

High School English Reading Continuation Teaching based on the “Emotional Filter Hypothesis” Perspective

Jing Huang *

Department of English, China West Normal University, Nan Chong, CO 637000, China

* Corresponding author Email: 1491885262@qq.com

Abstract: In English learning, foreign language writing has always been a weakness for Chinese students. In foreign language teaching in our country, students are accustomed to training reading and writing separately, neglecting the importance of combining reading and writing. However, some studies have found that an effective combination of reading and writing can more effectively promote second language learning. Continuation after reading is a typical practice method that combines reading and writing. Although there have been many studies on the learning promoting effects of continuation after reading, few studies have explored it from an emotional perspective. However, in the field of writing research, research on the writing subject is receiving increasing attention. Therefore, this study investigates continuation after reading from the perspective of writing emotions, exploring whether it can effectively reduce students' writing anxiety, improve their writing motivation and confidence.

Keywords: Emotional Factors; Continuation After Reading; Teaching Implication.

1. Introduction

Continuation after reading is a newly added question type in the province where the college entrance examination for English takes place twice a year, to replace correcting mistakes in short essays. This type of question is the first time in the world that it has been applied to high risk exams. In 2016, it was used in the comprehensive reform pilot provinces of the college entrance examination, and will be used nationwide with the promotion of the comprehensive reform pilot of the college entrance examination. Continuation after reading is an effective way to promote students' Language acquisition and cultivate their high-level output ability. However, because of the new type of questions and lack of experience, English teachers and examinees have corresponding difficulties and challenges, so students have emotional factors related to continuation after reading, such as writing anxiety and boredom. So in this context, based on Krashen's “Emotional Filtering Hypothesis”, combined with the new question types of the new college entrance examination after the current reform and the writing problems faced by students, the emotional factors presented are further elaborated on the impact of emotional factors on English writing teaching, and the inspiration for subsequent reading and writing teaching from this perspective is explored, thereby promoting the improvement of teaching effectiveness in reading and continuing writing.

2. Theoretical Basis

2.1. Krashen's “Emotional Filtering Hypothesis”

According to Krashen's affective filtering hypothesis (Krashen cites the term “affective filter” by Duray&Burt (1977)), the ability of learners to smoothly accept input of effective information and convert it into language output during language learning is influenced by the learner's emotional factors. The stronger the learner's affective filtering ability, the weaker their acquisition ability. On the contrary, the weaker their affective filtering ability, Learners'

acquisition ability will be enhanced. And these emotional factors often include learners' learning motivation, learning anxiety, self-confidence, and other emotions. (Krashen, 1982)

2.2. Continuation after Reading

Continuation writing after reading is proposed by Professor Wang Chuming (2014) in the foreign language “length writing method”, which conforms to the fact that high school students have fewer opportunities for listening and speaking while having sufficient reading and writing conditions in language learning. It is one of the effective methods to promote language learning. Students read an incomplete article and continue to write based on the material and the first sentence of the given two paragraphs, developing it into a short article with a logical connection, complete plot and structure with the given material (Examination Center of the Ministry of Education, 2016). To write an excellent continuation after reading, students are required to have high language ability. In addition to understanding the context, language style, and discourse characteristics of the article, students also need the accuracy of wording, the richness of Language construct, and the rationality of the story plot. These ability requirements are just the reflection of the language ability and thinking ability of the core literacy ability proposed under the new curriculum standard.

3. The Emotional Factors Influencing Students' Continuation of Continuation after Reading from the Perspective of the Emotional Filter Hypothesis

3.1. Writing Motivation

Many teachers believe that motivation is one of the factors that has the greatest impact on learning. So, what is the motivation? Marion Williams&Robert Burden combined cognitivism and Social constructionism to define motivation as follows: “Motivation is a wake-up state of cognition and emotion. Motivation leads to conscious decisions, motivation

leads to sustained mental or physical efforts over a period of time, and motivation leads to actions that point to one (or a group) Established goals. People are awakened by certain internal or external factors, leading them to decide to act in a certain way to achieve a certain goal; This goal may be the action itself, or it may be another thing achieved through the action as a means; Once the action begins, efforts must be made to maintain it until the goal is achieved

The motivation for English writing is very complex, and research on writing motivation is also controversial. But people mainly discuss writing motivation from three aspects, including: (1) the purpose that can stimulate writing behavior, such as a certain need or value, interest, and goal orientation; (2) The author's self-perception of writing ability, that is, whether they feel able to complete the writing task; (3) Whether the author has specific strategies and skills to deal with writing tasks, mainly focusing on the study of intrinsic motivation. The above three motivational factors are interrelated, reflecting the close and inseparable relationship between cognition, emotion, and behavior in writing. People with a strong need for writing may be more actively seeking writing strategies and methods to improve their writing skills, and the improvement of writing skills often makes authors feel confident in completing tasks; The success of writing communication and the enhancement of self-confidence often lead people to understand the value of writing more or generate clearer writing purposes.

3.2. Writing Anxiety

Writing anxiety was first proposed by Daly and Mille in 1975. It refers to the anxious behavior exhibited by learners during the writing process, such as anxiety caused by writing difficulties such as being criticized by teachers or ridiculed by classmates, and anxiety. The author intends to analyze the causes of anxiety and explore reasonable writing tasks to alleviate the negative effects of anxiety.

(Li Ping, 2017) High school students' anxiety about continuing writing after reading is due to their lack of experience and fear of the impact of new types of questions and new things. Due to the qualitative change in output caused by the lack of input, students began to exhibit boredom in writing.

3.3. Confidence

Confidence is an individual's expectation of whether they can achieve success and whether their corresponding development meets expectations. The level of trust in a value is an individual's correct understanding and evaluation of themselves. When students engage in post reading continuation writing tasks, if they are positive and confident, they complete the continuation task well. They are brave enough to challenge new types of questions, solve writing problems, and ultimately achieve a successful experience. On the contrary, if students with low self-confidence believe that their vocabulary is insufficient, do not master relevant writing skills, doubt themselves, and feel that they do not have the ability to complete difficult continuation tasks, and build a high psychological wall, it will affect the completion of the task, affect language output and acquisition.

4. Problem Solutions

Emphasis is placed on the cultivation of input and interest, with both internal and external factors stimulating writing motivation. Often, students' lack of writing motivation or

weak motivation is influenced by both internal and external factors. To strengthen students' writing motivation, breakthroughs need to be made in the following two aspects. Firstly, based on the analysis of high school students' learning situation, many lack the accumulation of reading habits from primary and secondary schools, as well as the reading habits of literary masterpieces. At this time, the input of reading promotes the output of writing ability. Teachers use learning motivation transfer methods to implement input activities related to post reading continuation, transferring students' interest to English writing.

Emphasize students' writing anxiety and boredom, create a pleasant and relaxed writing atmosphere, high anxiety emotions can affect their ability to continue writing after reading, but moderate anxiety can play a certain promoting role in continuing writing. Professor Li Chengchen also pointed out that "second language learners with higher levels of emotional intelligence can better stimulate and utilize the sense of pleasure in the learning process, cope with learning pressure, reduce anxiety, alleviate fatigue, achieve better learning outcomes, and further enhance learning confidence." (Li Chengchen, 2020) Therefore, teachers attach great importance to students' writing anxiety and boredom, understand the root causes of writing anxiety, and take appropriate measures to address the situation.

Increase success experience, establish and enhance writing confidence. When students continue to write after reading, if they have a successful experience, such as achieving a "high score" essay in an exam, which is used as an excellent model for learning and reference, their confidence will also be improved. Therefore, in order to enhance students' writing confidence, teachers need to create opportunities for success for students, whether it is in daily practice or exam questions, Help students achieve success, minimize the experience of failure, and provide motivational comments to enhance their writing confidence.

Teachers should keep up with the times, update their writing concepts, and enhance their professional literacy. The new teaching mode is no longer a cramming style teaching, and cannot be "just teaching without educating people." Teachers should not only impart language knowledge, writing methods, and strategies, but also pay special attention to students' writing emotional factors. Based on students' different psychological characteristics, they should cultivate positive writing emotions and promote positive energy values. Breaking the traditional "teacher centered" classroom model: the classroom atmosphere is dull, students lack motivation, and promotes anxiety. Teachers should keep pace with the times and improve their information Technological literacy.

5. Conclusion

Krashen's "Emotional Filter Hypothesis" has significant guidance and learning significance for the subsequent writing teaching of the new college entrance examination. It provides theoretical support for us to analyze the emotional factors that affect students' writing, and enables us to find a breakthrough to improve students' writing ability: cultivating writing interest, stimulating students' writing motivation both internally and externally, creating a pleasant writing atmosphere, reducing students' writing anxiety and boredom, and increasing success experience, To establish and enhance students' confidence in writing, teachers themselves need to keep up with the times, improve their professional literacy, grasp students' emotional factors in writing, and effectively

improve the teaching effect of continuing reading and writing.

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