

The Influence of Reading and Writing based on the Emotional Factors of English Writing of the Non-native English Majors

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Abstract: This article uses literature analysis, questionnaire survey, and experimental research to explore the impact of reading and writing on the emotional factors of (attitude, anxiety, self-confidence) of non-English majors in English writing, as many existing studies have confirmed the promotion of reading and writing on English writing by (Chen Hui, Zhang Na: 2018; Sun Qinmei, Wang Wei: 2018; Wang Chuming, 2015). However, the current research based on reading and writing is mainly focused on the language structure which rarely involves the student to explore the emotional factors. The purpose of this paper is to shift the focus of research from language ability to student writing emotional factors and the study was conducted by 90 students in the second year of clinical medicine and dentistry at the Karamay College of Xinjiang Medical University. The study lasted for 14 weeks, including pretest, experiment and posttest.

1. Introduction

The best way of understanding any language is listening and reading. The way of the language output is speaking and writing, which is a good way of reading and writing and after the standard way of understanding the output that is closely combined together, not only closely combines but also understanding of the output, which can meets the characteristics of listening and speaking opportunities in the foreign language environment and sufficient reading and writing conditions. A good way to improve the efficiency of foreign language learning by (Wang Chuming, 2012). Reading the follow-up is to erase the end of the reading and let the students read the intercepted part and continue to compile the content on the basis of understanding (Wang Chuming, Yuan Luxia, 2013). because the language is learned through the "continuation", and the high efficiency of language acquisition which can be achieved through "continuation" (Wang Chuming, 2019). An overall understanding of the previous article and the strengthening of the interaction between language understanding and language output is the key to continuing to improve the efficiency of language learning.

The Effective Filter Hypothesis is the last part of the monitoring model in Krashen's second language acquisition theory. According to the emotional filtering hypothesis, emotional factors play a role in hindering or facilitating the transmission of input to the brain-acquired organs. The quality of language learning mainly arises from psychological reasons, because learners have different strengths in terms of attitudes such as learning attitude and self-confidence, and form different psychological barriers and this kind of emotional disorder plays an important role in filtering the "intelligible input". , thus affecting how much is absorbed by the understandable "input" (Krasin, 1985).

Krashen believes that the greater the motivation of language learners, the stronger their self-confidence, the lower the anxiety, the less filtering of language input, and the more input they receive, the better the second language acquisition.

The "language acquisition mechanism" is innate to all learners, and their foreign language learning environment is basically similar, so the fluency of foreign language learners' fluency in second language acquisition and the level of target language can be achieved. It is very important.

The emotional factors refer to the emotional and sensory aspects of human behavior, involving personality factors and feelings about one's own feelings. It is a combination of complex psychological factors. The emotional factors mentioned in foreign language learning psychology

mainly include attitude, self-confidence, concern, Empathy, self-image, etc. This study will focus on the impact of three emotional factors: attitude, anxiety, and self-confidence on students.

2. Research object and method

2.1 Research objects

The research subjects selected in this study are 2 natural classes of Karamay College of Xinjiang Medical University with a total of 90 students. These 90 students are sophomores in clinical medicine and stomatology. Before the experiment, the author conducted a background study on the 90 students. The 90 students were between the ages of 19 and 21. They had studied English for at least 8 years, but none of them studied in English-speaking countries. After living, before they participated in the experiment, they never heard about reading and writing pedagogy. Therefore, it is appropriate to select these students as research subjects.

2.2 Research methods

The main issues discussed in this study include three:

A	What is the emotional impact of reading follow-up writing on the writing of non-English majors? How to influence the emotional factors of college students' writing.
B	What is the relationship between reading follow-up writing and the emotional factors of writing for non-English majors?
C	What is the attitude of non-English majors to follow-up writing?

In order to solve the above problems, this research uses three research methods:

Literature analysis, experimental research and questionnaires. The first stage uses literature analysis method. Through a large amount of literature collection and reading, the author has a good understanding of the research task and the knowledge in the field, which lays a good theoretical foundation for the research. The second phase uses experimental research to answer questions.2: What is the relationship between reading follow-up writing and the emotional factors of writing for non-English majors? Next, we use the questionnaire survey method to answer questions 1 and 3 specifically: what is the emotional impact of reading follow-up writing on non-English majors and what is the attitude of non-English majors on reading and writing.

3. Research steps

The experimental operation of this study is divided into five steps.

Step 1: At the beginning of the semester, send an emotional factor questionnaire (I) to the students, and figure out the students' writing emotions before using the follow-up writing method. This step is a pre-test and will be used to compare the results of subsequent follow-up writings with students. Step 2: According to the purpose of this study, develop a follow-up writing teaching plan. Each part is completed in 3 to 4 weeks. First of all, the teacher needs to introduce the students to the subsequent writing methods, including reading the theory of subsequent writing, reading the specific operation steps of subsequent writing, and reading some essays of subsequent writing. After that, students need to complete three readings and subsequent writings. Each essay is scored and explained by the teacher. This process lasts for 14 weeks.

Step 3: After reading the 14th week of the follow-up writing teaching, the students are post-tested, that is, the emotional questionnaire II is filled in, and the students are asked to fill in the questionnaire about the continued content. The students were told that the questions did not have the correct answer and that their responses did not have any effect on the writing score.

Step 4: This step is mainly to analyze the students' pretest and posttest questionnaires and the continuation content questionnaire. The purpose is to study whether the follow-up writing can affect the students' writing emotional factors, how it affects, and the students' follow-up writing. The attitude of the analysis mainly uses SPSS software.

Step 5: Interpret the relationship between subsequent writing and students, and use SPSS25.0 to

analyze the emotional factors and subsequent writing in English writing. Find out the relationship between these two variables by analyzing the two variables of writing emotional factors and student continuation.

Data collection and analysis: The data is divided into three parts: pre-test and post-test data for student sentiment questionnaires, continuation and resume content questionnaires, which are collected in two ways: experimental research, questionnaire survey. The study of data before and after the test is to explore the influence of reading follow-up on students' emotional factors and how these affective factors affect students' English writing.

4. Conclusion

In this study, the experimental research, literature analysis and questionnaire survey method were used to explore the influence of reading follow-up writing based on the writing of emotional factors of non-English majors. The conclusions are as follows.

(1) Questionnaire on subsequent readings which shows that, the students like reading and writing that such writing teaching methods will affect their English writing to a certain extent. In order to achieve consistency between the original text and the continuation of the content in the subsequent writing, most students adopted the strategy of reading the original text at high frequency. At the same time, most students imitated the original text and used some words or sentences in the original text.

(2) The Student Writing Emotional Factors Questionnaire shows that after reading and writing and learning, the students' writing attitude and writing confidence have been changed and improved to some extent. Students no longer feel pressure and worry about English writing. They think they can express themselves clearly in English writing. Students also have confidence in writing essays. After completing each writing task, they feel confident.

(3) The correlation between reading follow-up writing and student writing emotions shows that there is a strong correlation between these two variables (reading follow-up writing and student emotional factors). According to the scatter plot and correlation coefficient analysis, we can see that there is a positive correlation between the follow-up writing and the students: the more reading and writing the students do, the more positive the attitude and the stronger the self-confidence. There is a negative correlation between reading follow-up writing and student writing anxiety: the more students read and write, the less anxiety students have in writing. Therefore, we can conclude that reading follow-up writing does have an impact on students' writing emotions.

5. Revelation and deficiency

Although the research has achieved some results, but there are still some limitations and deficiencies: the first limitation is about the number of subjects. This study is based on non-English majors. They are all sophomores in medical colleges. The sample size is 90 and should be larger. In addition, the research subjects are all medical students, and students who do not consider other professional backgrounds can further expand the research object. The second limitation is the length of the study. The current research lasts for about a semester, but the study of human emotions is a long-term process, and students' writing emotions may not change in a short period of time, so further research should last longer to allow research More correct.

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