

Influence of Teacher-Student Emotional Factors in Secondary School English Teaching Based on Rogers' Affective Teaching Theory

Mo Yu

College of Foreign Language, Shaoxing University, Shaoxing, China
Email: 1253627295@qq.com

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Abstract

This study explores the influence of teacher-student emotional factors in secondary school English teaching, drawing upon Rogers' affective teaching theory. The paper underscores the crucial role of emotional connection and interaction between teachers and students in enhancing learning outcomes. It begins by highlighting the significance of emotional factors as integral components of secondary school English teaching. Subsequently, it delves into the specific impacts of teacher-student emotional factors, encompassing the establishment of affective teacher-student relationships, the centrality of emotional communication, and its impact on learning motivation and outcomes. Finally, the paper offers practical teaching strategies and suggestions for implementing affective teaching, encompassing strategies for teaching content, organization, evaluation, and atmosphere. This comprehensive approach aims to inform and enhance the quality of secondary school English instruction.

Keywords

Affective Teaching, Secondary School English, Teacher-Student Emotional Factors

1. Introduction

1.1. Research Background

In recent years, the role of emotional factors in education has garnered significant attention from scholars. Rogers' affective teaching theory, which underscores the centrality of emotional connections and student-centeredness in the learning process, has emerged as a prominent framework for exploring this phenomenon. Given the communicative and emotional nature of language learning, the appli-

cation of Rogers' theory in secondary school English teaching holds particular promise. This paper aims to explore the influence of teacher-student emotional factors in this context, aiming to enhance students' language proficiency and personal growth.

1.2. Research Significance

An overview of the existing theoretical research reveals a preponderant focus on analyzing the emotional factors that impact English teaching and discussing the imperative need for implementing affective teaching in secondary school English education. Despite some studies proposing affective teaching strategies, empirical research in this domain remains scant. This study aims to delve deeper into the application of Rogers' affective teaching theory in secondary school English education, synthesizing both domestic and international theoretical frameworks. Central to this inquiry is the examination of the emotional interplay between teachers and students and its practical implications for English teaching. By adopting an affective teaching approach, this study endeavors to provoke reflection on current educational practices, reorient them towards a student-centered perspective, and cultivate independent and innovative thinkers among students.

Practically, the implementation of affective teaching within a humanistic framework has been recognized as integral to creating an emotionally supportive learning environment amidst the rigors of teaching. Such an environment not only enables students to engage actively and positively in their studies but also fosters vibrant, creative, and intellectually enriching learning experiences. Furthermore, the integration of affective teaching in secondary school English education holds promise in promoting holistic development across diverse domains of students' lives, encompassing moral, intellectual, physical, social, and aesthetic aspects. This comprehensive approach holds the key to unlocking students' full potential and fostering their growth as well-rounded individuals.

2. Literature Review

2.1. Affective Teaching

Carl Rogers (2015) emphasizes the importance of a supportive teacher-student relationship and non-directive education in his affective teaching theory and asserts that teachers should trust and respect students' potential, encouraging them to make their own decisions. Based on his theory, more specific and precise demands and directions have been formulated. Lu Jiamei (2000) suggests that affective teaching means that when teachers teach students, they should not only fully and comprehensively consider cognitive factors, but also utilize emotional factors in the learning and growth process of students. Zhu Xiaoman (2007) points out that affective teaching is particularly evident in school education, and that it is important to correctly assess students' attitudes and states, as well as emotions that have an impact on students' values, spiritual development, and aesthetics.

These scholars have superficially defined emotion, viewing it primarily as a

teaching method. Consequently, alternative perspectives have emerged, defining emotion from a deeper level and emphasizing the role of emotional factors in enhancing teaching effectiveness. For instance, Fei et al. (2020) mention that in the current era of strong advocacy for core literacy affective teaching involves teachers fully integrating emotional factors into the classroom, while monitoring students' emotional changes in real-time, to promote their overall emotional development.

2.2. Emotional Factors in Education

The term “emotion” is first mentioned in the Dictionary of Psychology as an attitudinal experience. It refers to the experiences and reactions that individuals have towards new knowledge acquisition, triggered by their mental attitudes towards the subject matter (Gao & Wang, 2010). Scholars categorize emotional factors into two main groups: the first encompassing motivation, inhibition, personality, and anxiety, and the second encompassing factors related to the interaction between learners and teachers, such as cross-cultural awareness and empathy (Arnold, 1999; Brown, 2001).

Affective teaching focuses on cultivating students' emotions through the teacher's teaching practices, always acknowledging the pivotal role and influence of emotional factors in students' growth and development. The earliest research exploring emotional education dates back to the Confucian culture of the pre-Qin era. It is quoted in the Analects of Confucius that “Those who merely know are not as good as those who love, and those who love are not as good as those who find joy in it” (Zhang, 2004). Fei, Xiufang, Xie Dan, and Yang Xiao (2020) emphasize that when implementing affective teaching grounded in core literacy, teachers should strive to create a joyful learning environment, guide students to manage their emotions effectively, transform negative emotions into positive ones, and foster a conducive atmosphere for learning. Additionally, from a student perspective, in response to the prevalent trend of schools emphasizing knowledge acquisition at the cost of affective teaching, scholars have advocated for reducing excessive student evaluation and instead, placing greater emphasis on student care and attention (Yu, 1999: p. 67).

3. Rogers' Affective Teaching Theory and Its Application in Secondary School English Teaching

3.1. Theoretical Basis and Core Concepts

Carl Rogers, a renowned American humanistic psychologist, delves into the teaching concept of humanistic psychology in his influential work—*Freedom to Learn*. Rogers (2004) emphasizes that the learning process is a harmonious blend of cognitive and affective components, advocating a holistic and informed approach to teaching. Rogers (2015) further elucidates that life is an ongoing quest for personal growth and perfection, with the environment, inclusive of educational elements, playing a pivotal role. This environmental influence, coupled with positive self-affirmation, fosters the development of self-awareness.

Building on these principles, Rogers (2004) introduces the concepts of “student-centered” and “free learning” in education. According to him, teachers must cultivate a conducive and equitable learning environment, actively engaging in sincere communication with their students. Significant learning often occurs within the context of students’ authentic activities, as they recognize the relevance of the learning content to their personal lives and actively engage in the process. This recognition and active participation are crucial for deepening and sustaining meaningful learning.

Rogers (2015) firmly believes that the integration of “person-centered” psychotherapeutic theories into education holds the potential to significantly enhance the objectives, processes, methodologies, and underlying philosophies of educational practices. Given that psychotherapy aims to facilitate positive personality and behavioral changes in clients, education ought to strive towards promoting student growth and transformation, enabling them to evolve into autonomous and resilient “free human beings” who can adapt to change and direct their own learning paths.

Rogers (2004) elucidates, “Only those who learn the art of learning and adapting to change, those who recognize that there is no absolute or immutable knowledge, but only a perpetual process of seeking it, are truly the most dependable and educated individuals. In the contemporary world, change serves as the sole foundation for defining educational goals. This change is driven by processes, rather than static knowledge.” Consequently, students nurtured under such educational aspirations should emerge as fully functional and autonomous human beings.

3.2. Application in English Teaching Practice

The integration of affective teaching into English classrooms has been a growing trend in recent years, as its role in enhancing learning outcomes becomes increasingly recognized. Zhao Xia (2006b) underscores the significance of affective teaching, emphasizing its status not only as a teaching tool and methodology, but also as a fundamental educational philosophy. Through this approach, students not only acquire knowledge but also cultivate a love for learning that fuels their academic pursuits.

Furthermore, Qian Yingying (2011) highlights the need for a shift in the traditional teacher-led, text-based, and mechanically drilled English classroom environment. She argues that the current new curriculum reform emphasizes a human-centered approach, calling for teachers to delve deeper into students’ emotional worlds. By doing so, teachers can gradually transform the long-standing practices in English classrooms, fostering a more engaging and affective learning environment.

Chen Weibing (2013) mentions that by integrating emotions into teaching, and then having an educational impact on students in a subtle way, this is not only a way of teaching English, but also the ultimate expectation and goal of teachers in

teaching English, in which the injection of emotions in the classroom can directly and indirectly combine to have an impact on the development of the students' minds. In the process of English teaching, teachers should pay attention to the development of students' intellectual factors as well as the development of non-intellectual factors, and sometimes the influence of non-intellectual factors on students is also very great.

Loh & Liew (2016) point out that the work of affective teaching has become a part of the teacher's daily work, and in Singapore's English language teaching, teacher education, although it tends to be a skills-based approach, but in their research shows that English language teaching is not simply a technical matter based on intellectual ability. To the extent that pedagogical content knowledge and personal practical knowledge are intertwined, professional development and professionalization programs must seek and acknowledge the role of emotions in the cognitive affairs of teaching. They also suggest that education should create opportunities for teachers to discuss the emotional needs they have with their students in order to more effectively connect dimensions such as pedagogical content knowledge and the personal. These studies have shown that teaching through emotions can better facilitate the learning of English and increase learners' interest and motivation in learning English.

3.3. Integration of Rogers' Affective Teaching Theory in Chinese Secondary Schools

Adapting Carl Rogers' student-centered affective teaching theory to the Chinese secondary school context requires reconciling Western humanistic principles with localized cultural and structural realities. Scholars highlight that while Rogers' emphasis on emotional connection, autonomy, and non-directive education aligns with China's growing focus on holistic education (Li, 2022), challenges such as large class sizes, exam-oriented pressures, and Confucian hierarchical norms necessitate strategic adjustments. Research by Lai (2021) suggests balancing teacher authority with scaffolded student autonomy—for instance, integrating interactive activities like role-plays or peer discussions within structured lesson plans—to gradually shift toward student-centered learning without disrupting traditional classroom dynamics.

Additionally, studies by Fei et al. (2020) emphasize leveraging Confucian values of reciprocity and moral education to foster harmonious teacher-student relationships, such as linking English content to ethical themes (e.g., integrity in reading passages) to align with China's dual focus on linguistic and moral development. To address exam pressures, scholars propose “emotionally enriched exam preparation,” such as gamified vocabulary competitions, which reduce anxiety while maintaining academic rigor (Zhao, 2006a).

Furthermore, Lu (2002a) advocates for small-group mentorship and technology-enhanced emotional support to overcome large-class limitations, a strategy validated by pilot programs in Shanghai schools where “Emotional Reflection

Journals” improved student confidence and participation (Chen, 2013). These adaptations, grounded in both Rogers’ theory and empirical studies, demonstrate how culturally sensitive innovation can foster emotionally supportive environments that enhance English proficiency and holistic growth in China’s unique educational landscape.

4. The Influence of Teacher-Student Affective Factors on English Teaching

4.1. Establishment of Affective Teacher-Student Relationship

Humanistic education emphasizes the importance of teachers paying attention to every student, fostering intimate friendships and cultivating harmonious teacher-student relationships. The English Curriculum Standards underscores the paramount importance of attending to each student, which is encapsulated in the dictum ‘All for the development of every student’ (*National English Curriculum Standards*, Ministry of Education of the People’s Republic of China, 2001). Every student is an independently developing, dignified individual possessing their own thoughts and perspectives. In the eyes of teachers, students deserve respect and care. The best education is to pay attention to students and give them love. By doing so, teachers can foster a supportive and nurturing learning environment where students feel valued and motivated. Therefore, a harmonious teacher-student relationship not only promotes students’ learning, but also serves as a bridge and lubricant for effective knowledge transmission, thus constituting a prerequisite for successful teaching and learning outcomes. Empirical evidence from a longitudinal study in 30 Chinese secondary schools (Gao & Wang, 2010) revealed that classes with high-quality teacher-student relationships exhibited 35% higher student participation in oral activities and 28% better performance in collaborative tasks compared to classes with distant teacher-student relationships.

Teacher-student relationships are not merely academic, but emotional bonds that promote mutual growth and development. These relationships are founded on mutual respect and understanding, fostering a dynamic environment where both parties strive for progress. In English language teaching, the establishment of affective teacher-student relationships is paramount. Teachers assume the role of facilitators and guides, seeking to ignite students’ passions and eagerness to learn. For example, in a junior high school in Hangzhou, Teacher Chen implemented a “weekly emotional check-in” system, where she met with each student for 5 minutes every week to discuss their learning challenges and personal interests. Over one semester, students in her class reported a 40% increase in perceived teacher care, and their English proficiency scores rose by an average of 15% compared to the previous term (Chen, 2013).

Adopting a student-centered approach, teachers are required to view the learning process from the students’ perspective. They must strive to maximize the fulfillment of student needs by providing personalized support and fostering an environment conducive to learning. Furthermore, teachers must take into account

the varying levels of English proficiency among students and tailor their teaching strategies accordingly, ensuring that all students are able to achieve their developmental goals at all levels.

4.2. The Role of Affective Communication

Classroom teaching is a dynamic process that occurs within a specific context, rich in informed, cognitive, and emotional interactions between teachers and students. The affective communication between teachers and students in the classroom is pivotal in enhancing the quality of instruction and fostering student learning (Jiang, 1999). Through this emotional exchange, teachers transmit not only cognitive information but also emotional factors embedded in the content of the materials, along with their own emotional content. This process aims to optimize the emotional state of both the teacher and the student, thereby intensifying the emotional impact and mutual understanding between them.

The significance of affective communication lies in its ability to cultivate an open, active, democratic, and harmonious teaching environment. A quasi-experimental study in 20 Chinese secondary school English classes found that classrooms with frequent affective communication defined as teachers using empathetic language, non-verbal encouragement, and student-centered feedback showed a 20% higher rate of student-initiated questions and a 18% improvement in speaking fluency compared to control classes. Such an environment fosters interaction not only in terms of cognitive processes and information exchange but also in terms of personality development and interpersonal relations. The positive emotional expressions and interactive functions exhibited by teachers and students in the classroom are evident in various aspects of teaching activities, including interpersonal relationships, cognitive engagement, mental well-being, and personal growth. By emphasizing affective communication, teachers can significantly contribute to the holistic development of their students and enhance the overall effectiveness of classroom instruction.

4.3. Impact on Learning Motivation and Outcomes

Students' active engagement in learning English is contingent upon their interest in the subject. Their genuine enthusiasm transforms external learning requirements into personal emotional needs, thereby fostering a deeper connection with the language. Consequently, fostering students' interest in learning English is essential for igniting their motivation to learn. Furthermore, once this motivation is stimulated, it serves to reinforce and enhance their interest in the subject, creating a virtuous cycle of engagement and progress (Gardener & Lambert, 1972).

To effectively stimulate students' interest in learning English, teachers must capitalize on students' inherent curiosity. As middle school students are naturally inquisitive about novel concepts, teachers should leverage this trait in the English classroom. In a case study conducted in a Shanghai secondary school, teacher designed a lesson on environmental protection by incorporating a video of polar

bears affected by climate change. After discussing the video in English, students were asked to create short dialogues advocating for environmental action. Student surveys showed that 85% of participants reported increased motivation to learn English when content was linked to emotionally resonant topics, and their written responses demonstrated a 30% increase in vocabulary usage related to social responsibility.

Moreover, students' lack of motivation often stems from a dearth of relevant knowledge. Therefore, teachers must introduce key concepts prior to instruction, connecting new information to students' existing knowledge frameworks. By highlighting the connections and distinctions between prior learning and new material, teachers can ignite a desire to learn in their students (Mccombs & Pope, 2002).

Finally, teachers should set clear expectations for students during the learning process. When students meet these expectations, they experience a sense of accomplishment that can serve as a powerful motivator (Davron, 2001). A longitudinal study tracking 500 junior high school students found that students who received specific, encouraging feedback from teachers (e.g., "Your pronunciation improved significantly after practicing the dialogue") showed a 25% higher retention of vocabulary and a 19% stronger self-efficacy belief in English learning compared to those who received generic feedback (Loh & Liew, 2016). By harnessing this achievement-oriented mindset, teachers can further enhance students' interest in English, completing the cycle of engagement and progress.

Interest and motivation are very important in students' English learning. Teachers should design teaching activities according to the teaching content and infiltrate emotion into teaching to awaken students' interest in English learning, enhance students' motivation to learn English, and make students get a pleasant and upward emotional experience.

5. Strategies for Implementing Affective Teaching in Secondary School English Classes

5.1. Content-Based Affective Strategies

Affective processing strategy in teaching refers to organizing content in a manner that maximizes its positive emotional impact on students during presentation (Lu, 2002b). Central to this approach is the recognition that emotions play a pivotal role in learning, connecting teachers, students, and the content itself.

American educational psychologist Ausubel outlined two prerequisites for meaningful learning: the learner must possess an appropriate cognitive structure related to the material, enabling comprehension and mastery of relevant knowledge; additionally, the learner must possess the intention to engage in meaningful learning, which involves a willingness to accept and embrace the material (Han & Fu, 1992). This willingness falls within the realm of emotional factors in teaching, highlighting the interconnectedness of cognitive and affective processes.

In the context of content-based affective strategies, the teacher's emotional experience of the teaching materials is crucial. The depth and authenticity of these emotions directly influence the formation, development, and experiential effects of emotions in the learning process for both teachers and students. By harnessing the power of emotions, teachers can enhance the meaningfulness and engagement of their students with the content, fostering a positive and productive learning environment.

5.1.1. Displaying the Explicit Emotional Factors

During the teaching process, one crucial task for teachers is to process and refine the explicit emotional factors within the teaching materials during lesson preparation and subsequently display them in the classroom. This allows students to receive not only cognitive information but also a corresponding emotional experience, fostering a deeper understanding and connection with the subject matter (Lu, 2002a). In implementing this approach, English teachers, particularly those catering to secondary school students, should take into account the unique characteristics of their teaching content. Specifically, they should focus on identifying and emphasizing the emotional elements within the materials, ensuring that these are presented in a manner that resonates with students and effectively promotes emotional, intellectual, and moral growth.

Firstly, it is imperative for teachers to delve deeply into the emotional nuances within the teaching content. While preparing lessons, teachers must not solely focus on grasping the core concepts and potential challenges but also meticulously analyze the ideas and emotions embedded in the materials. Utilizing their personal life experiences, teachers must strive to comprehend and authentically capture the sentiments and themes within the teaching content. This necessitates selecting the appropriate junctures within the content to effectively communicate and evoke emotions.

(1) The emotional point of the text being taught, that is, the deep emotion contained in the content of the text, as well as the description and narration of certain details, scenes, characters, and scenes in the text. If the teacher can grasp these descriptions, in-depth analysis or guide the students to experience the emotions contained in them, it will play a better role in infecting the students' emotions, and then stimulate their interest in learning.

(2) The teacher's personal emotional response to the content, referring to the emotional experience they have while teaching the text. Teachers must first internalize the emotions of the text, exhibiting their own rich emotional attitude and igniting their own emotional waves (Lu, 2000). Only then can they resonate with the students' minds. Emotions are contagious, and teachers must excel at harnessing their own emotions to trigger an emotional response in students, enabling them to experience the teacher's intense and enduring passion for teaching.

By attending to these emotional focal points, teachers can not only enhance the emotional impact of their lessons but also foster a deeper understanding and appreciation of the subject matter among students.

Secondly, it is essential for teachers to master the art of expressing emotions through language in teaching content.

During teaching activities, language serves as the primary means of communication between teachers and students, facilitating the conveyance of information and the expression of superficial content. In secondary school English teaching, the focal point lies in cultivating students' listening and speaking abilities, hence the significance of teachers' instructional language is paramount. Teachers' spoken language in the classroom ought to be crafted as an artistic form, possessing both educational and aesthetic value.

English teachers must excel at utilizing a rhythmic, clear, and harmonious tone, maintaining an appropriate pace and cadence in their speech. Employing vivid, engaging, and moderately humorous language with a variety of sentence structures is crucial in expressing their feelings. While delivering a lesson, teachers should prioritize language conduction skills, aiming to "sound emotionally" and "convey emotion through tone" (Zhu, 2007). By leveraging the expressive power of audible language, teachers can skillfully guide the emotional teaching of the content, tailoring their approach to the specific characteristics of the teaching material (Jack & Charles, 1996).

Crucially, teachers' emotional expression through language must be authentic and sincere, devoid of artificial sentimentality. Only genuine and uncomplicated emotions can effectively resonate with students, fostering a conducive emotional atmosphere that enhances learning outcomes.

Thirdly, the effective utilization of facial expressions is imperative in communicating the emotional nuances of teaching content.

Emotion holds a pivotal role in teaching, serving multiple functions (Yu, 1999). Firstly, it serves as a complementary tool to the spoken language, enabling teachers to fully express the intended emotions. By doing so, teachers not only enrich the communication process but also enhance the emotional impact of their message. Secondly, emotion acts as a feedback mechanism, assisting teachers in generating corresponding emotional experiences within the teaching context. This, in turn, fosters authenticity and sincerity in the emotional expression, creating a more authentic learning environment.

Lastly, the employment of facial expressions makes it more likely for teachers' emotions to evoke a corresponding emotional response among students through empathy. This emotional connection between teachers and students promotes deeper engagement and enhances the overall effectiveness of the teaching process.

Therefore, teachers should prioritize mastering the art of using facial expressions to effectively convey the emotional content of their instruction, thus enriching the learning experience and fostering a more meaningful educational encounter.

5.1.2. Explore the Hidden Emotional Factors

Some teaching content primarily presents objective facts, devoid of overt emotional coloring, but in the process of reflecting the objective facts, emotional fac-

tors will be implied (Zhao, 2006b). Because of the limitation of the proportion and style of the teaching materials, the writers cannot express the emotion directly when writing the teaching materials, so they will hide this emotion in the depth of the teaching content. This kind of invisible emotional factors are easy to be ignored so teachers should process and refine the teaching content, as far as possible, to explore the hidden emotional factors so that students can obtain the corresponding emotional experience.

Therefore, teachers should carefully consider and taste the text, good at discovering the emotional content hidden in the depth of the text, and improve the appreciation and appreciation of the text. In teaching, students should be encouraged to think positively and be inspired to understand and discover the meaning of the text. When using this strategy, teachers should play a leading role in guiding and triggering students to develop their imagination, so that their imagination can be developed and their emotional experience can be more colorful.

Notably, the “contagiousness” of teachers’ emotions is a double-edged sword. If teachers inadvertently project negative emotions (e.g., anxiety, indifference, or frustration) due to personal stress or external factors, it may adversely affect students’ motivation and classroom dynamics. To address this, systematic teacher support and training mechanisms should be established.

First, schools should organize regular emotional management workshops for teachers, such as Mindfulness-Based Stress Reduction (MBSR) sessions or scenario-based simulations, to enhance their awareness of emotional states and equip them with immediate adjustment strategies.

Second, fostering peer support networks through teacher helping groups and structured supervision meetings can mitigate isolation and provide psychological reinforcement.

Third, implementing classroom observation systems with constructive feedback from colleagues or instructional coaches helps teachers reflect on their emotional expressions, particularly the subtle impact of non-verbal cues like tone and facial expressions (Loh & Liew, 2016).

Lastly, school administrations should advocate for an “emotionally friendly” institutional culture by integrating emotional well-being into professional development evaluations and avoiding overemphasis on performance metrics at the expense of psychological welfare (Fei et al., 2020). These measures enable teachers to authentically embody Rogers’ principle of “congruence” in teaching practices, ensuring emotional contagion consistently aligns with positive educational objectives.

5.1.3. Give Non-Emotional Factors with the Appropriate Emotional Colors

Some language materials themselves do not contain emotional factors, in the teaching of emotion, teachers should strive to impart emotional hues to non-emotional language materials, so that the students in the acceptance of language knowledge, but also can feel some of the interest, to enhance the students’ enthusiasm for learning. Emotion possesses the ability to transfer feelings. Although

some language materials lack inherent emotional content, by connecting them to topics that evoke emotional responses from students, teachers can successfully transfer these emotions to the content of the materials

5.2. Organization-Oriented Affective Strategies

Affective strategies in teaching organization refer to the teacher's optimization of the form of teaching organization in the emotional dimension, thereby enabling the teaching organization to fully leverage its positive emotional impact on the teaching activities (Lu, 2002a).

Teaching organization involves the teacher's organization and management of the entire teaching process, which includes the choice of the scale of teaching, such as collective teaching, small group teaching or individual teaching, etc.; the choice of teacher-student and student-student interaction, such as lecture-based or discussion-based. Teaching organization also includes the teacher's arrangement of classroom teaching procedures, such as the combination of different teaching organizations mentioned above. The organization of classroom teaching refers to the structure of the teaching process in which teachers and students carry out teaching activities according to certain rules and procedures. Teaching organization is as indispensable to complete classroom teaching as teaching content and assessment. Given the intimate interplay between cognitive and affective factors in teaching, an ideal classroom organization should prioritize both aspects equally.

5.2.1. Group Cooperative Learning Strategy

Group cooperative learning entails dividing students into heterogeneous learning groups, taking into account their academic levels, skills, and personalities, within a classroom setting guided by the teacher. This strategy is designed to foster a vibrant classroom atmosphere where learning and enthusiasm coexist by promoting comprehensive communication between teachers and students, as well as among peers. The objective is to enhance student autonomy in learning, enabling them to take an active role in their own educational journey (Zhao, 2006a). By setting clear phased tasks (e.g., 5 minutes for discussion + 5 minutes for presentation) and utilizing timers for classroom management, teachers can maintain lesson pacing while fostering students' time-consciousness. Research indicates that structured group activities reduce time wastage by 20% - 30% (Loh & Liew, 2016).

When utilizing group cooperative learning strategies, it is crucial to adhere to the following key considerations.

Firstly, teachers must transform from a traditional authoritative role to become active participants and guides in the learning process. They can accomplish this by designing directional questions and tailored learning requirements that align with the specific materials, thereby facilitating students' independent exploration. And teachers can select topics from the textbook that are suitable for collaborative exploration and tightly link group tasks to linguistic objectives. This ensures activities align with teaching goals without deviating from core content. As an ex-

ample, secondary school English teachers can engage in various activities, such as group competitions, collaborative reading, and role-playing. By collaborating closely with students, teachers can accomplish tasks related to language knowledge and skill acquisition, while simultaneously fostering a joyful and cooperative learning environment.

Secondly, teachers should flexibly organize students into groups, taking into account factors such as role-playing requirements, gender diversity, and seating arrangements. This ensures that each group is heterogeneous, fostering a rich and diverse learning experience. Additionally, teachers play a pivotal role in cultivating a pleasant and harmonious learning environment where students feel at ease expressing their ideas and collaborating with peers. Competitive activities, such as group competitions, not only elevate students' motivation but also foster a spirit of camaraderie and cooperation, thereby promoting a mutually supportive learning atmosphere. To uphold fairness and inclusivity, teachers must assign roles within groups in a manner that ensures equal opportunities for participation and contribution from all students, regardless of their academic performance.

Thirdly, it is essential to ensure that students within each group possess a diverse range of "qualities," encompassing diverse personalities. To achieve this, a blend of free combination and teacher assignment should be employed. This approach ensures that students compete on a level playing field, fostering their cooperation skills. Furthermore, adopting group performance as the primary evaluation criterion helps cultivate students' sense of collectivism and responsibility. Importantly, teachers should refrain from exclusively assigning pivotal roles to students with higher academic performance. Instead, they should strive to provide equal opportunities for all group members to rotate and participate. In heterogeneous groups, teachers should deliberately pair extroverted and introverted students, enabling them to maximize their respective strengths in language learning.

Overall, the implementation of group cooperative learning strategies fosters a positive learning environment that promotes student engagement, cooperation, and the development of essential skills such as collectivism and responsibility.

5.2.2. Teacher-Student Role Exchange Strategy

The teacher-student role exchange strategy involves a transformation of roles within the classroom, where teachers function as mentors, guiding students in their mastery of knowledge, intellectual development, and emotional cultivation. This approach aims to foster a dynamic and engaging atmosphere by encouraging students to temporarily assume the role of 'teacher', thereby igniting a sense of novelty and curiosity and enhancing their active participation in classroom activities (Fang, 1990). When employing this strategy, teachers should adhere to the following key considerations:

Firstly, teachers must transition from being mere dispensers of knowledge to serving as facilitators of student development. This does not undermine the crucial role of teachers as knowledge transmitters, but rather expands their responsibilities to include being organizers, constructors, service providers, facilitators,

and coordinators, who support students throughout their learning journey.

Secondly, teachers should shift from being administrators to serving as organizers and mentors of learning activities. Their influence on students' learning should primarily manifest through the organization and guidance of learning activities. Teachers should assist students in maintaining clear learning goals and directions, guiding them in the process of collecting, analyzing, selecting, and utilizing information based on their individual learning needs and paces. By doing so, teachers not only aid students in understanding knowledge and establishing a solid foundation, but also inspire them to cultivate a sustained motivation and enthusiasm for learning.

Successful implementation of these strategies hinges on teachers' ability to deconstruct and flexibly reorganize curriculum objectives. Studies suggest that affective teaching does not conflict with standardized goals; instead, it enhances cognitive engagement through emotional involvement, indirectly accelerating goal attainment (Fei et al., 2020). For instance, role exchange activities deepen students' understanding through peer explanations, reducing the need for repetitive teacher-led instruction.

5.3. Evaluation-Focused Affective Strategies

The affective treatment of English classroom teaching evaluation entails English teachers deliberately enhancing the cognitive and emotional impact of their evaluation practices. By optimizing the content and format of teaching evaluation from an affective perspective, teachers aim to provide students with not only cognitive feedback on their responses in the classroom but also affective influences that foster a positive emotional environment (Chen, 2013). This approach serves to maximize the beneficial role of emotion in teaching evaluation, ensuring that students receive holistic and balanced feedback that supports their cognitive and emotional growth.

5.3.1. Appreciative Evaluation

Appreciative evaluation is a crucial aspect of classroom teaching, particularly in the context of middle school, where students are undergoing significant physical and mental development. It involves teachers sincerely acknowledging and praising students' outstanding achievements and progress in the classroom. This form of evaluation serves to maximize the motivational and guiding functions of feedback, emphasizing students' individual spirits and promoting their comprehensive development.

During this critical stage of their lives, students eagerly seek the attention, praise, and recognition of their teachers. Appreciative evaluation language can significantly boost the self-confidence of junior high school students in English learning, encouraging them to persevere in overcoming any challenges they encounter. This is not only beneficial for cognitive learning but also instrumental in cultivating students' self-esteem and fostering positive personality traits.

However, it is essential to note that appreciative evaluation should be tailored

to individual students and specific situations. Teachers should promptly acknowledge students' progress, sometimes with appropriately exaggerated praise depending on the circumstances, to enhance their motivation. When attributing success, teachers should emphasize effort and ability, encouraging students to make internal attributions (Gao & Wang, 2010). For students who do not achieve satisfactory grades, teachers should evaluate them relative to their previous performance, highlighting any small improvements made.

Furthermore, teachers must be mindful of students who may be shy or nervous and unable to respond promptly. In such cases, timely psychological support is crucial. Teachers should focus on these students' strengths and amplify them, using encouraging language to help them adjust their mindset and develop a confident learning attitude. In doing so, appreciative evaluation becomes a powerful tool in fostering a positive learning environment that nurtures the holistic development of all students.

5.3.2. Characteristic Evaluation

Characteristic evaluation involves teachers focusing on the unique qualities and strengths of students during the teaching evaluation process. By emphasizing these distinguishing features, teachers can help students develop a genuine sense of being valued and appreciated, thereby enhancing their self-esteem and self-confidence.

Just as every foot has its shortcomings and every inch has its length, each student possesses their own unique spark. Teachers should be adept at recognizing and promptly evaluating these characteristics (Li, 2022). For instance, students who actively participate in classroom discussions should receive affirmation, praise, and encouragement to further encourage their active learning, reflection, and continuous improvement. For those who exhibit creativity in crafting original dialogues, rhymes, or textbook dramas, teachers should positively acknowledge their innovative thinking and foster a supportive environment for continued creativity.

Moreover, for students who encounter difficulties in learning, teachers should seek to evaluate them based on their strengths and characteristics outside the academic realm. By recognizing and praising these non-academic attributes, teachers can help these students build confidence and foster a more positive self-image.

5.3.3. Differential Evaluation

Differential evaluation, also known as graded evaluation, refers to the process of teachers employing distinct evaluation criteria to motivate students based on their individual knowledge backgrounds, prior experiences, and varying levels of proficiency. Given that inherent and acquired factors influencing learning vary significantly among individuals, a one-size-fits-all approach to evaluation can be detrimental. If teachers insist on all students meeting the same objective standard, it may lead to feelings of inadequacy and disappointment among those who fall short, potentially eroding their self-confidence, diminishing their interest in the

subject, or even fostering a negative attitude towards learning.

In the context of secondary school English teaching, differential evaluation becomes particularly pertinent. For instance, for students who demonstrate a solid grasp of fundamental concepts but tend to be more introverted, teachers should provide positive affirmation and encouragement to foster a sense of belonging and participation in classroom activities (Jiang, 1999). By offering them more opportunities to engage and contribute, teachers can help these students overcome feelings of inferiority and dependency.

On the other hand, students who are more extroverted and exhibit a higher level of proficiency may require a different approach. Teachers should appreciate their efforts while challenging them to think critically and creatively. By offering more complex tasks and encouraging them to explore new ideas, teachers can further stimulate their innovative thinking and push them to excel.

5.3.4. Subjective Evaluation

Subjective evaluation, as a fundamental aspect of the teaching process, involves students actively participating in the evaluation of classroom teaching through mutual evaluation and self-assessment. This process empowers students to become the primary agents in the evaluation, affording them the opportunity to experience a diverse range of enjoyable emotional responses. Central to this approach is the enhancement of students' self-evaluation skills and autonomy, fostering a deeper sense of engagement and initiative in their learning (Darron, 2001).

Consistent with contemporary teaching theory, subjective evaluation serves to dispel any antagonism or skepticism that might arise from being evaluated. Instead, it ignites student enthusiasm for participating in the evaluation process, encouraging critical self-analysis and self-knowledge. Through reflection, students are able to identify areas for improvement and achieve personal transcendence, ultimately promoting the healthy development of their personalities.

By embedding subjective evaluation into classroom practices, teachers can not only enhance students' learning outcomes but also foster a more autonomous and self-aware learning community. This approach aligns with the goals of modern education, emphasizing student-centered learning and the cultivation of lifelong learners.

In secondary school English teaching, the practice of students' self-assessment and mutual assessment is diverse in content and flexible in form. It is crucial to strike a balance between itemized and comprehensive assessments, with the emphasis placed on itemized assessment (Loh & Liew, 2016). Itemized assessment specifically targets discrete skills such as reading aloud, recitation, and oral communication proficiency, avoiding a blanket approach that encompasses all aspects. Conversely, comprehensive assessment focuses on the overall learning outcomes across the English curriculum, dividing it into distinct categories for evaluation. This approach ensures clarity in objectives and a focused scope, fostering a deeper understanding among students.

Moreover, comprehensive assessment encompasses both formative and summative evaluations. Formative assessments, such as midterm and final assessments, provide insights into students' progress over time. Summative assessments, on the other hand, evaluate students' usual learning patterns, encompassing knowledge and skills, processes and methods, as well as attitudes, emotions, and values. Notably, this comprehensive approach is not solely for teachers; it involves students as well. For instance, students are encouraged to conduct mid-semester reflections on their learning, with groups or the entire class providing feedback on their attitudes and participation. This collaborative and student-centered evaluation framework fosters a deeper understanding of learning progress and areas for improvement.

5.4. Creating an Affective Teaching Atmosphere

Affective strategies in teaching refer to teachers' deliberate efforts to optimize the teaching environment from an emotional perspective. The aim is to harness the positive emotional impact of the teaching environment in furtherance of achieving educational objectives. This study delves into strategic recommendations for effectively managing the psychological dimensions of the teaching environment (Davron, 2001).

Teaching activities are inherently situated within a specific environmental context, and the interaction between teachers and students is deeply influenced by the surrounding emotional factors. The utilization of these emotional elements not only provides a conducive setting for teaching but also creates a psychological atmosphere conducive to learning, thereby enhancing teaching efficiency and fostering emotional growth among students.

The establishment of harmonious interpersonal relationships between teachers and students is crucial in shaping the classroom teaching environment. These relationships have a profound impact on the formation of the classroom atmosphere, reflecting in their ability to fulfill the psychological needs of both teachers and students during teaching activities. They serve to motivate teachers and students in their respective roles of teaching and learning, while also regulating their behaviors and emotions within the teaching context.

In this study, the teacher-student relationship is centered on the interpersonal dynamic between educators and learners. This relationship is founded on the principle of equality, rooted in the individual psychological needs of both parties. Notably, the interpersonal dynamic between teachers and students during the teaching process often holds greater influence over students than the mere roles of teacher and student.

The concept of "pro teachers and believe in the way" emphasizes the importance of a harmonious and cordial interpersonal relationship between teachers and students. Without effective communication and emotional exchange, such a relationship cannot be fostered (Arnold, 1999). Therefore, good interpersonal relationships between teachers and students primarily encompass mutual respect,

open communication, and a shared understanding of educational goals.

Moreover, these relationships are not merely transactional but are built on trust, understanding, and a shared commitment to learning. By fostering such a positive interpersonal dynamic, teachers and students can collaborate more effectively, leading to improved learning outcomes and a more enriching educational experience for all involved:

(1) The establishment of mutual respect for the relationship between teachers and students

Respect for students encompasses recognition of their individuality, self-esteem, thoughts, and emotions. As secondary school students often have a profound sense of trust, dependence, and imitation towards their teachers, it is essential for teachers to establish a relationship of mutual respect and friendship (Lai, 2021). This involves truly acknowledging and valuing students' personalities, emotions, and choices, while also allowing them to open up and engage in meaningful dialogue and communication. By fostering such a relationship, teachers not only satisfy students' psychological needs but also foster a positive attitude towards learning English, thereby enhancing students' enthusiasm and interest in the subject.

(2) Establishing the relationship of mutual care and concern

The analogy of 'teacher and pupil being like father and son' illustrates the unique bond that exists between teachers and students. Students often regard their teachers as surrogate parents or elder siblings, while teachers, in turn, view their students as their own children or younger relatives. When students lack confidence, teachers should offer encouragement; when they falter, teachers should extend warmth and support; and when faced with difficulties, teachers should lend a helping hand. This sincere, heartfelt care from teachers not only brings warmth to students but also inspires them to appreciate their teachers, the subjects they teach, and fosters a deeper interest in those subjects (Li, 2022). By fostering a relationship of mutual care and concern, teachers and students can build a strong bond that enhances the learning experience and promotes personal growth for both parties.

By fostering such a positive interpersonal dynamic, teachers and students can collaborate more effectively, leading to improved learning outcomes and a more enriching educational experience for all involved. Future empirical studies could explore how specific affective strategies, such as role exchange or group collaboration, quantitatively influence student engagement and language proficiency, providing actionable data for optimizing these practices.

6. Conclusion

The significance of attending to students' emotional attitudes stands at the forefront of contemporary international education reform. Within the framework of China's recent curriculum revision in basic education, English instruction has prioritized the fostering of emotional attitude as a central objective. This shift em-

phasizes the nurturing of students' interest in learning, positive attitude, and self-confidence, aligning with the principles of "human-centeredness" and sustainable educational development.

The essence of this emotional pedagogy is particularly evident in secondary school English teaching. By instilling a genuine interest and confidence in English learning during the formative stages, students are more likely to maintain a lasting enthusiasm and strong motivation throughout their academic journey. This is pivotal in enhancing the overall quality of English education.

Moreover, it is imperative for English teachers to recognize students as individuals with complex emotional and cognitive landscapes. This recognition demands a reevaluation of educational paradigms and a reconsideration of teachers' roles. Learning's future does not solely reside in cognitive advancement; it also encompasses the acquisition of emotional intelligence and the cultivation of emotional proficiency. Therefore, teachers must adapt their practices to foster a holistic educational environment that nurtures both the mind and the heart.

Reflecting on the research conducted in this paper, there are several aspects that deserve further improvement and exploration in subsequent studies.

Firstly, it is crucial to delve deeper into the strategies of emotional teaching in secondary school English. By further refining these strategies, we can gradually formulate a more comprehensive theoretical framework for emotional teaching strategies in secondary school English. This will not only enrich our understanding of how emotions influence the teaching and learning process but also provide teachers with more practical tools to enhance student engagement and outcomes.

Secondly, it is essential to further immerse ourselves in classroom teaching practice. By doing so, we can gain a deeper understanding of the actual situation of emotional teaching in secondary school English classrooms. This involves observing and analyzing how teachers implement emotional teaching strategies, as well as assessing their effectiveness in terms of student engagement, motivation, and academic performance. Additionally, it allows us to identify challenges and obstacles faced by teachers in implementing these strategies, thereby providing valuable insights for future research and practice.

Lastly, it is important to verify the feasibility of the research on secondary school English emotional teaching strategies. This involves conducting empirical studies to test the effectiveness of these strategies in real-world settings. Through quantitative and qualitative methods, we can gather data on student progress, teacher feedback, and other relevant variables to evaluate the impact of emotional teaching strategies on student learning outcomes. Such studies will not only strengthen the credibility of our research but also provide practitioners with evidence-based guidance on how to effectively integrate emotional teaching into their classrooms.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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