriculum implementation. At the same time, the secondary development of teaching materials, flexible reconstruction of teaching content, and implementation of diverse teaching organization methods [11].

After the self-innovation of the curriculum has generated its own personalized teaching goals and creative reconstruction of the teaching content based on the unified textbook, the key question for teachers to consider is what methods, methods and methods to organize the Select, adapt or independently create teaching content and teaching experience to meet national requirements and your own preset goals. Is the content "teacher talk only" out of the ground? Or design heuristic questions or organize interactive discussions to guide students to actively participate in the classroom, actively explore knowledge, and improve their ability autonomously? A creative teacher is always good at thinking autonomously about how to use flexible and diverse methods and methods to present content, so as to stimulate the enthusiasm and initiative of students, and guide students to think, analyze and solve problems independently, rather than simply filling ducks. Injective learning is used to obtain students' mechanical memory and passive acceptance of knowledge. Teachers can pay attention to mobilizing their wisdom in the following links, and work hard on skills and artistry to realize the initiative of the curriculum implementation.

5 Conclusion

This study starts by focusing on the impact of network environment and emotional factors on foreign language learning, and analyzes the characteristics of the learning subjects (post-95 generations) at this stage. It is pointed out that although the post-95s generation generally has a better environment for growth, the gap between urban and rural areas is still large, resulting in large differences in student levels, and not based on the test results alone. Because students from rural areas tend to have higher grades, but their expressions and listening skills are weak. This article complies with the "emotional" trend in the study of contemporary instructional design. From the perspective of the combination of emotional theory and e-learning, based on the soft system methodology and instructional design theory, this paper constructs an emotional design framework for online English teaching. A new program of flexible and innovative courses that uses students' autonomous learning as the driving force. The research results show that effective instructional design can solve foreign language learning obstacles caused by anxiety. At the same time, related research has laid a solid foundation for further theoretical exploration in this area.

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