

# On Causes and Countermeasures of English Learning Burnout of Vocational College Students

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**Abstract:** As a necessary subject in Higher Vocational Colleges, English teaching is not so difficult as that of undergraduate English. Teaching methods, contents, curriculum arrangement and learning methods adopted are also different from each other, but the final teaching results are often unsatisfactory. Students in Higher Vocational Colleges often have poorer learning results than undergraduates in learning English courses, which worth further deliberation by relevant workers. Among them, burnout is the main reason of poor learning effect. In order to improve the level of English teaching, this paper will analyze why Higher Vocational students produce burnout in the process of learning English courses, and how to avoid it.

## 1. Introduction

With the withdrawal and implementation of new curriculum reform in China, the traditional teaching mode has been impacted, and disadvantages of English teaching in Higher Vocational Colleges have also been highlighted. The disadvantages in teaching are the important reasons that affect students' interest in English learning. If the traditional teaching methods are still used in English teaching, it is obviously impossible for students to improve their interest in English. Interest is the best way to guide students to learn actively. If students blindly accept cramming teaching passively, they will easily produce burnout in the process of learning, whose occurrence will further deteriorate students' learning effect. Such a vicious circle is extremely harmful to English teaching. Therefore, through the analysis of the causes of burnout of vocational students in the process of English learning, we can better find the correct way of teaching reform, thus extracting a set of effective teaching methods that are suitable for teaching practice which also makes vocational students interested in English teaching.

## 2. Analysis of Reasons of Vocational College Students' English Learning Burnout

### 2.1 The Lack of Clear Guiding Ideology and Effective Plan in English Teaching in Higher Vocational Colleges

At present, the main gap between higher vocational education and general higher education lies in the different objects of training. In higher vocational colleges, the main purpose of teaching is to train students into technical talents needed by society, while the main purpose of teaching in ordinary colleges is to train students into professional talents. Although some higher vocational colleges in China have been able to train technical talents through continuous reform, have become a special training base for technical talents, and have made some progress in curriculum design and planning, there are still many shortcomings in English teaching, especially the lack of clear teaching guiding ideology, which leads some students to mistaken that the learning of professional skills is far more important than the learning and mastery of English knowledge. Therefore, in the process of English teaching, if teachers can't make specific learning plans, students will fail to make clear the importance of English learning and can't keep up with the rhythm of teachers' teaching. In the long run, there will be a certain degree of burnout in the learning of English courses.

## **2.2 In the Process of English Learning, the Main Role of Higher Vocational Students cannot be Effectively Played**

The main contents of the new curriculum reform in our country include advocating to take students as the main body, changing the previous teaching method that it is essential to take teachers as the main body and giving full play to students' subjectivity, so as to promote students' active learning, letting them understand that only by mastering a good English foundation can it better lay a solid foundation for their entering the society in the future. However, in view of the current teaching situation in Higher Vocational Colleges, this teaching concept has not been well applied. Some higher vocational colleges still adopt the cramming teaching method in English teaching, which directly leads to students' passive acceptance of English knowledge, failing to stimulate their initiative in the classroom. Students are gradually tired of the traditional and repeated teaching mode.

## **2.3 Hardware and Software Facilities Used in English Teaching in Higher Vocational Colleges are not Perfect Enough**

The software used in the teaching of Higher Vocational Colleges mainly refers to human resources, that is, the comprehensive level and teaching ability of English teachers. The hardware in teaching mainly refers to all teaching facilities and resources that need to be used in the process of teaching. Because of some Higher Vocational Colleges' insufficient investment in our country in this area, hardware, especially some conventional infrastructure and human resources, can not adapt to the expansion of the scale of colleges and universities, and do not achieve effective improvement in the process of development, which directly leads to some students' inability to give better consideration to and coordinate the learning of English courses when they study technical knowledge. Thus, students will divide the curriculum into different levels, and pay attention to one thing and lose sight of another. Especially for some underachievers, their interest in learning English courses is decreasing and their burnout is getting worse and worse.

## **2.4 Higher Vocational College Students' Interest in English Course Learning needs to be Strengthened**

No matter what kind of courses are taught and trained by any university, to improve students' interest in the subject itself and stimulate students' enthusiasm for destined learning are the most effective ways to improve students' academic performance. Therefore, in English teaching, the main reason for students' burnout is that students are not interested in English teaching. The focus of effectively improving their interest in learning is to stimulate their learning motivation for this subject. For students of Higher Vocational Colleges, the motivation of learning English is usually to get the diploma more steadily. This motivation naturally cannot make students really interested in English courses. In the absence of interest in learning, students' English level cannot be improved. One of the important reasons for this is that English teachers are unable to combine the characteristics of higher vocational students in the specific teaching process to formulate diversified teaching methods, which makes students usually produce burnout in studying English courses. In order to better improve the English level of Higher Vocational students, this problem must be taken as a core focus, and should be solved effectively.

## **3. Analysis of Countermeasures to Vocational College Students' Burnout in English Learning**

### **3.1 Take the New Curriculum Reform as the Leading Idea of English Teaching in Higher Vocational Colleges**

Due to the lack of leading ideas in the process of English teaching, it directly leads to the lack of definite goals in the process of carrying out English teaching, which leads to students' burnout. In view of this situation, English teachers must realize the importance of English teaching in the overall teaching, and gradually carry out English teaching by taking the new curriculum reform as the teaching idea and leading thinking. In order to meet the needs of students better, we should put

the student-based principle first, make more scientific English teaching plan, and ensure the feasibility and pertinence of the plan. In the process of teaching, through the change of teaching methods, students will realize that the purpose of learning English should not be limited to getting a diploma. In the future study and work, English can not only create shortcuts for success, but also greatly improve one's level. At the same time, students will understand that learning English is also conducive to the learning of professional skills. If they can master some professional English vocabulary, they can enrich professional skills by learning relevant foreign materials. On the other hand, different teaching plans should be formulated according to different levels of students. Similar to the current most common stratified teaching method, it is in this way to better improve students' performance on the premise of better adapting to students' learning ability.

### **3.2 Improve the Subject Status of Students in Learning**

Although many teachers in Higher Vocational Colleges and Universities have begun to realize that cramming teaching is not conducive to the improvement of English achievement, that the traditional teaching mode has been unable to meet the requirements of modern teaching, and that it is necessary to actively carry out new teaching modes in actual teaching work, cater to the requirements of the new curriculum reform, formulate learning plans, and change teaching concepts. However, the phenomenon of change in name only still remains in practice. Here, we take the multimedia technology widely used in teaching as an example. Teaching relies too much on multimedia teaching. Teachers' position will be even replaced by it and there is no rational use of multimedia to carry out diversified teaching. In the process of learning, students only passively accept multimedia, which still belongs to cramming teaching. Therefore, in the application of multimedia technology in teaching, we should pay attention to play its auxiliary role, rather than let multimedia replace teachers in teaching. If we cannot deeply understand this problem, students will also produce burnout. In practical teaching, teachers are required to pay more attention to play the main role of students in the classroom while the guiding role of teachers and multimedia, since students should be taken as the main body. It is also important to pay attention to improving students' subjective consciousness, making them realize that this international language will become an important competitive ability in future social life. In this way, it is propitious to stimulate students' autonomy in English learning, cultivate their innovative spirit, fundamentally improve their attention to the English course.

### **3.3 Increase Investment in Software and Hardware in English Teaching in Higher Vocational Colleges**

Higher Vocational Colleges mostly adopt the mode of independent enrollment. In recent years, the scale of enrollment is also expanding rapidly. At the same time, most Higher Vocational Colleges are developing from higher vocational colleges and secondary vocational colleges. Therefore, in this stage of upgrading and transformation, various problems inevitably arise. Among them, the lack of investment in software and hardware is an important problem, which has become an obvious teaching problem. Because the software and hardware cannot meet teaching needs, some students produce burnout in the learning process. In addition, teachers' comprehensive level is also insufficient, and the construction of hardware equipment is not enough, which directly impact on English teaching level. Therefore, higher vocational colleges need to stress the cultivation of English teachers, improve their professional level, introduce relevant facilities that can meet teaching needs, and provide students with enough practice platform to stimulate their interest in English from various perspectives, such as setting up English learning platform in professional technology teaching on which professional technical knowledge and English course are organically combined, making students experience the charm of English in learning, so that students will unconsciously get rid of the burnout of English curriculum.

### **3.4 Enhance Students' Interest in English Courses**

Enhancing students' interest in English is the best way to get rid of burnout for students. In view of students' lack of interest in English courses, teachers are suggested to combine the actual

teaching situation to arouse students' interest in English courses and their passion for English. Firstly, teachers are expected to start with introducing teaching, improve the effectiveness of curriculum introduction, and stimulate students' curiosity from the source in a vivid and interesting way by using situation setting, story guidance and so on. Secondly, teachers can improve students' enthusiasm for learning English by combining emotional teaching method, and encouraging and guiding students constantly, so that more emotions can be brought into English classroom, making classroom atmosphere more vivid and colorful, so as to better improve students' autonomous learning, stimulate their interest in English courses, and improve their classroom participation. Through this way, it can better avoid students' burnout, effectively stimulate every member of the class, and establish a learning network, so as to better improve the efficiency of English classroom learning.

#### **4. Conclusion**

In Higher Vocational Colleges, students' burnout in English learning is a common phenomenon. There are many reasons for this phenomenon. Among them, factors of backward teaching methods, teachers and colleges are the main reasons. In order to solve this problem better, we must start from various aspects and gradually improve students' attention and interest in English courses.

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