

The Effect of Game Teaching Method on Chinese Students' Anxiety about English Learning

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Abstract: Nowadays, many students feel anxiety and even have strong resistance to English learning. This anxiety not only makes them afraid of English learning, leads to a decline in academic performance, but also hurts their physical and mental health. In addition, this kind of learning anxiety also extends to students' interpersonal skills. Some scholars believe that two main factors cause anxiety: factors related to the learner's personality, such as the strength of the learner's self-esteem, the degree of psychological tolerance, the clarity of self-definition, etc.; factors related to the learner's outside world, such as, if a learner does not have a sense of identity with the surrounding learners, the degree of anxiety is often Very high; the form and content of communication between teachers and learners may induce learners' anxiety. In response to the above problems, this article is committed to widely collecting papers and monographs on the application of game teaching methods in English education at home and abroad through in-depth literature analysis, and carefully read the relevant research results. The purpose is to build a practical game teaching strategy to help Chinese students improve their self-confidence, so as to effectively reduce their anxiety about English learning. Based on this research goal, this article will carry out systematic writing to provide valuable reference for the innovation of English education.

Keywords: English learning, anxiety, game teaching method, language anxiety, educational psychology

1. Introduction

English learning has always been regarded as an important subject in the context of Chinese education. Almost all Chinese students must use English as their second language in school. However, many students experience English language anxiety in the learning process. Language anxiety has many factors, such as high expectations of parents, teachers and society. If there is no balance of anxiety, the anxiety will greatly affect students' mental health and interpersonal communication. Excessive shyness, introverted personality, excessive anxiety and timidity, and negative emotional attitudes will affect language learning [1-2], making students less confident, less stress-resistant, and no longer willing to learn. After learning English, he was willing to degenerate, and finally, his grades dropped [3].

Research has proved that the game-teaching method can reduce anxiety. The use of the game teaching method can make tense and monotonous learning easier and pleasant, overcome students' anxiety in language learning, relieve the psychological pressure of language learning, and promote

students to actively learn, thus creating a harmonious and harmonious classroom atmosphere. Game teaching methods can increase students' interest and confidence in learning English. English games are also an effective means to develop spoken English, consolidate vocabulary, and grammar and train pronunciation. It can relieve the tension in the classroom, enable students to play in learning, play in middle school, form correct learning methods and good learning habits, and truly implement quality education [4]. Therefore, the study will review the previous literature to understand the source of anxiety in English language learning, and design corresponding game teaching strategies to reduce anxiety.

2. Concept introduction

2.1. Language anxiety

As a language psychological phenomenon, language anxiety refers to the fear or uneasiness of learners when they need to express themselves in a foreign language or a second language [5]. Language anxiety is one of the significant factors affecting foreign language learning. The survey shows that learners' language anxiety is most prominent in oral activities, especially in terms of topics, input volume, activity mode and teacher evaluation. In language classes, obstructive anxiety will have many negative effects on learning. Helping students get rid of anxiety, reduce emotional filtering, and eliminate emotional disorders is the key to improving learners' language performance [6].

2.2. What is English language anxiety

Second language learning anxiety is a kind of specific situational anxiety. Situational anxiety is a person's psychological anxiety caused by specific life situations or external environmental factors. It is an acute and limited emotional response characterized by sudden and violent emotional and physical reactions, so English language anxiety is a specific situational anxiety.

Second language anxiety is regarded as a specific situational anxiety, and there are three manifestations. Horwitz and others believe that second language anxiety is composed of communicative fear, exam anxiety and negative evaluation fear [7]; MacIntyre and Gardner divide second language anxiety into input anxiety, processing anxiety, and output anxiety from the perspective of cognitive processing. Anxiety is an irresistible negative factor in second language learning. It is necessary to distinguish language anxiety from situational anxiety. Appropriate second language learning anxiety will trigger learners to strive to overcome anxiety and challenge new learning motivation, thus promoting the improvement of academic performance. Foreign language learning anxiety belongs to language anxiety, which refers to a unique psychological phenomenon in foreign language learning, which can present symptoms such as sweating in the palm, rapid heartbeat, abdominal pain, voice tone change, forgetfulness, etc. [8].

3. Literature Review

The types of language anxiety of Chinese students mainly include [9]: exam anxiety: worries about English test results; communicative anxiety: tension and fear when using English for oral communication; listening comprehension anxiety: worry about not understanding or misunderstanding English listening materials; perfectionist anxiety: about the correctness of language use. High expectations and pressure;

3.1. The negative impact of language anxiety on English learning

The negative impact of language anxiety on listening skills

When people with language learning anxiety are conducting English listening activities, they will feel uneasy, which will cause the learner to mishear, not hear the original meaning, and be unable to distinguish the word and sentence structure. This sense of uneasiness will also make students unable to remember what they hear when studying or taking exams, and learners will keep thinking about what they hear. After the results come out, they feel that what they listen to is wrong, which leads to anxiety, and they will become more and more anxious.

The negative impact of language anxiety on speaking skills

When two learners perform in English, learning anxiety will consider other people's evaluation of themselves, rather than considering the performance first. Even if they are ready to perform, because of anxiety, their performance will not meet their expected results. Bad classroom performance will cause teachers' criticism, which will lead to language anxiety people's increasing anxiety about language and fear of speaking in English.

The negative impact of language anxiety on reading skills[10]

When language learners read English materials, anxiety will affect their ability to process information. Even if they know words and sentences, because they are unable to process information because of anxiety, anxious people will think that they can't understand English materials. They even underestimate their ability to learn English and think that they can't learn anything, so when they see English materials, their first reaction is that they can't understand, instead of considering what each word means together.

3.2. Negative impact of language anxiety on writing skills

In the process of writing, people with language anxiety will think more about whether the questions they choose will be relatively interesting, whether they will attract teachers, whether there are any problems with the grammar of sentences, whether the words used are proper, and whether the whole article will be ridiculous. They hope to do the best in everything [11].

3.3. Four main categories of anxiety

Trait anxiety, state anxiety, special situation anxiety, facilitating anxiety, deli Heratinganxiety), input anxiety, process anxiety and output anxiety (impart anxiety, proce-dure anxiety, output anxiety), performance Nxiety) [12].

4. Discussion

To sum up, a question is raised whether the game teaching method can alleviate the language learning anxiety of Chinese junior high school students compared with the ordinary teaching method. A set of practical game teaching strategies can be established to help Chinese students improve their self-confidence, so as to effectively reduce their anxiety about English learning. Students in some schools in a certain area can be given a questionnaire on the foreign language anxiety scale, and sent questionnaires to students so that students can write whether they have language anxiety about English learning, and if there is any reason for their language anxiety. After taking back the questionnaire, the researcher will refine the types of language anxiety of students. Reason. After completing the above experiments, we will sort out the reasons for students' language anxiety, such as exam anxiety, and students will worry about their English test results. Perfectionist anxiety. After receiving external pressure, students hope to do better by themselves, which leads to high expectations for themselves, thus increasing too much pressure on themselves, and finally anxiety about English learning. After completing the questionnaire, the students conducted game teaching training and game teaching for English teachers, and tested the foreign language anxiety scale again before the final exam of the teaching semester.

In this regard, the expected result of this study is that the class anxiety of the game teaching method is lower. Through the game teaching method, students begin to like to learn English, reducing their anxiety about English, and the class has been conducted in a relaxed and lively atmosphere. At the same time, reducing language anxiety should be established by teachers to establish a framework for students to explore and learn little by little, and always learn in a relaxed and lively atmosphere, which is conducive to reducing language anxiety for students. For the enlightenment of future educational practices, the school can arrange classrooms to be more relaxed and lively, and provide a variety of ways to evaluate students' learning, not only to evaluate by exams, but also to increase students' interest but also to ask more about students' needs and reduce students' anxiety.

5. Conclusion

Nowadays, many students are anxious about English. Based on the above understanding, the school can arrange classes to be more relaxed and lively, and provide diversified ways to evaluate students' learning, not only to evaluate by exams, increase students' interest, but also ask more about students' needs and reduce students' anxiety.

At the same time, the school should also arrange psychological teachers so that students can talk to others when they have anxiety, and also let psychology teachers enlighten students and release their pressure. It can also arrange more psychological lectures to encourage parents and students to participate more, so that parents can learn how to help students reduce English language anxiety, no If you put too much pressure on students, you can also let students learn how to relieve their pressure and release their anxiety in the lecture.

The government can also promote school strategies to make teaching no longer boring, let game teaching methods enter the classroom, and teachers no longer use the past cramming teaching, so that students can combine teaching with fun, learn in happiness, and no longer be afraid of learning English, to help students increase their interest in English learning. Step by step to improve students' academic performance.

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