

refund the money”, because from the perspective of consumer psychology, consumers generally have loss aversion. They pay the refunded deposit in the form of a part of the commodity price in advance when shopping. Consumers will prefer to return the logistics packaging because they are unwilling to lose this part of the money, even if the amount of the refunded deposit is small.

Table 1. Statistics of final reply results of consultation questions

Countermeasure	Countermeasure	Impact score	Explain
#1	Recycle packaging for money	3.65±0.26	Return the package to the designated location and give monetary reward
#2	Recycle packaging and exchange	2.73±0.18	Return the package to the designated location and reward the optional items
#3	Refund for recycled packaging	4.15±0.24	Return the package to the designated location and return a certain amount of shopping deposit

Conclusions: With the maturity of commodity economy, China’s e-commerce business has spawned a large number of logistics packaging services, but the current domestic logistics packaging waste is serious. Therefore, this research attempts to use several principles and methods of consumer psychology, and consult consumer psychology experts to try to find methods that can help consumers recycle logistics packaging. The consultation results show that the members of the expert group believe that from the perspective of consumer psychology, the three strategies of “recycling packaging for money”, “recycling packaging for goods” and “recycling packaging for refund” are helpful to promote consumers to adopt the behavior of recycling logistics packaging, and the average scores of the impact of these three strategies on logistics packaging recycling are 3.65, 2.73 and 4.15 respectively. The most effective countermeasure is “recycling packaging and refund”, and the principle of this strategy is the loss aversion of consumers.

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A STUDY ON THE INFLUENCE OF PURE ENGLISH TEACHING ON STUDENTS’ LEARNING ANXIETY AND LANGUAGE ABILITY FROM THE PERSPECTIVE OF COGNITIVE PSYCHOLOGY

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Background: Cognitive psychology is a kind of psychological mechanism as the basis of human behavior, which can comprehensively analyze the internal psychological process between input and output. As one of the important branches of psychology, cognitive psychology has become the main research direction of western psychology, emphasizing the study of people’s advanced psychological processes, including attention, memory, thinking, perception, language and other cognitive processes. Cognitive psychology can be regarded as information processing psychology, which mainly regards the individual as a complete system for information processing, and can complete the coding, storage and extraction of sensory input. In the relevant theories of cognitive psychology, cognition can be divided into multiple processing stages, each stage carries out specific operations on the input information, and then obtains different responses. From the perspective of cognitive psychology, pure English teaching is very important for students to improve their comprehensive English level, which has a positive role in promoting. In the process of economic globalization, international exchanges and cooperation are more in-depth and extensive, which makes the ability of cross-cultural communication one of the comprehensive qualities that college students must have. As one of the most widely used international languages, English is no longer just a foreign language subject, but has become a necessary skill to meet the needs of social development. As the backbone of China’s future development, college students play a decisive role in the development of society and the country. Their comprehensive quality and ability and English level are very important. The current situation of pure English teaching in colleges and universities is not optimistic. There are some restrictive factors, which lead to students’ learning anxiety and language ability decline in the process of English learning, and it is difficult to ensure the teaching quality of pure English teaching. Integrating the relevant theories of cognitive psychology into the process of pure English teaching in colleges and universities can improve the potential disadvantages of pure English teaching to a certain extent, and improve the teaching quality and

students' learning effect.

Objective: From the perspective of cognitive psychology, the study will explore the impact of pure English teaching on students' learning anxiety and language ability, hoping to alleviate students' learning anxiety through the improved pure English teaching model, so as to enhance their language ability and improve their English level.

Subjects and methods: A total of 60 college students, 30 of whom were randomly selected from the English Majors of the two universities, were selected as the subjects of the study. The Manifest Anxiety Scale (MAS) is used as the main means to evaluate college students' learning anxiety. The level of MAS score determines the severity of college students' anxiety. If the MAS score is lower than 15, it shows that college students are in a normal state of mental health without learning anxiety. If the MAS score is within the range of 15 to 40, it shows that it is accompanied by mild anxiety. If its MAS score is greater than 40, it shows that it is accompanied by serious anxiety. The study conducted a pure English teaching intervention with cognitive psychology for all college students. Before and after the intervention, support vector machine (SVM) was used to group them, and the number of students with different anxiety levels was obtained.

Results: Before and after the pure English teaching intervention from the perspective of cognitive psychology, there was a significant difference in the MAS scores of the college students. See Table 1 for details. It can be seen from Table 1 that before the pure English teaching intervention integrated with cognitive psychology, college students' mas scores were at a high level, indicating that they were accompanied by serious learning anxiety. After the intervention, the MAS score of college students continued to decrease. After 3 months of intervention, the MAS score decreased to about 11.24. This shows that integrating the relevant theories of cognitive psychology into the process of pure English teaching can effectively reduce the MAS score of college students, alleviate their learning anxiety and enhance their language ability at the same time.

Table 1. MAS scores of college students before and after the pure English teaching intervention integrating the relevant theories of cognitive psychology

Scale evaluation time	Average MAS score	Standard deviation	Compared with before intervention	
			<i>t</i>	<i>P</i>
Before pure English teaching intervention	47.19	2.05	-	-
1 month after pure English teaching intervention	38.67	1.89	23.669	0.000
2 months after pure English teaching intervention	26.57	2.11	54.293	0.000
3 months after pure English teaching intervention	11.24	1.95	98.422	0.000

Conclusions: The current situation of pure English teaching in colleges and universities is not optimistic. There are certain influencing factors, including weak English foundation, poor learning enthusiasm and poor interaction in English teaching, which have a great negative impact on college students' English learning and lead to problems such as English learning anxiety and poor language ability. The research takes the relevant knowledge of cognitive psychology as the theoretical support, and applies it to the pure English teaching process in colleges and universities, which greatly reduces the MAS score of the tested college students, and plays a significant positive role in eliminating their learning anxiety and improving their language ability.

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THE ROLE OF CLASSROOM TEACHING IN ALLEVIATING STUDENTS' ENGLISH ANXIETY UNDER THE CONCEPT OF CROSS-CULTURAL THINKING ENGLISH TEACHING

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