

A Survey on Oral Anxiety of English Majors

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Abstract: Continuous in-depth language research and the rapid development of language teaching deepen people's understanding of the nature of language. The focus of language teaching research for language workers is from how to teach to how to learn, from the learning result to the learning process; from the emphasis on teachers and teaching methods, the study gradually tends to the study of learners, learning strategies and emotions. However, in the daily language learning process, college students have serious anxiety in oral language learning. This study is based on Krashen's comprehensible input hypothesis to alleviate the oral anxiety of English majors. By means of questionnaire, this article gave the pre-designed questionnaire to the respondents for statistical summary and data analysis, so as to confirm the effect of comprehensible input on alleviating college students' oral anxiety.

Keywords: Anxiety, Undergraduate, English major, Krashen's comprehensible input hypothesis.

1. Introduction

1.1. Background

Anxiety is one of the most significant emotional variables in second language acquisition. With the development of humanistic psychology in the 1960s, emotional factors have been paid more and more attention in education and language learning [1]. Anxiety is often associated with negative emotional factors. The symptoms are usually sweaty palms, a rapid heartbeat, a rapid pulse, and a blank or silent mind when called up to answer a question in class [2]. Language anxiety is a unique and complex psychological phenomenon of language learners. It is a psychological state of anxiety caused by the fear of making mistakes. It is a psychological state in which language learners are afraid of making mistakes and cause anxiety. Of course, it also includes many other factors, such as learners' introverted personality, high self-esteem, and reluctance to express themselves in class. This is a phenomenon of language anxiety. It brings psychological pressure to learners and affects students' performance in class, mainly manifested as: fear of opening, less opening and not opening, students lack of initiative for oral learning [3]. Many studies have shown that anxiety is negatively correlated with foreign language performance. The higher the degree of anxiety, the worse the foreign language performance [2,4]. In listening, speaking, reading, writing and other elements, "speaking" is often the most likely to cause anxiety [5,6]. Oral English has received more and more attention in English teaching, but there are still some college students who cannot effectively output the language knowledge they have learned. Therefore, it is particularly important to find out strategies to reduce oral anxiety of English majors.

1.2. Significance

Oral English learning is inseparable from language input. The purpose of this study is to explore the anxiety level of students in college foreign language classes and the relationship between classroom anxiety and students' oral expression. This paper aims to find out how to effectively carry out language input and how to relieve the anxiety of undergraduate students in the process of oral English teaching,

so as to select targeted language input methods. Let undergraduate students reduce their anxiety in oral expression through understandable language input.

1.2.1. Theoretical significance

The degree of language anxiety has a very important impact on emotion filtering. Research shows that language anxiety is inversely proportional to language acquisition. The higher the degree of anxiety, the less language acquisition; on the contrary, the lower the degree of anxiety, the more language acquisition [7]. Spielberger proposed in 1972 that anxiety can be divided into two types: state anxiety and character anxiety. The former is a kind of nervous emotion caused by the threat of the environment to individual self-esteem, while the latter is an inherent anxiety feature in human personality. In the process of language acquisition, people's anxiety often depends on the objective situation and is regulated by the external environment. Krashen also pointed out that the stronger the classroom anxiety of learners, the worse the oral language learning level [7]. In class, learners prefer a relaxed and pleasant classroom atmosphere, and the amount of language input depends on their liking for the teacher. It can be seen that classroom anxiety is an important factor hindering learners' oral English learning. Exploring the negative impact of anxiety on students' oral English learning, how teachers should reduce students' state anxiety and create a relaxed classroom atmosphere is the key to promoting the improvement of students' oral English level.

1.2.2. Practical significance

Anxiety brings psychological pressure to learners, and the practical value of oral English in English teaching has been paid more and more attention. The communicative, flexible and open nature of oral English makes learners' anxiety particularly serious, and anxiety has a great impact on their oral learning level. In the process of oral English teaching, it is hoped that English major students can effectively use daily communication expressions to carry out communication activities, and they can output their own views and opinions accurately and effectively. There is also a great relationship between the language learning environment and the oral English learning level of learners. However, because the oral English learning environment is very limited except in the

classroom, learners do not need to work hard to learn oral English in order to solve some daily communication problems, resulting in their oral English level can not be greatly improved. It needs to be confirmed whether the anxiety level of English majors in oral English class is related to the classroom language learning environment and whether Krashen's comprehensible input hypothesis plays a certain role in alleviating students' oral English anxiety.

2. Literature Review

2.1. Krashen's comprehensible input hypothesis

Krashen's input hypothesis refers to the understandable language materials that learners hear or read. The difficulty of these learning contents should be a bit higher than the language knowledge that learners have mastered at present. Krashen defines the learner's current condition of language knowledge as "i" and the next phase of language development as "i+1" level. The amount of input "i+1" that is to say that the input is slightly above the existing level of second language acquisition [8]. Classroom teaching in China is mainly lecturing, which requires teachers to adopt some teaching strategies to promote students' mastery of input content, improve learners' self-confidence, and relieve their anxiety caused by fear of making mistakes in class. The aim of this study is to probe how to effectively relieve learners' anxiety in the process of oral learning, improve learners' oral level, and achieve understandable language input.

2.2. Domestic research status

Many domestic scholars have studied the relationship between foreign language learning and anxiety. For example, Hao Mei and Hao Ruoping studied the correlation between English performance and state anxiety, indicating that students' performance is affected by anxiety [4]. Chen Jie took 35 middle school students as subjects to study the relationship between classroom anxiety and oral English proficiency, and found that the two are closely negative correlation [5]. Some domestic scholars link Krashen's "input hypothesis" with the current situation of foreign language teaching in China. Luo Lisheng believes that Krashen's "input hypothesis" is put forward on the basis of language acquisition and second language acquisition in a foreign environment [9]. Zhang Huanxiang believes that paying attention to teachers' input in classroom situations can improve the classroom effectiveness of foreign language teaching [10].

2.3. Abroad research status

In 1986, Horwitz published an article titled "Foreign Language Classroom Anxiety" and designed a Foreign Language Classroom Anxiety Scale. The scale includes several aspects such as fear of communication, test anxiety

and negative evaluation [6]. Many scholars have reached the result after using this scale: "anxiety is negatively correlated with foreign language learners' achievement." Cassady Ronald & Johnson conducted a survey on the exam anxiety of 168 undergraduates, showing that there is a negative correlation between anxiety and academic performance. The higher the degree of anxiety, the worse the academic performance will be [11]. Krashen believes that emotional factors affect learners' acquisition of language acquisition, language acquisition requires a low emotion filter, and less anxiety coupled with high self-confidence and strong learning motivation are very beneficial to second language acquisition [8].

Both domestic and foreign studies have confirmed that anxiety has a great influence on oral learning, and also indicated that Krashen's "comprehensible input hypothesis" is conducive to alleviating students' anxiety.

3. Methodology

3.1. Questionnaire survey

A questionnaire survey was conducted on English majors at all levels. The questionnaire was divided into four categories: communication anxiety, fear of negative evaluation, test anxiety and general anxiety in class to understand the English learning and anxiety of college students. Then the questionnaires were collected for statistical summary. The data analysis in this study was based on a sample of 150 people to obtain the required survey data.

3.2. Document analysis method

Through the Internet, magazines, newspapers and other media, to understand the domestic and foreign research status and trends in related fields, through a lot of search, the use of the Internet, magazines and newspapers and related literature to support the rationale of research.

4. Result

The data analysis selected 7 representative questions in the questionnaire. It can be seen from the table 1 that we use correlation analysis to study the following table "X1/Y1: I am not confident in speaking English in oral English class"; "X2/Y2: I feel afraid when I do not understand what the teacher says in a foreign language in oral class"; "X3/Y3: I feel panic when I make unprepared speeches in oral class"; "X4/Y4: I am so nervous that I forget what I know in oral class"; "X5/Y5: I feel embarrassed when I take the initiative to speak in oral class"; "X6/Y6: I still feel anxious when I am fully prepared for a foreign language"; "X7/Y7: When I am about to be called to answer questions," "X8/Y8: I will feel my heart beating very hard "and" I will feel nervous and puzzled when speaking English in oral English class ". The conclusion is expressed according to Pearson correlation number.

Table 1. Correlation coefficient analysis table

	Average value	Standard deviation	X1	X2	X3	X4	X5	X6	X7	X8
Y1	2.250	1.242	1							
Y2	2.370	1.212	0.696**	1						
Y3	2.330	1.349	0.758**	0.679**	1					
Y4	2.170	1.111	0.694**	0.673**	0.778**	1				
Y5	2.280	1.349	0.754**	0.715**	0.776**	0.716**	1			
Y6	2.250	1.306	0.715**	0.701**	0.698**	0.674**	0.746**	1		
Y7	2.190	1.339	0.694**	0.679**	0.759**	0.698**	0.787**	0.759**	1	
Y8	2.340	1.327	0.738**	0.656**	0.738**	0.755**	0.776**	0.667**	0.742**	1

Note: * means $P < 0.05$, indicating a significant difference; ** means $p < 0.01$, indicating a very significant difference.

The data show that the phase relation values between the phase images are all greater than 0, which signifies that there is a positive correlation between the phase images. It can be concluded that students experience a high degree of anxiety in classroom expression, especially communication anxiety and negative evaluation anxiety experienced by subjects in this survey. In China's oral English classes, most students are reluctant to take the initiative to speak, partly because of the expectation that others will make negative comments on them, and partly because in traditional classes, teachers always dominate and students passively accept knowledge. In view of the high level of oral anxiety of the subjects in this study, especially in the aspect of fear of negative evaluation, first, teachers should help students overcome psychological obstacles in oral activities. Positive evaluation and continuous encouragement by teachers can reduce students' anxiety and frustration. Second, take students as the center and allow full play to the principal position of students to change the principal position of teachers in the traditional teaching mode. Students should be the main body and teachers should be the leading role of teachers in the classroom should be the guide, the organizer and the partner of students. Third, teachers can apply Krashen's comprehensible input hypothesis theory. The content of language input must be interesting or relevant to students. Stimulate students' learning motivation, enhance their learning self-confidence and weaken their emotional filtering, so as to achieve the best input acquisition effect.

5. Conclusion

In general, classroom anxiety affects students' oral output, because anxious students are worried about making verbal mistakes when speaking English, and thus fear that peers and teachers will give negative evaluations, so that students can not concentrate on the task itself. Therefore, teachers should provide students with a relaxed and pleasant classroom environment to relieve their anxiety, encourage students to speak, and provide students with opportunities to practice oral English. They can also use Krashen's comprehensible input hypothesis to effectively input students' language, so that

students can gain a sense of security and achievement, reduce anxiety, and promote students' learning motivation. Improve students' oral English. Finally, it is hoped that students can exert their foreign language expression ability to the best, actively participate in class activities, and focus their attention on tasks rather than worrying about making mistakes and getting negative comments from others

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