

# Research on Anxiety in Classroom Teaching and Training of Students of Teaching Chinese to Speakers of Other Languages

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**Keywords:** Teaching Chinese to Speakers of Other Languages, Classroom Teaching and Training, Anxiety.

**Abstract.** This paper mainly investigates students' anxiety condition in the classroom teaching and training in teaching Chinese to speakers of other languages of Guilin University of Electronic Technology, analyzes the causes of anxiety, the teaching effect brought by anxiety, and countermeasures to solve the teaching anxiety.

## 1. Introduction

"Classroom Teaching Chinese as a Foreign Language" this course, which is a new undergraduate course in teaching Chinese to speakers of other languages of Guilin University of Electronic Technology, its main teaching content is to let students step onto the platform by means of simulation classroom teaching of Chinese as a foreign language, each person teaches oral class of Chinese as a foreign language several times, through the student's early lesson preparation, written lesson plan, classroom teaching and teacher's listening and comments, let students experience the process of teaching Chinese as a foreign language, and know Chinese as curriculum system, lesson characteristics and teaching mode of teaching Chinese as foreign language, master the basic methods of teaching Chinese as a foreign language, as well as the specific teaching methods, teaching methods and teaching skills, and quickly can adapt to the teaching work of teaching Chinese as a foreign language.

According to our observation to classroom, a large number of students have tension and anxiety in the process of teaching on the platform; the teachers will appear, for example: "this... um....., well" and a lot of meaningless oral language, and we find out from the questionnaire, almost all the students have tension and anxiety in the process of starting the platform. Anxiety is a common psychological phenomenon, namely individual is difficult to achieve certain goals or can't get rid of some kind of trouble, and cause self-confidence, self-esteem lower, or feel the intense frustration and guilt, and form a frightened psychological state.

This paper adopts questionnaire method; in-depth interview method to investigate and study 2014 grade students of Teaching Chinese to Speakers of Other Languages, the total number of respondents is 28, of which two boys, 26 girls, and mainly investigate and survey students' anxiety in the classroom teaching and training.

### 1.1 Preliminary Investigation Results

According to the questionnaire, it is found that 92.9% students appeared anxious phenomenon in classroom teaching link of Chinese as a foreign language, according to research: high-anxiety lectures students, because they attach importance to teaching results and affected by other factors, it is easy to cause excessive worries and tension, thought block, language barrier, and transient global amnesia (TGA) and so on, the reason is that the students' cerebral cortex has some kind of protective inhibition in the lecture due to anxiety, according to the SPSS21.0 cross tabulation, 77% cases have brain blanks and transient amnesia, which are caused by tension and anxiety, it can be seen that the tension and anxiety phenomenon has a great adverse effect on the teaching of freshman teachers.

Table.1 statistics of blank brain and anxiety

number		anxiety		total
		yes	no	
blank brain	yes	20	1	21
	no	6	1	7
total		26	2	28

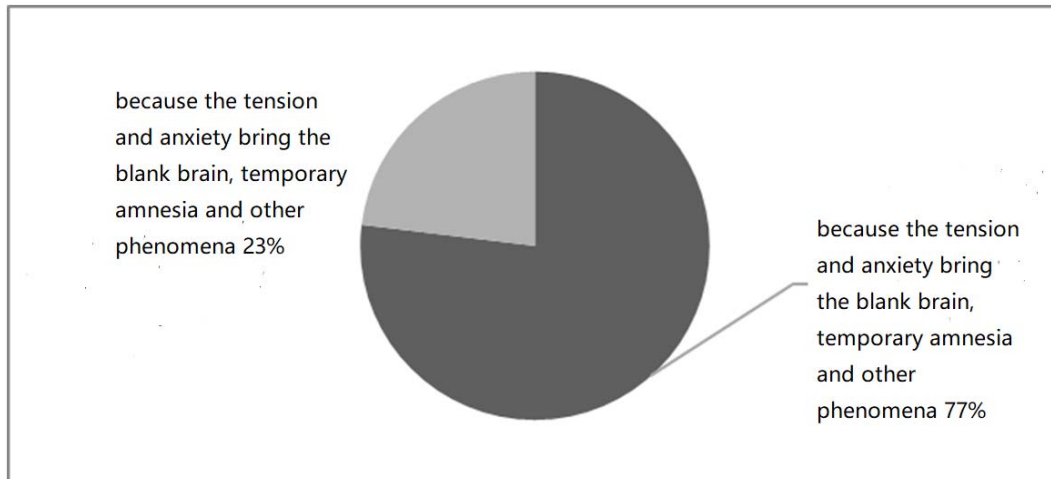


Figure.1 statistics of the proportion of blank brain and anxiety phenomenon

A considerable number of students have appeared nervous and anxious phenomenon during the teaching process on the platform, typical anxiety phenomena such as "this... well...", "eh" and a lot of meaningless oral language, as well as the ineffective body language mentioned above. At the same time, through the questionnaire, we found that 92.9% of the students were tense and anxious when they first stepped into platform. According to psychological research, if the anxious level is too high, there will be an inappropriate response in the teaching process. According to the research, teachers with high anxiety, because they overvalued teaching success or failure, it is easy to cause excessive worry and nervousness, resulting in protective inhibition of teachers' cerebral cortex, thought block, language barrier and short-term memory loss and so on. Zhou said in the interview: "I felt really nervous when first stepped into the stage, I felt very confused when I was on the platform, and I had a very pronounced tremolo. I had insomnia on the day before. There are eight people in a similar situation. It is normal phenomenon to have anxiety at the beginning of stepping into platform, American psychologist Bernstein (2002) thought: The freshman teacher is very easily affected by teaching anxiety at the beginning of stepping into the platform, anxiety can easily lead to failure of teaching under the premise that anxiety is not properly controlled, then it brings a certain shadow to the freshman teachers, and then affects the whole teaching career.

## 2. Cause of Anxiety

### 2.1 Lack of Language Knowledge

The students of teaching Chinese to speakers of other languages often meet with difficulties when they explain the language points to students in the course of teaching Chinese as a foreign language, we believe that this is not only the problem of teaching, but also teachers' Chinese language is not enough.

During the interview to Zhao, Zhao said that although he had studied professional theoretical knowledge for more than two years, and had good achievements in the exam, the knowledge of Chinese still seemed inadequate. Sometimes the lecture is "more and more complicated", when they try to avoid when encounter teaching difficulty and muddle along, and they don't explain it in depth. Sometimes they are not easy to grasp the difficulty degree of the language point, and often

unconsciously said some difficult language when explaining the easier knowledge points. It can be seen that the emergence of these phenomena are caused by insufficient language knowledge. So Chinese knowledge ontology is not enough, especially freshman teachers of teaching Chinese as a foreign language master the "modern Chinese", "linguistics outline" and so on not firmly, it is in the main reason when meet with difficulties and anxious.

### **2.2 Limit of Teaching Ability**

Because students of teaching Chinese to speakers of other languages lack teaching practice experience, lack theoretical learning of pedagogy and psychology in training program, often meet various kinds of difficulties in the teaching process, not confident about their teaching ability, teaching self-efficacy is low, they always feel not well in lecture, they don't know how to face so many students, and cause teaching anxious phenomenon.

Student Qiu likes this in the three rounds of lecture, he thought his teaching "was not to be interested in gaining merit, but only in avoiding making mistakes" as far as possible, every class is straight and narrow, try to avoid difficult knowledge points.

### **2.3 Lack of Teaching Experience**

Due to various reasons, the unexpected situations often occur in classroom of teaching Chinese as a foreign language, such as skip or error pages in multimedia PPT, computer crash and other unexpected non-teaching events, there is a big gap in teaching progress and expectation, which cause nervous teaching become more awkward, when facing these situations, their adaptability to changes is poor, small accident may cause big problems to students who are teaching.

During the interview to student Zhou, Zhou told us about a dilemma that he had encountered in his teaching. She once carelessly skip PPT to the next page in the teaching process, but she did not realize and still gave a lesson, but the classmates didn't propose under the platform at this time, all grinned, when she found it, a lot of time's gone by, she thought it very embarrassing.

## **3. Teaching Effect Brought By Anxiety**

### **3.1 Directly Affect the Teaching Effect**

Classmates are too nervous and anxious in the teaching process, according to the survey, they will directly produce the reduction of stress ability and other physiological reactions, cause phenomenon of hindered thinking and unclear explanation in the lecture process, directly affect the teaching effect. According to the questionnaire, we found that almost every student has a common experience, namely when self is extremely nervous, even brain go blank. At this time, there will be a lot of meaningless phrases such as "eh", "um" and "this", while the students who are tense and anxious will speak faster and faster in the teaching process. Under this circumstance, students' stress level will fall further who are teaching, and it is difficult to extract effective information quickly from memory, and hard to respond appropriately to the present situation, teaching process and effect will be affected.

### **3.2 Fail to Properly Exactly Teaching**

If students are too nervous in the teaching process, It is easy to make the teaching link of preparing lesson cannot be carried out normally, the trainee's emotional are too nervous, language and grammar are confusing, red-faced, feel completely at a loss, some students look at the ceiling for a long time, could not say a word on the platform, some faced the window for a long time and did not dare to face the students, this teaching is undoubtedly fail, even if the student have other holes or shining point in lesson preparation or in teaching, but students and teachers in class cannot get correct teaching information.

### **3.3 Cannot Correctly Obtain the Valuable Teaching Evaluation**

Teaching evaluation is that teachers carry out systematic test for students of teaching Chinese to speakers of other languages on the basis of the teaching goal, and evaluate its value, advantages and disadvantages in order to improve it. Through in-depth interviews, we found that Li has caused psychological panic, confusion and behavioral disorders due to excessive tension, the teaching link that had been prepared for a long time did not work effectively, by contrast, we also found that the students are excellent in the last few rounds of teaching, but because of tension and anxiety, this

student was unable to carry out teaching in the previous round. But Li was too nervous to get more valuable teaching evaluation in this round.

#### 4. Source of Anxiety and Tension

According to a source of anxiety phenomenon, we have carried out investigation, according to the survey data, it shows that 29.7% of the students think that their own psychological quality is poorer and easily nervous, 70.3% of the students think the source of tension is because fewer in class. Among them, nine students have two sources of tension, and account for 32.1% of the cases.

Table.2 statistics of blank brain and phenomenon of tension and anxiety

		number of people	percentage
source of tension	too little experience in class	26	70.3%
	their own psychological quality is poor and easy to nervous	11	29.7%
total		37	100.0%

We conducted a follow-up investigation. According to the questionnaire, 26 students who had tension and anxiety, finally, the number of people who can effectively solve the teaching mental disorders, and they account for 100% of the number of people who had anxiety.

Table.3 statistics on solving the tension and anxiety of teaching mental disorder

		tension and anxiety		total
		yes	no	
solve the teaching mental disorder	can	26	2	28
total		26	2	28

For the reasons of solving teaching anxiety and mental disorder, our survey data are as follows:

Table.4 statistics on the final way of resolving mental disorder

		number of people	percentage (%)
the last way to solve mental disorder	teacher's guidance	10	22.7%
	the number of lectures increase	16	36.4%
	self -internalization	18	40.9%
total		44	100.0%

Through the survey data, we found that the solution to teaching anxiety such as mental disorder, which is mainly from self-confidence internalization (41%), increase of lecture times (36%) and teachers' guidance (23%).

#### 5. Countermeasures to Solve Teaching Tension and Anxiety

##### 5.1 Overcome Mental Disorder

According to in-depth interviews, most students who had teaching tension and anxiety more or less have a psychological hint, think it is very difficult for them to teach, and the regard each teaching practice as a "tough burden", there are many ways of subconscious control in psychology, psychological expectations and psychological hints are common, etc. The suggestible irritability can play a role in both negative and positive aspects, if the hints which we accept are negative, and it will bring us negative effects and lead to negative behavior. The primary way to eliminate the adverse effects of teaching tension and anxiety is to overcome negative psychological hints and actively face the classroom teaching.

##### 5.2 Strengthen Professional Knowledge

Because students' knowledge of teaching Chinese to speakers of other languages are weak, and cause teaching tension and anxiety phenomenon, unstable phenomenon, it must be solved by strengthening the professional knowledge, language problems encountered in the teaching process of Chinese as a foreign language, most can be solved in "modern Chinese", "linguistics outline" and "teaching Chinese as a foreign language method" and so on, according to investigation and statistics,

it is found that students of teaching Chinese to speakers of other languages thought that the biggest help to classroom teaching are modern Chinese (63.2%), teaching Chinese as a foreign language method (23.7%), respectively, therefore, the solution of teaching tension and anxiety due to lack of knowledge, the above courses must be strengthened, at the same time, the teaching setting should also increase the number of courses of the two courses.

Table.5 statistics on the most helpful course in classroom teaching

		number of people	Percentage (%)
most helpful course	modern Chinese	24	63.2%
	teaching Chinese to speakers of other language method	9	23.7%
	ancient Chinese	1	2.6%
	spoken English	4	10.5%
total		38	100.0%

### 5.3 Strengthen Teaching Practice

As the saying goes, practice makes perfect. Teaching practice is the same, according to interviews and questionnaire, it is found that student who had teaching tension and anxiety is largely caused by "do not teach" or "teaching is less" (70.3%), according to the survey, we found that with the increasing the number of teaching, teaching tension and anxiety phenomenon also will continue to decline, the students are close to the teacher's role play, students will gradually adapt to the teacher's new role by training many times.

### 5.4 Pay Attention to Teachers' Guidance

Teachers' guidance is helpful to get rid of psychological anxiety as well, and 23% of students believe that getting rid of tension and anxiety benefits from teachers' guidance. The teachers' guidance to lecture teachers has many aspects, not only the teaching of skills and techniques; it is helpful to avoid anxiety and other negative psychological emotions.

The above research shows that the external tension is caused by many factors, the comprehensive analysis and investigation on these factors are helpful to relief of students' excessive tension, improve the teaching efficiency. At the same time, the elements are interrelated in the teaching process of teaching Chinese to speakers of other languages, only the overall consideration and arrangement of the elements in the system, and the best effect can be achieved in the teaching link of teaching Chinese as a foreign language.

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