

Oral English Teaching for English Majors from Achievement Motivation:

A Case Study of Sichuan Minzu College*

Panpan Cao

Foreign Language School
Sichuan Minzu College
Kangding, China

Abstract—Most English majors in Tibetan minority areas don't dare to speak English in class and out of class for various reasons, which poses a big challenge for oral English teaching. Achievement motivation is of great importance for English learning and could be applied to guide English learning. After introduction of its definition, its types divided by Ausubell, John William Atkinson's achievement motivation theory, his formula and its functions in education, some information about current situation of oral English learning and achievement motivation in oral English learning is learnt by classroom observation, face-to-face interview, students' evaluation of teaching and questionnaire. Then based on these information, some suggestions are offered to oral English teaching from oral English learning interest, teaching quality, learning value, building self-confidence, setting goals, learning methods, teachers' expectation, praising and criticizing students, arranging competitions, creating opportunities of success, learning feedbacks and attributional styles in order to improve oral English teaching and learning quality more effectively in Tibetan minority areas.

Keywords—achievement motivation; oral English teaching; Tibetan minority areas

I. INTRODUCTION

Sichuan Minzu College is the only four-year college in Garzê Tibetan Autonomous Prefecture and the only four-year college for nationalities which is open to both Han students and other ethnic minority students in Sichuan, Yunan and Guizhou. The main mission of this college is to train students to be future teachers for these places. As for Foreign Language School, the responsibility is to train students to be future English teachers. To be future teachers, it is necessary to speak English clearly and fluently because it is a basic skill in language and a basic requirement for teachers. However in fact, to our great surprise, most English majors here do not dare to speak English, or even are not

*Project: This paper is one of the achievements of State Ethnic Affairs Commission Project: Construction of Linguistics Course for English Majors in Tibetan Minority Colleges (17111), college-level project: Demonstrative Course Development for Applied Majors "Linguistics-A Course Book" in 2017 (sfkc201752) and project of Education Department of Sichuan Province: The "memes" indispensable in western minority areas (18SB0503).

able to speak it in the classroom, let alone start an English conversation with foreigners out of classroom. What is wrong with them? Why they behave so? How to solve the problem?

Achievement motivation plays a great role on many aspects such as study, work and life. This thesis mainly focuses on its value and applies it in oral English teaching and learning with the purpose of proposing some helpful suggestions on oral English teaching according to achievement motivation theory.

II. ACHIEVEMENT MOTIVATION THEORY

A. The Definition and Explanation

Achievement motivation is the inner desire or drive for individuals to overcome barriers, to express abilities and to solve some problem faster and better. It needs the inner drive which stimulates individuals to be happily engaged in the job or study that they think interesting, important or worthwhile and stimulates them to achieve success. In educational situations, achievement motivation is a main kind of learning motivation for students in their learning process [1]¹⁸¹.

At present, there are mainly two kinds of interpretations about the definition. One is from the angle of emotional reaction, holding that the individuals with high level of achievement motivation feel proud of their success but do not feel very ashamed of their failure whereas the ones with low level of achievement motivation are just opposite. The other is from the perspective of cognitive judgment, maintaining that the differences in achievement between individuals with high level of achievement motivation and those with low level result from their different understandings about the reasons of success and failure as well as different expectations about the outcome of their efforts [1]¹⁸¹.

B. Types

According to David P. Ausubel, achievement motivation in educational situations should at least contain three kinds of inner drives: cognitive drive, ego-enhancement drive and affiliative drive. All students' learning behavior can be

explained from these three inner drives and its proportion varies from individual to individual as they grow up day by day [2]⁵¹³.

1) Cognitive drive:

Cognitive drive is the need to know, to understand and to acquire knowledge and the need to explain some problem and solve it. Generally speaking, this kind of inner drive mainly derives from tendency of curiosity. But the individuals' tendency of curiosity initially is potential, is not the true motivation and without any particular content and direction, which can be truly expressed and shows a particular direction by the individuals' constant success in reality. In the course of meaningful learning, cognitive motivation may be the most important and the most stable one. It aims at the learning tasks themselves (acquiring knowledge) and the rewards (the actual acquisition of knowledge) is offered by learning itself, so it is also called "intrinsic motivation" [2]⁵¹³⁻⁵¹⁴.

2) Ego-enhancement drive:

Ego-enhancement drive is the need for individuals to gain equivalent positions by their own competence or working capability. The children are accompanied by this need when they go to school and it is becoming more and more important day by day and becomes the major part among achievement motivation. Ego-enhancement drive is different from cognitive drive because it does not aim at the learning tasks themselves but regards success as the cause of gaining recognition and building self-esteem. Apparently, it is the extrinsic motivation. Although failure is a kind of threat to self-esteem, it also stimulates the students to make long-time and lots of efforts in their academic study [2]⁵¹⁵⁻⁵¹⁶.

3) Affiliative drive:

Affiliative drive is the need to do jobs better in order to maintain the elders' (such as parents, teachers) compliments or recognition. It has three requirements as follows: first, students are affiliated with the elders emotionally; second, students enjoy a special position derived from the praise or recognition of the elders (for example, they are considered lovely, clever, promising and treated favorably). The so-called derived position comes from the praise or recognition from somebody students think they are or imitate instead of their own level of achievement; third, the individuals who take pleasure in the derived position will consciously meet the elders' standards and live up to their expectations including some standards and expectations in academic achievement in order to gain and sustain the praise from the elders which makes the individuals' position more definite and stable [2]⁵¹⁶⁻⁵¹⁷.

In education, for the first type of students, the teacher should ask interesting or seemingly paradoxical questions to arouse their curiosity for knowledge, prepare good class to meet their needs and encourage them to explore and discover something by offering them access; For the second type, it is important for the teacher to praise and criticize students properly and to provide opportunities for them to succeed; For the last, obviously, friendly teacher-student relationship, positive teachers' expectation, constant encouragement and praise and appropriate recognition will be fairly beneficial.

Many researches show that most famous people with great achievement usually belong to the first type. Considering the harms by being too ambitious or too dependent caused by the second and the third, it is necessary for teachers to help students move toward the first type gradually.

C. John William Atkinson and His Formula

The main representative of modern achievement motivation theory is John William Atkinson, an American psychologist. He holds the view that the individual achievement motivation can be divided into two types: one is the tendency of success T_s , namely, individuals pursue success and the tendency of positive feelings brought by success; the other is the tendency to avoid failure T_{af} , that is to say, individuals avoid failure and the tendency of negative feeling caused by failure. Research shows that no matter which kind of achievement motivation, the tendency of achievement motivation is determined by three elements: intensity of need, personal expectancy of the probability and incentive value. To be specific, the tendency of success T_s depends on the need (motivation) to achieve success (M_s), the probability of the individual judgment of success (P_s) and the incentive for success (I_s) and this is also true for the tendency to avoid failures T_{af} , which is decided by the need (motivation) to avoid failure M_{af} , the probability of failure P_f and the incentive for avoiding failure I_f . We can also formulate what has been mentioned above as follows: $T_s = M_s \times P_s \times I_s$ and $T_{af} = M_{af} \times P_f \times I_f$. Because both the tendency to pursue success and the one to avoid failure play an important part in the individual behaviors at the same time, the actual tendency for achievement motivation T equals the minus of the two tendencies, namely, $T = T_s - T_{af} = M_s \times P_s \times I_s - M_{af} \times P_f \times I_f$. Here, Atkinson supposes that I_s is opposite to P_s , namely, $I_s = -P_s$, which means the smaller the probability of personal expectation of success is, the greater the incentive value of success is and the opposite is also true. According to probability, when P_s varies from 0 to 1, $I_s = 1 - P_s$, similarly $P_f = 1 - I_f$ and because $P_s + P_f = 1$, $P_f = 1 - P_s$. To put $P_f = 1 - P_s$ in the formula $P_f = 1 - I_f$, it is found that $I_f = P_s$, so the actual achievement motivation $T = M_s \times P_s \times I_s - M_{af} \times P_f \times I_f = M_s \times P_s \times (1 - P_s) - M_{af} \times (1 - P_s) \times P_s = (M_s - M_{af}) \{P_s (1 - P_s)\}$. From this formula, if $M_s > M_{af}$, T will be above zero and when $P_s = 0.5$, the tendency for achievement motivation will be maximum; If $M_s < M_{af}$, T will be minus and when $P_f = 0.5$, the tendency for achievement motivation will be minimum; If $M_s = M_{af}$, T will be zero and then there will be no action to achieve goals [1]¹⁸¹⁻¹⁸².

According to these two types of tendencies in individual motivational system, the individuals can be divided into success-oriented ones and failure-avoiding ones. The former aims at achieving success. They are likely to choose tasks which bring them a sense of achievement with the 50% probability of success because these tasks offer them the maximum actual challenge. When they face the task impossible to succeed or quite easy to succeed, the level of their motivation will fall. Instead, the failure-avoiding individuals tend to select very easy or extremely difficult tasks. If the probability of success is 50%, they will avoid the

tasks because easy tasks will guarantee them success and avoid failure while as to hard tasks, even if they fail, they can find reasonable excuses, gain their own and others' understanding and reduce their sense of failure [1]¹⁸².

In education, as to the success-oriented students, the teacher should assign them novel and challenging tasks, arrange competitive situations and score them strictly against the evaluation standards in order to stimulate their learning motivation; As for failure-avoiding students, less competitive or not competitive situations should be created, immediate praise should be offered when students succeed, the way to evaluate them should be flexible and the teacher should avoid pointing out their mistakes in public as much as possible [1]¹⁸².

D. Functions

1) Arousal:

It makes individuals engaged in a state of cognitive and emotional arousal and concentrate on what they are doing. It is the main measurement of individuals' active behaviors and pushes them to direct their action at some particular subject.

2) Direction:

With motivation, the individuals' behaviors aim at a particular goal or subject. With different motivations, individuals' goals and behaviors are different. With learning motivation, students will listen attentively to their teachers, join in class discussion, search for materials in the library or finish their homework actively. With recreational motivation, individuals probably play games online, buy videos in the shop and watch films in the cinema.

3) Persistence and reinforcement:

After it arouses individuals' action, it will make the action continue until the goal is achieved. The outcome of behaviors has great influence on motivation. Positive outcome can reinforce the motivation and strengthen its consequent behaviors while negative outcome will weaken the motivation and stop the following action.

III. RESEARCH DESIGN

A. Research Question

Why those majoring in English are afraid of speaking English in class and out of class? How about their Oral English learning as well as how about their achievement motivation in oral English learning?

B. Research Object

The object are all freshmen including four classes of non-free normal students (who pay the tuition and find jobs by themselves after graduation) and one class of free normal education students (who are here trained to be future teachers for free and are guaranteed to have a job after graduation if they return to the places they come from as teachers) and half of the sophomores with two classes of non-free normal students and one class of free normal education students who are taking oral English class. Considering freshmen just begin to learn to speak English, they have more enthusiasm

and expectation and are more willing to express their thoughts honestly.

C. Research Method

1) Classroom observation:

The observers went to every oral English class once a week for four weeks, observed students' performance and communicated with oral English teacher about students' learning performance.

2) Interview:

The observers had face-to-face interviews with active students, not so active students and very quiet students after class about their opinion of oral English class, their problem of speaking oral English and their suggestions of oral English teaching.

3) Students' evaluation:

When this course is over, students are required to evaluate the teaching of this course and score it online, otherwise students couldn't see their grade and choose the courses next semester. So, with permission of oral English teacher, students' online evaluation is learnt.

4) Questionnaire:

It includes 19 multiple choices based on definition of achievement motivation, its types, characteristics of success-oriented students and failure-avoiding ones, students' self-efficacy and some common situations in oral English learning and two open questions about methods of practicing oral English as well as suggestions about how to teach oral English.

D. Research Results

After analyzing it, it is found that there is something in common between non-free normal students and free normal ones and there are also some problems needing special attention and immediate measure in oral English teaching.

For similarities, first, both have a relatively high level of motivation achievement because most students are interested in oral English, they are willing to speak though they think it difficult and they have a strong desire to improve their oral English. Second, among the three achievement motivation, ego-enhancement drive such as prepare for future job, communicate with foreigners, improve self-image occupies more than a half, then, the cognitive drive, last, the affiliative drive. Third, both are mainly success-oriented students, they have a strong desire to improve their oral English and are very willing to make efforts to achieve their goals. Fourth, most think that they are active, attentive and cooperative in oral English class and that they can speak but need more improvement. Fifth, most students want to speak with their classmates and teachers when they quite sure of the right answers and feel nervous when they are not sure. Sixth, most think that the activities are interesting and meaningful and they are willing to join and finish the homework assigned by their teachers after class.

As to the problems, first, most free normal education students have difficulty in understanding the teachers'

instructions since 60% of them understand them sometimes. Second, activities in oral English class should be more interesting and various to draw students' attention considering more than a half of students are interested in activities sometimes and the most suggestions they offers are more interesting activities. Third, more than a half of them feel nervous and afraid of making mistakes when they are asked to answer questions in English. Fourth, students hope for more chances to speak and more communications with teachers.

IV. SUGGESTIONS ON ORAL ENGLISH TEACHING FROM ACHIEVEMENT MOTIVATION

In order to stimulate English majors' desire and encourage them to learn or improve their oral English, the suggestions are offered as follows from the perspective of students' learning process, learning habits as well as their psychological and emotional tendency, taking into account the above-mentioned problems and students' advice, characteristics of achievement motivation and its relationship with self-efficacy, teachers' expectation as well as attributional styles.

A. Oral English Teaching: at the Beginning

1) Arousing students' learning interest:

According to the definition, learning interest is an essential element in achievement motivation and based on some research result, most students demand more interesting activities. In order to arouse students' interest, pre-class, teachers can start with talking about weather, the latest news, or use the multi-media to show some special pictures, play meaningful songs or important videos or anything interesting to draw students' attention; In class, firstly, teachers should be well prepared and try to be humorous, passionate, confident and patient as much as possible. Being in a state of cheer and humor, rising tune, friendly eye-contact, humorous facial expression and active body language often create harmonious classroom atmosphere and attract students' attention successfully; secondly, the activity should be interesting, meaningful, various, well-organized to meet different interests and to satisfy their desire for knowledge. Thirdly, the activity should involve everyone. It is important to treat everybody equally and try to give everybody chance to speak and to have fun; Last, teachers should have clear and reasonable disciplines, good time management and activity organization; after class, teachers should encourage them to put what they has learned into practice and do some after-class activities related to oral English to enhance their interest.

2) Being equipped with richer knowledge and better teaching skills:

The key to motivate students learning desire is to provide learning incentive. Psychologists discover that the best incentive is "excellent teachers" which not only refers to teachers' personal and professional quality, but also their capability of teaching [3]²²⁷. To be excellent teachers, first, teachers should be quite familiar with teaching materials, have a good command of what they are teaching, try to know

about students' ability and introduce the gap between the old knowledge and the new knowledge and try to inspire them to think actively and creatively by asking novel or surprising, puzzled and seemingly paradoxical problems which does a lot of good to draw their attention and motivate their desire for more knowledge. Second, the teaching material should be diverse, vivid and informative and meet students' different levels of needs. Third, teachers should master some arts in teaching forms (such as English games or songs, group discussion, role-play, speech, debate and story-telling and so on) and teaching methods (for example, make full use of multi-media, video, movie or some famous persons' speech) and make the boring lessons interesting. Fourth, teachers should have good skills about asking questions. They had better not ask yes-or-no questions so that everyone can express their opinions and teachers would better ask specific, novel, inspiring and challenging questions which are within students' reach and lead them to arrive at the conclusions. Lastly, based on the difficulty of every task, teachers should control the level of achievement motivation appropriately. When doing easy tasks, teachers should make the atmosphere a little serious and tense in order that students can concentrate on it and when doing challenging assignment, teachers should create lively and relaxed atmosphere, be friendly and patient to guide students and try to avoid extreme nervousness and anxiety when students have difficulties or problems.

3) Telling students the value of learning to speak English:

Some students lack achievement motivation in oral English learning, mainly because they have no idea about why they should study, what they are studying and how to study [4]²³⁸. Although 92% of students think that it is very important to speak English, they do not really know the "value" of learning to speak English. So teachers needs to emphasize importance of oral English learning both in the short run and in the long run. Firstly, teachers should tell them the value of every topic, game, speech, debate, drama, storytelling, role-play and so on as well as the teaching goal of every class; Secondly, teachers should try to connect every classroom activity with students' different needs [5]⁴⁹¹ (such as exams, speech contest, job interview), their interest (for instance, food, pop music or stars, fashion, sports), personal experiences about speaking English and future jobs (English teachers, interpreters or translators); Thirdly, teachers should encourage them to participate in the activity, instruct them how to make it interesting and have fun in the course of learning because when they enjoy themselves in the activity, they are aware of its value and more willing to participate next time; Last but not least, it is good to do some-part jobs such as English tutors, voluntary teachers. When students make good use of their knowledge to help and teach others and to earn some money, the pleasure is beyond words and enables them to appreciate its value better.

B. Oral English Teaching: in the Process

1) Helping students build confidence:

Confidence is half of success. As for English majors, they really need confidence to speak. Considering most

students are quite nervous when being asked to answer questions owing to lack of self-confidence, it's necessary to help them regain confidence or boost their confidence, first, teachers should help some students to walk out of the shadow of the past frustration or failure and alter their belief about themselves. Second, teachers should tell them not to be afraid of making mistakes. The person who never makes a mistake will never make progress, so speak as much as possible and make as many mistakes as possible. When they know that they have made a mistake, they know that they have made progress, so teachers should encourage students to enjoy making mistakes and profiting from them. Third, teachers could recommend some good educational or inspirational books to students such as "Chicken soup for the soul", "Inspiration and Encouragement" and so on. Fourth, teachers should stress self-comparison rather than compare students with others. When comparing with others, students are always not good enough, which makes them feel more nervous, less confident and even more frustrated. The secret of success is self-comparison, students are quite successful if they can make a little progress day by day and improve themselves little by little. Sixth, teachers should offer constant encouragements and create chances for students to feel successful. The teacher's encouragement is very important to students. It motivates them to study hard and have more try and when they think they can do something successfully, they will work harder to achieve more.

2) *Helping students set goals:*

Based on the definition and functions, setting goals is an effective step to motivate students to learn. First of all, teachers should match short-term goals such as the learning goal of one lecture, one week or one month and long-term goals such as learning goal of one semester or one year with students' practical ability so that short-term goals can be constantly achieved while long-term ones help them to explore their potential and to have long-time achievement motivation. Generally speaking, it is advisable to inspire students to speak from ego-enhancement drive initially and gradually to stimulate them by cognitive drive. Secondly, teachers should make sure that the goals are clear, specific and attainable [1]¹⁹⁶. Thirdly, teachers should tell students that they have the potential to achieve the goals and improve their academic study if they make efforts. Fourth, teachers should set good example for them about how to solve the problem and reach the goals successfully. If necessary, teachers could supply relevant access knowledge, or material. Fifth, teachers should emphasize the importance of action and persistence and encourage them to act and persist in what they are doing. Besides, teachers should improve their self-efficacy, make them believe that they have the ability to speak English well and that they can obtain success.

3) *Helping students gain good learning methods:*

Having proper learning methods and forming good learning habits can make speaking English more easily, happily and efficiently. To speak English fluently, listening, speaking, reading and writing are quite important. About listening, just like most suggest, students should listen to the tape, radio, MP3, MP4, program online or watch English programs, try the best to imitate native speakers'

pronunciation and intonation as much as possible and most importantly form a good habit and listen to English every day. Talking about speaking, their suggestions are always trying to speak. So first, students should make full use of every activity in the class, go to the English corner, join in the English club or any other association where they can practice their oral English; second, students should enjoy losing face, seize every opportunity to communicate with others, such as teachers, classmates in English; third, it is very beneficial for students to have regular partners to practice oral English and try to dip themselves into the English environment every day. As for reading, it is a good idea to do morning reading. Students can start each day by reading some educational or inspirational passages, it not only helps them to practice their pronunciation and listening but also broadens their horizon as well as enlightens their soul. In addition, it is also very helpful for students to memorize or recite some beautiful articles or famous speeches or anything which interests them. As for writing, it is advisable to write diary, write letters or E-mail to someone from time to time in English. Writing well does a lot of good to speak well.

4) *Expressing positive teacher's expectation to every student:*

Teachers' expectation exerts enormous influence on students, which affects students' confidence, learning behaviors and grades as well as the relationship between teachers and students. When students perceive teachers' expectations, they are likely to be affiliated with teachers and study hard to live up to teachers' expectations, which also can stimulate their achievement motivation in oral English learning. Moreover, according to affiliative drive in particular, it is very necessary for teachers to express reasonable expectation to every student based on students' ability and individuality. To begin with, teachers should try to understand and respect every student, try to learn about their advantages, discover their potential and show positive expectation to their development; Moreover, teachers should build pleasant relationship with students, be friendly, helpful and supportive; Thirdly, teachers should tell students that they can do something successfully if they work harder and express delight and eagerness to see their progress; Lastly, teachers should encourage them as much as possible, congratulate them on their every progress, encourage them to keep the good job up, offer constructive suggestions and inspire them to do it better next time if their performances are not good enough.

5) *Praising and criticizing students in an appropriate way:*

The teachers' cognitive remarks have positive impacts on reinforcing students' learning behaviors and stimulate them to work hard and make progress continually [4]²⁴⁰. Generally speaking, the effects of praise are better than those of criticism which is better than no remarks. In addition, girl students are easy to be influenced by praise while boy students are prone to be affected by criticism [4]²⁴⁰. In giving remarks, teachers should pay attention to following points. First, teachers should try to praise students more and criticize them less because praise can improve their self- efficacy but

criticism may hurt their self-esteem. Second, praise should not be too frequent or used improperly, otherwise it will be ineffective. Third, in accordance with students' ability, attitude, efforts and characters, the feedbacks should be objective, fair, prompt, comprehensive and to the point. Fourth, the way to praise (powerful eye-contact, friendly encouragement, verbal praise and material rewards) is much more important than the amount of praise. Fifth, the remarks should be educational [6]³²⁴. Explaining the reasons for being praised or criticized will show the directions and inspire them to think and to act. Last, praise and criticism should be complementary so that they will not too proud or too frustrated and that they know how to improve themselves [6]³²⁴.

6) Arranging competitions properly:

From above-mentioned results, most students are success-oriented and they learn English out of ego-enhancement drive which makes it important to arrange proper competitions because competition is a good incentive to stimulate students to be more hard-working and ambitious. There are many forms of competitions in school like group competitions, individuals' competitions and self-competitions between the past-self and the now-self. In Foreign Language School, there is pronunciation contest, drama competition, debates and speech contest. However, in the competition, only a few students can win the prizes, most are failures and when the winners gain the compliments or recognition, the failures will be frustrated, depressed and bear some psychological pressure. Teachers should pay attention as follows. Firstly, the competitions should be arranged properly, neither too frequent nor too fierce and that the form should be various and reasonable so that everyone have chance to take part and to express their ability [7]⁴⁵⁰. Secondly, teachers had better divide the groups by ability [6]³²⁷ and encourage students with the same ability compete and learn from each other. Thirdly, teachers had better increase the number of winners, try to let more students have the pleasure and obtain success. The last but not the least, teachers should put emphasis on self-competition [6]³²⁷, and encourage students to compete between the now-self and the past-self with the purpose of self-improvement.

7) Providing more opportunities for students to experience success:

Among contemporary psychological research, one of the most important measures to stimulate students' achievement motivation is to let them continually experience success [3]²²⁸. Once they have the pleasure of learning, their achievement motivation can be reinforced, their confidence can be built and their self- efficacy will be improved. In addition, according to the students' suggestions, they are longing for more chances to speak and more communications with others. So first teachers should prepare different levels of tasks. Tasks given to students should be in accordance with students' ability so that students can gain success. Next, teachers try to take everyone into consideration and treat them equally. Then, it is extremely important to give clear instructions and make sure that 90% of them understand what is going on considering 60% students just understand the instructions sometimes. Then,

teachers should teach them some speaking skills and offer them more chances to answer questions, to express their opinions, to join in the activity or to do anything successfully. Importantly, teachers try not to emphasize scores, but pay more attention to their preparation, attitude, efforts and performance and Let them know that it is not so hard to speak English and that everyone can speak well. The last but not the least, teachers should encourage students to walk out of classroom and apply what they learned into society, for instance, students can find some part-time English jobs, which is beneficial to improve their probability of success, to reinforce their self- efficacy and to improve the strength and stability of achievement motivation.

C. Oral English Teaching: at the End

1) Offerring students immediate and proper feedbacks:

Psychological research shows that various feedbacks about learning outcome can reinforce the following learning behaviors. Because on one hand, knowing the learning outcomes, when students see their progress, they will study harder and more enthusiastically and when they know their weak points, they will be more ambitious, overcome their weakness and study for a better score. On the other hand, students can adjust their learning behaviors and learning methods according to feedbacks, which stimulates students to have a stronger learning desire to get better grades, to avoid the same mistakes next time and to study more actively and positively [6]³²². So firstly it requires the teacher to listen to their words carefully, to be cooperative and appreciative about their performance. Second, the feedback should be clear, specific and comprehensive so that students know what they are good at and where they should make more efforts, the feedback should be objective and reasonable in order that students will trust teachers and take the advice, the feedback should be immediate with a result that students can adjust their learning behaviors promptly and the feedback should be constant in order to push students to make more efforts. Thirdly, the way to give feedbacks should be varied such as questions, quiz, survey and exams. Fourthly, the feedbacks should base on acquiring knowledge with the emphasis on self-improvement instead of social comparison [3]²²⁸. Moreover, teachers should try to offer positive feedbacks (praise, encouragement, reward and so on) as much as possible and avoid severe criticism or even punishment. Fifthly, according to the feedback, teachers should let students know the gap between their current ability and their learning goal [3]²²⁸. Lastly, for poor students, teachers should give good feedbacks in various aspects and let their strengths make up for their weaknesses [3]²²⁸. Teachers can offer praise and encouragement to build up their confidence and ambition. If they really do not do a good job, it is suggested to offer constructive suggestions sincerely to their groups or the students with the same problem rather than the individual.

2) Guiding students to attribute their behavior outcomes correctly:

Students' attributions about behavior outcomes have great influence on students' following learning behaviors, so guiding students to attribute their behavior outcome correctly

is fairly important. As long as there are examinations and evaluations, success and failure are inevitable for every student. From the viewpoint of ones' growth, success can surely improve students' confidence, help them achieve self-fulfillment and strengthen learning motivation but proper failure also enables students to learn some lessons and to improve their psychological quality of bearing frustrations. Usually, students' behavior outcome can be attributed internally and externally such as their ability, efforts, difficulty of tasks, luck, self-control, psychological and mental condition, methods and help from others. Generally speaking, whether good students or poor ones, attributing their academic failure to internal factors (efforts) is helpful, which makes good students not so proud and continue to study hard and makes poor ones not inferior and make efforts for success. At the same time, teachers also need to take the reality into consideration and analyze the uncontrollable factors so that they can help students attribute the outcomes reasonably. However, the basic principle is to help the students to attribute their behavior outcomes to those which can enable them to learn some useful lessons to gain helpful experiences, to have more confidence and those which can stimulate them to keep on studying hard [3]²²⁹.

V. CONCLUSION

Achievement motivation is extremely important among learning motivations and plays a leading part for English majors in the course of oral English learning. This paper applies it into oral English teaching and raises practical suggestions on oral English teaching from arousing students' interest to speak English, improving teaching quality, telling them value of learning to speak English, helping them to build self-confidence and setting clear, specific and attainable goals, acquiring good learning methods, expressing positive teachers' expectation, praising and criticizing students in an appropriate way, arranging proper competitions, creating opportunities for them to experience success, giving positive feedbacks and helping them attribute their learning outcomes correctly in order to improve oral English teaching quality and prepare the English majors in Tibetan minority areas to be qualified English teachers after graduation. Those suggestions can not only be applied to oral English teaching but also to other foreign languages teaching.

REFERENCES

- [1] Ding Jiayong, *Contemporary Educational Psychology*. Guangzhou: Guagngzhou Higher Education Press, 2004:177-178, 181-182, 196.
- [2] Zhang Chengfen, *Educational Psychology*. Jinan: Shandong Education Press, 2000:513-517.
- [3] Gui Shiquan, *Psychology*. Chengdu: Southwest Jiaotong University Press, 2006:227-230.
- [4] Normal Textbook Center of People's Education Press. *Psychology*. Beijing: People's Education Press, 1999:238-240.
- [5] Anita Woolfolk, (translated by Chen Hongbing, Zhang Chunli) *Educational Psychology*. Nanjing: Jiangsu Education Publishing House, 2005:489-500.
- [6] Feng Hongtao, *General Psychology*. Beijing: People's Public Security University Press of China, 2006:315-327.

- [7] Mo Lei, *Educational Psychology*. Guangzhou: Guagngzhou Higher Education Press, 2005:445-450.