

Study on Achievement Goal Orientation and English Learning Motivation of Vocational College Students

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Abstract: The achievement goal orientation theory is applicable to explaining the relationship between student learning motivation and their level of effort. Vocational college students have poor English foundation and low motivation to learn English. Teachers can cultivate students' positive achievement goal orientation and improve their English proficiency through four strategies: adjusting teaching objectives, adopting encouraging evaluations, designing reasonable teaching methods, and supplementing teaching content.

Keywords: Achievement goal orientation; Vocational college students; Motivation for learning English; Encouraging evaluation.

1. Introduction

Achievement goal orientation refers to the cognitive concepts that individuals possess about success, its standards, and significance in achievement scenarios. It is an individual's value orientation towards success, that is, an internal driving force that individuals are willing to do what they consider valuable and strive to achieve success [1]. This theory is highly applicable in explaining the relationship between students' learning motivation and their level of effort. Vocational college students generally have poor cultural foundations, low learning enthusiasm, and unclear learning goals, especially lacking confidence and interest in the English subject they have studied for many years, resulting in poor English grades. Therefore, it is necessary to improve their English learning motivation by providing these numerous and often overlooked groups with good goal orientation. The author will analyze and research from four aspects: adjusting teaching objectives, adopting encouraging evaluations, designing reasonable teaching methods, and supplementing teaching content.

2. Organization of the Text

2.1. Adjusting teaching objectives

The clarity of achievement goals directly affects the motivation of vocational college students to learn English. In English teaching, teachers can set clear and feasible teaching objectives based on the situation of students. Excessive teaching goals can make them feel unattainable, intimidated, fearful, and lose interest in learning; Low teaching objectives can make students "disdainful", hinder their development, and have little teaching significance. Teachers can establish teaching based on the different areas of proximal development of students, meet their cognitive needs, and promote their optimal development. Enable students to gradually approach and meet the requirements of the vocational public English curriculum standards, from easy to difficult and from low to high.

In the collective English classroom teaching of large classes, in order to provide students with appropriate

development requirements, teachers can stratify teaching objectives based on their English proficiency, so that they understand the minimum goals that need to be achieved in each class and the most basic English content that needs to be mastered in each class. The adjustment of teaching objectives is a requirement in the process, not the ultimate requirement. This is not to reduce the requirements for vocational college students to learn English, but to provide effective English teaching for vocational college students, so that they can gain something in the English classroom. This is a transitional strategy to improve their English learning motivation.

2.2. Adopting encouraging evaluations

Maslow's hierarchy of needs theory divides human needs into five levels from low to high: physiological needs, safety needs, love needs, respect needs, and self actualization needs. Among them, the need for self actualization at the highest level is a trend that can promote the realization of human potential. Everyone hopes to become the person they expect and accomplish things that match their abilities, which can bring them the greatest happiness. There is a need for directed growth within a person, which is for self realization or healthy psychological growth. It can give people hope, longing, and pursuit, enabling them to realize their potential and become a relatively perfect person. Vocational college students are no exception. Their need to develop and improve themselves is innate. Every student has a deep desire to achieve good grades, receive praise from teachers, and be recognized by classmates. However, due to repeated setbacks and negative evaluations from others, their desires are suppressed or expressed in other ways.

Encouragement from teachers can release students' beautiful wishes from repressed situations. "For teachers, praise is the easiest and most natural and effective way to form motivation. The most important thing is that praise increases with the frequency of certain behaviors." [2]. Therefore, as long as students make slight progress, teachers should promptly give recognition or rewards. Teachers should strive to discover the shining points of students and provide them with opportunities to showcase themselves in the classroom. Classroom questioning also requires skill, and

students who are suitable for answering the question should be selected based on the difficulty of the question. In this way, students can feel the joy brought by success, and at the same time, provide factual basis for teachers to encourage and evaluate them, so that students know that the teacher's encouragement is not a "white lie", but the result of their own efforts, thereby rebuilding their confidence and stimulating their English learning motivation. Human potential is enormous, and only a portion of the potential of ordinary people is utilized. Everyone has potential abilities that they are not even aware of, which can only be demonstrated when dealing with practical problems. English teachers can create more opportunities for students to showcase and tap into their talents.

In addition, encouragement and praise cannot be completely separated from strict requirements. Encouraging evaluation does not mean that students cannot be criticized. Necessary criticism is necessary, and the key is to grasp the degree of criticism. As long as one pays attention to the methods and approaches, well intentioned criticism will be accepted by students. After the atmosphere of mutual respect and trust between teachers and students is formed, students will understand the teacher and consciously cooperate with the teacher's teaching work. There are various methods of criticism, and teachers can choose different ways to criticize students based on their individual characteristics. For example, for students with strong self-esteem and a certain degree of self-discipline, as well as those who hope to attract attention through bad behavior, the "indirect criticism" method can be used to "ignore" them, that is, by praising those who have done well to make them aware of their own problems and make corrections on their own; Causing students who hope to attract attention from others to fail to achieve their goals and develop in a positive direction. Criticism also needs to emphasize artistry.

2.3. Design reasonable teaching methods

Most of the time vocational college students do not participate in learning activities in English classrooms, and a considerable number of students even never participate in learning activities. Therefore, as the main controller of classroom teaching, teachers should be good at creating an atmosphere, mobilizing students' good enthusiasm, and striving to put students in a high emotional state. In addition, students have different learning styles: auditory, visual, and kinesthetic [3]. This requires teachers to put more effort into teaching design, use various teaching methods in the classroom, and have diverse teaching activities to meet the learning needs of different types of students. For example, playing student favorite video clips, playing appropriate background music while students are studying, designing game based learning activities, and so on.

2.3.1. Play Video

The videos played in class are mainly divided into two categories: teaching content and non teaching content. The video of teaching content contains a large amount of teaching information, presenting "textbook content", mainly sourced from supporting textbooks, for teachers to choose and use. Videos that are not closely related to teaching content are optional content in teaching. Videos related to teaching content, including knowledge introduction videos, knowledge expansion videos, etc.

When teaching English, teachers can add non teaching content videos on top of the teaching content videos to add

icing on the cake, with the aim of attracting students' attention and capturing their scattered attention. Non teaching content videos are mainly used for the guiding part of the course, which leads to questions, inspires students to think, and enters the learning of new knowledge.

Due to the tendency of vocational college students to be distracted in the classroom and unable to maintain sustained attention, teachers can appropriately insert a small video for students to enjoy and relax after the learning of a small knowledge point. The video content can be unrelated to the teaching content, as long as the students are interested. For example, English humorous advertisements related to students' majors can be played.

2.3.2. Play music

The music played is divided into English songs and pure music. English songs are used to enhance students' interest in learning English, and students can learn English by appreciating English songs. English songs can be selected from the "European and American Song Chart" or "Grammy" award-winning songs. For example, English songs such as We are young and I'm your are very popular among students. English songs are mainly played before, during, and after class, which can also enhance the English learning atmosphere for students and remind them that "this is English class."

When students engage in tasks that require independent completion, such as reading English texts and memorizing English words, they can choose to play pure music appropriately at different times. For many students, playing soft background music can improve learning efficiency. However, the background music should not be too loud and the playback time should not be too long. There are also studies indicating that music that conforms to human "alpha" brain waves can enhance the sensitivity of students' thinking, promote their memory and learning. Listening to Mozart's music seems to improve students' mathematical abilities, as they may find it novel to learn in the classroom, thereby stimulating their learning enthusiasm.

2.3.3. Game based learning activities

Game based English tasks can enhance students' interest in learning and improve learning outcomes. Take turns writing vocabulary or phrases, dictating relay races, story relay, "Oh, really?" Games such as Memory Star and Card Spelling are suitable for teaching English in large classes and are easy to operate, which students enjoy.

Interesting small games can not only effectively adjust students' attention in classroom learning, but also lead them to the realm of active learning, thereby achieving twice the result with half the effort in teaching.

In addition, teachers can organize students to participate in other activities such as "English drama performances", "dubbing English movies", and "shooting English short films". When teachers assign these activity tasks to students, some students may be unwilling to participate and lazy to participate. But once they get involved in the activity, they will feel very happy. It is worth noting that teachers must clearly explain the requirements, completion methods, and evaluation criteria of the task to students in advance, so that students can follow the rules. For example, students can perform existing works, adapted works, and original works; Group of 6-7 people, with the team leader responsible for organizing and assigning tasks; Each performance lasts about 5 minutes. Rating criteria: 20% of student audience rating+80% of teacher rating.

2.4. Supplementary teaching content

Learning interest is a tendency of students to strive for understanding and approaching learning activities or objects. This tendency is a non intellectual factor associated with a certain emotion, the starting point of learning consciousness, the most positive and active component of students' learning motivation, and the direct driving force behind their learning

Force. "[4]. Vocational college students often hate the content of English textbooks, which may be due to years of failed English teaching. Due to learning experiences. Teaching them non textbook content will reduce their sense of rebellion towards English learning and make them more willing to accept it.

After understanding the interests of students, teachers can moderately expand English learning content, enhance the fun of teaching content, and attract students' attention. Teachers can explain background knowledge, cross-cultural knowledge, film and pop music, hot topics, and English knowledge related to the art profession related to the taught content, thereby guiding students to continuously expand their interest range and gradually shift their interest center to English learning. For example, when teaching the Business Meals section, it is possible to add content such as differences between Chinese and Western dining, dining etiquette, etc; Whenever there is a holiday, you can teach about the origin and customs of the festival; When there is a major event, you

can talk about the situation of the event, and so on.

In addition, providing students with the opportunity to independently choose learning content can stimulate their enthusiasm for learning English. For students who deeply dislike English courses, teachers can set up a "green channel" for them, which allows them to independently choose the English content to learn in the English classroom, hand in their learning results after class, and present them to the whole class after self-study for a certain period of time, so that students gradually transition from bystanders to participants in teaching activities. When students choose to learn content that they are interested in, they will be willing to do anything necessary and their learning enthusiasm will inevitably increase.

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