
Original Research Article

Study on anxiety and countermeasures of government-sponsored normal students in English learning

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Abstract: Public funded normal university students are an important force in education, and their English learning quality and ability are directly related to the quality of future education and teaching work. However, due to various reasons, public funded normal college students often have anxiety in English learning, which has a certain impact on their learning and development. Through literature review and investigation and analysis, this paper finds that the anxiety of publicly-funded normal students in English learning mainly comes from the learning environment, learning methods and personal psychology, etc. Bad learning environment, improper learning methods, personal psychological pressure and lack of self-confidence may lead to the anxiety of publicly-funded normal students. To solve the above problems, this study puts forward the corresponding countermeasures, including establishing a positive learning environment, providing effective learning methods and psychological counseling and support. In this way, it can help the public funded normal students to overcome anxiety, improve their English learning ability and self-confidence, so as to better devote themselves to education.

Keywords: Government-sponsored normal students; English learning; Anxiety; Learning environment; Learning method

1. Introduction

With the continuous deepening of globalization and international communication, English, as a universal language, is of great significance to government-funded normal students. As the training object of future educators, public funded normal university students need to have solid English language ability to better meet the needs of education modernization. However, many government-funded normal school students often face anxiety in the process of English learning, which has a negative impact on their learning effect and development.

The purpose of this paper is to study the anxiety of public funded normal college students in English learning and to explore the corresponding countermeasures. Through the investigation and analysis of publicly-funded normal students, we can better understand the impact of anxiety on their learning and provide targeted solutions. Through in-depth research on the anxiety phenomenon of public funded normal college students in English learning, and put forward the corresponding countermeasures, we can effectively improve their learning enthusiasm and learning effect, and make contributions to the development of future education.

2. Anxiety phenomenon of government-funded normal university students in English learning

Anxiety is a common mental state in the English learning of public funded normal college students. The expression of anxiety can be reflected in different aspects and levels.

First, anxiety may manifest itself in listening and speaking. In the study of English, the students of public

funded normal university often need to do a lot of listening training and oral practice. However, due to language barriers and lack of confidence, they may feel difficulty hearing and pressure to speak. They may worry that they don't understand a foreign accent, or that their pronunciation isn't accurate. This listening and speaking anxiety may cause them to behave unnaturally in actual communication or avoid conversations with foreigners^[1].

Second, anxiety may manifest itself in writing and reading. In order to improve their language level and academic ability, government-funded normal school students need regular English writing and reading training. However, they may feel pressure to write and read. They may worry that their writing skills are not high enough, or that reading comprehension is difficult^[2]. This writing and reading anxiety may lead to confusion when writing or difficulty understanding the text while reading.

In addition, anxiety may also manifest itself in exams and evaluations. In the course of English learning, the students of government-funded normal university often need to take various examinations and evaluations. However, they may feel the pressure of exams and evaluations. They may worry that their grades will not be satisfactory, or that the evaluation results will have an impact on their development^[3]. This test and evaluation anxiety may cause them to be nervous during the test or have doubts about their abilities.

3. Analysis of the causes of anxiety

3.1. Learning environment factors

Learning environment refers to the physical and social background in which learners conduct learning activities. In the English learning of public funded normal university students, learning environment factors have a certain impact on their anxiety.

Teaching conditions are an important part of the learning environment. In the study of English, if the classroom facilities are not perfect, teaching equipment is not complete, it will bring them some inconvenience and trouble. For example, the insufficient or faulty air conditioning in the classroom causes students to feel uncomfortable when studying and affects the learning effect. In addition, noise and crowding in the classroom can also affect students' motivation and concentration, which can increase anxiety.

The lack of learning resources is another factor affecting the anxiety of government-funded normal students. If there are not enough English books and materials in the school library, it will be difficult for students to find suitable learning materials. In addition, the lack of electronic resources and multimedia equipment for English learning will also affect students' learning effectiveness and enthusiasm. When students do not have adequate learning resources to support them, they may feel helpless and anxious.

3.2. Learning method factor

Learning method is an important factor affecting the anxiety of public funded normal college students in English learning. Choosing the right learning method can help students improve their learning effect and reduce their anxiety. This part will discuss the influence of learning methods on the anxiety of public funded normal university students, and put forward corresponding countermeasures.

First of all, the choice of learning method is directly related to the learning effect of students. Government-funded normal college students may face problems such as large vocabulary and complicated grammar in English learning. If inappropriate learning methods are adopted, students may feel confused and helpless, which may lead to anxiety. Therefore, public funded normal students should choose their own learning methods according to

their own learning characteristics and needs. For example, learning can be improved through creative learning, cooperative learning and other ways to reduce anxiety.

Secondly, the flexible use of learning methods can help government-funded normal students overcome their learning difficulties. In English learning, government-funded normal students may encounter different difficulties and challenges^[4]. If you stick to the same learning method, you may not be able to cope effectively with these difficulties, which will increase anxiety. Therefore, government-funded normal students should flexibly use different learning methods and choose the most appropriate method according to the specific situation. For example, reading, listening, speaking and other ways can be integrated to improve English ability and reduce anxiety.

In addition, the reasonable arrangement of learning methods can help the students improve their learning efficiency and reduce their anxiety. Public funded normal university students usually face heavy learning tasks, if they do not arrange the learning time and content reasonably, it is easy to cause learning pressure and anxiety. Therefore, government-funded normal students should reasonably plan their study time, make study plans, and adjust them according to their own circumstances. At the same time, we should pay attention to the diversity and flexibility of learning methods, avoid over-reliance on a certain learning method, so as to reduce anxiety.

3.3. Individual psychological factor

Personal psychological factors play an important role in the anxiety of public funded normal college students in English learning. Personal psychological factors include self-confidence, self-efficacy, learning motivation and learning attitude. These factors will directly affect the public funded normal university students' attitude and behavior towards English learning, and further affect their academic performance and learning experience.

Self-confidence refers to an individual's evaluation and trust in his own ability. In English learning, the confidence of government-funded normal university students is affected by many factors, such as past learning experience, language ability and learning environment^[5]. If government-funded students are not confident in their English ability, they may feel anxious and stressed, which affects their academic performance and motivation.

Self-efficacy refers to an individual's confidence in themselves to accomplish a specific task. If the government-funded normal students have confidence in their English learning ability, they will be more positive to face difficulties and challenges, and will not give up easily. On the contrary, if they lack confidence in their ability, they may feel anxious and helpless, which affects their learning effectiveness.

Learning motivation refers to the inner driving force of individual learning. The learning motivation of publicly-funded students may be influenced by both external factors (such as rewards and punishments) and internal factors (such as interests and goals). If they do not have enough interest in English learning or lack a clear learning goal, they may feel bored and boring in learning, which will increase their anxiety.

Learning attitude refers to the individual's attitude and attitude towards learning. If government-funded students have a positive attitude towards English learning, they will work harder and overcome difficulties. On the contrary, if they hold a negative attitude towards English learning, they may feel tired and depressed, which will affect their motivation and effect.

4. Anxiety countermeasure research

4.1. Establish a positive learning environment

Establishing a positive learning environment is one of the important strategies to relieve anxiety in the English learning of public funded normal college students. A positive learning environment can provide support and encouragement to help publicly-funded normal students better cope with anxiety in learning English.

Schools and educational institutions can provide excellent learning resources and facilities. This includes libraries, study rooms, language LABS, etc., to provide a quiet and comfortable learning environment for publicly-funded normal students. In addition, schools can also purchase relevant learning materials and teaching AIDS to provide more learning resources for publicly-funded normal students to meet their learning needs.

Teachers and tutors play an important role in guiding the English learning of public funded normal college students. They can help publicly-funded students solve problems and puzzles in their studies through regular tutoring and seminars. At the same time, teachers and tutors can also provide encouragement and support to enhance the self-confidence and learning motivation of public funded normal students.

Study groups or study partners can also help publicly-funded normal students establish a positive learning environment. By studying and discussing with their classmates, government-funded normal students can learn from each other and make progress together. Study groups can provide an atmosphere of mutual assistance and cooperation, making publicly-funded normal students feel understood and supported.

Schools and educational institutions can also organize a variety of English learning activities, such as English corner, speech contest, English club and so on. These activities can stimulate the interest of government-funded normal students and increase their enthusiasm for English learning. At the same time, these activities also provide opportunities for government-funded normal students to show themselves and enhance their self-confidence and expression skills.

4.2. Provide effective learning methods

Providing effective learning methods is one of the important strategies to alleviate anxiety in the English learning of public funded normal college students. The following are some effective learning methods that can help government-funded normal students overcome their English learning anxiety:

First, establish a reasonable study plan. Government-funded normal university students usually face great study pressure, so it is necessary to make a reasonable study plan. Students can reasonably allocate their daily study time according to their own time schedule and learning goals, and break down learning tasks into smaller parts in order to better manage learning progress.

Secondly, cultivate good study habits. Public funded normal students should develop good study habits, such as completing homework on time, reviewing class content, and reviewing regularly. These habits can help them maintain continuity and motivation in learning and reduce learning anxiety.

Finally, adopt a variety of learning methods. Different learning methods are suitable for different people, and government-funded normal students should try different learning methods and find the one that suits them. For example, you can improve your listening and speaking skills by reading English articles, listening to English radio, attending English corners and so on. At the same time, the use of memory skills and summary and other methods can help to memorize and understand English grammar and vocabulary.

4.3. Counseling and support

Psychological counseling and support are important means to help public funded normal college students cope with English learning anxiety. In English learning, government-funded normal university students often face a variety of pressures and challenges, including academic pressure, language barriers, lack of self-confidence and so on. If these problems are not solved and supported in time, they will have a negative impact on their learning. Therefore, the provision of psychological counselling and support is crucial.

First, psychological counseling can help public funded normal students to recognize and understand their anxiety, find out the causes of anxiety, and find ways to solve the problem. Psychological counselors can understand their confusion and anxiety through face-to-face communication with government-funded normal students, help them adjust their mentality, establish correct learning concepts, and provide targeted suggestions and guidance.

Second, psychological support is an important support for publicly-funded normal college students in English learning. Psychological support can come from classmates, friends, family, and school teachers and counselors. These people can provide emotional support, encourage and support public funded normal students, and offer help and encouragement when they encounter difficulties. Psychological support can enhance the confidence and self-confidence of public funded normal students, so that they can face the difficulties and challenges in learning more actively.

Third, government-funded normal students can also improve their psychological quality and stress resistance by participating in courses or activities with psychological counseling and support. These courses and activities can teach government-funded normal students skills and methods to cope with anxiety, such as relaxation training, emotional management, self-regulation, etc. Through these activities, government-funded normal students can learn to better cope with the stress and anxiety in learning, and improve their learning results and grades.

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