

A Study on the Learning Motivation of College English Majors from the Perspective of Graded Teaching

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Abstract: With the in-Depth Development of Educational Theory and Practice, the Hierarchical Teaching Model Has Gradually Been Applied in College English Teaching. among Them, the People-Oriented Teaching Concept Advocated by the Graded Education Focuses on the Students' English Learning Level, Understands the Individual Differences of Students, and Thus Improves the Learning Efficiency of Students. However, There Are Still Some Problems in Graded Education in the Motivation of College English Majors. Therefore, It is of Great Significance to Study the Motivation of College English Majors from the Perspective of Hierarchical Teaching. This Paper Firstly Combs the Development Status of College Students' Motivation to Learn English, and Further Proposes Relevant Strategies to Stimulate Students' Learning Motivation.

1. Introduction

1.1 Literature Review

At Present, with the Development of Education, Chinese Domestic Scholars Have Gradually Begun to Pay Attention to the Motivation of Foreign Language Learning in Universities, and Mainly Focus on the Study of Learning Strategies. from the Perspective of Language, the Motivation of Students' Learning Motivation Mainly Has the Following Two Aspects (Cui, 2017). on the One Hand, It is a Content-Based Strategy. the Cultural Stimulating Strategy is Mainly to Combine the Subject Content with the Language Skills, So That the Foreign Language Teaching Acts as a Medium in Other Disciplines, Further Enhancing the Students' Enthusiasm for English Learning. Another Aspect is the Cultural Stimulation Strategy. among Them, Cultural Stimulation Mainly Uses Students' Desire for Unknown Knowledge and Curiosity about Foreign Culture, Which in Turn Stimulates Learners' Enthusiasm for Learning English (Wang, 2018). At the Student Level, Motivational Motivation Mainly Includes Metacognitive Training, Cognitive Dissonance Strategies, and Emotional Training Strategies. Analysis of College English Majors from These Levels Can Effectively Analyze Students' Motivation to Learn English (Fan, 2016). According to Research by Famous American Psychologists, the Main Factors Affecting Students' Motivation Are Internal and External Factors, and the Influence of These Two Aspects on Learning Motivation is Not Limited (Yang, 2018). At the Same Time, Some Scholars Pointed out That the External Factors That Affect Students' Motivation Are Not Conducive to the Formation of Learning Motivation, But the Internal Factors Will Help Students Form a Positive Character to Meet Difficulties (Ma, 2016). Therefore, Based on the Above Literature, This Paper Further Studies the Motivation of College English Majors from the Perspective of Hierarchical Teaching.

1.2 Purpose of Research

At present, graded education has achieved certain effects in the teaching of college English. Moreover, with the rapid development of education, the existing hierarchical teaching model is difficult to meet the needs of college students to learn English, so it is necessary to reform the college English teaching from the perspective of hierarchical teaching. Here, this study is based on the analysis of the motivation of English majors from the perspective of hierarchical teaching, and further summarizes the reasons for the existence of bad learning motivation in college English

teaching. It also puts forward how to motivate English majors to establish a correct learning motivation under the perspective of grading, so as to improve the teaching level of college English.

2. Analysis of Learning Motivation of College English Majors from the Perspective of Graded Teaching

2.1 Learning Situational Motivation Has Not Changed Significantly

At present, the ways for college students to acquire knowledge are mainly manual, narrative, imaginary, and pattern, which makes the knowledge acquisition path reach the stage of efficient innovation. This knowledge acquisition process is called learning situation. The so-called learning situational motivation refers to the matters related to teaching materials, courses, and teachers. Although grading teaching is widely used in college English, the impact on students' learning motivation is not significant, indicating that grading has no significant effect on college English (Wang, 2016). In the graded teaching of college English majors, teachers, as important participants in teaching activities, did not recognize the role of graded education in college English. This phenomenon led to the insignificant impact of graded education on students' learning situational motivation. The learning situation is mainly to promote the development of students' intellectual activities, to provide space for making problems and to think about the content of the questions, so as to develop students' interest in learning. However, in the hierarchical teaching mode, this theme is not clear, so the impact of the graded teaching model on students' learning situational motivation is not significant.

2.2 Students' Motivation for Learning is Mainly Instrumental Motivation

From the perspective of sociolinguistics, people divide learning motivation into integrative motivation and instrumental motivation. Instrumental motivation means that learning a foreign language is only a means for students to communicate with each other. Because students do not have the ability to communicate with native speakers of English, they can only learn English as a learning tool. Integral motivation refers to the motivation of students to be stimulated by a variety of learning reasons and multiple learning factors. Expert research shows that tool-based motivation plays a big role in the daily learning of English. Mainly through the various levels of examinations, such as IELTS, CET, TOEFL and so on. At present, with the development of the times, the ultimate teaching goal of college English major is to cultivate intercultural communication ability. However, there is no obvious improvement in college English teaching under the grading mode (Zhang, 2013).

2.3 Students Are Less Motivated to Learn Motivation

At present, college students just came into contact with the new word of graded teaching, which will produce a great sense of freshness. It is believed that this teaching mode can further improve their English ability, so they will soon enter the learning state. I will also speak positively in the class and be more active. However, after a period of study, some students will find that the learning effect has not achieved the desired results, and the English scores have not been greatly improved. Therefore, this part of the students will lose their enthusiasm for the graded teaching model (Zhang and Lei, 2013). Therefore, how to keep students' motivation to learn is also the main problem of our research. How to keep students enthusiasm for grading teaching has become a research focus in related fields.

3. The Causes of Bad Learning Motivation of College English Majors from the Perspective of Graded Teaching

3.1 Unreasonable Grading

First of all, to establish the method of grade education is an important part of the study of college English majors. At present, there are two main modes of college English grading teaching: one is to

divide college students into fast-growing classes and experimental training classes; the other is fast-shift, middle-class and slow-shift classes. These two grading modes are mainly based on two aspects. To grade students. On the one hand, most of the schools will take a test of the student's English proficiency test before entering the school and grade it according to the test results. However, since the students started school, they did not get rid of the holiday relaxation. It will have an adverse effect on test scores, which in turn will lead to irrationality in graded education (Li, 2014). In this context, many students with better scores in the English college entrance examination may be out of order in the college English grading assessment due to the relaxation of holidays, and there is a big controversy about their placement. It can be seen that there are unreasonable phenomena in the current college English teaching, which in turn will affect students' enthusiasm for learning.

3.2 Poor Classroom Environment

The study of the classroom environment is mainly based on two factors: on the one hand, the teacher's expectations for the students, and on the other hand, the classroom learning task design and the classroom learning situation. From the perspective of teachers, the teachers themselves do not understand the essence of hierarchical teaching. In reality, the school will organize teachers to participate in training to help teachers improve their teaching ability. However, the training and learning activities organized by the school are mainly based on key teachers and experienced teachers. Many young teachers have not received systematic training, which has caused some teachers to have insufficient understanding of the graded teaching mode, and to a certain extent, it will lead to poor environment in the college English teaching curriculum. At the same time, in the graded English teaching, the students who were assigned to the experimental class still adopted the past learning mode. I did not realize the true meaning of graded education, so the enthusiasm for learning is not high. In turn, the phenomenon of speaking and doing small movements in the classroom has occurred, which has affected the curriculum environment of college English teaching (Wu, 2016).

3.3 Evaluation Method Needs to Be Improved

At present, most schools only pay attention to the results of students' English teaching, which leads most students to pay attention to academic performance, while ignoring other factors. In recent years, with the continuous improvement of English teaching. The original evaluation model focusing only on performance has been unable to meet the development of the current English teaching model. At the same time, contemporary students are more eager to learn more about the development of moral, intellectual, and artistic development. They are more eager to learn English in practical applications and improve their enthusiasm for learning English. Therefore, schools need to reform existing evaluation methods. Among them, good evaluation can help students have a cognition of their own level, and can correctly feedback their cognition to teachers, help teachers to continuously improve and enhance teaching methods, and better grade education. For example, in the school's assessment of learning outcomes, it is possible to use book knowledge to account for 40% of the entire test paper, and extracurricular knowledge accounts for 60%. The main content of the study is based on the students' basic vocabulary and grammar, and the extracurricular knowledge is used as a competency test to further test students' ability to apply English language.

4. Strategies for Stimulating College English Majors to Learn Good Motivation from a Hierarchical Perspective

4.1 Optimize Grading

Scientific and reasonable grading is the premise of grading teaching. It is to understand students' knowledge demands and to teach students in accordance with their aptitude. First, the school makes reasonable arrangements for the time to choose the English proficiency test. Schools should shift the time of the freshman English test to the next year. After the student has been enrolled for one

and a half months, the student will be given a stage to adapt to the new life of the university, so as to ensure that they play a good level in the graded test. During this period, students can make some review and treat them fairly. In addition, when the school organizes the graded examinations, the written and oral tests should be conducted simultaneously, so that students can concentrate on the examinations and improve their ability. In addition, in order to make the placement test more rational, the school should continuously increase and improve the diversification of the graded examinations, improve the fairness of the examinations, and conduct multi-faceted assessments of students. On this basis, when the school conducts assessments for students, it also needs to test the ability to actually use English, further optimize the existing grading assessment system, and ensure the rationalization of English grading teaching.

4.2 Strengthen the Training of Teachers' Grading Theory

In the educational activities of graded teaching, the teacher is the role of the participants, and is also the main component of the graded teaching. Therefore, teachers' awareness of graded teaching is very important, so it is necessary to strengthen the training and study of graded education theory. In the English graded teaching, the educational concept also plays a decisive role in the entire English graded teaching. In addition, there is a expectation effect between teachers and students, also known as the Rosenthal effect or the Pygmalion effect, which has received widespread attention from all walks of life and educators. Therefore, in the training of teachers' graded education theory, this theory should be applied to enhance teachers' expectations of students. Specifically, high expectations can improve students' self-awareness as they grow up. To better realize the development of self-worth, it is very important to train teachers' grading theory.

4.3 Improve Classroom Learning Situation Design

First of all, the creation of the situation should be based on the needs of the teaching content, select some educational materials with certain educational significance, can create a good learning atmosphere for students, and enhance students' initiative. On the one hand, it can help students to concentrate and improve the efficiency of English learning. On the other hand, teachers can reduce the pressure on classroom discipline and spend more time on teaching. Similarly, schools should create different learning situations and effectively improve the learning outcomes of students. Because of the effective learning situation, students can get knowledge from interesting things in life. In addition, the more life-oriented themes, the easier it is to attract students, to create common topics and improve student achievement. In this process, relevant departments should pay attention to maintaining the integrity of the subject matter, avoiding the randomness of learning content and reducing the learning effect of students.

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