

How to Improve the High School Students' Foreign Language Enjoyment?

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Abstract

Foreign language enjoyment (FLE) has been the cornerstone of the recent positive psychology in foreign language (FL) learning movement. Introduced by Dewaele and MacIntyre (2014), FLE can be defined as a broad positive emotion experienced by FL learners when their psychological needs are met in the FL classroom. It represents the first foray into quantifying positive emotions in FL research since it was introduced in 2014. In recent years, many scholars have linked positive psychology with education and teaching to explore the impact of positive psychology on students' learning. As a language, English can be used not only to communicate but also to express feelings and thoughts. Highschool English teaching should not only let students master the basic language knowledge and skills, but also cultivate students' emotional values. However, high school English teaching has the characteristics of boredom, complexity and comprehensiveness, so many students show negative emotions in learning, and some students even have psychological problems. Therefore, the author in this study puts forward some ways to improve the FLE according to the characteristics of high school English.

Keywords

Foreign Language Enjoyment; High School English Teaching; Positive Psychology.

1. Introduction

1.1. Research Background

1.1.1. The New Era Attaches Importance to the Cultivation of Students' Positive Personality Traits.

In recent years, the mental health problems of primary and secondary school students have attracted much attention. Studies have shown that the incidence of depression among Chinese adolescents in 2021 is more than 26%, and the incidence is increasing year by year. In addition, the study found that the incidence of depression increased with the grade level of the student. It can be seen that it is extremely important to cultivate students' positive personality traits. Today's education needs to cultivate not a machine to deal with exams, but an individual with an independent personality and a soul, so that students can feel happy and gain a sense of pleasure in the process of learning and growing. To sum up, in order to continuously develop quality education in the new era, it is particularly important to cultivate students' positive psychological quality.

1.1.2. Sub-section Headings

In order to solve this problem, the general secretary pointed out that "we should strengthen the construction of the social psychological service system, and cultivate self-esteem, self-confidence, rational peace, and positive social mentality." This shows that our need for a better life in the new era is mainly psychological. While young people are the hope of our country and nation, it is particularly important to cultivate their positive personality traits.

1.1.3. High School English Learning is Characterized by Boredom, Complexity and Comprehensiveness

In the environment of our country, due to the lack of a strong English learning atmosphere, we learn English mainly through the classroom. English learning in senior high school is very important for the improvement of students' comprehensive quality. However, many students have been exposed to English for a short time, so they are not familiar with a lot of knowledge, which will inevitably increase the difficulty of learning. In addition, the knowledge points of high school English are more complex and boring than those of primary and middle schools, so students will have difficulty in the learning process, and overtime many students have a conflict of emotions and even begin to hate learning. Therefore, as a key stage to improve students' comprehensive literacy, the key is to improve the pleasure of learning.

1.2. Research Significance

1.2.1. Theoretical Significance

The use of positive psychology to guide highschool English teaching cannot only promote the development of positive psychology theory, but also improve the teaching effect of high school English. At present, there are few studies on how to improve the pleasure of learning English, so this study can provide some theoretical guidance for English teaching in high school.

1.2.2. The Practical Significance

The study provides some practical strategies and techniques for implementing students' English learning enjoyment. The author hopes to help high school students eliminate their negative emotions in learning and solve psychological problems, so that students can learn happily.

2. Literature Review

FLE is associated with applied linguistic variables such as learning anxiety, academic achievement, self-perceived achievement, and WTC.

2.1. Research Background

FLE is most often examined with FLA, and most studies on FLE have examined the association between FLE and FLA. There seems to be a general trend of moderate negative correlation between FLE and FLA.

2.2. FLA is Usually Associated with the Willingness to Communication (WTC)

WTC in the context of foreign language learning can be defined as "the probability that a person will choose to communicate when given the opportunity" in TL. WTC has long been a popular outcome variable in applied linguistics. Studies overwhelmingly found a large positive correlation between FLE and WTC (Dewaele & Dewaele,2018; Khajavyetal.2018), so, teachers can promote WTC in FL classrooms by creating a positive environment.

2.3. FLE and Academic Achievements

The relationship between FLE and academic achievement has been examined in many studies. Most of these studies found a moderate positive correlation between FLE and academic performance (see Dewaele, 2019; Jin & Zhang, 2021), but also non-significant results have been reported (Dewaele & Proietti ergn, 2020).

2.4. FLE and Self-perceived Achievement

Similarly, self-perceived achievement in TL was also found to be positively correlated with FLE, but the size of the effect varied. There is no doubt that both academic achievement and self-

perceived achievement are positively correlated with FLE, but the strength of this association is unclear.

3. Problem Solution

3.1. The Research Questions:

How to improve the high school students' FLE?

3.2. The Research Method:

Literature method: In the process of research, through collecting excellent literature, while according to the research objectives, consult relevant books on English education, English pedagogy, educational psychology, pedagogy, etc.

4. Measures to Improve the High School Students' FLE.

As mentioned in the previous literature review, FLE is negatively correlated with learning anxiety, but positively correlated with WTC and learning interest. Therefore, the suggestions in this paper will be carried out from the following three dimensions.

4.1. Reducing English Learning Anxiety

4.1.1. Helping Students Buildup Their Confidence in Learning

Most high school students feel anxious in part because they are not confident and fear that they will not meet the teacher's requirements and expectations, so they feel anxious in English class. Therefore, teachers can lower their expectations of students' use of English in English class and give them full praise. Encourage students not to be afraid of mistakes and dare to try and make mistakes. Encourage students to learn from mistakes. When students hesitate in the face of questions, teachers should be patient and guide students to think positively about the answers.

4.1.2. Establishing a Harmonious Relationship between Teachers and Students and Create a Pleasant Classroom Atmosphere.

Teaching is a bilateral educational activity, which includes two parts: teacher's teaching and student's learning. Therefore, the role of teachers has also changed. In the past, teachers were the masters of the classroom, and the classroom atmosphere was quite tense. You can only trust the teacher if you like him. Only when the relationship between teachers and students is eased, the sense of distance is reduced, the communication between teachers and students is smooth and the classroom environment is relaxed and pleasant. Pleasant atmosphere is the best effect for both teachers and students to achieve the purpose of teaching and learning. Good teacher-student relationship and pleasant classroom atmosphere are one of the ways to reduce anxiety and improve efficiency in English class.

4.2. Improving Interest in Learning

4.2.1. Constructing a "Life-style" Teaching Situation, and Combining Theory with Practice.

As mentioned in the previous analysis of the current situation, the characteristics of boredom in high school English classroom, not only the language grammar knowledge in high school is more tedious and boring, but also the teaching method is boring. In view of this problem, high school English teachers should combine theory with practice and build a life-oriented teaching situation. Let students learn and use the language in the context of life. This can not only improve the daily English communication ability, but also students have a stronger sense of inclusion, and can better integrate into the teaching environment to achieve more teaching results.

In addition, teachers can also strengthen the construction of information technology and use multimedia equipment to create a teaching environment. In the traditional teaching mode, it is difficult to achieve good situation construction only by teachers' oral narration and book explanation. Therefore, with the emergence of modern information technology, with the help of multimedia, students can be provided with rich teaching situations, so that students have "immersive" experience. Moreover, teachers can make use of huge multimedia resources to find rich teaching resources to ensure the progress of teaching.

4.2.2. Following the Characteristics of the Subject, Digging Out the Knowledge Charm of the Subject

It is also mentioned in the new curriculum standards that English is humanistic and instrumental. Firstly, instrumental means that English can be used as a tool to achieve cross-cultural communication. Therefore, in daily English teaching, students should feel that they can express their lives in proper English and feel the charm of English, so that students can have the interest brought by language. At the same time, as a humanistic English, we should let the students in English reading a variety of customs and culture, the perception of cultural differences, but also the re-creation of our culture.

4.3. Improving the Willingness of Classroom Communication

4.3.1. Enhancing the Introduction of Culture and Cultivating Students' Cultural Acuity

In real life, we often encounter such a situation: students can express the content of Western culture fluently in English, but they are afraid to express the local knowledge of China. This phenomenon is called "Chinese cultural aphasia". In English teaching, teachers always emphasize that students should have a lot of input, but students often ignore the input of our local culture when they input English in accordance with the requirements. For a long time, English teaching has been centered on British and American culture, while Chinese native culture is seriously missing. Therefore, we should actively promote the introduction of "two-way culture" in the teaching process.

We should improve the content of teaching materials and attach importance to the input of Chinese culture information. At present, most of the textbooks on the market lack Chinese culture or Chinese elements. Therefore, teachers should add more information about Chinese culture in class and supplement auxiliary materials for reading Chinese culture after class, so that students can feel the charm of traditional Chinese culture by comparing Chinese and Western cultures. In addition, teachers should also enrich the ways of presenting Chinese culture in the teaching materials. They should not limit themselves to presenting the differences between Chinese and Western cultures, but also convey Chinese culture through story telling, which is conducive to stimulating students' interest and helping students' Chinese cultural accomplishment.

4.3.2. Integrating Classroom Ideology and Politics into Senior Highschool English Teaching

With the implementation of the new curriculum standards and major educational policies, teachers gradually understand that their fundamental task is not only to teach, but more importantly to educate people, to train students to become successors of socialism, and to improve the overall quality of the whole nation. Therefore, on the basis of implanting basic knowledge and skills, English teachers should infiltrate ideological and political education to students in the classroom in an invisible way, so that English classroom can also become a platform for moral education.

Dig the hidden educational resources of textbooks deeply and accumulate the materials of extra-curricular ideological and political education. At present, the English textbooks on the market contain a large number of ideological and political resources.

Teachers need to study the course content carefully and make full use of the resources to educate students on ideology and morality. In the course of lesson preparation, teachers need to design the implementation mode and implementation scene of each link in advance, and consciously integrate the ideological and political content into each link. There are two extremes in practical English teaching: one is that teachers output all their knowledge and skills in the whole class and ignore the cultivation of ideology and politics; Second, teachers pay too much attention to ideological and political education and ignore the teaching of ontological knowledge. However, teachers should pay attention to the laws of English teaching and give priority to the teaching of language knowledge and skills, rather than putting the cart before the horse. Therefore, teachers should grasp the "degree", respect the law of English teaching, and avoid the two extreme teaching methods.

Secondly, extensive search for the hidden ideological and political education materials in life. If ideological and political resources of textbooks are limited, teachers can use their own teaching and life experience to derive rich materials. Therefore, teachers should pay attention to accumulate bit by bit materials in daily life, and select materials according to the learning characteristics and needs of high school students, and then integrate them into the classroom with a purpose.

4.3.3. Stimulating Communication Motivation and Reducing Communication Anxiety

Motivation is one of the factors that affect students' communicative intention. The intensity of motivation determines the intensity of communicative intention, and at the same time affects students' communicative self-confidence, thus affecting communicative intention. Therefore, teachers should stimulate students' learning motivation through various means in teaching. First of all, we should introduce Chinese culture in teaching to narrow the gap between Chinese and Western cultures. Multimedia teaching and group cooperative learning are adopted to stimulate students' awareness of independent learning. Secondly, teachers should create a good learning environment, encourage and guide students, pay attention to students' progress, carefully design teaching content, guide students to help each other, healthy competition, enhance teacher-student interaction and communication, enhance self-confidence, and thus improve communication willingness.

5. Conclusion

This study explores how to improve high school students' FLE. As mentioned in literature review, FLE is negatively correlated with learning anxiety, but positively correlated with WTC and learning interest. Therefore, the suggestions in this paper will be carried out from the following three dimensions. (1) Reducing English learning anxiety. First, helping students build up their confidence in learning. Second, establishing a harmonious relationship between teachers and students and create a pleasant classroom atmosphere. (2) Improving interest in learning. First, constructing a "life-style" teaching situation, and combining theory with practice. second, following the characteristics of the subject, digging out the knowledge charm of the subject. (3) Improving the willingness of classroom communication. First, enhancing the introduction of culture and cultivating students' cultural acuity. Second, integrating classroom ideology and politics into senior high school English teaching. Third, stimulating communication motivation and reducing communication anxiety.

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