Strategy to Develop Information Literacy of Undergraduate English Majors under L2 Motivation Theory

Fang He, Qian Liu

Hengyang Normal University, Hunan, China.

Abstract

To cultivate information literacy of undergraduate English majors, based on the theory of L2 motivation, an optimization model for undergraduate English teaching is designed. First, the L2 motivation self system and directional motivation flow are introduced, and the factors that affect students' English learning are studied. Then, based on the L2 motivation theory, under the background of information teaching, an optimization model for undergraduate English teaching is designed from the three aspects of teachers, students, and teaching environment. Finally, the students' information literacy and English learning status are investigated. The results show that more than 70% of English undergraduates have good information literacy, but only 40% of them spend more than 5 hours on English reading outside the classroom, but teachers attach much attention to extracurricular English reading. Therefore, it is necessary to continuously cultivate the learning motivation and learning ability of English undergraduates to improve their information literacy. This study provides reference for advancing the information literacy education of college students in our country.

Keywords

Foreign language majors; information literacy; L2 motivation theory; undergraduate English teaching.

1. Introduction

The cultivation of undergraduates' information literacy is a part that can't be ignored in modern teaching. With the development of information technology, domestic universities have gradually opened relevant courses and lectures in recent years, and as the learning environment of students changes, the way of cognition is also gradually changing. The current school information literacy education system can't meet the development of students, and it is necessary to innovate and optimize teaching strategies to help students adapt to the requirements of the development of information society. The training of information literacy should run through the entire learning process of English majors, and the learning of English majors needs to be completed under certain learning environment and conditions, because the learning environment will affect students' learning attitudes, behaviors, and performance. When students learn a second language, learning motivation affects the learning effect. There are many factors influencing learners' second language learning behavior and ability in the process of English learning, including individual differences, learning strategies, student personality, teachers' teaching guidance in English teaching, and students' learning status and learning environment. By influencing students' learning motivation, it can guide, stimulate, and maintain students' learning behaviors, emotions for specific things, learning energy, learning time investment and knowledge mastery, etc.[1,2].

Ross et al. (2016) studied the relationship between information literacy self-efficacy and students' learning motivation. They analyzed the data through a questionnaire survey of undergraduates from a higher education institution in Australia. The results showed that

learning motivation and self-efficacy of information literacy are positively correlated [3]. Aharony and Gur (2019) studied the relationship between curiosity, learning strategies, technical skills, and self-efficacy of computer use and the level of information literacy of college students. Through a questionnaire survey of 180 first-year college students, the students' detailed personal information, information literacy, curiosity, self-efficacy in computer use, and learning strategies were recorded. The results showed that the personality of curiosity and cognitive variables such as deep learning strategies, computer self-efficacy perception variables, and computer proficiency will affect students' information literacy level [4].

To explore the development of information literacy of undergraduate English majors, an optimization model for undergraduate English teaching based on L2 motivation is designed from three aspects: teachers, students, and teaching environment. Besides, the status quo of students' information literacy is investigated, and the role of L2 motivation theory in English teaching is explored.

2. Methods

2.1. L2 Motivational Self System and Directional Motivation Flow

The research on students' motivation for learning was first conducted from the perspective of psychology, and the stimulus-response theory is proposed by combining psychology and teaching, which holds that learning is a connection between stimulus and response, and reinforcement can influence the connection. Reinforcement types include positive reinforcement and negative reinforcement. Positive reinforcement is used to give students positive stimulation to increase the frequency of students' learning behaviors, and negative reinforcement is to remove negative reinforcement to increase the frequency of learning behavior. Based on the research results of the study motivation by the psychology school and the social culture school, a new L2 motivation model is proposed, that is, the L2 motivation self system, which includes three aspects of language learning experiences, ideal L2 self, and ought-to L2 self. L2 learning experience represents the learner's learning experience; ideal L2 self represents that learners' ideal learning state corresponds to the ideal self in psychology; the ought-to L2 self represents that learners think they should achieve a learning level which corresponds to the psychological ought-to self. Compared with the motivational process model, the L2 motivation model summarizes three aspects of contents, namely, the information of learners, language, and external learning environment, and integrates them into a motivational model. Therefore, the L2 motivation model is characterized by being concise and clear, which also explores the relationship between learning motivation and learning behavior from the perspective of learners' self-concept [5,6].

Later, some scholars combined goal theory, dynamic system theory, L2 motivation self system, and motivation flow theory, and put forward the directional motivation flow theory, which believes that when learners are pursuing a specific learning goal and having a learning desire, there will be a stage with strong and continuous motivation. Having a clearly set high-level goal is the first feature of a directional motivation flow. For example, a second language learner wants to become a fluent user of the second language, and this desire has a gravitational effect on learning motivation and promotes the learning of the second language learner to help learners achieve this goal, and ignore activities that are meaningless to achieve the goal. The second language learners in the directional motivation stream regard learning as part of their core identity under the guidance of learning goals, which has a long-term positive impact on the learning cognition of second language learners. The structure of directional motivation flow is its second distinguishing feature. The structure of directional motivation flow includes three parts: i. there is no need to control behavior intentionally, and all behaviors are consistent with the learning goal; ii. regular learning progress is checked and positive feedback are given; iii.

the learning starting point and learning end point are recognized. When the stimulus is triggered, the potential learning motivation energy is released quickly, and when a certain goal is achieved, learning motivation may gradually decline or disappear. Compared with the previous concept of motivation, the directional motivation flow appropriately combines the motivational behavior with the learner's intrinsic motivation and social motivation. The third feature of the directional motivation flow is positive emotion, which indicates the positive emotional experience obtained when the learner is moving towards the learning goal, and the correct understanding of one's potential. When learners think they can achieve their ideal goals, they will experience a deep sense of satisfaction. The pleasure of achieving the goal will permeate every step of the learning process and improve the boring learning activities. The directional motivation flow promotion structure can also generate self-propelled energy flow [7-9].

2.2. Undergraduate English Teaching Optimization Model under the Background of Information Technology

Based on the L2 motivation theory in English teaching, an optimization model of undergraduate English teaching with teacher development and student autonomy as the core is designed, which model includes three contents: teacher development framework, student autonomous learning framework, and classroom teaching environment informationization. The teacher development framework includes the construction of teachers' teaching concepts, teacher information literacy, and the diversification of English teaching methods, which emphasizes teachers' self-development and lifelong learning, and helps construct an information-based teacher teaching platform. The framework of students' autonomous learning includes students' autonomous learning concept, information literacy, L2 learning motivation, and autonomous learning. Students are guided and trained in second language learning from both explicit and implicit aspects; it is necessary to pay attention to the regulation of students' self-learning emotions under information-based teaching; a multiple monitoring system for students' second language learning can be established. The construction of the information-based undergraduate English teaching environment requires the optimization of teaching hardware construction and service, and a diversified and personalized teaching software environment. The optimization of the hardware environment requires the sharing the existing equipment resources of the school, and software environment optimization refers to the construction of a diversified and personalized teaching resource platform. The teacher development framework and the student autonomous learning framework are the prerequisites and goals of the construction of each other, and the informationization of the teaching environment is the foundation of the teacher-student learning framework. The three sub-frames are compatible and support each other, and the positive role of information literacy training in undergraduate English teaching can be brought into play through the coordinated development among various frameworks [10]. The framework of teaching optimization is shown in Figure 1.

3. Results and Discussion

3.1. Investigation of Students' Information Literacy

106 English undergraduate students are selected according to their use of the daily English software and English technical equipment to explore their information literacy, and the results are shown in Figure 2.
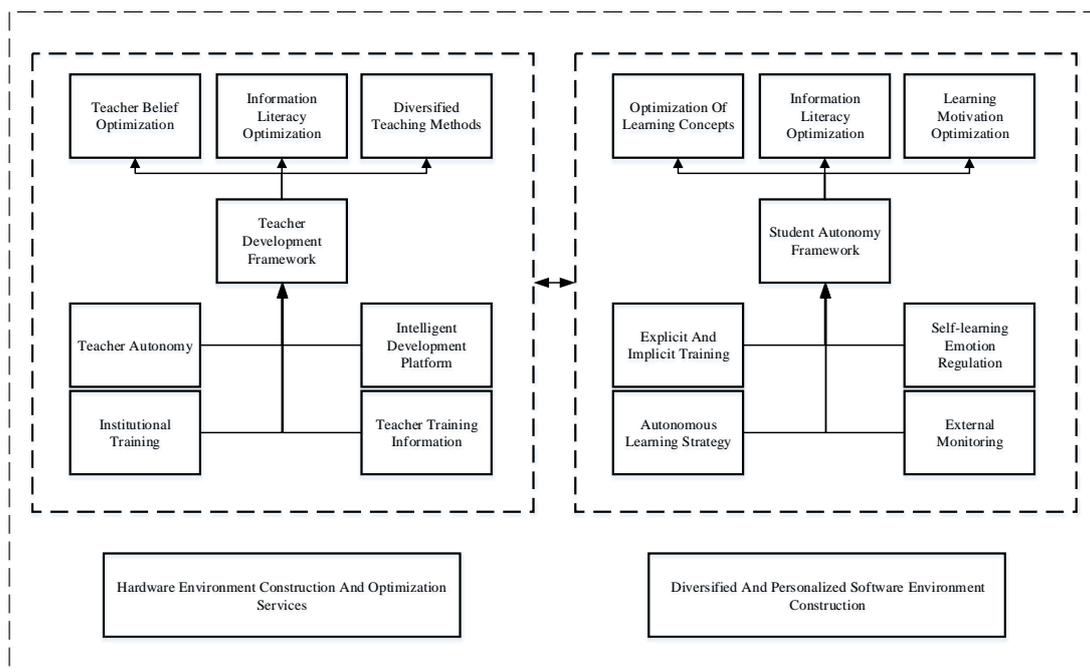
Figure 1. A framework diagram of undergraduate English teaching optimization under the background of informationization
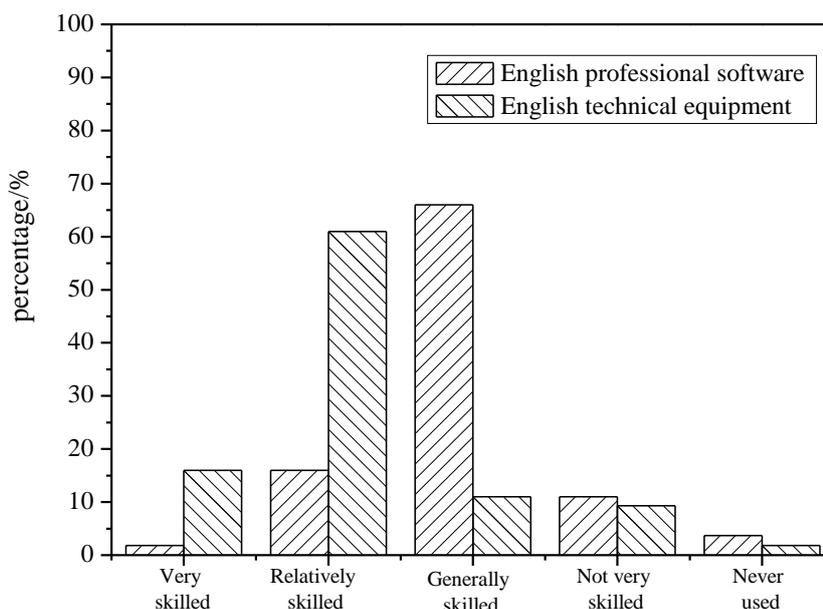

Figure 2. Statistical table of students' English literacy

It is evident from Figure 2 that about 85% of students can use English professional software proficiently, relatively proficiently, or very proficiently, 77% of students think they can be more proficient or very proficient when using English technical hardware equipment, which shows that most of the English majors tested can combine information technology with the study well. Generally speaking, English undergraduates have better information literacy.

3.2. English Reading Time of English Teachers and Students Outside the Classroom

The time spent by teachers and students on browsing English websites and books every week in addition to daily teaching is recorded, and the results are shown in Figure 3.
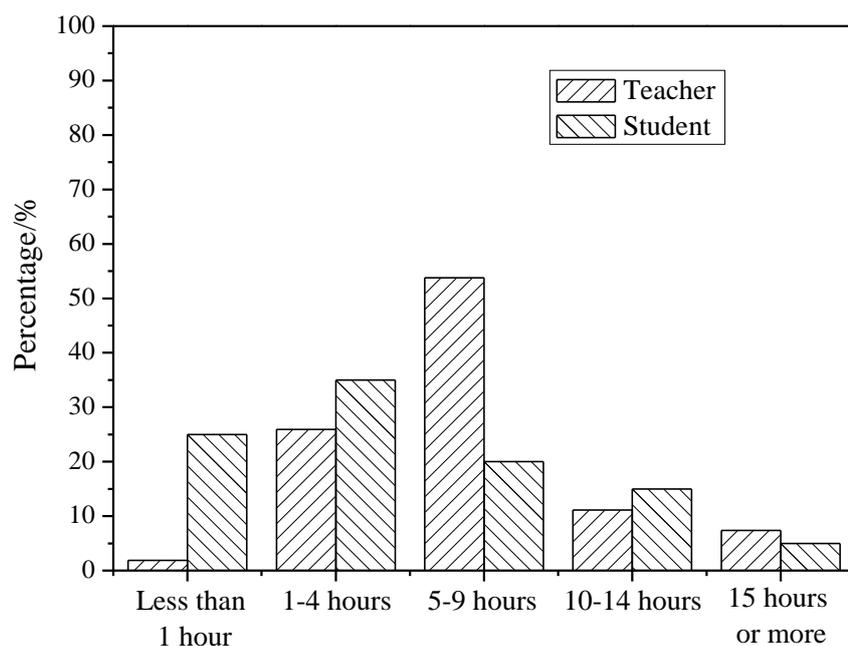
Figure 3. Statistics of English reading time of English teachers and students outside the classroom

It is evident from Figure 3 that 70% of English teachers spend more than 5 hours per week on English-related websites and books; 40% of students have more than 5 hours of extracurricular English reading per week, which shows that English teachers pay more attention to information in English subjects than students. Most students do not realize the importance of extracurricular English reading to English learning, which will affect students' English learning and information literacy training.

To sum up, more than 70% of undergraduate English majors have good information literacy, so overall the information literacy of students is relatively good. However, the students' extracurricular English reading situation is worse than that of teachers. Only 40% of students spend more than 5 hours in extracurricular English reading.

4. Conclusion

To explore the information literacy of English undergraduates, based on the L2 motivation theory, the English learning of second language students is discussed, and an English undergraduate teaching optimization model is designed. In undergraduate English teaching, effective motivational teaching strategies are adopted to stimulate students' learning motivation. With the help of external information teaching environment, students can feel the joy and sense of achievement of learning, so that they can form a positive English learning concept, improve their sense of self-efficacy in learning English, and build a positive L2 motivation system. Then, a special education that meets the needs of students' individual development and can improve their information literacy in the academy is realized. However, there are still some shortcomings in this study. There are too few research subjects for data statistics, which need to be improved in subsequent experiments.

Acknowledgments

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