

An Motivation Survey on English Learning in Tertiary Vocational College with Different Textbooks in China

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Abstract: The objective of this study is to find out the effect different textbooks arouse in English class in a tertiary vocational college in China. The researcher indicates to find out the reasons of different performance in English class in a vocational college in China. Thus the researcher distributed motivation survey to the students. The study indicates that the English textbook focus more on professional English enhances the instrumental motivation of students in vocational college and encourages the students' English learning outcomes. The study gives inspiration to the English language teaching in vocational college in China.

Keywords: Vocational education; Instrumental motivation textbook

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1. Introduction

The whole globe is connected closely through trade, tourism, culture and education. Globalization originates from the day when civilization was born and continue to proliferate enhanced by World Wide Web. Language plays paramount role in the fusion and interaction of diversified culture (B. Kumaravadivelu, 2008:46). For the objective of enhancing the globalization of China, English language Teaching and Learning draw paramount emphasis and attention from the school, teacher and students in China. According to the Requirements for the College English Course Teaching (2007), the English learning objective of tertiary vocational college is employment and market-oriented. In order to train advanced applied technical personnel, the English teaching for them should follow the guideline of "practical use and enough use". It should be emphasized to foster students' communicative competence in daily and professional communication in addition to basic English knowledge(Ministry of Education of the People's Republic of China 2007). In de facto, the reason caused this English learning situation should be considered be diversified according to the students' level. In comparison to other college students the students enrolled in tertiary vocational college have poorer English knowledge base and lack of self-discipline in China.(Shi, 2013) Their scores in College Entrance Examination (CEE in China) make them only could be enrolled to the vocational college. In this paper, the author did study in a faculty of Preschool Education of a tertiary vocational college (W college). The objective of this study is to find out what affects students' performance in English class and the reason causes this phenomenon and give insights to the English teaching in tertiary vocational college in China.

2. Literature Review

Many scholars (Gardner & Dornyei. Z & Ellis & Keller) identify the effect of the motivation have in promoting students' achievement in learning. According to Gardner and Lambert, motivation can be distinguished into integrative and instrumental orientation to L2 learning. (Ellis, 1985) Integrative motivation occurs when the learner pursues assimilation with the L2 speech community. The instrumental motivation occurs when the learner's learning objective is functional. In this study, the survey demonstrates the students' motivation from the vocational college is mostly instrumental.

3. Methodology

3.1 Participants

The study was based on the following anonymous surveys: a motivation questionnaire survey; an interview with teachers and students individually. The motivation questionnaire was distributed to the students of W college via tencent.com and eventually 455 questionnaires are collected. It means a total of 455 participants in participate in the motivation questionnaire. The 455 participants are all from W college and their age ranges from 19 to 23. They submit the questionnaire voluntarily and anonymously.

3.2 Instruments

The author distributed a Motivation survey online to the students in W college. Finally, 455 valid questionnaires were collected (Chang, Yan, & Tseng, 2012). This motivation survey is adapted in accordance with the actual situation of W college. For example, the students from W college focus on vocational and professional skills, so the motivation option in the questionnaire which distributed to them is adapted like this: the original “academic article writing” does not conform to the practical situation in vocational college. For the students of vocational college focus on mastery of vocational skills instead of academic outcomes. So “academic article writing” in the original motivation is replaced by “vocational skills” (Jiang et al., 2019)

3.3 Data collection and analysis

The data was collected by mix-mode method. The outcomes of the motivation survey were processed with SPSS version 23.

3.4 Ethical consideration

The motivation survey was conducted anonymously. The participants’ private information will be kept confidential.

4. Findings

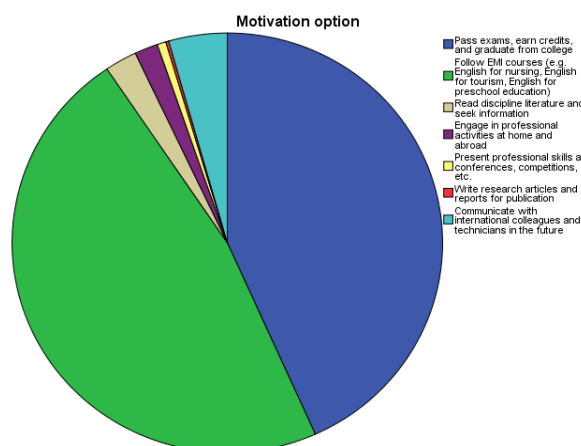
4.1 English learning situation in W college

According to Urip Sulistiyo (2018), the factors affecting the English Language Learning include learner’s strategies, learner’s beliefs, and learning styles. Besides those factors, learner’s individual preference also plays essential role in English language learning then affect the outcomes of English language learning (Sulistiyo, 2018). The enhancement on the intercultural exchange stimulates language and becomes an escalating motivator for learning. The performance of the students in the English class reflects that the students in W college are motivated more by instrumental motivation, and the following motivation survey augments this finding.

Different English textbooks are used by students of Grade 1 and Grade 2 in college W college. Except for the diversity of students’ age and experience, the textbooks they used for English course are different. The textbook for Grade 1 is New Horizon College English (Textbook A) which emphasizes the general language knowledge, e.g. listening, speaking reading and writing for daily and business communication. However, the textbook used by students of Grade 1 is Professional English for Preschool Education (Textbook B) which offers affluent teaching strategies for English teaching and activities’ design in Kindergarten. Textbook A (New Horizon College English) is a general English language textbook and put more emphasis on the daily life in college. Compare to Textbook A, Textbook B (Professional English for Preschool Education) is specifically designed for students who major in Preschool Education (Huang, 2019). The English for special purpose course (ESP) draws more popularity from the students (Jiang et al., 2019) especially the students from vocational college for their ultimate objective is market-oriented (Ministry of Education of the People’s Republic of China 2007).

4.2 Outcomes of motivation survey

The aim of the motivation survey was to reach an overall understanding of the respondents’ English learning motivation. The survey was based on quantitative data. (Turula, 2016)



According to the result of the survey, 43.3% of the respondents consider Pass exams, earn credits, and graduate from college motivates them to learn English while 47.3% of the respondents think Follow EMI courses (e.g. English for nursing, English for tourism, English for preschool education) is their motivation of learning English. 2.4% respondents regard Read discipline literature and seek information as their motivation of learning English. 1.8% respondents chose Engage in professional activities at home and abroad while 0.7% and 0.2% respondents chose the option of Present professional(vocational) skills at conferences, competitions, etc. and Write study articles and reports for publication respectively.

It needs to be noticed that 8 students choose the option of Communicating with international colleagues and technicians in the future (4.4%). Compare to other less respondents chosen motivation option, 4.4% respondents consider Communicate with international colleagues and technicians in the future as their motivation of learning English. For the reason that W college releases updated recruitment brochure every year and in the college's recruitment brochure overseas job position are provided by the joint organization of the college. The largest proportion of respondents (47.3%) chose the option of Follow EMI courses (e.g. English for nursing, English for tourism, English for preschool education). It can be concluded that market-oriented objective closely reflects the demand of the students in vocational college. Their objective of learning is job-hunting and practical skill which can be applied in their future work. It is noteworthy that the option referring to vocational skill receive more agreement from the respondents.

5. Conclusion

The study area of this study is constrained to a specific tertiary vocational college in China-W college. Thus, specific solution can be found to specific problem. The textbook affects the guideline and teaching module of the English class. Despite not significantly difference is revealed in the IMMS survey, the study indicates that textbook B makes the teacher to apply practical teaching strategies in class. (Professional English for Preschool Education)

It can be concluded that the two textbooks do make difference in the students' performance in English class. According to the teacher participated in the interview, students are more engaged in the English class with the guideline of Textbook B for the practical and professional instructions offered by Textbook B. Higher level of instrumental motivation was established because the language learning in the class with Textbook B is closely related to the future needs of the profession.(Marosan & Markovic, 2019)

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