APPLICATION OF PSYCHO-HEALTH GUIDANCE AND BEHAVIOUR SUGGESTION IN ENGLISH LANGUAGE TEACHING BASED ON FEEDBACK EFFECT OF POSITIVE EMOTIONS

Chao Lei*

Abstract
The positive emotions of English learners can improve their learning efficiency and academic performance. This paper introduces positive psychology into English language teaching (ELT), and empirically applies psycho-health guidance and behavioural suggestion in the ELT based on the feedback effect of positive emotions. First, a questionnaire survey was conducted to investigate the current situation and identify the existing problems of the ELT in colleges. Next, two group of students were selected for a comparative experiment on the application effects of health guidance and behavioural suggestion in the ELT. The results show that the current ELT in colleges lacks learning motivation, classroom participation, personality training, etc.; the application of positive psychology to the ELT stimulates positive emotions of the students and improve their English performance. The research findings provide a new way to improve the ELT in Chinese colleges.

Key words: Feedback Effect of Positive Emotion, Psycho-Health Guidance, Behaviour Suggestion, English Language Teaching (ELT).

INTRODUCTION
In the context of globalization and informatization, English is one of the most widely used international languages and the most important information carriers (Pluskota, 2014). Students have started to learn English since elementary school. However, due to the problems such as the enrolment pressures, the teachers’ teaching methods, and students’ lack of learning motivation, most of the students in our country have negative emotions and anxiety during the English learning process, which not only reduces the efficiency of English learning, but also seriously affects their mental health. Therefore, more scholars began to focus their research on combining positive psychology with ELT, stimulating students’ learning initiative and forming a good learning atmosphere.

At the end of the 20th century, Csikszentmihalyi and Seligman proposed the concept of positive psychology (Huebner & Gilman, 2003). Positive emotional experience is the main research direction of positive psychology. In addition, positive personality and organizational system are also the mainstays of positive psychology (Rathunde, 2001). At present, positive psychology has penetrated into many fields such as management and education etc. B.L. Fredrick believes that positive emotions can help individuals broaden their thinking and increase their overall attention (Caldwell-Harris, Tong, Lung et al., 2011). Suan pointed out that emotions are interrelated (Leonardo & Amaury, 2016). Williams emphasized that a sound social system, active groups and environments are important for the development of human health psychology (Simonds, 1974). In the Geelong Grammar School of Australia, the explicit teaching of positive education curriculum, the implicit teaching of wellbeing skills within academic subjects, and the embedding of

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positive education principles are the three main links in its positive education. In recent years, the research on positive psychology and its application in education has gradually increased in China. Miao Yuanjiang et al. explain that positive psychology has become the research direction of contemporary psychology (Swain, 2013). Ren Jun’s Positive Psychology, Positive Personality: A New Orientation in the Development of Personality Psychology enriches the research results of psychology (Oxford, 1995). Song Shisheng advocates the use of positive psychology concept to stimulate students’ enthusiasm for learning (Gregersen, Macintyre, & Meza, 2014). Li Chan pointed out that the integration of positive psychology into junior high school English teaching helps teachers improve teaching efficiency (Rivers & Brackett, 2010). Li Xin, based on the characteristics of primary school students, combined the primary school English classroom teaching with positive psychology (Méndez López & Fabela Cárdenas, 2014). Through relevant references at home and abroad, it can be found (Waninge, 2014) that the research on positive psychology in the teaching field has made some progress, but it should be further studied to integrate the theory with practice.

From the above analysis, taking the non-English major teachers and students in the three grades (freshmen, sophomores, and juniors) of a university in Shenzhen as the research objects, this paper uses the questionnaire to investigate the current situation of ELT in colleges and universities and analyses its existing problems. Based on the survey results, it applies positive psychology to college English teaching, and puts forward countermeasures for application of positive psychology in ELT from three aspects: teachers, students and environment. Finally, the comparative analysis was conducted to verify its application. The results show that it is conducive to stimulating the students’ positive emotions and improve their English learning performance.

STATUS SURVEY OF THE CURRENT ELT

This paper selects the non-English major teachers and students in Grade 1-3 of a university in Shenzhen as the research objects, each 300 students for each grade. Using the questionnaire survey, it investigates the current situation of ELT in colleges and universities from the perspective of students and teachers, and then analyses the main problems according to the survey results.

Survey of students’ learning English

Positive emotions

Interest is a typical positive emotion that has a long-term impact on individual thoughts and actions (Beatriz, Coleman, & Regine, 2009). Figure 1 shows the survey results of students’ English learning interests from the three grades. It can be seen from the figure that the freshmen’s interest in English learning is significantly higher than that of the sophomores and juniors. This is mainly because the freshman students have a relatively high enthusiasm and good foundation for English learning when they just entered the college from high school, and they also want to achieve the College English Test (CET) 4 Certification soon. But as their study progressed, their interest in learning gradually decreased. About 45% of the sophomore and junior students have a negative attitude towards English learning, indicating that they are not interested in English or have no interest at all.

Figure 1. Survey results of English learning interests of three grade students

Figure 2. Survey results of English learning motivation of three grade students
Table 1. Participation in English class activities

<table>
<thead>
<tr>
<th>Survey results</th>
<th>Freshman</th>
<th>Sophomore</th>
<th>Junior</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Take the initiative</td>
<td>98</td>
<td>93</td>
<td>90</td>
<td>32.22%</td>
</tr>
<tr>
<td>The teacher asked to participate</td>
<td>176</td>
<td>180</td>
<td>193</td>
<td>45.89%</td>
</tr>
<tr>
<td>Not willing to participate</td>
<td>25</td>
<td>38</td>
<td>42</td>
<td>11%</td>
</tr>
<tr>
<td>As the case may be</td>
<td>51</td>
<td>38</td>
<td>18</td>
<td>11.89%</td>
</tr>
</tbody>
</table>

Figure 2 shows the survey results of English learning motivation among the three grade students, in which only 24.1% students chose to learn English because of their own interest, and the remaining 75.9% were under external pressure (CET 4 and 6, academic pressure, employment pressure) to learn English.

Positive personality

Table 1 lists the survey results of the students’ participation in the English classroom activities. It can be seen from the table that only 32.22% of the students took the initiative to participate in the classroom teaching, 45.89% were passively involved in the English classroom learning, 11% were unwilling to participate, and 11.89% of the students depend as the case may be, indicating that these students may become active participants in the classroom with appropriate classroom activities or some encouragement. In addition to this, with the increase of age and the grades, the number of students in passive learning also gradually increased.

Positive environment

Figure 3 shows the way for students to promote their own learning. It can be seen from the figure that the attitude of the teacher plays an important role in the students’ English learning, and appropriate encouragement can promote their learning; besides, the encouragement of friends and parents also plays a promoting role. Thus, a positive learning environment is very important for students' English learning.

Survey of teachers' English teaching

Teacher’s positive education concept

Teachers’ enthusiasm and commitment to work are largely related to their satisfaction with the job. Figure 4 shows the survey results of the teacher’s job satisfaction, in which 17.52% of the teachers expressed uncertainty about whether they are satisfied about their job, and 9.71% of teachers clearly expressed dissatisfaction or great dissatisfaction with their job.

Figure 4. Teacher job satisfaction survey results

Teacher's view of students

Figure 5 shows how often the teacher corrects the student's errors. It can be seen from the figure that about 50% of the teachers always correct the student's mistakes, and the teachers who never correct and occasionally correct the students' mistakes account for about 3% respectively, indicating that currently for most of the teachers, the students can learn knowledge and make progress only by correcting their mistakes. This is a very typical and traditional view of students.
Figure 5. Teachers correct student error situations

Teaching content and objectives
Table 2 lists the results for the teacher's understanding of the emotional attitude values and the positive suggestion importance. It can be seen from the table that 6.67% of the teachers expressed uncertainty about the importance of the emotional attitude values in the teaching objectives, while 4.84% and 1.57% of teachers were unsure or didn’t believe that positive suggestions are important in teaching.

Existing problems
Based on the above survey results, the paper summarizes the problems existing in the current ELT as follows:

Students
Most of the students learn English under the external pressures of enrolment and employment etc. Being lack of motivation and interest in English learning, they have a strong negative resistance to English learning, and are passively involved in English classes.

Teachers
Most teachers have a positive attitude towards ELT. But a small number of teachers still lack a positive teaching philosophy and holds the traditional point of view that students can make progress only by correcting their mistakes, which limits the students' initiative in the classroom. Teachers' encouragement is critical to improving students' interest and efficiency in learning. Meanwhile, a few teachers don't understand enough the importance of emotional attitudes values and positive suggestion in English teaching, ignoring the training for students' positive personality.

APPLICATION OF POSITIVE PSYCHO-HEALTH GUIDANCE AND BEHAVIOURAL SUGGESTION IN THE ELT

In order to improve the current problems in the ELT, this paper puts forward relevant countermeasures for the specific application of positive psycho-health guidance and behavioural suggestion from three aspects of teachers, students and environment (Aragão, 2011), as shown in Figure 6.

Figure 6. The application strategy of positive mental health guidance and behavior suggestion in English education and teaching

Table 2. Teachers' understanding of the values of emotional attitudes and the importance of positive suggestive

<table>
<thead>
<tr>
<th>Importance</th>
<th>Very important</th>
<th>Important</th>
<th>Uncertain</th>
<th>Unimportant</th>
<th>Very unimportant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Emotional attitude</td>
<td>49%</td>
<td>44.21%</td>
<td>6.67%</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Positive suggestion</td>
<td>28.27%</td>
<td>65.32%</td>
<td>4.84%</td>
<td>1.57%</td>
<td>0</td>
</tr>
</tbody>
</table>
Teachers

Teachers play an important role in the teaching process. Therefore, teachers themselves should first pose a positive working attitude, that is, taking a positive view of the problems encountered in a daily work, adjusting their work mentality, and maintaining their positive and healthy physical and mental development. Secondly, the role of teachers and students should be reasonably positioned. The teachers should aim for the students' development in the process of teaching, respect individual differences of students, and teach them in accordance with their aptitude. Third, by the multiple means of language, physical movements, eyes and others, the positive signals can be conveyed to the students, while through the positive suggestion, the students are influenced to form positive emotions in the learning process, so as to increase their interest of learning. Finally, the teachers should change the rigid and serious classroom teaching mode, develop their own positive teaching style, and activate the classroom atmosphere through humorous language and teaching methods, thereby stimulating their enthusiasm for English learning.

Students

The teaching mode of mistake correction should be changed. The positive evaluation and encouragement to students' performance, direct evaluation of students without using grades, positive encouragement and praise enable the students to regain interest and confidence in English. This shall create space scenarios for students' learning, cultivate their emotions, and actively participate in English learning and discussion to stimulate students' enthusiasm for learning.

Environments

Teachers should not only be the instructors of student knowledge, but also the spiritual mentor. With the prerequisite of a good teacher-student relationship, teachers should always care about the students, listen to their hearts, maintain their friend relationship, and influence students by their good words and deeds as well as personality. A positive learning atmosphere also has a greater impact on students. Teachers should regularly organize activities such as English Corner and English Salon, and adopt the forms of games, competitions, and the team organization led by the students with good English performance etc. to stimulate the students' enthusiasm, thereby creating a relaxed and enjoyable English learning atmosphere for students.

Effectiveness verification

In order to verify the specific application effect of positive psycho-health guidance and behaviour suggestion in ELT, this paper selects two natural class students in the second year of the university, one for the experimental class and one for the control class. The English scores of the two classes before the experiment are basically the same. At the end of the semester, a comparative analysis of the results was conducted between the two classes, as shown in Table 3. It can be seen from the table that the pass rate, excellent rate and average score of final grades for the experimental class students are significantly higher than the control class, indicating that positive psycho-health guidance and behaviour suggestion can effectively improve students' academic achievement in ELT.

Table 3. Comparison of final grades of experimental and control classes

<table>
<thead>
<tr>
<th>Class</th>
<th>Experimental class</th>
<th>Control class</th>
</tr>
</thead>
<tbody>
<tr>
<td>The average score</td>
<td>98.3</td>
<td>88.7</td>
</tr>
<tr>
<td>Excellent rate</td>
<td>41.53%</td>
<td>31.92%</td>
</tr>
<tr>
<td>Passing rate</td>
<td>69.21%</td>
<td>61.69%</td>
</tr>
</tbody>
</table>

CONCLUSIONS

The questionnaire survey was used to investigate the current situation of college ELT from the aspects of both teachers and students. The results show that there exist the problems in the current College English teaching such as insufficient learning motivation, low classroom participation, teachers' lack of positive education concept, and negligence of students' personality training etc.; Proposed countermeasures and suggestions were proposed for the application of positive psycho-health guidance and behaviour suggestion in ELT from three aspects: teachers, students and environments; The comparative analysis was conducted to verify the effectiveness of the proposed countermeasures. The results show that positive psycho-health guidance and behavioural suggestions can effectively improve students' academic performance.

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