

English Teaching Reform from the Perspective of Students

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Abstract: English is an important course in college and a crucial tool for students' future development. With the development of society, the previous teaching models are no longer applicable to the current college English classroom. Therefore, we need to reform college English teaching. This article aims to discuss how to do a good job in English reform from the perspective of students. The present study yields several noteworthy conclusions concerning the relationship between students' anxiety and motivation in online English learning, and their influence on English language performance. First and foremost, the analysis unveiled that participants commonly encounter anxiety within the context of online English classes, specifically in terms of dread of negative evaluation and communication apprehension. Nonetheless, a significant portion of the respondents indicated a moderate to strong level of motivation for learning English online. They expressed a moderate to strong degree of motivation, encompassing both instrumental and integrative aspects of language learning. Secondly, a crucial positive correlation was found between online English anxiety and online English motivation. While previous studies have commonly presented a negative association between apprehension and motivation, some researchers suggest that anxiety can serve as a source of energy that motivates students. Nevertheless, it is important to note that elevated levels of anxiety adversely affect academic performance, underscoring the necessity for teachers to attentively monitor the psychological state of students experiencing heightened anxiety. Moreover, learners' performance in English was substantially associated with both foreign language apprehension and English learning drive. In order to improve outcomes in online English classes, it is imperative for language teachers and learners to address and mitigate elevated levels of anxiety. Implementing effective strategies such as establishing attainable goals, fostering a supportive and relaxed learning environment, encouraging the exchange of language learning experiences and emotions, providing ample opportunities for language practice, and offering regular encouragement and recognition can contribute to anxiety reduction and enhance students' overall drive in acquiring the target language. Additionally, enhancing learners' understanding of the significance of English, cultivating their enthusiasm for the language, bolstering their self-assurance, fostering favorable attitudes towards English, offering commendation and constructive feedback, analyzing factors behind both weak and strong English performance, and promoting activities such as reading books, listening to English music, watching English movies, and engaging with international students can play a vital role in augmenting students' enthusiasm to learn English. With increased motivation, learners may become more driven and proactive in using the language, leading to reduced anxiety in learning English. Finally, further examination of the causes of foreign language anxiety that influence student anxiety is recommended to deepen teachers' and researchers' understanding of students' mental states. Conducting interviews and observations related to foreign language anxiety can provide valuable insights for future research. Additionally, considering the study's focus on a representative higher vocational college EFL setting, the findings and implications have broader applicability to comparable EFL contexts across the country. However, further investigations in diverse settings with students from different backgrounds are needed to gain a comprehensive understanding of the relationship.

Keywords: Starting from the perspective of students; English teaching reform; method.

1. INTRODUCTION

English is the most widely used language in the world, and its importance to us is self-evident. And now basically, we have been exposed to English since childhood, and English has accompanied us for many years in college. We must pay attention to English learning, master more Study skills and learning methods through English learning, and have the learning ability of Lifelong learning. Teaching reform is very important, as it can improve students' learning efficiency and quality, as well as stimulate their interest and enthusiasm for learning. From the perspective of students, discussing how to carry out college English teaching reform can better leverage students' subjective initiative in English learning. Amidst the ongoing COVID-19 global pandemic, self-distancing measures have proven effective in reducing infection rates. However, the need for uninterrupted learning has necessitated the utilization of technology. Educators and students have successfully adapted to this unprecedented situation, overcoming numerous obstacles to ensure the continuation of classes. This research seeks to investigate the occurrence of anxiety in online English learning and the level of motivation for learning English in online settings among higher vocational students in the northeastern region of China. The research involved 356 participants who were enrolled in a virtual English course amidst the global pandemic and actively engaged in a comprehensive questionnaire assessment serving as the primary research instrument. The findings revealed that (1) the respondents generally experienced anxiety in online English learning while displaying moderate motivation in acquiring English in an online environment, and (2) an evident and noteworthy positive correlation emerged between anxiety in online English learning as well as the level of motivation for English learning in virtual settings. These results are anticipated to lay a solid groundwork for subsequent investigations in the realm of learning online.

In the English curriculum standards, it is explicitly stated that "teachers should plan the teaching tasks of the older brother's teaching stage based on the development status of students, effectively integrate course resources, optimize classroom teaching, cultivate students' autonomous learning ability, and lay the foundation for their sustainable development." This requires teachers to better carry out and be student-centered, All teaching activities of teachers should revolve around students' learning and serve them, rather than saying what they want, as long as they impart knowledge to students. The new curriculum standard requires us

to regard students as the main body in the classroom and emphasize students. The transformation of its way has changed from indoctrination learning to autonomous learning. Teachers should also guide students to carry out autonomous learning, inquiry learning and Cooperative learning in the teaching process, so as to improve their ability to analyze and solve English problems. The new curriculum standards require that teaching reform should be centered on the development of students. When designing teaching, teachers should also design teaching from the perspective of teaching content and the subject itself, and instead design teaching from the perspective of students. The main purpose is to better mobilize students' enthusiasm and initiative in English learning.

2. ANALYSIS OF CURRENT PROBLEMS IN COLLEGE ENGLISH CLASSROOM TEACHING

Currently, there are many problems in college English teaching, such as many teachers not designing teaching based on students' actual learning situations. There are also very few teachers who adjust their teaching content and process based on the dynamic generation of students in the classroom, but blindly follow their original teaching design. We will also discuss the current problems in college English classroom teaching in the following text.

The research encompassed a cohort of 356 individuals, comprising 201 males and 155 females. These participants were students in their first and second years, pursuing majors in disciplines other than English, specifically in liberal arts and science, at a higher vocational college situated in the northeastern region of China. It is crucial to emphasize that all the participants were enrolled in mandatory English courses offered by their college, which carried academic credit.

Table 1: Percentage Distribution of the Respondents' Profile

Sex	Frequency	Percentage %
Male	201	56.5
Female	155	43.5
Grade		
Freshman	220	61.8
Sophomore	136	38.2
Major		
Liberal arts	162	45.5
Science	194	54.5

2.1 Students are learning passively

In college English classrooms, students are not actively learning, they are just cooperating with the teacher, all teaching ideas and designs are following the teacher's ideas, and students are unable to exert their subjective initiative in English learning. And the entire English teaching process has always been led by teachers, and students have no dynamic generation at all. Like learning English words, teachers already have their own teaching mode. For example, first show students pictures, let them remember words based on the pictures, and then give students a few sentences about words, so that students can understand the use of words in sentences through sentences. Teachers have taken this teaching model as a standard, ignoring students' ideas and only allowing them to learn English words step by step.

In this investigation, the participants were requested to complete two distinct questionnaires: the Online English Learning Anxiety Questionnaire (OELAQ) and the Online English Learning Motivation Questionnaire (OELMQ). The OELAQ encompassed 33 items and was developed based on the theoretical framework of Foreign Language Classroom Anxiety (FLCA). On the other hand, the OELMQ comprised 25 items and drew inspiration from the Chinese EFL Learners' Motivational Self-System Questionnaire (CELMSQ).

Both questionnaires utilized a 4-point Likert scale which ranges from "strongly agree" to "strongly disagree," for all statements except the background questionnaire items. This scale provided participants with the opportunity to present their level of agreement or disagreement with each statement related to online English learning anxiety and motivation. By using these questionnaires, the study aimed to gather valuable data on the participants' perceptions and experiences in relation to online English learning anxiety and motivation.

2.2 For the purpose of taking exams

Although we have been advocating for quality education, current college English teaching is still aimed at taking exams. Teachers still use improving students' English grades as the standard in the teaching process, especially in the university stage where there is a very important English assessment - English Test Band 4 or 6. All the teaching arrangements of the teachers are aimed at enabling students to achieve better results in the CET-4 and CET-6 exams. And the teaching mode of teachers is very

rigid, they still rely mainly on indoctrination teaching, and the entire classroom becomes a one-person classroom, with no interaction between teachers and students, and all teachers are the same unidirectional human activity. In college English teaching, many teachers completely follow the model in the teaching reference without considering the specific teaching situation of each class. This teaching method is not only ineffective but also incorrect.

After the completion of the questionnaire design, a preliminary study was performed to assess the accuracy and validity of the questionnaires. Subsequently, the survey was administered to a subset of first- and second-year non-English major students enrolled in higher vocational education. The survey was distributed to 9 intact classes, and the participants were asked to complete it within approximately 20 minutes. Out of the 372 questionnaires collected, a total of 356 questionnaires were considered complete and suitable for further statistical analyses. These complete questionnaires were selected for data analysis and interpretation in order to draw meaningful conclusions from the study.

2.3 Data Analysis

For each measure, descriptive statistics were evaluated to gauge the extent of anxiety and motivation among students in online English language classrooms. This analysis provided valuable insights into the student's overall experience and the prevalence of motivation and anxiety within the online learning environment.

Additionally, correlational analysis was conducted to explore the correlation between online English learning anxiety and online English learning motivation. This analysis aimed to uncover the interplay and influence of these variables within the online English learning setting. By exploring the association between anxiety and motivation, valuable insights were obtained into their potential interconnections and their implications for students' learning experiences. This analysis provided a comprehensive understanding of how anxiety and motivation interact and shape students' experiences in online English learning.

3. SUGGESTIONS FOR ENGLISH TEACHING REFORM FROM THE PERSPECTIVE OF LEARNING TH

Descriptive statistics were employed to analyze and characterize the levels of anxiety and motivation among students in online English learning.

Table 2: Descriptive Statistics for Online English Learning Anxiety

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Communication Apprehension	2.72	Agree	2
2. Test Anxiety	2.73	Agree	1
3. Fear of Negative Evaluation	2.56	Agree	4
4. General Anxiety	2.64	Agree	3
Composite Mean	2.66	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The findings presented in Table 2 indicate an overall assessment of anxiety related to online English studies. The cumulative Mean score of 2.66 ($M = 2.66$) suggests that the survey participants generally agreed with the mentioned indicators. Among these indicators, test anxiety was in the first rank obtaining a mean score of 2.73, followed by communication apprehension garnering a mean of 2.72. General anxiety was the third highest, with a mean of 2.64, while fear of negative evaluation had the lowest mean of 2.56. When comparing these four means, it is evident that there is only a slight distinction among them. Therefore, it is clear that students experience anxiety while engaging in an online English learning environment.

Table 3: Descriptive Statistics for Online English Learning Motivation

Indicators	Weighted Mean	Verbal Interpretation	Rank
1. Online English Learning Experience	2.91	Agree	3
2. Cultural Interest	2.81	Agree	4
3. Integrative Motivation	2.92	Agree	2
4. Instrumental Motivation	2.93	Agree	1
5. External Expectations	2.80	Agree	5
Composite Mean	2.87	Agree	

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree.

The results in Table 3 indicate the overall evaluation of motivation for online English learning. With a cumulative mean of 2.87 ($M = 2.87$), participants in the survey expressed agreement with the mentioned indicators. Instrumental motivation ranked first

and obtained a mean rating of 2.93, followed by integrative motivation garnering a mean of 2.92. The online English learning experience was ranked third with a mean of 2.91, while culture interest followed closely with a mean of 2.81. The lowest mean was observed for external expectations, of 2.80. These findings suggest that the higher vocational English learners in this study hold positive expectations and exhibit strong motivation toward language learning.

3.1 From the perspective of students, attach importance to classroom introduction

Classroom introduction is an important part of classroom teaching and also an important component that affects the quality of classroom teaching. Teachers must make good use of the classroom introduction process to stimulate students' curiosity and thirst for knowledge in this lesson, so that students can be more engaged in the English classroom. Exquisite classroom introductions can achieve better teaching results. In college English teaching, teachers can use songs, games, and videos to conduct classroom introductions, which can help students better feel the fun of English learning and make them more happy to enter the learning process. Many students have misunderstandings about English learning, as they find it a very boring and tedious task, mainly through memorization and memorization. By improving classroom introduction, students can better feel the joy of learning English. Correlational analysis was conducted to examine the correlation between online English learning anxiety and online English learning motivation. This analysis aimed to determine the extent to which these two variables were associated with each other and whether any significant correlations existed between them.

Table 4: Correlation Between Online English Learning Anxiety and Online English Learning Motivation

Communication Apprehension	λ^2_c / U	p-value	Interpretation
Online English Learning Experience	.205**	<.001	Highly Significant
Cultural Interest	.220**	<.001	Highly Significant
Integrative Motivation	.211*	<.001	Highly Significant
Instrumental Motivation	.212**	<.001	Highly Significant
External Expectations	.258**	<.001	Highly Significant
Test Anxiety			
Online English Learning Experience	.303**	<.001	Highly Significant
Cultural Interest	.373**	<.001	Highly Significant
Integrative Motivation	.221**	<.001	Highly Significant
Instrumental Motivation	.257**	<.001	Highly Significant
External Expectations	.345**	<.001	Highly Significant
Fear of Negative Evaluation			
Online English Learning Experience	.231**	<.001	Highly Significant
Cultural Interest	.242**	<.001	Highly Significant
Integrative Motivation	.141**	0.008	Significant
Instrumental Motivation	.201**	<.001	Highly Significant
External Expectations	.323**	<.001	Highly Significant
General Anxiety			
Online English Learning Experience	.371**	<.001	Highly Significant
Cultural Interest	.400**	<.001	Highly Significant
Integrative Motivation	.172**	0.001	Highly Significant

Legend: Significant at p-value < 0.01.

Table 4 presents the relationship between learning anxiety and motivation in relation to online English learning. The estimated rho-values present a moderate positive association, and all of the corresponding p-values were statistically significant. These findings suggest a substantial relationship, indicating that as higher vocational students experienced anxiety more frequently, their motivation to learn English online also increased.

3.2 Integrating Text Textbooks from a Student Perspective

The content of college English teaching is very rich. Before teaching, teachers must carefully prepare lessons, collect some English teaching materials, integrate these teaching materials, identify the relationships between materials, and carefully read these teaching materials. Only in this way can they better explain knowledge to students during the teaching process. Teachers should also carefully integrate text textbooks and arrange some relevant teaching content together, which can better help

students improve their English learning abilities. Teachers should also carefully read the text materials before teaching, and then divide English teaching into various stages based on the text materials. The entire teaching process should also be from simple to complex, allowing students to gradually learn English.

3.3 From the perspective of students, permeate learning strategies

In the process of college English teaching, it is more important for teachers to help students master some correct learning methods, so that they can accept the learning mode of autonomous learning, inquiry learning and Cooperative learning, which has a long-term and profound impact on students' future development. College English teachers must organize more students for autonomous learning, guide them to become the main body of learning, and enable them to better play their polarity and initiative in English learning. Teachers' teaching content should not only be limited to textbooks, but also guide students to read other extracurricular books, magazines, etc., allowing students to expand their knowledge through extensive extracurricular reading. It can also help students consolidate their already learned English knowledge. Students have memorized a lot of English words and sentence structures, but they have limited opportunities to apply them in daily life. It is not through extracurricular reading and oral communication that students can consolidate their basic English knowledge.

4. EFFECTIVE WAYS TO CARRY OUT IDEOLOGICAL AND POLITICAL EDUCATION IN THE COURSE OF "PRINCIPLES OF ECONOMICS"

In order to make classroom teaching more efficient, teachers must start from the perspective of students, attach importance to pre class introduction, integrate teaching text materials, and also pay attention to infiltrating some learning methods into students, guiding them to engage in independent learning and exploration.

4.1 Based on the centralized classroom teaching mode, consolidate students' theoretical foundation

Teachers should be able to scientifically grasp the effectiveness of discourse traditions in the process of carrying out ideological and political education in the classroom, combined with the course of "Economic Principles". In terms of teacher instructional design, in addition to ensuring the smooth completion of teaching tasks, more communication time should be reserved for students. Enable students to discuss specific learning issues with teachers and other classmates in the classroom. At the same time, teachers should be able to skillfully raise validity questions and test students' mastery of theoretical knowledge. And based on reasonable opinions, students can clarify their own learning strengths and weaknesses. In terms of the degree of curriculum improvement, teachers should be able to scientifically integrate the "Principles of Economics" course into the ideological and political classroom. That is, to infiltrate targeted theoretical knowledge into students' current practical conceptual problems. For example, by integrating economic growth theory courses into ideological and political classes, students can develop a correct understanding of the new laws of China's economic development in the new stage. Ensure that students can improve their own shortcomings with a larger perspective and perspective during the learning process. Thus, on the basis of establishing a sound personality, students can integrate their personal value realization into the overall development process of China's social economy.

4.2 Integrating extracurricular practical activities to enable students to integrate knowledge with social services

In the process of carrying out ideological and political education, teachers should be able to shift from the cultivation of knowledge-based talents to the strategic level of cultivating practical and applied talents. Enable students to integrate theoretical knowledge into social practice, promote their internalization and absorption of relevant knowledge, and be aware of the interaction and correlation between knowledge and social services. Teachers can lead students out of the classroom and into the countryside, so that students can form an effective understanding of China's agriculture, rural areas and farmers, and can understand that Three Rural Issues have become fundamental issues related to China's national economy and people's livelihood. In guiding students to engage in social practice, encourage them to truly associate the relevant knowledge in the course of "Principles of Economics" with social issues. Enable students to have a deep understanding of the development situation of rural economy in China based on macroeconomic policy theory. And it can stimulate students' high sense of social responsibility and mission, enabling them to establish a sense of using their talents to serve society. This not only helps students establish lofty ideals, but also enables them to find clear learning goals and significance.

5. RATIONALIZE AND EXPAND TEACHING RESOURCES, EMPHASIZING THE EFFECTIVE COMBINATION OF TECHNIQUE AND DAO

"Principles of Economics" is one of the core courses of the Liberal education of humanities and social sciences in China, which is organically integrated with the content of ideological and political education, breaking the barrier between ideological and political disciplines and economics. To a certain extent, it can rationalize and expand the ideological and political connotations of the "Principles of Economics" general course, which plays an important role in promoting students' establishment of institutional and cultural confidence. Based on this, schools should be able to develop effective ways to scientifically integrate the "Principles of Economics" curriculum into ideological and political education work. Ideological and political education is a key way to implement the fundamental task of cultivating morality and talents, especially for the youth stage, which is their

'jointing and booting stage', and requires careful guidance and cultivation. In the context of the new era, with the rapid development of modern information technology, knowledge capacity is rapidly increasing. In this situation, the characteristics of educational objects have undergone significant changes. At the same time, the profound changes in educational venues have put forward higher requirements and challenges for ideological and political education work. Analyzing from the essence of education, whether schools can quickly adapt to changes in educational elements and the sacred educational mission entrusted to them by society in the specific process of carrying out ideological and political education work; The key to providing students with more scientific and targeted teaching courses lies in whether the teaching teachers can grasp the laws of ideological and political education. Based on this, educators should be able to truly keep up with the times in ideology, and in the context of the new era's development, be able to scientifically integrate the course of "Economic Principles" into various processes of ideological and political education work. Furthermore, utilizing more distinctive teaching models to help students establish a new learning perspective. Enable students to establish a correct outlook on life and values based on their understanding of economic theory in the study of ideological and political courses. At the same time, the school organically integrates knowledge teaching and value guidance, so that students can develop their logical thinking ability and value selection ability on the basis of establishing correct Core Socialist Values.

5.1 Based on the course of "Principles of Economics", guide students to establish correct values

Schools should be able to integrate knowledge and science that are conducive to students' healthy and comprehensive growth into ideological and political education content on the basis of fully meeting their intellectual needs. Based on the Consumer behaviour in the course of "Principles of Economics", students can establish correct values and consumption views. Specifically, through the observation and analysis of students' daily Consumer behaviour, teachers should be able to integrate the theoretical knowledge of consumer behavior into the ideological and political classroom scientifically in view of their impulsive consumption, conspicuous consumption, comparable consumption and other undesirable phenomena. Under this demand, teachers should be able to guide students' consumption views in a more relaxed and natural way. For example, teachers can scientifically integrate the core points of consumer behavior theory with ideological and political teaching content. Utilizing multimedia technology to vividly present theoretical knowledge and ensure the fun of ideological and political classrooms. And can combine specific cases to enable students to actively integrate into the classroom discussion atmosphere. To enable students to reflect on their own Consumer behaviour, so that they can make positive improvements.

5.2 Based on the perspective of economics, the fundamental purpose of cultivating students to establish correct ideals

Ability to enable them to better participate in social production activities. Therefore, in the process of carrying out ideological and political education, teachers should be able to rely on an economic perspective to help students establish correct ideals. Especially in response to the current severe employment problem, teachers should be able to scientifically cultivate students' awareness of innovation and entrepreneurship. And urge students to improve their comprehensive entrepreneurial abilities based on continuous self-improvement. Based on this, ideological and political teachers can impart theoretical knowledge of corporate behavior to students. That is to guide students to scientifically allocate their limited resources to achieve Profit maximization. On this basis, students should be encouraged to establish a correct ideological and political attitude. That is, while pursuing maximum benefits, one cannot engage in malicious events that harm the interests of others or infringe on national property. Therefore, teachers can organically integrate the theory of corporate behavior in the course of "Economic Principles" with the content of social responsibility education in ideological and political education. To enable students to realize social value in the process of entrepreneurship in the future, while focusing on creating economic value.

Conclusion:

In short, teachers should rationalize and expand teaching resources, emphasizing the effective combination of technique and Dao; Actively improve the teaching mode and strengthen the integration of theoretical and practical teaching. Thus, we will delve deeper into the advantages of the economics discipline, extract the cultural genes contained in the "Principles of Economics" course, and transform it into a concrete teaching carrier for ideological and political education.

5.3 Informing

Informing emphasizes factual information dissemination. Unidirectional information release and communication with the public are the first steps in crisis response. Since the public's media dependency intensifies during crises, Nike, as core stakeholder in the Liu Xiang incident, took the responsibility to explain "what happened," laying the groundwork for future PR strategies. The informing strategy suggests that proactive disclosure of ample information usually gives PR entities an advantage. Lenovo adopted a passive informing strategy during the 2008 Liu Xiang incident, leading to a PR failure due to inconsistent responses and contradictions in words and actions.

5.4 Dialoguing

Dialogue, building upon informing, is an approach that values sharing and mutual understanding [8]. In a crisis context, it constructs relationships through "meaning-making, understanding, and empathy/sympathy," emphasizing public interaction and

co-creating reality in a partnership. The dialogue strategy of Nike in the 2008 and 2012 Liu Xiang incidents was not remarkable, for three reasons: (1) The attitudes and viewpoints within the public were entangled and conflicting. (2) It was challenging to establish a dialogue between massive corporations and the vast public. (3) Crisis PR practices from a negative PR perspective still primarily consider the PR entity.

5.5 Participating

One insight from positive public relations into crisis PR practices is the shift in personal pronouns. Instead of fighting alone with "I" as the subject, companies should use "we" as the subject, involving the public in collective interactions as much as possible. Participation strategy builds upon the dialogue strategy, aiming to establish true partnerships and provide stakeholders with concepts and frameworks for understanding and dealing with crisis events. Nike collaborated with Tencent to set up the "QQ Love Wall – Bless Liu Xiang" (Nike Brand Wall) during the 2008 Liu Xiang incident. The shift in pronouns to "we" is a crucial approach to co-creating meaning. Changing the public's passive acceptance to active participation through community involvement, social media engagement, employee involvement, and public participation promotes a two-way balanced relationship.

6. CONCLUSION

6.1 The Shift in Crisis PR Perspective

The traditional crisis PR concept is "solving problems for the organization (or government, etc.)", while the crisis PR concept under the positive public relations perspective is "solving problems for everyone (including businesses, government, organizations, the public, media, and other stakeholders)". Positive public relations practice is an action philosophy with the mission of "speaking well + doing well + doing good things". In crisis PR, the organization-public relationship exists in a continuum from "negative" to "positive". Generally, after a crisis event occurs, the organization-public relationship is at the most negative end. If the PR strategy taken by the entity can return the organization-public relationship to normal, it achieves the "turn crisis into safety" in negative public relations. If the PR strategy taken can transform the organization-public relationship to a positive state based on normalization, it achieves "turn crisis into opportunity" in positive public relations. The change in crisis PR concept is essentially a rhetorical change. Crisis PR has become a good thing to create "positivity", not a bad thing to mend "negativity", shifting people's attention to the positive contributions and efforts of public relations.

6.2 How to Stimulate the Positivity in Crisis PR

Under the concept of positive public relations, an important question to consider is: how to stimulate the positivity in crisis PR? Or from another perspective, how to stimulate the positivity in the people involved in crisis PR (including internal and external stakeholders)? Positive public relations pursue "harmony", including both internal harmony, i.e., the harmony of employees themselves, superiors and subordinates, among employees, and external harmony, i.e., among businesses, between businesses and communities, and between businesses and media. Specific measures can be started from "positive relationships". By establishing positive cognition and positive emotions of internal and external stakeholders towards the enterprise, handling the relationship between individuals and groups, personal values and social values, and the relationship between cooperation and competition, game and balance.

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