

A Study of Emotional Factors of Network and Multimedia-based College English Teaching and Learning in Zhanjiang

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Abstract: Emotion, a state of mind, is often intertwined with mood, temperament, personality, and motivation. Emotional factors directly influence teaching quality and students' learning. With online multimedia gradually changing the university's teaching and learning environment, this article investigates the emotional factors of teachers and students in universities in Zhanjiang regarding college English teaching and learning, and proposes suggestions on how to utilise online multimedia to stimulate the teachers' and students' emotions and improve teaching and learning efficiency.

Keywords: Emotional factors; Network multimedia; College English; Teachers and students

1. Introduction

The present demand is increasing for competent English users in society, while Zhanjiang, a western city of Guangdong, is unable to produce the adequate talents. Reasons are as follows, first of which is the remoteness of Zhanjiang from the tier 1 cities, where there is a concentration of quality English education and a significant amount of foreign influence. There is a perceived lack of importance of the use of English in Zhanjiang, which is a cultural issue taking time to change. The traditional exam-oriented approach, still prevalent in Zhanjiang, can't always produce the competent English users, but generate the teacher-centred class filled with students' passive learning. Large class size fails to guarantee the interaction between teachers and students. Last but not least, through lack of training, teachers are not effectively and efficiently utilising the current network multimedia technology in teaching. All of the reasons above demotivate teachers and students, resulting in a substandard teaching and learning environment. This paper investigates how emotional factors of teachers and students affect network and multimedia-based college English teaching and learning in Zhanjiang, and provides suggestions on how to maximise crucial emotional factors to strengthen college English education in Zhanjiang.

2. Emotional Factors Overview

2.1. The definition of emotion

Emotions are strong feelings derived from one's circumstances, mood and relationships with others. Motivations, moods, attitudes and personalities are regarded as the most influential factors in language teaching. Emotion as an important psychological attribute has a direct influ-

ence on the students' attitudes to learning and the teaching attitude of teachers. The psychological implications and psychological guiding effects of emotion have a great impact on students' specific learning behavior.

2.2. Classification of emotional factors

Currently, in current college English teaching, emotional factors can be divided into the following three categories according to different subjects.

First, students' emotion. Students act as the core participants of teaching work, the students' emotion runs through the entire learning activity and is the personal emotional experience that accompanies the entire language learning process. It also includes two different states: negative emotion and positive emotion. Negative emotion mainly includes such factors as anxiety, inhibition, and escaping. They form a language learning affective disorder and hinder the normal rhythm of language learning. They are the problems students do not want to face. Positive emotion such as motivation can stimulate students' interest in the language and enhance their enthusiasm for learning.

Second, teachers' emotion. Teachers' emotion mainly controls the teachers' attitude and affective investment in the English teaching work. It determines the quality of the lesson, and also affects the students' emotions. A serious, confident, full, and organized English class will often ignite the student's enthusiasm for learning, and vice versa.

Third, teachers and students' emotional relationship. The famous education scholar Rogers emphasizes that the emotional experience of teaching methods is very important to improve teaching efficiency. In addition, teacher-student emotion is a state of mutual influence

rather than a relationship of “dependency”. Therefore, building a good teacher-student relationship is of significance for students’ learning.

2.3. The key role of emotional factors

Emotion is a kind of inner cognition that can influence students' initiative in English learning. The college English quality education reform actively changes the traditional “cramming” learning method, transforming passive learning positively into active and exploratory learning. And the motivation has a remarkable impact on college students’ English learning behavior.

3. Investigation of Emotional Factors in Network and Multimedia-based College English Teaching and Learning in Zhanjiang

Network multimedia teaching, which exerts an immediate influence on the development of college English teaching and learning is currently widely used as a college English teaching model and a comprehensive technical approach that integrates network, communication, and computer technology. Based on the multimedia network background, this study designed a special survey questionnaire through quantitative research methods to investigate students’ emotion, teachers’ emotion, and teacher-student emotion.

3.1. Survey and analysis of student emotions and teacher-student emotions

The questionnaire to study students’ emotion and teacher-student emotion adopts the Lechte scale system and requires students to select the five items that best fit the actual situation. A total of 240 valid questionnaires were distributed and 228 valid questionnaires were returned. The questionnaire content and statistics are as follows:

Table 1. Questionnaire survey statistical table 1

	Very	Relatively	Generally	Occasionally	Not at all
Is the English learning motivation very strong?	24	46	123	27	8
Is there any anxiety when learning English?	58	94	37	35	4
Does a good teacher-student relationship eliminate your anxiety?	84	87	44	11	2
Is there any inhibition when learning English?	36	64	79	37	12
Can a good teacher-student relationship affect your inhibitions?	67	105	22	19	15
Does the teacher's teaching mood affect your enthusiasm for learning?	34	74	79	27	14
Do teachers use network multimedia technology to create a positive learning atmosphere?	17	27	83	65	36
Do you have a desire to communicate with teachers after class?	21	56	76	57	18
Do teachers use network multimedia technology to initiate the pluralistic communication?	9	18	67	85	49
Do you think that Internet multimedia teaching can improve learning efficiency?	55	87	71	12	3

Judging from the data collected, college students in Zhanjiang are relatively disinterested in learning English. Only 10.5% of them have a very strong motivation for learning. Meanwhile, 66.7% of students indicated that they had obvious anxiety in the learning process, and 43.9% of students indicated that there was inhibitory behaviors. However, students have expressed that good teacher-student relationships have obvious positive effects on alleviating anxiety and inhibiting behaviors. 47.4% of students clearly stated that teachers' teaching mood will affect their learning enthusiasm. 67.1% of students expressed their desire for extracurricular communication with teachers.

In the area of online multimedia technology utilization, 44.3% of students believe that teachers have not fully utilised online multimedia in teaching work. At the same time, 93.5% of students affirmed the positive role of online multimedia in enhancing learning efficiency.

3.2. Survey and analysis of teachers' emotion and teacher-student emotion

A total of 80 questionnaires were distributed to collect information about teachers' emotion, teacher-student emotion and 76 valid questionnaires were returned. Specific investigational results and data statistics are as follows:

Table 2. Questionnaire survey statistical table 2

	Very	Relatively	Generally	Not Really	Not at all
Do you think the college English teaching attitude is serious?	4	12	47	12	1
Does teaching attitude affect the quality of teaching?	37	26	11	2	0

Does your teacher have a lot of emotional input at present?	9	11	48	6	2
Do teachers make full use of network multimedia technology to carry out teaching work?	7	15	29	21	4
What do you think of the current relationship between teachers and students?	2	9	21	31	13
Do you have the ability to improve the relationship between teachers and students?	4	14	38	18	2
Do you think it is necessary to communicate with teachers and students?	21	26	15	9	5

The survey results show that 82.9% of college English teachers believe that teaching attitude is sincere, and 97.4% of teachers affirmed the influence of teaching attitude on teaching quality. However, only 26.3% of teachers stated that they have a clear emotional input in the field of teaching, and 14.5% of teachers make a positive contribution to the current emotional relationship between teachers and students.

In addition, 27.6% of teachers believe that they do not possess the ability to improve the teacher-student relationship, and only 67.1% of them can fully use the network multimedia technology to carry out teaching work. Although network multimedia technology has been incorporated into the teaching field for a long time, the upgrading of network multimedia teaching technology still has a long way to go.

3.3. Comprehensive analysis

Through the investigation of student emotions, teacher emotions, and teacher-student emotions, several conclusions can drawn from data analysis.

The positive role of emotional factors in teaching has been affirmed

The progressive effect of emotional factors in English learning has been affirmed by both teachers and students. Out of the intrinsic motivations such as having a genuine interest in the English language itself and the extrinsic motivations such as landing a well-paid job and passing exams, students are keen to increase their learning enthusiasm and improve their learning efficiency through developing positive emotional factors. Teachers affirmed the positive influence of teaching attitude, and the emotional investment in the teaching field is directly proportional to teaching efficiency. Teachers and students can recognize the positive effects of emotional factors in the field of teaching, and they can also exert a fair and objective evaluation of the role of emotional factors in their entire teaching work

4. The Lack of Positive Effect of Emotional Factors

In the actual teaching work, the positive effects of teacher-student emotions, student emotions, and teacher emotions are obviously insufficient. The anxiety and inhibition of students in the process of English learning are relatively obvious, but the teachers did not conduct the necessary interventions and guidance on the negative

emotional problems in teaching. The development of teachers' teaching activities still has a bias towards "self-centredness", which does not focus enough on the students.

The fragile emotion between teachers and students is the most prominent problem in English learning. Teachers and students lack post-class communication. Despite the fact that students generally believe that teacher-student communication can help them overcome the adverse effects of negative emotional factors teachers are relatively passive in constructing effective communication and communication mechanisms. They do not make active attempts to improve the relationship between teachers and students and to deepen their emotions in combination with students' actual needs.

5. Inadequate Use of Network Multimedia Tools

As a daily teaching tool, online multimedia is not fully applied in daily English teaching. Network multimedia is a tool that integrates various information technologies. However, some teachers merely use online multimedia technology as a tool to display teaching materials. They only use ppt to teach and do not dig into the value of online multimedia tools, neither make full use of it.

As a daily emotion communication tool, online multimedia has not been approved and used by teachers and students. Therefore, teachers and students' emotions has not been deepened. Teachers have a blind spot for how to use network multimedia technology and the grasp of network multimedia technology is still in a "superficial" state.

6. Suggestions and Countermeasures

According to the investigation and analysis of the emotional factors of teachers and students in the universities of Zhanjiang regarding their network multimedia-based college English teaching and learning , three key points should be highlighted to exert the active influence of emotions, with the full use of advantages of network multimedia technology.

6.1. Cultivate students' positive emotion

Positive emotional guidance can help students overcome anxiety and depression in English learning. In view of the current teaching conditions, teachers should actively integrate the psychological "positive energy" in online multimedia teaching resources, and formulate scientific

guidance strategies by analyzing students' negative emotions in the learning process. Encouragement and support help students to establish their self-confidence and achieve a sense of accomplishment in English learning, and cultivate their learning motivation. It is advisable that teachers get more professional training in designing more affective PPTs for the lesson. It is also suggested that more student-centred classroom activities be held to create a harmonious atmosphere for teaching and learning.

In the application process of multimedia network technology, teachers should actively understand the characteristics of psychological learning and psychological features of college students to formulate a clear emotional training programme to improve guidance of overall learning.

6.2. Develop teachers' positive emotions

There is a definite lack of teachers' affective input into college English teaching, and they are in a certain passive state facing students' learning needs. Therefore they must correct the teaching attitude and increase the input in emotional teaching. The impact of emotional investment is mutual. Teachers' positive emotional input can influence students' interest and enthusiasm for learning and create a passionate English learning classroom environment. Several things can be done to improve teachers' positive emotion. First, teachers' continuous training regarding contemporary teaching methods and technology skills should be guaranteed. Second, objective peer feedback of teachers' performance are supposed to be carried out regularly. Third, more opportunities to improve their English proficiency should be provided to ensure their self-confidence. Fourth, regular teacher meetings for encouraging exchange of ideas are highly recommended.

6.3. Deepen the emotional cultivation of teachers and students

A major feature of online multimedia is communication technology support. College English teaching in the context of network multimedia should create a learning and communication platform that breaks through the limitations of the classroom. Schools should increase the investment in hardware and software in the area of network multimedia technology by creating an English learning APP system to provide information support for student learning and realize the barrier-free exchange of teachers and students within the APP system. This will narrow the

gap between students and teachers, and further build a good teacher-student relationship.

In addition, teachers must respect the students' core subjective position in teaching work, take the students' English learning needs and goals as a foundation, strengthen the teaching emotional input, and strengthen daily communication, with the purpose of exerting the positive emotional effects of teachers and students.

7. Conclusion

Emotional factors are the major factors that determine students' enthusiasm for learning English. It is extremely important to use network multimedia technology to deepen teacher-student emotional communication and improve students' initiative and enthusiasm in the context of quality education reform. Based on the result of the survey, this paper puts forward suggestions on how to exert the decisive influence of emotional factors on network multimedia-based college English teaching and learning. The problems existing in the teaching and learning of college English in Zhanjiang universities have a certain degree of universality. It is hoped that the results of this research can provide a constructive reference for further deepening the reform of quality education as well as for improving the efficiency of college English teaching.

8. Acknowledgment

Lingnan Normal University project - Research on Teachers' and Students' Emotional Factors in Universities of West Guangdong in the Network and Multimedia Environment (No. WY1818).

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