

Research on pleasant mood in college English classroom: take Hainan Vocational University of Science and Technology as an example

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Abstract: With the development of society and the process of globalization, English has become one of the globally recognized languages. In higher education English teaching, how to stimulate students' interest and positive emotions, and enhance learning effectiveness, has always been a focus of teachers. Task-based teaching is an effective pedagogical approach that emphasizes tasks as the core element, encourages students to actively participate, and achieves learning objectives through task completion. In task-based teaching, students' emotional experiences and emotional states have a significant impact on learning outcomes. Therefore, this study aims to investigate pleasurable emotions in task-based teaching in college English classrooms, taking Hainan University of Science and Technology as an example, to provide valuable insights for English education teaching practices.

Key words: college English classroom; task-based teaching; pleasurable emotions; teaching strategies

1 Introduction

Task-based teaching, as a student-centered teaching model, has been widely used in higher education English teaching in recent years. By guiding students to learn language knowledge and skills through practical problem-solving, task-based teaching emphasizes students' active participation and positive thinking, which helps cultivate their comprehensive language proficiency. However, excessive focus on task completion and assessment may overlook students' emotional experiences and learning enjoyment, potentially affecting teaching effectiveness. Therefore, researching pleasurable emotions in task-based teaching in college English classrooms is particularly important.

2 Necessity of investigating pleasurable emotions in task-based teaching in college English classrooms

2.1 Enhancing student motivation

It is essential to investigate pleasurable emotions in task-based teaching in college English classrooms. Students' motivation is characterized by their positive and proactive attitude to learning and their internal drive during the learning process. Pleasurable emotions can effectively stimulate students' interest in learning, making them more enthusiastic about the learning content and actively engaged in classroom activities [1]. Under the influence of pleasurable emotions, students are inclined to proactively tackle learning tasks, shifting their focus from mere task completion to internalizing and applying knowledge. Through research and investigation, we can gain in-depth insights into the impact of pleasurable

emotions generated by students on their motivation in task-based teaching. This, in turn, allows for targeted measures to be taken in teaching practices to ignite students' enthusiasm for learning.

2.2 Promoting active classroom participation

Students' active participation is crucial for achieving teaching effectiveness in task-based teaching in college English classrooms. Investigating pleasurable emotions can help teachers better understand students' emotional experiences during the task-based teaching process, explore students' attitudes and emotional responses to tasks, and subsequently adjust teaching strategies to provide more appealing task designs that encourage students' active participation. Research has shown a close connection between pleasurable emotions and active participation, as students who experience pleasurable emotions are more willing to invest time and effort into classroom tasks. Therefore, investigating pleasurable emotions can provide valuable recommendations and guidance for increasing students' active engagement [2].

2.3 Optimizing classroom atmosphere

The classroom atmosphere is a pivotal factor in college English teaching, directly impacting students' emotional experiences and learning outcomes. Task-based teaching emphasizes students' emotional experiences during task completion, and pleasurable emotions contribute to an improved classroom atmosphere. Investigating pleasurable emotions can help teachers understand how students perceive and experience the teaching atmosphere in task-based teaching, allowing them to identify potential issues and shortcomings for timely adjustments and improvements. Under the influence of pleasurable emotions, students are more likely to form positive learning experiences, enhance their interest in English learning, and facilitate the positive development of the classroom atmosphere [3].

2.4 Enhancing teacher's teaching methods

Teachers play a crucial role in task-based teaching in universities, and their teaching methods directly affect students' emotional experiences and enjoyment of learning. Investigating pleasurable emotions can help teachers understand how students respond to various teaching methods, identifying which methods effectively stimulate students' interest and pleasurable emotions, and which methods may lead to emotional burdens and learning aversion. Through in-depth research on students' pleasurable emotions, teachers can make more informed decisions when selecting appropriate teaching methods, optimize the teaching process, and improve teaching effectiveness [4].

3 Analysis of factors affecting students' pleasurable emotions in task-based teaching in college English classrooms

3.1 Task design

In task design, the objectives and requirements of tasks should be clear and able to stimulate students' interest and motivation. The type and difficulty of tasks should align with students' actual proficiency levels, striking a balance between being neither too simple and boring nor overly complex and discouraging. Tasks should include well-defined steps and processes, allowing students to experience a sense of achievement upon task completion, thereby enhancing the generation of pleasurable emotions. Furthermore, clear and fair assessment criteria for tasks, along with timely feedback and recognition for students, can boost their confidence and motivation.

3.2 Teacher's role

In task-based teaching, teachers serve as essential guides and supporters of students' learning. Their teaching attitudes and behaviors directly influence students' emotional experiences and the degree of enjoyment in learning. Teachers should adopt a student-centered approach, respecting students' needs and individual differences, paying attention to their emotional states, and building positive teacher-student relationships [5]. During the teaching process, teachers should use friendly and encouraging language, avoiding excessive criticism and blame. Through active teaching involvement and

emotional communication, teachers can harness students' interest and passion for learning, thereby enhancing pleasurable emotions.

3.3 Classroom atmosphere

The classroom atmosphere is a significant source of students' emotional experiences. A positive and conducive classroom atmosphere can elevate students' enjoyment of learning. Teachers can create a positive classroom atmosphere through classroom arrangements, teaching activities, and interactions. It's essential to respect students' individuality, encourage them to express their opinions and ideas, foster harmonious peer relationships, and promote cooperation and communication among students. Teachers' humor and dynamic teaching methods can also increase the enjoyment of the classroom, allowing students to gain knowledge while having fun [6].

3.4 Teaching resources

The quality of teaching resources directly affects students' emotional experiences during learning. Diverse and abundant teaching resources can make learning more interesting and engaging. Teachers should make full use of modern teaching tools such as textbooks, multimedia equipment, and online resources to provide students with a variety of learning experiences. Additionally, teachers can design teaching resources meticulously based on students' interests and needs, ensuring that students find joy and challenge in task-based teaching, enhancing their pleasurable emotions.

3.5 Individual differences among students

Different students exhibit variations in cognitive, emotional, social, and physiological aspects, leading to diverse reactions and emotional experiences regarding tasks. Teachers should flexibly employ various teaching strategies, tailoring their approaches to accommodate students' individual characteristics and needs through personalized teaching [7]. By paying attention to students' emotional states, providing timely emotional support and encouragement, teachers can help students develop the right learning attitude, improve their emotional regulation capabilities, and enhance their enjoyment of learning in task-based teaching.

4 Methods for investigating pleasurable emotions in task-based teaching in English classrooms at Hainan University of Science and Technology

4.1 Questionnaire survey

A questionnaire survey is an effective method for collecting a large number of student opinions and feedback. First, when designing the questionnaire, careful consideration should be given to the characteristics of task-based teaching and the expression of pleasurable emotions to ensure that the questions are relevant and reasonable. Then, by using various question types such as multiple-choice questions, multiple-answer questions, and open-ended questions, researchers can gain deeper insights into students' pleasurable emotional experiences in task-based teaching. When composing the questionnaire, it is important to avoid overly subjective language and maintain neutrality to reduce misleading responses. Finally, to ensure the quality of the questionnaire, a pre-test should be conducted, and the questionnaire should be revised based on the pre-test results to ensure its accuracy and reliability.

4.2 Interviews

Interviews are a crucial means of gaining an in-depth understanding of students' emotional experiences. Through interviews, researchers can engage in face-to-face communication with students, exploring their pleasurable emotions during task-based teaching and the underlying reasons. During interviews, creating a conducive and trusting communication atmosphere is essential, encouraging students to express their viewpoints and feelings openly. Interview questions should be targeted, exploring pleasurable emotions in task-based teaching from various angles, and delving into students' evaluations and suggestions regarding teaching methods, course content, and classroom atmosphere. Researchers

should maintain thorough records during interviews, promptly organizing and analyzing interview data to ensure data reliability and completeness.

4.3 Classroom observations

Classroom observations are one of the methods for directly observing students' emotional experiences in task-based teaching. By actively participating in or observing classroom teaching, researchers can record students' reactions, emotional changes, and performances, thus analyzing students' pleasurable emotional experiences during different teaching stages and task completion processes. During observations, a focus should be placed on objective recording to avoid the influence of subjective biases on observation results. Additionally, non-verbal expressions of students, such as facial expressions, postures, and body movements, which are important indicators of pleasurable emotions, should be closely observed. After completing observations, researchers should promptly organize observation records, extract valuable information, and combine results from other research methods to comprehensively analyze students' pleasurable emotional experiences in task-based teaching.

4.4 Case studies

Case studies involve in-depth analysis of specific individuals or small groups. In task-based teaching, students' understanding and responses to tasks may vary due to individual differences. Case studies can provide a more detailed understanding of students' pleasurable emotional expressions and influencing factors in task-based teaching. By selecting representative cases, researchers can gain a deep insight into students' learning processes, thought patterns, and emotional experiences. This allows for the identification of effective teaching methods that can stimulate pleasurable emotions. Case studies require careful preparation and arrangements, including data collection, case interviews, and data analysis. By comprehensively analyzing multiple cases, researchers can gain a thorough understanding of students' pleasurable emotional experiences in task-based teaching, providing valuable insights and recommendations for teaching practices.

4.5 Learning journals

Learning journals are personal texts where students record their learning processes and experiences, proving helpful in gaining insight into students' pleasurable emotions in task-based teaching. By requiring students to regularly write learning journals, researchers can access students' feelings, reflections, and emotional changes during task-based teaching. Learning journals can take various forms, such as written text, audio recordings, or videos, allowing students to freely express their attitudes toward tasks, the level of difficulty experienced during completion, and the satisfaction derived from their achievements. By collecting and analyzing students' learning journals, researchers can gain a deeper understanding of students' pleasurable emotional expressions in task-based teaching, identify issues and areas for improvement, and provide teachers with targeted teaching recommendations.

4.6 Emotional assessment scales

Emotional assessment scales are quantitative tools for evaluating students' emotional experiences. Researchers can design emotional assessment scales suitable for the task-based teaching context, incorporating multiple dimensions such as interest in learning, engagement, and satisfaction. Students rate their emotional experiences based on their actual situation. The use of emotional assessment scales can quantify students' pleasurable emotions, facilitating statistical analysis and comparisons. Additionally, by repeatedly using emotional assessment scales, researchers can track trends in students' pleasurable emotions during task-based teaching, providing a scientific basis for instructional improvements.

4.7 Focus group discussions

Focus group discussions involve collective discussions that gather multiple students to explore pleasurable emotions in task-based teaching. In focus group discussions, researchers can use open-ended questions to guide students in sharing

their experiences and feelings during task-based teaching. Students can inspire each other, create resonance, and stimulate more in-depth thinking and discussions. Focus group discussions can provide rich emotional experiences and viewpoints, offering researchers abundant information to gain a comprehensive understanding of students' pleasurable emotions in task-based teaching. Researchers should ensure the depth and effectiveness of the discussions, ensuring that the content aligns with the research objectives and summarizing the discussion results appropriately.

5 Strategies to enhance students' pleasurable emotions in task-based teaching in college English classrooms

5.1 Create an emotionally positive learning atmosphere

In college English classrooms that adopt task-based teaching, teachers can create an environment filled with respect, understanding, and support by establishing good teacher-student relationships and encouraging students to express themselves. For instance, in the classroom, teachers can use an approachable and friendly language to engage in conversations with students, paying attention to their interests and learning needs, and making students feel cared for and supported. Additionally, teachers can share their own stories and experiences to enhance emotional resonance with students, creating a warm and welcoming classroom atmosphere. Furthermore, the use of humor and engaging teaching examples can help create an emotionally positive learning atmosphere. For instance, teachers can share interesting stories or use humorous examples to capture students' attention and interest. Such teaching methods not only reduce students' learning stress but also enable them to learn English in an enjoyable atmosphere, enhancing their interest and sense of pleasure.

5.2 Set challenging tasks

In college English classrooms with task-based teaching, tasks should have moderate difficulty and challenge levels, taking into account students' proficiency levels, interests, and needs. Teachers can tailor tasks and activities to different student groups, allowing students to experience a sense of accomplishment and satisfaction upon task completion. For example, in an English listening task, teachers can select interesting audio materials and incorporate challenging questions and tasks to make students feel a sense of achievement and satisfaction upon task completion. Additionally, after completing tasks, teachers can provide prompt recognition and feedback to students, helping them feel their growth and progress, thereby boosting their self-confidence and sense of pleasure.

5.3 Provide diverse teaching resources

Offering a wide range of teaching resources is a crucial means of enhancing students' learning interest and pleasure. In college English classrooms using task-based teaching, teachers can utilize modern teaching tools such as multimedia devices, online resources, and teaching aids to provide students with diverse learning experiences. For example, in a reading comprehension task, teachers can select articles of varying difficulty and types, introduce multimedia elements like images, audio, and videos to make learning more vivid and enjoyable. Moreover, teachers can organize field trips, practical activities, experiments, and other extracurricular activities to help students experience the joy and value of learning English outside the classroom, fostering enthusiasm and pleasure in learning.

5.4 Address individual student differences

In college English classrooms with task-based teaching, teachers should recognize the uniqueness of each student, respect their interests, strengths, and needs, and employ personalized teaching approaches to meet diverse learning requirements. For example, for students with weaker English speaking skills, teachers can use group discussions to encourage interaction and improve oral communication abilities. For students struggling with English writing, teachers can provide model essays and writing guidance to boost writing skills and increase students' learning confidence and pleasure. Furthermore, teachers should be attentive to students' emotional states, offering emotional support and encouragement

when needed, helping students manage their emotions, and enhancing their sense of pleasure in learning. For instance, when students encounter learning difficulties or emotional challenges, teachers can use positive language and attitudes to provide support and encouragement, aiding students in overcoming obstacles and improving their learning outcomes and sense of pleasure.

5.5 Provide positive evaluation and timely feedback

In college English classrooms with task-based teaching, teachers should establish clear evaluation criteria so that students are aware of their performance and achievements in tasks. Additionally, teachers should offer prompt, accurate, and fair feedback and recognition to help students sense their growth and progress, enhancing their sense of pleasure in learning. In evaluations, teachers should focus on positive reinforcement, allowing students to experience the joy of success during task-based teaching, thereby inspiring them to participate more actively in learning. For instance, after completing tasks, teachers can showcase outstanding student work and praise excellent performances to boost students' self-confidence and sense of pleasure.

5.6 Encourage student autonomy

In college English classrooms with task-based teaching, teachers should cultivate students' interests and autonomy in learning, enabling them to take the initiative and actively engage in learning. Teachers can promote critical thinking and creativity by encouraging students to ask questions, share learning experiences, and engage in independent exploration. Furthermore, teachers can provide resources and channels for independent learning, such as establishing student self-study groups or offering access to English learning websites, allowing students to choose their own learning content and methods, thereby enhancing their learning interest and sense of pleasure.

5.7 Innovate teaching approaches and methods

In college English classrooms with task-based teaching, teachers can adopt various teaching approaches and methods, such as gamified learning, cooperative learning, and case-based teaching, to provide students with different sources of enjoyment and challenges, thereby enhancing their learning interest and sense of pleasure. For example, in an English speaking task, teachers can use role-play or scenario simulation to enable students to apply English in real-life contexts, improving their oral communication skills. After completing tasks, teachers can provide prompt feedback and recognition to boost students' learning confidence and sense of pleasure.

6 Conclusion

Through the investigation conducted in this study, it is evident that the cultivation of pleasurable emotions in task-based teaching in college English classrooms has a significant impact on students' learning effectiveness and learning experiences. In the future of college English education, there is a need to further strengthen research and application of task-based teaching. This can be achieved by continually innovating teaching methods and approaches, improving teaching quality and outcomes, and providing students with more enjoyable and effective learning experiences. Additionally, it is essential to pay attention to individual student differences, respect their learning interests and needs, and offer personalized learning support and services. In this way, every student can fully unleash their potential and talents in college English classrooms, achieving better learning outcomes and personal development.

Conflicts of interest

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

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