



# A Research of the Role of Emotional Interaction in College English Classroom Presentations

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**Abstract.** In order to explore the application and role of emotional interaction in college English classroom presentations, the study adopts qualitative research method. The questionnaire is conducted on college students who had participated in English class presentations in colleges across China. We also conducted a two-semester observation and interview on students majoring in English teacher training in a certain college. The results show: Almost all participants agreed that emotional interactions have a positive effect on English classroom presentation. It is believed that embedding emotional interaction in English classroom presentation can help to cultivate the presenter's confidence and creativity, to improve listener's sense of participation in class, to bring thinking and improvement to all the participants, thus effectively promoting the development of classroom presentation and improving the effectiveness of classroom presentation.

**Keywords:** College English; Classroom Presentation; Emotional Interaction; Role Research

## 1 Introduction

In college English courses, English classroom presentation is widely utilized and has become an indispensable part. For college students, however, from the "indoctrination" learning under the context of exam-oriented education in high school to the "autonomy" learning of the university, English class presentation is inevitably problematic. In most cases, English classroom presentation is only a superficial formality, lacking emotional interaction, and does not benefit both the presenter and listener. In fact, in the cognitive field, especially in the learning of contemporary college students, the influence of emotional experience on the learning effect plays an important role[1]. A good English classroom presentation requires the presenter not only to have strong public expression skill, but also to have rich emotional interaction with listeners to attract the attention of the audience and benefit both the presenter and the listener. Based on the research data regarding the presentation and effects of emotional interactions in college English classroom presentations, the problems are analyzed and discussed, in order to provide substantial help for English classroom presentation, helping other college students do a

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good job in the class presentation, improving various social abilities, and giving teachers a new perspective to promote the better performance of the class presentation in the future. Moreover, this research conforms to the new situation of China's higher education development, resonates with the teaching reform and the development of the times, and can provide new ideas for the reform of foreign language teaching.

## 2 Literature Review

Under the new situation of the development of higher education in China, the "Teaching Requirements for College Students' English Courses" issued by the Ministry of Education clearly states that the teaching goals of university English are to cultivate students' comprehensive ability, especially English language application skills and cross-cultural communication ability, that is, to focus on cultivating students' listening and speaking ability[2]. Simultaneously, with the advancement of teaching reform, the establishment of students' dominant position, and the implementation of teachers' dominant position, English classes in universities have gradually changed from a single traditional model centered on teachers' teaching to a new model centered on personalized students' independent learning. Therefore, the English class presentation that is student-centered, integrating "learning" and "use" as one learning method with the purpose of improving the comprehensive application ability of English and the main form of language output is widely and deeply applied to colleges and universities across the country[3].

Previous researches on English classroom presentation mostly focus on the influence of various models on classroom presentation from the perspective of teachers. Qiang Fu (2016) explored the effect of project-based English classroom presentation activities[4]. Yumiao Zhang and Tingting Li (2019) found the positive effects of group cooperative class presentation mode[5]. Yingying He (2019) researched the effect of classroom presentation based on TM multiple evaluation mode[6]. Mengmeng Bo (2020) explored how to integrate cultural confidence into the class presentation[7], and Yan Wang (2020) studied the application of BOPPPS mode in English class presentation[8]. In existing researches, the integration of various modes has its own advantages, but few studies pay attention to the role of emotional interaction between presenters and listeners in improving the classroom presentation from the perspective of both sides. Making a general survey of existing researches at home and abroad, only a few studies have paid attention to the positive impact of emotional interaction on language learning, such as Xiaojing Miu (2014) who has put forward that the emotional experience plays an important role in the effect of learning[1], Fei Song (2016) proposed that emotional interaction will affect classroom teaching[9], and Dewaele & Li (2021) found that the emotional perception of English teachers will change students' engagement in the classroom and affect the learning[10]. Based on the positive effect of emotional interaction on classroom teaching, we should also pay attention to emotional interaction. Integrating emotional interaction into the classroom presentation process, so that the listener will have a sense of arousal and pleasure, and the presenter will have a sense of satisfaction and respect, including through sound, language, expression, action, emotion, attitude and a series of expressions of interaction, bringing both sides into a

good emotional state[9], so that get a two-way improvement effect in a positive classroom atmosphere.

### **3 Research Process**

#### **3.1 The researches questions in this study are as followings:**

- 1.What is the role of emotional interaction in English classroom presentation?
- 2.How can emotional interaction be presented and improved in English classroom presentations?

The objects of this experiment were selected from college students who had participated in English classroom presentation in colleges across China. These objects have at least 2-3 English classroom presentations per semester.

This research adopts three methods: questionnaire, case study, and interview.

#### **3.2 Questionnaire**

A questionnaire is designed based on current situations of English classroom presentation, emotional expression and interaction in English classroom presentation, and students' personal feelings and opinions of English class presentation. The questionnaire contains a total of 11 questions. 1 question is about the objects' academic background, means English majors or non English majors. The two questions in the questionnaire regarding "Bidirectional benefits" and "The role of integrating emotional interaction" are aimed at solving the research question "What is the role of emotional interaction in English classroom presentation". The remaining seven questions are all aimed at solving the research question of "How can emotional interaction be presented and improved in English classrooms", including "Are you willing to spend a lot of time preparing carefully after class? Will you give up listening because of monotonous pronunciation? Is the novelty or substance of the content more attractive to you? What can be improved by the English classroom presentation? What problems arise during the presentation? Will the self-confidence of the presenter be affected by the listeners? Will you take time to reflect and evaluate after class?" The questionnaire results are presented in the form of percentage and comprehensive chart.

#### **3.3 Case study**

From March 2022 to December 2022, two semesters of English classroom presentation activities were observed in the classes where the members of project team were located. The observed lesson is Basic English Lesson of 3 times per week, and each class is presented by one student for 10 minutes. The theme of the second semester of freshman year was News Report. The members of project team recorded each presenter in detail from five dimensions: pronunciation and intonation, facial expressions and actions, content selection, presentation methods, and on-site activity level. The aim was to solve

the research question: "How can emotional interaction be presented in English classrooms?". In addition, we also recorded the relatively novel presentation methods encountered during the presentation timely, for example, the complete newscasts created by the presenters for dubbing the news programs and adding the opening and ending of the program was unanimously appreciated by the teachers and students. The theme of the first semester of sophomore year is Free Talk, and we have added the dimension of "The effectiveness of emotional interaction" in addition to the five dimensions mentioned above. According to the emotional interaction method used by the presenter and the in-class and post-class evaluation, to record the effect of the emotional interaction method, with the aim of solving the research question of "What is the role of emotional interaction in English classroom presentation?".

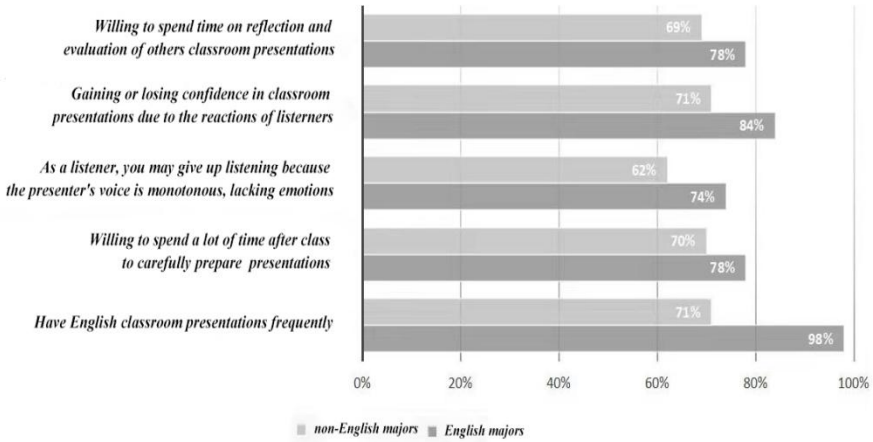
### **3.4 Interview**

Thirty university students of different grades, majors, and genders are randomly selected with the aim of addressing issues that cannot be addressed and reflected in the questionnaire. For example, "What kind of classroom presentation do you think is successful? How can you improve your classroom presentation? Are there any particularly impressive classroom presentations?" Conduct an interview survey on the selected university students, and record the actions observed during the conversation to further explore the confidence, reflection and improvement, creativity and initiative that emotional interaction brings to all participants, thereby confirming the necessity of research issues. If the consent of the objects is obtained, his interview will be recording.

## **4 Summary and analysis**

### **4.1 Questionnaire**

This questionnaire was conducted online. 160 questionnaires were sent out and 153 valid questionnaires were collected (including 50 English major college students and 103 non-English major college students). The results of the questionnaire were statistically analyzed in the form of percentage. Among the 11 questions, the results of 5 questions were slightly different between English majors and non-English majors. (See Fig. 1) For the rest of the questions, all the surveyed students have obvious tendencies.



**Fig. 1.** Five questions with different answers between non-English majors and English majors

The results of the questionnaire show that English majors conduct classroom presentations much more frequently than non-English majors and have a better understanding and familiarity with classroom presentations. Meanwhile, compared to non-English majors, English majors were more willing to spend time on the preparation, reflection and evaluation stage of classroom presentations. The non-English majors paid less attention to the interactions in the classroom presentations and the listeners' reflections--they did not mind whether the presenter's voice with emotions, and they did not care about the listeners' expressions.

Regarding the role of emotional interaction, the subjects were almost unanimous in their belief that incorporating emotional interaction in classroom presentations could benefit both the listener and the presenter. Moreover, 85% of the subjects believed that emotional interaction had a significant role in motivating the listeners. At the same time, more than half of the students thought that emotional interaction could benefit the listener's understanding of the content and could form timely feedback to the presenter, prompting the presenter to make timely adjustments and improvements. A small number of students also believe that the integration of emotional interaction can change the listener's learning attitude, turning passivity into initiative, and improve the learning effect.

Regarding the attitude towards emotional interaction, most students worry that "the listener's enthusiasm for emotional interaction is not high, and it would become an embarrassing phenomenon if no one answers". There are also many students holding that "they are shy and dare not express themselves well on the stage." At the same time, a small number of students think that the interaction time is uncontrollable, or too much interaction is easy to deviate from the theme and focus of the presentation, so they are afraid to integrate emotional interaction in the classroom presentation.

Regarding the form of integration, the subjects also have many different answers. Most students mentioned that creating a favorable atmosphere is the key to emotional interaction. The presenter can attract the attention of the audience through expressions,

movements and other body languages or the infectiousness of voice and emotional contagion to create a harmonious and mutually trusting learning atmosphere. Moreover, more than 80% of the students believe that novel content is more attractive than substantive content, and creative presentation can create a relaxing and joyful atmosphere and achieve the goals "teaching for fun". Also, more than half of the subjects thought that timely and appropriate evaluation could effectively improve the quality of classroom presentations, and they were willing to spend time after class to reflect and evaluate their classmates' and themselves classroom presentations.

## 4.2 Case study

After two semesters of practice and recording, finding that the subjects lacked emotional interaction in English classroom presentations. When giving English classroom presentations, more than 50% of the college students had the problem of monotonous voice and language, lacking infectiousness, expressing habitual intermingling of Chinese or unorthodox and redundant expressions as well as reading scripts all the time. At the same time, lack of self-confidence is also shown in body language and eye contact, which lowers their credibility and let them lose part of the audience. In addition, the audience's evaluation of the presenter is too general and vague, without objectivity, so that the presenter not recognized their own problems and strengths, making themselves difficult to get promoted. Through observation, it is found that choosing novel, interesting and unexpected themes, such as magic show, talk show, etc., as well as innovating interactive forms, such as displaying physical objects related to the theme, playing concise videos, showing websites containing a sense of science and technology, giving small gifts as rewards, etc. By doing these, the presentation can better attract the interest of the audience and achieve the goal of "teaching for fun". Also it will bring the audience's interest to the climax and enhance the enthusiasm of emotional interaction.

## 4.3 Interview

Through interviews with 30 randomly selected college students, we sorted out and extracted relevant answers, coded key contents step by step (See Table 1), adopting bottom-up rooted analysis to extract common answers as first level code. Then the first level code expressing similar meanings is classified to form the second level code. After reading the first level code and the second level code, the third level code is carried out according to the three commonly used audience levels.

**Table 1.** Example of three-level code of qualitative data

Subject	First level code	Second level code	Third level code
The role of emotional interaction on all participants	“During the classroom presentation, the emotional interaction made me feel full of confidence, motivation, and fresh ideas to create the next emotional interaction.”	Emotional interaction can bring confidence and creativity to the presenters.	The role of emotional interaction on the presenters.
	“When I was listening, I wanted to have emotional interaction and learned much knowledge from it.”	Emotional interaction can bring the initiative to the listeners.	The role of emotional interaction on the listeners.
	“We will discuss and evaluate the classroom presentation and offer suggestions for improvement.”	The presenters can bring thought and improvement to both sides.	The role of emotional interaction on both sides.

As shown in the chart, emotional interaction played a certain role for all participants. The following are the key words and phrases involved by interviewees and the times they were mentioned. Firstly, the role of emotional interaction on presenters, such as bringing confidence to presenters (13 times), stimulating the desire for expression and content output (9 times), improving the ability to create new content and new forms (3 times). Secondly, the role of emotional interaction on listeners, such as stimulating the desire to interact and learn knowledge (16 times), enhancing the ability of active learning (5 times), enhancing participation (12 times). Thirdly, the role of emotional interaction on both sides, such as promoting mutual learning (18 times), improving evaluation ability (7 times) and critical thinking ability (6 times), encouraging both sides to understand and further deepen the scoring criteria (2 times).

At the same time, during the interview, interviewees clearly expressed their emphasis and desire for emotional interaction. "A certain degree of interaction not only makes me more confident when presenting, but also makes me more involved as an audience". It can be seen that emotional interaction works in both directions, and reasonable using can form an efficient cycle between the presenter and the listener, promoting the positive development of the presentation process and the in-depth understanding of the audience.

## 5 Conclusion

Based on this research of emotional interaction in college students' English classroom presentations, there are three main findings. Firstly, almost all participants agreed that emotional interaction has a positive effect on English classroom presentations, but only a very small number of participants will integrate emotional interaction into English classroom presentations, and the root cause is lacking emotional interaction methods. Secondly, embedding emotional interaction in English classroom presentations helps to cultivate the self-confidence and creativity of the presenter, brings the listener a stronger and deeper sense of classroom participation, and brings thinking and improvement to all the participants, so as to effectively promote the development of the classroom presentation and improve the effectiveness of the classroom presentation. Finally, there are various challenges in how to integrate emotional interaction into English classroom presentations, and truly act on English classroom presentations.

This research has important implications for college students and university English teachers and provides new ideas for the reform of foreign language teaching. It explores the important practical value of emotional interaction in English classroom presentations, provides a reference for college students to understand the significance of university English teaching, and a reference for university English teachers to discover the difficulties and pain points faced by students in presentations. In addition, teachers should also pay attention to the emotional value obtained by the presenter and listener in the emotional interaction, and the overall role that such emotional interactions play for both parties. In the future, a new model of personalized student-centered independent learning will dominate university English teaching, which means that the operating mechanism of emotional interaction will be studied in more depth, thereby promoting the development of university English teaching and the reform of foreign language teaching.

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