CAUSE ANALYSIS ON OF NEGATIVE PSYCHOLOGY OF COLLEGE ENGLISH LEARNERS

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Abstract

Many Chinese students suffer from negative psychology in college English learning. The causes and formation of the negative psychology should be identified to improve their learning effect. Therefore, this paper sums up the features of negative psychology among college students in grade 1, grade 2 and grade 3. Then, the causes of these features among college English learners were analysed from three dimensions: cultural background, family environment and individual factor, with the aid of Flavell’s metacognitive theory and Cattell’s 16 Personality Factors Test. The results show that the college English learners in grade 1, grade 2 and grade 3 mainly face adaptation problems, learning and emotional problems, and employment problems; the negative psychology in English learning are mainly attributable to conflicting cultural values, relaxed family supervision, and improper coping strategies. The research results provide college English learners an important reference for combating psychological stress and improving English learning.

Key words: English Learning Psychology, College Students, Negative Features, Cause Analysis.

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INTRODUCTION

With relatively complex inner world, college students tend to have higher psychological realms and psychological needs, while most of them live in a strange social environment, far away from their families and their hometowns (Chen & Kraklow, 2015). It also has to mention that the reconstruction and coordination of interpersonal relationships, the pursuit and frustration of love, the intense competition in study and employment, and the poor family economic conditions may bring them great psychological pressure. Moreover, college students are in a period of psychological development. The impact of various values in the period of social transformation can lead to the confusion of their behaviors and emotions. When they lose their psychological balance due to these changes in themselves or the outside world and are unable to recover it by themselves in a short period of time, they face a negative feature (Vibulphol 2016). This makes college students a high-profile group of negative psychological features of English learners (Haidara, 2016). In recent years, psychological counseling and mental health education in colleges and universities have developed rapidly, and the mental health course has become a compulsory course for college students (Butler, 2015). However, in the mental health textbooks of various college courses, negative psychological features related to English learning are seldom mentioned while young college students are often the objects of the negative psychological features of English learning. Therefore, it is necessary to add content about the negative psychological features of English learning in mental health education. The negative psychological features...
development might be hindered, and cannot go further. The second category, the negative features of the situation, also known as the external negative features or environmental negative features, refers to the negative psychological features of English learning caused by external events, which can be encountered by anyone at any time (Weiss, Visher, Weissman et al., 2015). Lindemann believes that sadness is normal, temporary, and can be treated with short-term negative feature intervention techniques (Zhang, 2016). Caplan. G extends the structure of Lindemann’s basic negative feature theory to the entire traumatic event and applies his theory to both developmental and situational events, extending negative feature interventions to the solution of perception, emotion and behaviour issues which cause psychological trauma.

On the basis of comprehensive review of previous studies, this paper proposes the research starting point that is to divide the negative psychological features of college students’ English learning into two factors: the early factors and the late factors. The early factors mainly focus on the three sub-factors of social culture, families and the individual that have great influence on their physical and mental growth before they enter university. The individual factor will be empirically analyzed by scale survey. The late factors are mainly aimed to divide the college students into three stages in the horizontal direction, and analyze the three sub-latitudes of freshmen, sophomores, and seniors. This paper focuses on the main source of the negative psychological features of English learning in each of these three stages.

**ANALYSIS OF THE PSYCHOLOGICAL COGNITIVE FEATURES OF COLLEGE STUDENTS’ ENGLISH LEARNING**

**Flavell’s metacognitive theory**

Flavell believes that metacognitive knowledge, metacognitive experience and metacognitive monitoring are the three major components of metacognition. The so-called metacognitive knowledge refers to empirical knowledge fragments that are possessed by individuals related to setting goals and tasks. It includes: (1) individual metacognitive knowledge, that is, cognition knowledge about the individual himself and other people; (2) task metacognitive knowledge, that is, knowledge of contemporary college students’ English learning currently is not only an objective existence in education and society, but also a subjective psychological activity of college students and social subjects (Green, Hood, & Neumann, 2015).

American psychologist Caplan. G first proposes the concept of negative psychological features of English learning and conducts systematic study (Woods, Park, Hu et al., 2019). He argues that when someone faces difficulty, his previous solution and his usual support system cannot handle it, and he will suffer temporary emotional disturbance, which is a negative psychological feature of English learning (Hodara, 2015). Therefore, the negative psychological features of English learning can be considered a kind of psychological reaction that occurs when an individual cannot cope with the internal and external stress currently encountered by using the general coping style. Lazanus. R. S. points out that whether a person can have negative psychological features of English learning depends not only on the changes he is experiencing or will experience, but, more importantly, on his assessment of his ability to cope with difficult situations (Bunch & Kibler, 2015). In this sense, the negative psychological feature of English learning is not the activity itself experienced by the individual, but his emotional reaction to the difficulty he has experienced. The experts on the theory of the negative psychological features of English learning often put negative features into two categories according to the source of negative feature stimuli (Suryasa, Prayoga, & Wardistira, 2017). The first category, the negative features of growth, is also known as developmental or endogenous negative features, internal negative features, and conventional negative features. According to Eric Erikson, life is made up of a series of successive stages of development, and there exist its own specific physical and mental development issues at each stage. When a person advances from a certain stage to the next one, his original behaviour and ability are not enough to face a new topic, without the establishment of new behaviors and abilities, and changes between various stages often put his behaviors and emotions in disordered state (Fong, Davis, Kim et al., 2017). If a person does not constructively solve the developmental negative features of a certain stage of development in a timely manner, his future
about task content, requirements, conditions, methods, and purposes; and (3) strategic metacognitive knowledge, that is, knowledge about strategies and their effective implementation.

The three interacts with each other. Even if the tasks are the same, the strategies adopted are still different because of the different subjects of cognition. The metacognitive experience refers to the cognitive and emotional experience that accompany cognitive activities. Whether it is conscious, or unconscious, clear or ambiguous, it belongs to the category of metacognitive experience. The metacognitive monitoring refers to the subject’s self-consciously supervising, controlling and regulating his cognitive activities in the cognitive process. Since then, the concept of human cognitive activity in the traditional regional research boundaries of perception, memory, thinking, speech, etc. has been broken, and has been gradually researched as a complete cognitive field. The basic views of cognitive psychology are shown in Figure 1.

**Figure 1. Basic views of cognitive psychology**

![Diagram of Basic Views of Cognitive Psychology]

**Thinking diversity of college students as English learning subjects**

The college entrance examination system embodies the principle of fair and equitable talent selection, which has played a positive role in promoting students to lay solid foundation of knowledge. However, it also has certain negative effects on the students' thinking ability. Although some college students are excellent in textbook knowledge they unilaterally focus on the study of theory, neglecting the cultivation of skills and practical ability, and have become the semi-finished education products of high scores and low abilities. Some of them cannot evaluate themselves correctly after entering colleges and universities. They have no solid foundation of knowledge while being self-contained. When learning, they always rely on the cramming and swotting modes with poor learning initiative. Even their purpose of learning is to obtain a degree or certificate as a stepping stone for future work. They are not interested in their majors, and don't even know about them. They only apply for them to meet the wishes of their parents or listen to the opinions of others, which is a clear herd mentality. Therefore, they often show up with impatience, poor mentality and learning outcome, and even a tendency to inferiority. This kind of thinking is not conducive to their study, and also their work and development in the future. Therefore, colleges and universities should pay attention to students' thinking problems, change students' unreasonable thinking values and modes, and make their learning change from memory type to understanding type, with tasks and problems as the centre of thinking, stimulating the self study and inquiry capacities of learning subjects and cultivating their professional qualities.

**Cognition diversity of college students as English learning subjects**

According to Gardner’s Multiple Intelligence Theory, learning subjects can be divided into two categories: abstract thinkers and image thinkers, through learning, education and training.

Through observation and analysis of teaching practice, it is found that some college students tend to pursue practical benefits and results in their learning activities, focusing on actions and avoiding theoretical research. They can effectively carry out hands-on learning or skill learning, and prefer active and operative teaching content. For them, specific results need to be obtained. At the same time, some others are also found to be good at communication and pay attention to interpersonal relationships. They tend to collaborate on teaching tasks, devote their feelings into the collective or team, share knowledge, skills and opinions, and are eager to get attention and recognition. Therefore, in view of the cognitive diversity of learning subjects, teachers should pay attention
to the cognitive level of learning subjects when conducting learning (perception, feeling, thinking, understanding and application) in teaching activities, and design teaching content suitable for their cognitive features, offering situations of combining their study and the reality. The English learning structure is shown in Figure 2.

**Figure 2. College English Learning Structure**

1) Cultural features of college students

Due to the differences in history and geography, different regional cultures can be formed on the basis of the mutual mainstream culture. The regional culture consists of three parts: life customs, behaviors and ideas. Life customs are the most basic factors, differentiating various regional cultures. When people face the unfamiliar environment with established living customs, behaviors and ideas, the differences in regional cultures become the frequent conflict points. The regional cultural conflicts are manifested as nervous state of mind and its impact on individuals is different because of their life experience, the degree of their intimacy with the mother culture, and their adaptability. College students from different cultural regions, with different cultural backgrounds and cultural habits, rush to the fixed seats in the classroom without any adaptation. Some can't adapt to the teaching progress. They are mechanically flowing like the crowds in the cinema. Not only are the new learning methods unacceptable for them, but the used ones cannot be applied. If this environmental and psychological pressure is not alleviated in time, it will lead to insufficient learning confidence, frustration and depression, and even serious mental illness.

2) The conflict of college students’ cultural values leads to the negative psychological features of English learning

Values are achieved through socialization. From the perspective of psychology, values are individual’s general evaluations and opinions of the significance and importance of the surrounding objective things, which are very important in society and personal life. Most of people's joy, pain, hope, disappointment, happiness and misfortune have a close relationship with values. No matter whether people are aware of them, values affect people’s thinking, behaviors, evaluation and choices. The standard for measuring the meaning of life is also within our minds with values as the coordinate system. The relationship between college students' personal feelings (joy, pain, hope, disappointment, happiness, misfortune) and positive English learning values is shown in Figure 3.

**Figure 3. Relationship between college students’ personal feelings and positive English learning values**

ANÁLISIS DE LOS FACTORES PRECOCES DE LAS CARACTERÍSTICAS PSICOLÓGICAS NEGATIVAS DE LOS ESTUDIANTES DE CARRERA EN EL Aprendizaje DE INGLÉS

**Factor social y cultural**

1) Características culturales de los estudiantes de carrera

Debido a las diferencias en la historia y la geografía, diferentes regiones culturales forman sobre la base de la cultura de dominio. La cultura regional consta de tres partes: costumbres de vida, comportamientos y ideas. Las costumbres de la vida son los factores más básicos, diferenciando diversas culturas regionales. Cuando las personas se enfrentan al entorno familiar con las costumbres de vida establecidas, comportamientos y ideas, las diferencias en las culturas regionales se convierten en los puntos de conflicto frecuentes. Las conflictos culturales regionales se manifiestan como estado nervioso de la mente y su impacto en individuos es diferente debido a su experiencia de vida, la intensidad de su intimidad con la cultura madre y su adaptabilidad. Los estudiantes de carrera de diferentes regiones culturales, con diferentes fondos culturales y hábitos culturales, se precipitan a las plazas fijas en el aula sin adaptación. Algunos no pueden adaptarse al ritmo de enseñanza. Se mueven mecánicamente como la multitud en el cine. No solo son las nuevas formas de aprendizaje inaceptables para ellos, sino que las formas utilizadas no pueden ser aplicadas. Si este tipo de presión ambiental y psicológica no se alivia a tiempo, llevará al insuficiente sentido de aprendizaje, frustración y depresión, y hasta a enfermedades mentales graves.

2) El conflicto de los valores culturales de los estudiantes de carrera conduce a las características psicológicas negativas del aprendizaje de inglés

Los valores se producen a través de la socialización. Desde el punto de vista psicológico, los valores son los evaluaciones y opiniones de los individuos sobre el significado e importancia de las cosas objetivas circundantes, que son muy importantes en la sociedad y la vida personal. La mayoría de los placeres, dolores, esperanzas, decepciones, felicidades y desgracias están en estrecho contacto con los valores. No importa si los individuos se dan cuenta de ellos, los valores afectan su pensamiento, comportamientos, evaluaciones y elecciones. El estándar para medir el significado de la vida se halla en nuestros corazones con los valores como el sistema de coordenadas. La relación entre los sentimientos personales de los estudiantes de carrera (placer, dolor, esperanza, decepción, felicidad, desgracia) y los valores de aprendizaje de inglés positivos se muestra en la Figura 3.
The choice, absorption and impression of college students' value and significance to the external cultural world are governed by the established cultural value consciousness, and certain cultural value psychology and values as well, especially when these value consciousness have formed a certain pattern. College students' choice of cultural value is expressed as a special interest, hobby and tendency of various ideas. When the outside world is inconsistent with their original values, there will be a strong inner conflict. This conflict of values is very important for the growth of college students, as a necessary process for college students to acquire a new role consciousness and form a stable social attitude. The stable values formed at this stage determine their future direction to a considerable extent.

Family factors of the negative psychological features of college students' English learning

1) Analysis of family factors

In the analysis of the family roots of the negative psychological features of college students' English learning, first a philosophical principle of absolute self-affirmation has to be referred. The movement process of this principle is an illusory process from absolute to absolute. The subject completely denies the dialectical relationship and comprehensive development of the subject and the object, and always refuses to complete the self-examination of the subject consciousness and the subject itself in an open ideology. Therefore, the subject will become fragile and stubborn, with absolute self-affirmation and mental illness. Many university researchers have noticed that the problem of the negative psychological features of contemporary college students' English learning is highlighted by the influx of the one-child wave into colleges and universities. In other words, after the only child enters the university, the in-depth study and solution research on the negative psychological features of college students' English learning is put on an urgent agenda.

2) Specific performance of family factors

There are certain problems with family education methods and parenting styles. The primary stage of life from childhood to primary school and middle school is also the primary stage of individual psychological development. After entering the university, everyone's psychological development has taken shape, establishing a preliminary cognitive structure model and forming his own psychological features. Psychologists believe that the cognitive structure formed during childhood will affect his whole life. At present, most college students have not received proper psychological education, with more or less psychological defects. Some students' psychological barriers have taken shape in primary and secondary schools, and it would be late to remedy them in university psychological education. Therefore, it is important to improve the mental health of college students, re-integrate their cognitive structure, construct their modern personality and values, and strengthen their mental health education.

Many parents have loosened their education for children after they have been sent to college. They focus on providing financial support and neglect their children's psychology. College students who lack parental care and support are prone to negative psychology such as loneliness, hostility, and indifference. If it cannot be alleviated in a timely manner, they are inclined to give themselves up as hopeless. The influence of some negative psychology on college students' English learning is shown in Figure 4.

Figure 4. The influence of negative psychology on college students' English learning

Self-factors of the negative psychological features of college students' English learning

1) Misunderstanding of self-cognition and thinking mode

From the psychological view, people's feelings about difficulties and frustrations do not
**Table 1. Comparison of psychological stress status between mental health and poor health**

| Various factors                      | Health | Poor health | t value |
|--------------------------------------|--------|-------------|---------|
| Total stress                         | 1.47   | 1.79        | -3.24   |
| Total frequency                      | 3678   | 4562        | -1.93   |
| Interpersonal relationship factor stress | 1.71   | 2.05        | -0.98   |
| Interpersonal relationship factor frequency | 5989   | 7011        | -2.59   |
| Learning factor stress               | 1.90   | 2.12        | -2.98   |
| Learning factor frequency            | 5672   | 6210        | -1.32   |
| Health adaptation factor stress      | 1.21   | 1.56        | -3.89   |
| Health adaptation factor frequency   | 4049   | 4332        | -0.83   |
| Loss of factor stress                | 1.68   | 1.92        | -0.42   |
| Loss factor frequency                | 6290   | 6318        | -0.18   |
| Punishment factor stress             | 1.27   | 1.35        | -1.14   |
| Penalized factor frequency           | 3081   | 2977        | 231     |
| Other factor stress                  | 1.34   | 1.45        | -1.26   |
| Other factor frequency               | 4200   | 4322        | -1.28   |

It can be seen from Table 1 that the mental health group and the poor health group have significant differences at the 0.01 level shown in t test in terms of the total stress and the learning stress factor stress, and at the 0.001 level shown in t test in terms of the health adaptation factor stress. There is no significant difference in stress and stress frequency pertaining to other factors. Both mental health and poor mental health groups are inevitably subject to some misfortunes and frustrations in life, which have the same impact on them as important sources of social stress without much difference. However, from the average values, those with poor health, except for the penalty factor, have higher stress amount and frequency than those who are mentally healthy, so they may be slightly more affected by the stress factors.

2) Inappropriate coping strategies and personality defects

Coping strategies, also known as coping styles, are the behaviors that individuals conduct in the face of stressful events and pressure. Faced with negative features, everyone has their own unique coping style. Mentally healthy people tend to face up to negative features and calmly resolve them while people with psychological defects often bring about serious consequences due to cognitive bias, emotional out of control, and loss of will. Students with deficient personalities such as negative, indifferent, inferior, stubborn, r self-willed, violent, conceited, or self-centered, have low psychological tolerance, unstable emotions, and are prone to negative psychological features of English learning when faced with difficulties and setbacks. A survey has been conducted on the psychological stress and coping style of male and female groups. The results are shown in Tables 2 and 3.

**Table 2. Comparison of factors in males and females with significant differences in psychological stress**

| Stress factor                      | Male  | Female | t value |
|------------------------------------|-------|--------|---------|
| Penalized factor frequency         | 0.41  | 0.27   | 3.38    |
| Other factor stress                | 1.46  | 1.31   | 2.71    |
| Other factor frequency             | 0.48  | 0.39   | 2.42    |
Because of differences in personality and features, there are still significant differences in coping styles between males and females although they have little difference in psychological stress. In Table 3, the fantasy factor shown in t test of male and female students is significantly different at 0.01 level, and the help factor shown in t test also has significant difference at the 0.001 level, indicating that females are more likely to be dreamy and unrealistic and ask for help than males, while males are not inclined to seek help so they may lose various favourable opportunities to solve problems.

Table 3. Differences in coping style between male and female

| Coping style     | Male   | Female  | t value |
|------------------|--------|---------|---------|
| Retreat          | 0.41   | 0.43    | -0.83   |
| Self-blame       | 0.43   | 0.36    | 1.08    |
| Fantasy          | 0.42   | 0.47df  | -2.03   |
| Rationalization  | 0.39   | 0.39    | 0.70    |
| Help             | 0.56   | 0.67    | -3.98   |
| Solve the problem| 0.75   | 0.72    | 1.56    |

ANALYSIS ON THE LATER FACTORS CAUSING THE NEGATIVE FEATURES OF COLLEGE STUDENTS’ ENGLISH LEARNING PSYCHOLOGY

Analysis of the causes of the first year of university

1) The change of learning and living environment is the internal cause of the negative features of freshmen's English learning psychology

Figure 5. Influencing factors and influence degree of the first year of college in learning psychology in university

For students, from middle school to university, it is an important turning point in the life of the students and an important stage in the society. In such a process of leaping, the educational environment, the foundation of learning, and the experience of growth have a great influence. When students enter the university, the way of life, learning and interpersonal skills of the university is different from that of high school. For most of freshmen, they are faced with long-lost and unfamiliar campuses, new and unfamiliar groups, which makes many students feel uncomfortable and often feels lonely and anxious. Many students leave their homes for a new environment for the first time. It is difficult to smoothly complete the transition between environments, many in-adaptation matters such as environmental inadaptability, unfamiliar eating, uncomfortable collective life, unbearable relationship between the ideal university environment and the real university environment. There will be adverse psychological reactions such as loneliness, depression, trouble, and sorrow. In middle school, in order to welcome the college entrance examination, in addition to learning, all things are done by the parents. While, at the college, everything must be done by yourself. If not adaptable, you will often be troubled by loneliness and anxiety. The impact of the educational environment, the foundation of learning, and the growth experience on the English learning psychology of the first year of university is shown in Figure 5.

2) Interpersonal communication is the main problem that plagues freshmen and is one of the incentives for the negative features of English learning psychology.

Interpersonal communication is the most basic interaction between people. Interpersonal communication of college students refers to the interactive process of communicating information, exchanging ideas, expressing emotions, and coordinating behaviors between college students and other social groups. People's various actions often have many internal reasons, namely motivation. Human communication is no exception, and these motives often come from a variety of human needs.

The phenomenon of negative features of English learning psychology caused by interpersonal communication is more common among freshmen in college. Before entering the university, the middle school teachers and
parents asked the students to put the learning in the first place, ignoring the cultivation of their interpersonal skills, and many students in the high school lived a two-point life of school and family, and the interpersonal relationship was narrow. After the university freshmen entered the school, the interpersonal relationship became very extensive compared with the middle school stage. There were classmates, fellow villagers, teachers and students, heterosexuals, and social activities groups. The same dormitory comes from all corners of the country. It has different geographical backgrounds, different dialects and different personalities. The running-in between them is a new problem. Some students have strong personality, self-centered, and will not be in the position of others; the introverted students are not gregarious, lonely and lonely, often complaining that they are useless, and even want to escape. Presently, most of college students are the only child. They often adopt self-enclosed and non-cooperative attitudes in dealing with people. The tension of interpersonal relationship caused by selfishness, narrowness and closure often makes them feel lonely, distressed, worried and feared, and their hearts are devastated.

Analysis of the causes of the second and third years at university

1) Problem about major development bring pessimism and pressure

In the first year, most of my classmates were still immersed in the freshness and mystery brought about by the new environment and new life. They did not think much about professional development issues, and their thoughts about major was generally stable. In the sophomore year, with the deepening of understanding of major and the increasingly rational understanding of themselves, problem about major development often causes fluctuations in the thinking and emotions of some students. One is because the college entrance examination fills the ambition to blindly pursue the so-called popular majors, but after entering the university, it is found that the popular majors do not meet their hobbies and specialties. When they are learning, they feel pressure and difficulties, and they lack competitive advantage and confidence in their classmates. The other is that because the college entrance examination scores do not reach that of their ideal major, they can only be assigned to unpopular majors with insufficient students of the school. This type of student feels that his future is dim and he cannot calm down to study. Some of these two types of students succumb to the status quo, are extremely indifferent to the major they don’t like, muddle along in their studies, having no study spirit. Some students with more serious problems also pessimistic, they suffer from long-term insomnia, mental disorder and prone to anomie behavior.

2) Tension and anxiety brought about by heavy learning tasks

Basic courses of the major are mainly concentrated in the second year. In addition, various qualification examinations and certificate examinations are generally accepted from the sophomore year for centralized registration and centralized examinations, such as the English 4th and 6th grade examinations. In particular, as employment pressures increase, many students believe that the more certificates, the better they are able to find a job. Therefore, many sophomores began to prepare for the postgraduate study in advance. In the past, the postgraduate study and a sophomore seemed to be a little far away. However, at present, many sophomores and even freshmen have already started preparations for the postgraduate examinations: CET Level 6 exams, collecting relevant materials for postgraduate examinations, and paying attention to the trends of postgraduate entrance examinations. In the world of research, some students work hard and do not get the required certificates, which produces the negative features of English learning psychology.

3) The ambiguity of outlook on life and values creates confusion

College students at this stage are often less than rational and more enthusiastic. Facing the complicated material world, they are also jealous, confused, and full of incomprehensible and contradictory. They seem to have lost signs and guides in the life channel. There are even a few students who are pessimistic, disappointed, embarrassed, not interested in political studies, and lack of initiative. College students who lose their life goals are prone to negative features of English learning psychology.

The negative effects of the above three factors on the English learning psychology of the second year of university and the third year of university are shown in Figure 6.
Analysis on causes of the fourth year of university

The negative features of graduates’ English learning psychology refers to a certain serious psychological dilemma of graduates, in which the parties encounter extreme stress, disappointment, depression and loss of control. Due to the serious situation, the usual coping methods are failed, and the stability and balance of the heart are broken, so it is often easy to cause disasters. The negative features of graduates’ English learning psychology are usually caused by the emergence of certain negative events.

It can be said that all aspects of the fourth-year college students tend to be mature and more practical. In this stage, college students transit from studying life to professional life. At this time, after a few years of campus life, college students have certain professional knowledge, strong autonomy, and a great improvement in self-awareness, and have initially contacted the society. However, from the school to the society, they will face another forthcoming environmental change and role change, and correspondingly, they will experience a new process of psychological adaptation. They have confidence but doubt their ability, such as doubting work ability, social ability, adaptability and so on. These abilities cannot be fully assessed by school performance. Therefore, they face the whereabouts after graduation and their mentality is unstable.

Most graduates are over-stressed during the job hunting period, and their self-psychological adjustment ability is lagging behind. They are prone to negative emotions such as anxiety, irritability, depression, anger, dissatisfaction. Some students are under the pressure of multiple spirits for a long time and cannot be effectively dispelled and vented, which is easy to induce malignant events. Due to the transition period from campus to society, college graduates are under pressure from employment, education, and emotions. The spirit is often in a state of tension. When the pressure they are faced with exceeds their abilities to withstand, their own psychological adjustment method fails, and the stability and balance of the heart will be broken. At this time, it is prone to anxiety, depression, and loss of control and even self-extraction, resulting in negative features of English learning psychology. The effects of negative emotions, disorders, emotions, and employment on the four-year English learning psychology of college students are shown in Figure 7.

Figure 7. The effect of various factors on college students’ English learning psychology

In process of seeking employment, graduates grow fastest, which means they must constantly break their psychological balance and seek new balance and development. Faced with a plethora of workplaces, they will experience the negative features of the English learning psychology that must be experienced in the job hunting process. Unlucky individual job hunting and graduation are likely to trigger the negative features in their English learning psychology at any time.

CONCLUSION

The concern about the negative features of college students’ English learning psychology is not only related to the individual’s individual mental health, but also to the stability of the
school. The research on the negative features of college students’ English learning psychology has become a hot and difficult point in the academic and college students’ psychological education. This paper first analyzes the causes of the negative features of English learning psychology from three dimensions of the current college students' cultural features, family environment and individual factors. And then, the fourth part of the paper divides university life into three stages horizontally, making elaboration in stages. The negative features of the English learning psychology that emerged from the individual in each grade stage are different. The negative features of English learning psychology displayed at each stage are not independent of each other. There is no dividing line between them, but the prominent problems are different because of different stages. Freshmen are mainly adaptation problems. The third year of the sophomore year is mainly about learning and emotional problems. The seniors are mainly employment problems. These problems will inevitably lead to different negative features of English learning psychology. Although this paper expounds the causes of the negative features of college students' English learning psychology from the theoretical point of view, the theoretical research is not deep enough. In the investigation and research, there is only the whole research, and the task of empirical investigation and research on this issue is still very heavy. This problem is expected to be further investigated in future studies and work.

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