

Emotional Strategies and the Cultivation of Students' Learning Motivation in College English Learning

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Abstract: Education is not only about imparting knowledge and skills, cultural exchange and dissemination, but also a complex psychological process involving emotions and cognition. In recent years, with the integration of psychological research into various subjects, many foreign language education researchers have gradually realized the importance of emotional strategies in language acquisition. The research on emotional strategies aims to enhance positive emotional experiences in college English teaching, reduce learning anxiety, tap into students' intrinsic potential and strengths, stimulate their initiative and enthusiasm, improve their emotional and cognitive systems, and help students achieve optimal learning outcomes in their professional fields and English learning.

1. Introduction

Learning motivation is an important factor that affects the learning effectiveness of foreign language learners. Theoretical research on learning motivation originated from Western psychology and is often associated with human needs. The needs from the social level, the hopes of families, and the students' own ambition can all contribute to the formation of learning motivation. Gardner and Lambert pointed out in their study that the motivation for learning a second language is based on a positive attitude towards the second language group, that is, the desire to communicate with valuable members of the group and become individuals with similarities to them. Linguist Jakobovits once pointed out that among the several main factors affecting foreign language learning, motivation accounts for 33%, talent accounts for 33%, intelligence accounts for 20%, and others account for 14% ,based on a survey conducted by some psycho linguists among American university and highschool students [1]. However, foreign language learners in the classroom environment have little or no exposure to members of the second language community, resulting in low interest and motivation in foreign language learning. Most students still focus on earning credits, passing exams, and advancing to higher education in foreign language learning, and generally lack deep motivation for English learning. American psychologist Ausubel believes that the relationship between motivation and learning is a typical complementary relationship, not a one-way relationship [2]. In addition to external factors such as learning resources and environment, having a high learning motivation is obviously crucial. Compared to those with low learning motivation, those with high learning motivation are more likely to achieve success [3]. Learning is a proactive construction process, in which learners can only transform language learning from

low-level needs to high-level needs by generating external actions, interests, and learning enthusiasm based on intrinsic motivation (pursuit of value realization). The main reasons for students' emotional barriers in English learning are: low motivation and high anxiety in English learning; Students' interest in English is gradually decreasing. Many students have a great desire to learn English well, but if they encounter a slight setback in their studies after entering university, they are prone to lose motivation and their English proficiency stagnates or regresses. Students lack deeper motivation, cannot establish clear goals from their own perspective, and do not have a complete understanding of the value and experience of learning.

Foreign researchers have started with cognitive linguistics and integrated psychology into language learning, increasingly focusing on stimulating learners' intrinsic learning motivation and interest, emphasizing that classroom interaction can promote learners' learning initiative, and have begun to study and improve learning materials. Since the beginning of the 21st century, domestic researchers have increasingly focused on the impact of emotions and cognition on learners' learning, and related theories and articles have been published in many journals in various fields. However, the practical exploration of integrating emotional learning theory with English courses started relatively late and involves fewer types of professional courses. In existing research, English courses explore seminar based teaching based on the common educational principles of emotional learning theory, achieving the integration of language cognition and motivational elements. However, there is no coherent and complete teaching design that combines emotional level goals with knowledge and ability goals, providing new ideas for teaching content and activity design.

2. The significance and practical value of combining emotions with learning motivation

Maslow's hierarchy of needs theory holds that human needs gradually transition from external satisfaction to internal satisfaction, from lower to higher levels. Researchers start with cognitive linguistics and integrate psychology into language learning, increasingly focusing on stimulating learners' intrinsic learning motivation and interest, emphasizing that classroom interaction can promote learners' learning initiative. After people's low-level needs are basically met, their stimulating effect will decrease, and high-level needs will replace them as the main driving force for behavior. High level needs have greater value than low-level needs, and students' needs for respect in learning, self-actualization, and other needs are reflected in two aspects: emotional and cognitive needs. The most urgent need of a person is the main reason and motivation that motivates them to take action. After satisfying basic emotional needs such as identification, acceptance, and psychological security through English learning, students can improve their cognition, achieve a sense of achievement and self-actualization, which means they need to set higher goals and make efforts towards them. Therefore, college English teachers should have a developmental perspective, criticize and reflect on traditional classrooms, constantly stimulate students' motivation from a higher-level perspective, improve their cognitive system, enhance their language cognitive ability, cultivate their language awareness, and promote their continuous progress.

3. Emotional strategies to stimulate college students' motivation to learn English

In the teaching of public English in universities, the effective use of emotional teaching strategies is of great help to students' learning and overall teaching quality improvement. Based on the above analysis of the current situation, it can be concluded that emotional teaching also needs to ensure that the strategies are reasonable, appropriate, and in line with the teaching requirements, only by organically integrating with English teaching programs can we ensure that it plays its due role.

3.1 Integrating Emotional Teaching Strategies into College English Teaching Practice through Textbooks and Classroom Activities

In textbooks, more elements can be explored from an emotional perspective, and these contents can be excavated and applied from the textbook to enable students to gain rich emotional experiences, establish correct values, and improve core competencies after learning. Teachers need to study this part of the content carefully and analyze the textbook content from a positive emotional perspective, in order to grasp the key points of its application, enabling students to gain emotional experience while learning English knowledge, promoting the improvement of humanistic literacy. The rich explicit emotional content in award-winning textbooks such as pictures and videos can be presented to students in an intuitive way. Starting from students' interests to stimulate emotional resonance in the teaching of any subject, interest can stimulate learning motivation and is therefore an effective element in promoting teaching. When using emotional teaching strategies, start from students' interests and stimulate their emotional resonance. The main purpose is to create an English teaching environment that is conducive to emotional teaching, so that students can concentrate more and comprehensively promote the improvement of communication and expression abilities in the process of effective learning. Promoting student cooperative learning in college English teaching can help students express their emotions. Each student will integrate into the collective, collaborate and communicate with others, and gain emotional experiences that cannot be obtained when learning independently. For example, teachers can engage in collaborative learning between students and others through teamwork, groupwork, and paired work. In a team, students will exchange learning experiences and help each other. Students should not only value their own development, but also pay more attention to the completion of group assignments, enhance their sense of responsibility, and work together to achieve learning goals. In peer cooperative learning, each student will realize the importance of cooperation and experience the feeling of being respected, understood, and valued by others, which is conducive to meeting their emotional needs for self-esteem development and further achieving the goal of emotional education. Cooperative teaching can also create an equal and friendly classroom atmosphere, bringing positive emotions to students.

3.2 Emphasize formative assessment and enhance students' self-efficacy

Learning motivation can enhance learners' intention to actively learn, while the knowledge learned and achievements achieved can also promote the growth of learning motivation in turn. Therefore, university teachers should provide timely feedback on learners' learning outcomes in the classroom, so that students can see their own progress and clarify the direction for improvement, thereby enhancing their enthusiasm for English learning. The sense of achievement and feedback, namely direct experience, are the most important factors affecting self-efficacy. The stronger the self-efficacy of students, the higher their confidence in English learning and the more they invest in English learning. However, it should be noted that in the reform of college English teaching, teachers should not overly emphasize the role of learning outcomes. They should deeply explore the content of textbooks, choose appropriate teaching strategies based on the actual needs of students in different majors, strengthen emotional and humanistic care, and attach importance to learners' formative evaluation and attribution of success and failure, striving to enhance students' self-efficacy in English learning.

3.3 Actively utilizing the interactivity provided by the new media environment

Multimedia teaching can be used to create a vivid and immersive teaching environment, using

multimedia technology to search for rich English cultural background information resources, which is conducive to students immersing themselves in a special language environment. For example, playing videos related to the history and culture of English speaking countries, using English movie clips, music, etc. to give students a unique aesthetic experience, and stimulating their positive emotions. In addition, multimedia technology can also assist in creating oral communication classrooms, allowing information technology software to provide students with standard listening resources and facilitate interaction. The application of multimedia resources in university public English teaching can help students achieve the goal of emotional teaching and better reflect the role of teaching with emotions. In the new media environment, the enhancement of interactivity has a significant positive effect on improving the motivation for college English learning. Social media, online forums, and collaboration platforms are gradually becoming popular, and learning is becoming increasingly interactive and socialized. This enhanced interactivity not only promotes real-time communication between teachers and students, but also deepens communication and collaboration among students, thus creating a more open and supportive atmosphere for students' English learning. In a good learning environment, students can exchange ideas, explore difficult problems, and collaborate to solve them.

3.4 Enable emotional strategies to occur more deeply

The basic concept of deep learning is to make learning happen in the classroom in a real way, and also to make learning happen deeply [4]. This means that emotional strategies should truly occur in the depths of students' hearts, rather than just superficially exploring them. Teachers can integrate the creation of harmonious and equal teacher-student relationships into the process of emotional teaching strategies. Teachers can change their teaching mentality, no longer insisting on students carrying out learning tasks, but treating students as friends and engaging in friendly communication and emotional interaction with them. Understand students' inner thoughts through a sincere attitude, shake their hearts with their hearts, and inspire their learning motivation from the depths. Teachers provide personalized assistance. We should pay attention to and care for students who are struggling with their studies and have a high level of anxiety. We should make full use of our spare time to increase interaction with them, solve their learning difficulties in a timely manner, and provide a support function for students' online learning anxiety, thereby reducing the level of anxiety in college English online courses. We can also provide targeted encouragement to students with weaker foundations and encourage them to persevere in their studies. If students can deeply experience the subtleties, profundity, and complexity of language, increasing the breadth and depth of their minds and cognition, the value of language teaching will truly come into play.

4. Conclusion

Humanistic psychologist Rogers believed that the purpose of education includes not only cognitive development, but also emotional development, to promote comprehensive human development [5]. The purpose of education is not only the accumulation of knowledge, but also the improvement of personality, better understanding of society and oneself, as well as emotional development, in order to shape valuable talents that meet the needs of society. Therefore, starting from the perspective of students' emotional needs, it is an effective method to stimulate their learning enthusiasm by influencing their learning motivation, sense of security and value, and other aspects. The social emotional ability of teachers affects the relationship between teachers and students, and has a positive promoting effect on students' academic performance, sense of achievement, motivation, self-efficacy, social adaptability, emotional ability, etc [6]. Teachers can enhance students' cognition and learning interest through emotional interaction, which can study

students' learning motivation from a deeper perspective and has profound research value and significance. Teachers should fully consider students' learning motivation, personal needs, learning attitudes, learning barriers, etc. in teaching, and use emotions that can improve learning motivation to enhance learning motivation and enthusiasm. They should pay attention to students' psychological factors, so that students can continuously experience progress and appropriate difficulty in English learning, thereby promoting students' recognition of their own emotions, understanding of others' emotions, improving self-awareness and self-discipline, and achieving the ultimate goal of improving English learning.

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