



# An Analysis of the Strategies to Relieve the Anxiety of College Students in Learning English

XU Li<sup>[a],\*</sup>

<sup>[a]</sup>Foreign Language Teaching Department, Inner Mongolia University for the Nationalities, Tongliao, China.

\*Corresponding author.

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## Abstract

Classroom teaching is not an easy job. In this process, students sometimes are nervous and anxious. Therefore, it is necessary to make some strategies to relieve the anxiety of college students in learning English. The thesis tries to analyze the ways to relieve the anxiety through multimedia, control the order of the class and cooperative learning so as to improve the efficiency of teaching and learning.

**Key words:** Anxiety; Classroom teaching; Learning English; Environment

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## INTRODUCTION

The nervousness and anxiety in the classroom teaching sometimes are related to the environment of the class. The social environment of the class and the psychological environment of the class are obvious to the existence of students' emotions and anxiety. Therefore, in order to relieve the anxiety of English learning and improve students' learning efficiency, it is necessary to change the relative factors.

## 1. LANGUAGE, THINKING AND THOUGHT

Language, thinking and thought have close relationship. Thinking and thought are content and language is

formed. Thinking and thought are expressed by language. Language, as the communication tool, plays an important role in daily communication. It is also the tool of forming thought and the tool of thinking process. Therefore, it is necessary to illustrate their relationship in order to understand the process of communication.

### 1.1 Language and Thinking

Language is the tool of people's communication and the interchange of thought, that is, the tool of speech. Language is the system of mark which is made up of voice, vocabulary and grammar. It belongs to the category of tool and the encoding of mark. Thinking is a kind of action of recognizing the things, phenomena and events of the objective world on the foundation of representation and concept. The words which people speak, such as think, consider, speculate can be generalized by the scientific term, that is, thinking (Fan, 2003).

Language and thinking have close relationship. When we use speech expresses thinking, the tool we use is language. The concept of thinking is not separated from the logical means of the words, judgment, inference, analysis and synthesis (Ibid.).

### 1.2 Language and Thought

Vygotsky proposed a theory concerning interrelation between language and thought. According to him, the relationship between language and thought is sophisticated. He claims that the genetic roots of thought and speech are different, and the interrelationship between thought and speech is ever-dynamic, undergoing various changes (Vygotsky, 1962). Generally, many psychologists argue that language may determine how we think about objects or events, while others content that language actually determines the ideas, thoughts and perceptions themselves (Gross, 1999).

As we know, language is the important tool of expressing thought and it is also the tool of forming thought. Without the help of language, consciousness can

not be called thought. Therefore, language is the vessel which carries thought (Zhong, 2003).

From the above, we can see that language, thinking and thought are interrelated. The formation of them has different sequences. First, people proceed their thinking activities through the recognition of the world, that is, the activities of recognizing the objective world. In this process, people are thinking. And then, the result which is led by the activities is thought. People will have some ideas or opinions in this process. At last, the ideas or opinions can be expressed only by language. And language is the ultimate form of thinking and thought. Thinking and thought are the content which language expresses.

## 2. STRATEGIES TO RELIEVE THE INPUT ANXIETY OF CLASSROOM ENVIRONMENT

From the above, we can know that, the input anxiety of students in learning English is influenced by the physical environment of the class. And the factor of multimedia and order of the classroom teaching are the main factors. Therefore, in the process of the input of the students, teachers need to adjust the factors of multimedia and order of the classroom environment.

### 2.1 Adopting Multimedia Equipment

As we all know, there is no classroom atmosphere in this mode. Teachers do not play their roles in the teaching. As a matter of fact, teachers are the leaders of the class. Their tasks are to make students fully devote to the class and become the real participants, not just listeners. Teachers ignore the initiative of students. Even though teachers dominate classroom teaching, students are the core of it. As we all know, some teachers like teaching English knowledge from the beginning to the end. And students just listen to them mechanically and they lose activity. Gradually, they are not interested in English and do not accept knowledge actively. This kind of teaching is unsuccessful. It is because the teaching methods which teachers use are so simple. Moreover, their teaching ideas need to change. This old mode may not let students' achievements improve. It will make students lose interests in learning English. And in this process, teachers and students lack interaction. It will not push the development of class teaching.

Therefore, changing the current teaching mode is extremely urgent, which needs the participation of both teachers and students. Teachers should explore new ways to let students take part in the teaching actively and create the environment of English learning for students both in class and after class.

In the process of English input, teachers not only need to teach the knowledge to the students, but also

take advantage of multimedia in the classroom teaching environment.

Multimedia is a tool to adopt the technological methods to record and pass the information. Multimedia can put characters, voice and image together and use the vivid teaching mode to make students learn English in the scene. There are many problems in modern English teaching. The aim of English teaching is to improve English levels of students and cultivate the ability of practical use of English. And the principal function of language is to communicate with people. However, a great many English teachers are still in the same mode: Teachers only teach students the language points which are listed on the teaching materials or teaching references. The teaching methods they use are old. They do not adopt various teaching methods to arouse imagination and creativity of students and do not cultivate the ability of comprehensive use of language. And they only pursue teaching progress and ignore teaching efficiency. The old mode is not suitable for the modern English teaching.

Therefore, teachers need to pay attention to the following points when they use the multimedia: first of all, in the environment of multimedia, teachers are the leaders of the class and arrange the activities properly. Sometimes, it is necessary to use the multimedia and adjust the environment of the class. Second, it is important to make the course wares elaborately. Compared with the traditional teaching, teaching with multimedia can arouse the interests of the students and make students concentrate on the teaching and relieve the anxiety of learning.

### 2.2 Improving the Order of the Class

In the process of the input of the students, teachers need to put emphasis on the order of the class to make students relieve the anxiety in the input of English learning.

It is important to keep the good order in classroom teaching. Teachers need to improve their own academic quality and knowledge to influence the order of the class. That is to say, teachers should prepare the course carefully and understand the important and difficult points. If teachers do like this, they are full of confidence when they have classes. Students can be influenced by the confidence of the teachers and relieve the anxiety of learning English.

Teaching is important, but it will not replace the learning process of students. After teaching, teachers should see whether students have already understood and mastered. Therefore, teachers will not only teach in the teaching process but also make eye contact with students and do interaction. For example, let students answer questions or make lectures instead of teachers. Teachers not only complete teaching tasks but also let students learn real knowledge. Any knowledge which is only understood by learners has not received its goal. Moreover, teachers need to give students directions in order to infer the whole from a single instance in order to relieve their anxiety and improve the learning efficiency.

### 3. STRATEGIES TO RELIEVE THE PROCESSING ANXIETY OF CLASSROOM ENVIRONMENT

When students process the English, teachers need to adjust the atmosphere of the class. They can use cooperative methods to guide the students. There are many ways to cooperative one another in classroom teaching, such as telling stories by using some keywords, role-play, discussion and so on.

Through the method of cooperative learning, students engage themselves to the different kinds activities, students more or less relieve their anxiety to some extent. As for a language learner, whether he or she is in class or after class, he or she should stay in the environment of language learning. However, in modern English teaching, it can only guarantee the environment for English learning in class. Teachers may try their best to teach students in English and give students more conditions of English interaction, such as, presentations, oral practices, dramatic performances and so on. And students can change their thinking mode of Chinese and make themselves involved in class. However, after class, students are in the environment of Chinese completely. In addition, teachers seldom create the environment for English learning after class. If students only depend on the teaching in class, it will be not enough for their language learning. Moreover, students will lose interests gradually and it may lead to the differences of their English achievements.

From the above, we can know that teachers need to create some activities for students after class in order to have the linguistic environment, such as English corner, audiovisual appreciation, English contests and so on. Only so can students have more opportunities to use English thinking mode and develop with English teaching side by side, which can push the improvement of English teaching.

### 4. STRATEGIES TO RELIEVE THE OUTPUT ANXIETY OF CLASSROOM ENVIRONMENT

In the teaching process, teachers often ask and students answer. Teachers and students are usually in inequivalent positions, Even though students have ideas about certain questions, they do not dare to put forward. Gradually, students can only accept passively. And there are few chances of independent thinking and questioning. The thinking of students is seriously restricted. Therefore, students lack independent participation and there is no efficiency in teaching no matter in classroom study or extracurricular discussion.

First, teachers need to see the students as the independent individuals and let students believe they have potentials. Second, teachers need to respect the students. When they output something in the classroom teaching, it is common to make some mistakes, teachers should ignore

them and encourage the students. It isn't correct to rectify the mistakes and respect the answers of the students. The Chinese scholar Wang Tan said "Cooperative learning aims to make the students cooperate and achieve the same goals and reward them according to their whole group work." (Wang, 2005)

The cooperative among the students can make students overcome some difficulties, help each other and improve their learning efficiency. It can also strengthen the interaction among them and make up for the weak points of themselves. Sometimes, they can be enlightened by their fellows the atmosphere of the classroom teaching is motivated, which makes the students output actively both emotionally and psychologically and relieve the anxiety of them in output language.

### CONCLUSION

Classroom teaching is not an easy job. In this process, students sometimes are nervous and anxious. Therefore, it is necessary to make some strategies to relieve the anxiety of college students in learning English. The thesis tries to analyze the ways to relieve the anxiety through multimedia, control the order of the class and cooperative learning so as to improve the efficiency of teaching and learning.

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