

The Survey on Students' Emotional State in Oral English Learning of Junior Middle School—Taking No.11 Junior Middle School of Yichang City as an Example

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doi:10.56397/RAE.2023.02.07

Abstract

Under the background of the new curriculum reform, the inspection of listening and speaking ability has become an important part of the high school entrance examination, with the score accounting for about one third. The training and cultivation of oral English ability is an increasingly important task in English learning and teaching in junior middle school. For most junior middle school students who lack oral English learning skills and experience, the part of listening and speaking is the weak link in their language learning. Therefore, junior middle school students are prone to have negative emotions towards oral English, which is not conducive to English language learning.

On the basis of the affective filter hypothesis, this paper analyzes the emotional variables of students, investigates the emotional attitudes of 80 students, from two classes of Grade eight, towards oral English learning, in No.11 middle school in Wujia District, Yichang, Hubei Province, in the form of questionnaire, and explores the influencing factors of anxiety about oral English learning and coping strategies to increase students' confidence and motivation, and relieve anxiety, thus improving their oral English.

Keywords: affective filter hypothesis, oral English learning in junior middle school, affective variables

1. Introduction

With the progress of the society, the development of science and technology, the acceleration of the pace of internationalization, people pay more and more attention to English. The new curriculum reform makes listening and speaking ability become more significant in junior middle school English learning. More junior middle school teachers and students work together to find ways to improve students' listening and speaking ability, especially their oral English. However, as junior middle school students are affected by many aspects of learning, their emotions change greatly, and emotional factors play a huge role in the process of foreign language acquisition. Teachers need to devote themselves to helping them reduce negative emotions in oral English learning and maximize the use of positive emotions. At this time, relevant methods and strategies are needed.

According to Krashen's affective filter hypothesis, affective factors have a great influence on the English learning process of junior middle school students. Krashen analyzed the influence of various affective factors on second language acquisition and found that mastering the changes of affective factors could effectively promote junior middle school students' English learning.

Due to differences in learning strategy use having much to do with learning results, and the teacher playing an important role in the student learning process, in view of the emotional factors, this paper introduces in detail the affective filter hypothesis, and analyses the application of emotional factors to oral English learning in junior

middle school, and puts forward concrete teaching methods to help teachers apply affective filter hypothesis to class, thus improving the teaching environment, reducing students' anxiety in oral English learning, stimulating their motivation and self-confidence, and finding the best state.

2. Literature Review

2.1 Research on Affective Filter Hypothesis

In China, Liu Jianda (1996) introduced the main content of Krashen's affective filter hypothesis in detail in 1996, which was very early study on the affective filter hypothesis. Affective factors, including learners' motivation, needs, attitudes and emotional states, are the first obstacles encountered by foreign language learners. The anxiety of Chinese students in the process of learning foreign languages mainly falls into three aspects, trait anxiety, class anxiety and test anxiety (Liu Jianda, 1996: 9-10). In addition to using scientific methods and appropriate materials to ensure the quality of input, Li lvliang (2018) pointed out that teachers also need to pay attention to the emotional factors of students and filter out the emotional barriers that hinder absorption in order to better improve the learning effect. Besides students' motivation, anxiety and self-confidence, teachers' emotional factors are also crucial to the learning effect. Therefore, teachers also need positive emotions to face the classroom.

Kavitha, K. (2020) suggested, teachers should develop an insight into affective factors and filters in learning a foreign language, in order to enable the students to enjoy their language learning. Learners should be treated as "a whole person" with both intellectual and emotional needs.

2.2 Research on Application of Affective Filter Hypothesis to Oral English Learning

Teachers can encourage students more to enhance students' motivation, teach students step by step, clarify the teaching content and focus, and give students opportunities to succeed in class, so that students can become confident (Xue Rong, 2005). In addition, teachers need to tolerate students' mistakes and modify them gently. Mistakes made by students because of nervousness and unfamiliarity can be let go, and teachers need to correct those affecting the way of expression in time (Xue Rong, 2005: 108).

In middle school, affective filter hypothesis is applied to English reading teaching. Feng Jiajia (2020) said that the teachers develop the reading skill training, which can help students build up the confidence. When teacher guides students to read spontaneously, students can independently experience the fun of reading the article, complete the goal, which can increase confidence, let students read actively. In order to increase reading interests, teachers can increase extracurricular reading and distribute more British and American literature works to students.

In oral English learning in high school, Xia Wen (2020) argued, teachers and students need to attach importance to the role of reading aloud, to cultivate good language sense. Teachers need to attach importance to teaching materials in oral English classroom reflecting the students' life experience. The design of oral English teaching should consider more actual situation. Teachers also can make use of modern technology, such as mobile learning software, English Fun Dubbing, to enrich oral English classroom (Xia Wen, 2020).

The affective filter hypothesis is applied to college English writing courses. Li Yenan (2020) suggested that teachers can stimulate students' writing motivation through flipped classroom and online and offline mixed teaching. In order to improve students' independent learning ability and stimulate their own exploration, teachers can set up scenarios. This allows students to experience the creative process and discuss topics related to life. For self-confidence, teachers need to encourage more, and strengthen supervision at the same time. For anxiety, teachers can ask students to form teams, revise each other's compositions and point out mistakes, so that students can accept them psychologically and reduce anxiety.

2.3 Research on Affective Variables

In the questionnaire of college students' oral English class anxiety, Jin Jing and Bao Fang (2020) found that 82% of college students are affected by medium to high anxiety in foreign language class. The main reason is the lack of self-confidence. Students tend to belittle their learning ability, underestimate their level of communication, and fear negative evaluation. They have poor study habits, lacking preparation in advance, and are not sure about the content of the speech.

Based on a survey of 313 first-year university Chinese students in Hong Kong on the factors that influence their anxiety about speaking in class, Mak, B.(2011) found that, in the process of second language acquisition, there are five factors that influence students' anxiety about speaking in class, speech anxiety and fear of negative evaluation; uncomfortableness when speaking with native speakers; negative attitudes towards the English classroom; negative self-evaluation; and fear of failing the class and consequences of personal failure. Also, Xiaoyan Du (2009) analyzed three kinds of anxiety, communication apprehension, test anxiety and fear of negative evaluation.

Nath, P. R., Mohamad, M., & Yamat, H. (2017) studied the language input of students in a branch school of an educational institution in Malaysia by watching movies, and proposed that movies provide learners with an opportunity to reduce the level of emotional filtering, and that English teachers should consider using movies as a learning tool, and students should also consider looking for other opportunities for extracurricular learning.

A game-based English learning system was developed by Yang, J. C., Lin, M. Y. D., & Chen, S. Y. (2018), and the relationship between different levels of anxiety and learners' learning performance and game performance is investigated. It is found that learners with high anxiety perform worse in oral English than those with low anxiety, and it is proposed that learning based on digital games is particularly beneficial to learners with high anxiety.

In a questionnaire completed by 158 adult English learners, Huang, S., Eslami, Z., & Hu, R. J. S. (2010) found, teachers' academic support is the most important factor affecting their language learning anxiety. The results suggested that if language learners feel academically supported by their teachers, they are less likely to fear negative evaluations and class failure. Besides, peer supports are also important in students' learning. Academic support helps these learners become more comfortable in their English learning, and they tend to put more effort into their learning.

3. Theoretical Basis

3.1 Affective Filter Hypothesis

In the 1980s, Krashen put forward a series of theories on second language acquisition, including the affective filter hypothesis, which provides impetus for the development of second language acquisition and theoretical support for second language acquisition teaching (Cuicui Chen, 2020: 71).

Krashen sees affective factors as adjustable filters that filter language input. Negative language learning emotions will bring a strong filtering effect. Language learners will not actively absorb comprehensible language input, so they will absorb less language knowledge. Language learners with positive emotions can filter less out language input and gain more language knowledge. Under this hypothesis, it requires us to filter out the emotional barriers that hinder students' absorption of language knowledge, which requires us to pay attention to the emotional factors of students and teachers. Krashen believes that emotion has an important influence on learners' second language acquisition in three aspects: learning motivation, self-confidence and anxiety. However, teachers' emotions can also affect students' learning results (Li Lvliang, 2018: 58).

3.2 Affective Variables

Attitude is the internal reaction tendency of persistent affirmation or negation of things, which is formed in people's activities (Xue Rong, 2005: 107). Learning attitude affects learning effect. Positive learning attitude, such as self-confidence, makes students feel good about them, and will promote the learning effect, and let students learn significantly. On the contrary, negative learning attitude hinders language learning and absorption. In addition, learning attitude affects the degree of engagement in acquisition (Xue Rong, 2005). A positive learner perseveres; a negative learner gives up halfway. In addition, attitude also affects classroom behavior (Liu Jianda, 1996). Students with a positive attitude will participate more in class and be more active in class activities. The negative person, on the other hand, is in a passive state.

Motivation is a kind of internal driving force to achieve behavior. Learning motivation affects the learner's learning purpose, effort and desire to achieve the goal (Xue Rong, 2005). Learners are highly motivated, with a strong desire to learn the foreign language and a strong thirst for knowledge. Motivation, as an internal force, helps learners to engage in foreign language learning consciously and autonomously, and to achieve better learning results. Learners with weak motivation have a low level of effort and lack of thirst for knowledge. They will regard language learning as a burden and a task for teachers or parents, so they will not have a good learning effect.

Anxiety is a kind of emotional state of nervousness, fear and guilt, due to the frustration of self-confidence and the failure of expectations to achieve goals (Xue Rong, 2005:108). In language learning, anxiety can be divided into three kinds: ability anxiety, classroom anxiety and test anxiety (Liu Jianda, 1996). Ability anxiety is manifested as that some learners worry about their ability to learn well in learning, and hold a negative attitude towards their learning ability and deny themselves. Classroom anxiety refers to the fact that some students are afraid to show themselves in front of their classmates and teachers and worry about making a fool of them. Or the teacher's stern expression, sharp eyes, will also make many students often driven by anxiety. Test anxiety means that many students before the exam are too nervous to sleep, and are uncomfortable during the exam. Even if they are well prepared, it is difficult to play their best level. This is a barrier that we need to overcome, and it is the most important part that affects many factors in language learning.

4. Research Design

4.1 Research Questions

- (1) What is the emotional state of junior middle school students in oral English learning?
- (2) Why do some junior middle school students feel anxious in oral English learning?
- (3) How do we relieve students' anxiety, stimulate motivation and boost confidence?

4.2 Research Subjects

In internship in middle school, we have distributed 80 anonymous questionnaires to Grade eight students in two classes in No.11 junior middle school of Yichang city, and obtained 80 valid questionnaires. In their examination range, English listening and speaking account for one third, so teachers and students in junior middle school attach great importance to oral learning. The questionnaire contains 19 questions revolving around their emotional state about oral learning in junior middle school, including the current situation of oral English class, students' emotions and enthusiasm for oral English practice, the factors affecting their emotions, and the ways they think to promote oral English learning.

4.3 Research Instrument

This is a survey and questionnaire was used, and the questionnaire was mainly based on a questionnaire designed by Jin Jing and Bao Fang (2020) in survey on the causes and countermeasures of college students' oral English classroom anxiety.

Questionnaires were sent to the students in two classes of No.11 junior middle school of Yichang city and were gathered after being filled in by SO JUMP, a professional online platform providing questionnaire, evaluation and voting for data collection.

There are 19 questions in the questionnaire in this paper. And students were asked questions from three aspects. The first part, Questions 1 to 12, based on the three affective variables of affective filter hypothesis, is about students' emotional state, including attitude, motivation and anxiety about oral English learning at the present stage. The second part, Questions 13 to 14, is about the reasons for some students' oral anxiety, including their own reasons and external reasons. The third part, Questions 15 to 19, is about how to help students to improve their confidence, motivation, and reduce anxiety.

4.4 Data Collection and Analysis

From April 15th, 2022 to April 25th, 2022, the questionnaire was issued on SO JUMP, then the questionnaire's link was sent to the class, and two classes of Grade eight students were invited to fill in it. The purpose of selecting these students was to have an in-depth understanding of students' emotional state about oral English learning, and master the reasons and figure out some solutions. A total of 80 questionnaires were sent out with a recovery rate of 100% and 80 copies are valid. Data collation was made by SO JUMP.

5. Results and Discussion

5.1 Attitude and Motivation

Table 1. Attitude and motivation of students

Degree Attitude and motivation	4	3	2	1
1. Difficulty of learning oral English	46%	23%	28%	3%
1. Importance of learning	65%	22%	10%	3%
2. Satisfaction with your oral ability	5%	36%	47%	12%
3. Willingness of speaking in public	6%	10%	54%	30%
4. Frequency of speech in class	16%	19%	28%	37%

(Note: 4 = Strong Agree; 3 = Agree; 2 = Disagree; 1 = Strong Disagree)

The first part of the questionnaire is Questions 1 to 6 about attitude and motivation.

As shown in Table 1, Questions 1 to 5, are about the basic information of students' oral English learning: difficulty and importance of oral English learning, satisfaction with their oral English, whether they are willing to make public speeches and the frequency of oral English speaking in class, which shows us the attitude and motivation of students.

In the class, in Question 2, 65% of the students think oral English is very important and 22% think it is relatively

important. It can be seen that 85% of the students attach great importance to oral English and they want to learn it well. This shows that they have a strong motivation to learn.

But about 70 percent of the students think speaking is difficult, in Question 1, and about 60 percent of the students are not satisfied with their speaking ability, in Question 3. They are eager to improve their oral English to a higher level, but there are some difficulties in the learning of oral English, which shows their attitude, that they are not confident of their oral learning and they think it is difficult.

In addition, only 16 percent of students are willing to demonstrate their spoken English in public. As for the frequency of oral presentation in class, 16% of the students have the opportunity to practice oral English in every class, and more than half of the students even speak only once or twice a week or never once. This indicates that most students have limited opportunities to show their oral English in class.

Table 2. Form of class presentation (Question 6)

6. Form of class presentation	The teacher calls the roll	Actively raise hand	Group work	Class activity and game
Proportion	42%	10%	26%	10%

Question 6, in Table 2 is about the form of oral practice in class. 42 percent of the students speak in the form of being forced by the teacher to practice speaking. 36 percent of the students usually show themselves in group presentations, and 12 percent of the students speak in class activities, such as games and competitions. Only 10 percent of the students are willing to raise their hands and take the initiative to practice speaking.

It can be seen that most classroom activities are given priority to group demonstration, and students' initiative is poor, and most of them are forced by teachers. In addition to group cooperative exploration, classroom activities such as game competitions are rarely carried out. Under this circumstance, most students are in a passive learning mode, which shows their negative attitude.

To sum up, we can answer the first research question about students' emotional state, that we find that they are not confident of their oral English, and they have a strong learning motivation. But too many students are still negative to actively display oral English in class or in front of the public, which may reflect the complexity of their emotional variables in oral English learning. In conclusion, if teachers master the motivation and confidence of students, it will be conducive to the improvement of students' oral English.

5.2 Anxiety of Speaking

Table 3. Emotional state (Question 7-Question 9)

Degree Anxiety	Very confident	Confident	Anxious	Very anxious
7. Emotional state of practice in class	4%	18%	61%	17%
8. Emotional state of present in test	10%	26%	46%	16%
9. Emotional state after preparing fully	11%	21%	51%	17%

The second part of the questionnaire is about students' emotional state, especially anxiety of oral English learning, in Table 3.

Questions 7 and 8 are about the students' emotional state during the presentation of speaking in class and in an exam. In class, more than 70 percent of students feel somewhat anxious, and 60 percent of students feel anxious during exams. It can be seen that anxiety is common among students.

In Question 9, even though they are prepared for the presentation, 60% of the students are still nervous when expressing themselves, and can not express what they think.

Table 4. Other aspects of anxiety (Question 10-Question 12)

Degree Items	4	3	2	1
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10. Negative mood affects performance	18%	57%	20%	5%
11. Spare time spending on practice	6% (3h+)	9% (2h-3h)	15% (1h-2h)	70% (within 1h)
12. The teacher's after-school tutoring	72%	11%	7%	10%

(Note: 4 = Strong Agree; 3 = Agree; 2= Disagree; 1= Strong Disagree)

According to Table 4, Question 10 is about whether negative emotion – anxiety will affect students' performance and test scores. 18 percent of students think that anxiety seriously affects performance; 57 percent think it affects slightly, and 25 percent argue it affects less.

It can be seen that anxiety is common among students. To sum up, we can see that about 60-70% of students feel anxious when speaking, and anxiety will more or less affect their oral expression, while only 30-40% of students are confident.

Question 11 shows that 77% of the students are willing to have an hour's oral practice after class, and they also hope that the teacher can give them guidance after class in Question 12. This brings us ideas to improve students' spoken English. However, students' anxiety is common, which is also an important obstacle to improve their oral English.

To sum up, from Question 1 to Question 12, Table 1 to Table 4, to the first research question, the emotional state of junior middle school students in oral English learning, our answer is that most students are motivated, more anxious, and less confident.

5.3 The Reasons of Anxiety

Table 5. Reasons of anxiety (Question 13)

The reasons	Proportion
1. Foundation is not solid; preparation is inadequate	51%
2. Pronunciation is not standard	57%
3. Fear of negative reviews	18%
4. Feel nervous and embarrassed easily, even tremble and blush	51%
5. Teachers talk too fast	11%
6. Few classroom activities	22%
7. Not enough opportunities to show	25%
8. The learning environment is too poor	13%

Question 13 is about their reasons of anxiety.

From Table 5, for their own reasons, the loudest voice, which is made by more than half the students, is that their foundation is not solid; preparation is inadequate, and pronunciation is not standard, so they dare not speak. The third factor, argued by 51% of students, is that, they think they are not in a good state of mind. They feel nervous and embarrassed easily, and even tremble and blush. They are very stiff when speaking English in front of other students, and worry that other students will make fun of them when they present in English. 18 percent of students fear negative reviews from classmates and teacher, especially criticisms and mockery.

From this, we can see that students' attitude towards themselves and their oral learning is that they lack confidence in their own ability and are embarrassed to worry that they can't complete oral practice well. At this time, teachers can start from improving their self-confidence to helping students lay a solid foundation for oral English.

In addition, for external reasons, more than 20 percent of students think that there are few classroom activities, and the atmosphere is not active, and teachers give them too little time to prepare, or not enough opportunities to show, so that they often lack proper practice. The classroom atmosphere is rigid and there is little interaction between teachers and students, which gives us inspiration on how teachers should activate the classroom atmosphere and take care of students' emotions to improve students' oral English. Also, about 10 percent believe that teachers talk too fast and the learning environment is too poor.

In Question 14, 65 percent of students believe that teachers' mood will also affect their moods, and 6% think it strongly affects. That is to say, when teachers are in low spirits, more than 70% of students will lack motivation

and be reluctant to participate in classroom exercises. Teachers have high emotions, and these students will be influenced by teachers imperceptibly and respond to teachers' instructions positively. Teachers' mood is considered to be significant.

From this, we understand that the emotional status of students with more anxiety and less confidence comes from both internal and external reasons, which also answers our second research question, the reason why some junior middle school students feel anxious in oral English learning.

5.4 The Ways to Increase Motivation, Reduce Anxiety and Improve Self-Confidence

Table 6. Ways to increase motivation (Question 15)

Ways \ Degree	4	3	2	1
More reward programs	16%	23%	44%	17%
Team competition mode	24%	54%	18%	4%
More challenging tasks	2%	15%	63%	20%
Active and relaxing atmosphere in class	67%	25%	8%	0%
Interesting topics	79%	15%	6%	0%

(Note: 4 = Strong Agree; 3 = Agree; 2= Disagree; 1= Strong Disagree)

Question 15 is about how to make students willing to speak English in class, that is, to increase students' motivation.

90 percent of the students say a relaxing and active classroom atmosphere and interesting topics will make them more willing. Secondly 70 percent are in favor of group competition and 40 percent are in favor of a reward system in class. But challenging tasks seem less appealing to them.

Therefore, we can come to the conclusion that teachers can make efforts in the classroom atmosphere, and appropriately increase the competition and rewards, in an attempt to increase students' motivation to participate in oral practice.

Table 7. Strategies from students' own perspective (Question 17)

Strategies \ Degree	4	3	2	1
Have a solid foundation of English	45%	37%	18%	0%
Have good pronunciation	56%	20%	22%	2%
Try to overcome negative emotion	71%	23%	6%	0%
Participate actively; and form a habit	14%	26%	56%	4%
Practice with partners; get full prepared	15%	46%	25%	14%

(Note: 4 = Strong Agree; 3 = Agree; 2= Disagree; 1= Strong Disagree)

Question 17 is about students' ways to improve self-confidence and reduce anxiety from their own perspective.

More than 90% of the students put the most emphasis on overcoming negative emotions during the oral presentation. 80 percent of the students agree that a solid foundation and good pronunciation will add weight to their confidence. Next, an important step can be to practice and get prepared in a group with a partner. Having the company of a classmate can help them to relieve anxiety when expressing. 40% of the students agree that raising hands actively and forming a habit will help them to express themselves more and more fluently, but most of the students are not willing to take an active part.

Table 8. Strategies from teacher's point of view (Question 18)

Strategies \ Degree	4	3	2	1
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Teachers interact more in class	74%	21%	5%	0%
Relaxing atmosphere and interesting topics	22%	44%	32%	3%
Teachers timely communicate with students	24%	33%	40%	3%
More encouragement from teachers	54%	34%	12%	0%
Innovative class, like MOOC, flipped classroom	15%	41%	34%	10%
English practice activities after class	12%	24%	45%	19%

(Note: 4 = Strong Agree; 3 = Agree; 2= Disagree; 1= Strong Disagree)

Question 18 is a way to reduce students' anxiety from a teacher's point of view.

Students attach the most importance to the interaction between teachers and students in class. More than 90% of students hope that teachers can interact with them more, so that the classroom atmosphere becomes relaxing and comfortable.

Secondly, 80% of students hope to be encouraged by teachers to relieve their anxiety when speaking.

More students are also in favor of interesting topics and teachers' timely communication with students, understanding the difficulties of students.

However, new classroom modes, such as MOOC and flipped classroom, are not well received by students. It can be seen that students have adapted to the traditional classroom, and the reform of oral class may not achieve ideal results in a short period of time. All in all, Teachers still need to work hard on the setting of daily oral class topics and creation of atmosphere.

6. Suggestions

Through questionnaire survey, data collection and result sorting, we can find that teachers play an important role in oral English teaching and students' oral English learning. The affective filter hypothesis suggests that teachers should filter students' affective factors that hinder language absorption, such as anxiety and tension, and maximize students' positive affective factors, such as motivation and confidence.

From three aspects of the affective filter hypothesis, we discuss in detail how teachers can help students reduce anxiety, improve self-confidence, stimulate motivation, and maximize comprehensible language input.

6.1 Attitude: To Create a Relaxing and Active Classroom Atmosphere

Teachers need to create a relaxing and active classroom atmosphere with more interaction, not only in oral practice. After questions, whole or individual answers and group competitively answers are needed, which can make a good classroom environment to ease students' anxiety. After the students answer the question, the teacher gives feedback in time, encouraging mainly, and lets the students feel that they are making progress all the time, knowing how much knowledge they have learned. Teachers also need to timely communicate with students, in order to know what difficulties and problems students are facing now, and guide students out of the gloom.

Teachers' emotions have a non-negligible effect on students, so teachers try their best to adjust their state before class, with the best and most full emotion to the class, and influence students imperceptibly.

Traditional class is so boring that students are negative and in low spirits. In addition, teachers can also innovate teaching methods of classroom, such as playing movies and music for students to imitate pronunciation and intonation while listening, and playing dubbing games for students to learn spoken English while doing, so as to avoid boring class. Teachers can also make use of new teaching models such as flipped classroom and MOOC to create a new English environment so that students can acquire English naturally in the English environment. However, teachers need to let students gradually adapt to the new classroom mode, because students who are accustomed to the traditional classroom cannot immediately accept the flipped classroom or other teaching modes. They need more guidance.

In active environment, students can get relaxed and interested, so that they can actively participate in the oral English learning, which can help them cultivate active attitude.

Also, ensuring that students master the basic knowledge, can help them become confident of themselves. Monitor their performance of memory, reading, imitation, and practice of pronunciation and intonation, mastering of pronunciation methods, accumulation of words and sentences expression, and we need to put more effort to test whether students absorb.

6.2 Motivation

6.2.1 To Set up a Reward Mechanism and Introduce Topics of Interest

In class, teachers can set up a reward mechanism, and implement a bonus system. Making the scores of each group fair and open, can help students actively participate in oral practice by giving certain points. After presenting of group or individual, teacher awards marks in time. The score of each group can be posted on the blackboard or the exhibition wall, and teacher regularly summarizes and deals with the rewards. The rewards can be varied in form and the content of the rewards can be changed regularly, so that students will always be curious about and expect the prizes.

Before class, teachers can introduce topics that interest students, such as news, and talk with students in English, let students express their views, also take care of students with weak foundation, so that the whole class can have the opportunity to show.

The tasks of oral presentation can be varied, and some challenging tasks can be added to make students feel difficult and need to think or discuss to reach a conclusion. Students can also arrange to consult the materials after class and present them in the next class.

Oral topics can be varied, close to the life. Teacher creates a situation, letting the students make up dialogues through their own real life and think the things around them.

6.2.2 To Establish a Clear Motivation for Learning

Teachers need to teach step by step. First of all, they should clarify the learning content, important and difficult points, the key topics of oral tasks and the expression skills. By the end of the class, summarize the oral activities of today. Let the students deepen their impression and make clear about the key points.

Teachers need to arouse students' motivation. Explain the importance of oral English, letting students realize that English plays an important role in their future career, and help them set up career planning, explaining the employment situation, to make them understand learning objectives, and guide the direction of development.

6.3 Anxiety

6.3.1 To Use Appropriate Error Correction Methods

When students learn and use the target language, they will inevitably make language mistakes due to the change of their own emotions. At this time, teachers need to use the correct way to correct mistakes, so that students will feel that they will not lose confidence even if they are wrong.

First of all, teachers need to tolerate students' mistakes and gently help students correct them (Xue Rong, 1999). Teachers need not be too strict with students. Not every mistake must be corrected, so as not to interrupt the ongoing language activities and frustrate the enthusiasm of students.

In the content of error correction, teachers can let go of some mistakes caused by nervous emotions and unfamiliarity with the target language, and correct the mistakes that affect the expression of ideas or which are connected with important knowledge points in time.

In terms of time to correct, for those students with weak confidence, teachers should try to avoid correcting their mistakes in front of the whole class, because this will make them shy, and in the course of time they will lose confidence. However, for those students with strong self-confidence, they can be corrected immediately, which has little effect on them. On the contrary, sometimes they are encouraged to learn better.

6.3.2 To Self-Evaluate, and Learn to Adjust Emotions

Teachers need to hold regular class meetings, so that students can self-evaluate their own situation, understand their shortcomings and face up to the faults they have. They can also evaluate each other in groups, so that they can comprehensively understand themselves from the perspective of others and improve themselves in the future learning process. Self-assessment can sometimes help reduce students' anxiety in their studies and build up their confidence, and can also serve as an empathy function in the classroom. Through self-assessment, students focus on the learning process rather than the test results, like grades, ranks, and so on. In addition, self-assessments sometimes require two or more students to work together, which encourages cooperative learning (Liu Jianda, 1996).

In the self-assessment, students do not need to be afraid of losing face, so they can enhance their self-confidence and learning motivation.

In class meeting, teachers give the student the psychological guidance, letting students adjust mood and be the master of their emotions.

Through the above three aspects, teachers have a clear direction to reduce students' anxiety, improve self-confidence and stimulate motivation. Teachers should pay full attention to the emotional changes of students and understand the emotional needs of students, and find out the problems in the teaching process in time and improve them. Teachers should adhere to the people-oriented idea, and put themselves in the students' shoes, and

apply these methods and strategies to the actual situation of the class, in order to help students improve their oral English ability, the learning environment and methods.

7. Conclusion

In today's economic globalization, English learning has become particularly important, and communication with people in English has been widely paid attention to. Schools also increasingly attach importance to oral English learning.

In the process of oral English learning, students are easily affected by emotional factors. But emotional factors are seldom paid attention to by teachers and students. This paper mainly explores the emotional state of students and tries to find out the reasons of anxiety, and applies the affective filter hypothesis to oral English learning in junior middle school to find some strategies. Through investigation with questionnaire, we have a better understanding of students' emotional state about oral English learning, and find that most students are not confident of their oral English. Although they have a strong learning motivation, too many students are still negative to actively show oral English in class or in front of the public. Anxiety is common among students, and about 60-70% of students feel anxious when speaking. Anxiety will more or less affect their oral expression. The main reasons of this include students' poor foundation, pronunciation and state of mind, and few opportunities and so on.

As we know, Krashen's affective filter hypothesis and its three elements play a positive role in solving the problems of oral English learning in junior middle school. This has implications for teachers that teachers should pay attention to the emotional state of students, combine the affective filter hypothesis with the actual situation of students, and use different strategies for different problems, because integrating affective factors with teaching can help students improve their oral English ability. Therefore, we need to reduce students' anxiety, improve self-confidence and motivation. Suggestions are made from three aspects: attitude, motivation and anxiety.

However, this paper also has some limitations. The subjects of this study only include two classes of students from a local junior middle school, and are not selected at random, and do not reveal the different levels of students. There are only 80 students taking part in the investigation with questionnaire, and the range is not wide enough. The number of students is too small and the understanding of their emotional state is not comprehensive. The suggestions put forward are also aimed at the problems reflected by this class. In addition, due to the lack of English teaching experience in junior middle school, the researcher's oral English teaching strategies and suggestions lack depth.

Through the writing of this paper, the researcher tries to understand the emotions about oral English learning from junior middle school students, make a systematic study on the application of affective filtering hypothesis to oral English learning in junior middle school. However, due to limited ability, the researcher is unable to carry out a detailed analysis.

It is suggested that researchers can do more researches in the future. To grasp students' attitude, motivation and anxiety about oral English learning in a more comprehensive way, researchers can increase the study on grade level, expand the number of subjects of study. Based on the junior middle school teaching experience, researchers can put forward more suggestions with more reference value, and improve students' learning of reading, listening, writing, under the guidance of affective filter hypothesis.

Fund Project

This research is supported by the provincial project under the number 21D021.

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