



# Psycholinguistic Analysis of the Influence of Affective Factors on College English Learning

Qingli Meng\*

Taishan College, Tai'an, Shandong, 271000, China

## ARTICLE INFO

### Article history

Received: 11 January 2021

Revised: 18 January 2021

Accepted: 24 January 2021

Published Online: 31 January 2021

### Keywords:

Psycholinguistics

Emotional factors

English learning

## ABSTRACT

There are many factors that affect college students' English learning. In order to help college students learn English effectively, we need to analyze the corresponding factors. This paper mainly analyzes the emotional factors of college students' English learning from the perspective of psycholinguistics, and actively explores the corresponding solutions, so as to promote the improvement of college students' English learning ability of China.

## 1. Introduction

According to the research of some scholars, the main factors affecting the improvement of college students' English learning ability are their own emotional factors, that is, their own cognitive attitude towards English learning, and whether they can learn English autonomously and actively. If college teachers want to improve college students' English level and their English learning ability, they also need to analyze college students' English learning motivation through psycholinguistics, and carry out specific discussion from college students' emotional factors.

## 2. Analysis of the Relationship between Affective Factors and Language Learning

In psycholinguistics, it is pointed out that there is a

close relationship between personal affective factors and his or her language learning. It points out that the emotional factors that affect how people learning language usually include personal behavior, emotion, attitude, mood, etc. It is a general analysis and summary of people's language learning motivation, cognition, individual personality, learning attitude, anxiety, etc.<sup>[1]</sup>. Based on the study of linguistics, the psycholinguist Heron puts forward the theory of multiple patterns, in which he discusses the relationship among action patterns, concepts and emotional patterns, as well as the specific influence of these patterns on language learning. In addition, some psycholinguistic experts point out that individual behavior and emotional factors have a great influence on language learning. For college students, only by actively controlling their learning attitude, can they learn English

\*Corresponding Author:

Qingli Meng,

Female, undergraduate, lecturer;

Research direction: second language acquisition and foreign language teaching;

Corresponding address: Taishan College, Tai'an, Shandong, 271000, China;

E-mail: 3406451436@qq.com.

or other language subjects better. Scholars point out that the learning of language is different from the learning of other subjects. It is not that the students can master the theoretical knowledge through continuous practice after the teachers give the theoretical knowledge to the students. The study of linguistics is closely related to the students' psychology.

### **3. The Influence of Personal Psychological Factors on English Learning**

#### **3.1 The Influence of Cognitive Structure on College Students' English Learning**

Cognitive structure is an important factor affecting college students' enthusiasm on English learning. David P. Ausubel's research believes that the cognitive structure of language learners is closely related to their language learning. When it is applied to college students' English learning, it refers to the storage of English knowledge in their minds, the organization of English knowledge and psychological factors, which are systematically summarized as usability, discrimination and stability<sup>[2]</sup>. When college students are learning English, they need to position their cognitive structure clearly. In their research, it is pointed out that usability is the ability of college students to make use of the existing English foundation, assimilate the new knowledge learned later according to the existing English learning foundation, and then help college students to expand their knowledge reserves. Consolidating the existing English learning foundation, and then make full use of existing knowledge to learn new knowledge. In the process of college students' English learning, discernibility means that we should be able to effectively distinguish the differences between the new knowledge points and the learned knowledge points, and can't blur these two definitions, otherwise it is not conducive to college students' English learning. The use of stability is when we have mastered the new knowledge, we should not only remember the existing knowledge, but also remember the new knowledge. Therefore, if college students want to continuously improve their English learning effect, they need to actively improve their cognitive structure.

#### **3.2 The Influence of Learning Motivation on College Students' English Learning**

In psychology, motivation is defined as the internal state of meeting a certain need, and there are three main aspects of motivation, namely, cognitive drive: understanding, mastering things and the specific needs of knowledge. This driving force comes from the fact that

learners satisfy their inner desire after many times of success, and cognitive drive plays an important role in college students' English learning requires students to master English words, English knowledge for self-satisfaction, so as to promote college students to love English learning, let college students actively carry out English learning<sup>[3]</sup>. Self-improvement drive: if individuals want to improve and win prestige, they need to learn to improve self-improving drive is the inevitable demand of people to meet the survival and development, which can guide people to continue to learn and improve. In addition, there is also a subordinate internal drive, which is shown in English learning, that college students' English learning is to get the praise of teachers, and strive to learn English in order to get certain incentives. After some researchers have studied the learning motivation, they point out that learning motivation can be divided into extrinsic motivation and intrinsic motivation. In the process of college students' English learning, external motivation refers to the stimulation of external factors for college students' English learning motivation. There is some external motivation that makes college students have to take the initiative to learn English and improve their English scores. For example, the score of CET-4 is related to the degree certificate. Therefore, college students must learn English if they want to get the degree certificate. In order to get the CET-4 certificate, students must improve their English performance and study English hard. Or a certain material reward, such as give material reward to the students who has improved the English performance, for example, in the English activity competition, need to open the first prize, second prize, etc. In this regard, college students will actively learn English in order to obtain these material rewards. Internal motivation refers to learning English skills itself is a reward for college students. This has something to do with college students' English exploration and thirst for knowledge. College students take the initiative to learn English because they like English. And they take the initiative to learn English in order to master English words and make progress, in order to better use English skills to communicate with others, they can satisfy themselves in the process of learning English<sup>[4]</sup>.

By analyzing the motivation of English learning, the reasons why college students' English proficiency is poor and their English skills can not be improved effectively can be found in psycholinguistics, and from the perspective of motivation, it will be found that college students' English scores are low and their English learning level can not be improved because college students are not interested in English learning, or college students do not

like to learn English at all, because college students are not interested in English learning, and because they suffer too many failures in the process of English learning, and their English scores have not been improved, I also gradually lost interest in English learning and initial enthusiasm. In the process of English learning, the needs of respect and self-improvement are not satisfied. Some college students spend too much energy on learning English, but their English scores can not be improved. From this point of view, the analysis of English learning can not meet the self-improvement needs of college students, and even dispels their confidence to improve themselves. In the process of English learning, college students are not rewarded for participating in English competitions, and CET-4 and CET-6 certificates have been tested again and again, which has gradually eroded the confidence of college students in English learning.

#### **4. The Influence of Learning Attitude and Anxiety Emotional Variable Factors**

In the process of learning English, many college students will encounter failure again and again, which makes them lose patience and perseverance of English learning. From the perspective of psycholinguistics, college students' attitude towards English learning is an important emotional variable<sup>[5]</sup>. It mainly has cognition, emotion, intention. And learning attitude, which is formed after college students' long-term English learning, it has a very strong emotional tendency. Research shows that college students can continue to learn English and improve themselves if they have a smoother process of English learning, and vice versa. In fact, there is another view on learning attitude, which refers to how teachers educate students. For example, English teachers' attitude towards college students' English teaching is to cope with CET-4 and CET-6, then students will also have a relatively negative attitude towards learning English, thinking that English is useless after passing CET-4 and CET-6, which makes students think that they learn English just need to cope with CET-4, in fact, this phenomenon is more common in our country. Many teachers hold the concept that English learning is English is useless after students get the certificate of CET-6, as long as they are not English majors and they will not enter diplomatic or any other places that they have to use English in the future, English is useless for most students.

Anxiety is also an important part of psycholinguistics, which is often accompanied by frustration, anxiety and even fear. College students' English learning process will also be affected by these factors, especially the students

who have poor English performance for a long time, they will be affected by these factors in the process of English learning.

#### **5. On the Countermeasures of College Students' English learning**

This paper analyzes the affective factors of College Students' English learning from the perspective of psycholinguistics, and finds that the primary reason for some college students' poor English learning performance and insufficient English learning ability is actually that the cognitive structure is not improved, and the internal and external motivation of English learning is insufficient, which leads to the negative influence to English learning for a long time, and improper learning attitude of English learning, and long-term accompanied with certain anxiety, loss and other negative emotions. In this regard, in order to improve college students' English learning performance and improve their English level, we need to analyze college students' emotional factors. First of all, College English teachers need to adjust college students' English learning psychology, that learning English is not only just to cope with CET-4 and CET-6. English using will be more and more frequent in international exchanges in the future, and the influence of English on people's life will continue to increase too. All these will make English become more and more important with time past. So that college students can truly realize the importance of English learning. Secondly, it is necessary to adjust teaching methods reasonably, encourage students, rising their enthusiasm and make praising in their progress. The school can set up English competition appropriately, first prize and second prize, and promote students to learn English better by means of material and spiritual encouragement. Finally, show the understand when students fail in English learning or fail in CET-4 and CET-6. It is necessary to talk with students and help them eliminate their negative psychology.

#### **6. Conclusion**

In a word, from the perspective of psycholinguistics, this paper studies the influence on College Students' English learning. It finds that college students' English learning is influenced by internal and external learning motivation, learning attitude, anxiety and other psychological factors, as well as cognitive structure. In order to improve college students' English performance, we need to adjust college students' psychology from these factors, so as to help them learn English better.

## References

- [1] Shuai Ting. College English major vocabulary teaching from the perspective of psycholinguistics [J]. *Education and Teaching Forum* ,2019(29):76-77.
- [2] Shen Nanyan. A preliminary study on the mixed vocabulary teaching model based on psycholinguistics and [J]. *Teaching Method Campus English* ,2019(07):32-33.
- [3] Ai Shuqin. The Application of Task-based Teaching Method in College English Teaching —— Taking Volume 2 of College English intensive Reading as an example [J]. *Knowledge Window (Teachers' Edition)*,2017(12):34.
- [4] Zhu Yue. Exploring the Propositional Law of CET-4 Reading Comprehension Based on Psycholinguistic Theory [J]. *College English Yangtze River Series*, 2017(05):66-68.
- [5] Chen Xue. An Empirical Study on the Application of Theory of Linguistics in College English Listening Teaching Center [J]. *Journal of Jilin Institute of Education*,2019 (11):127-129.