

Study on Motivation Factors for English Learning among Middle School Students in Northwestern China

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Abstract: It is only when learners have the desire and need to learn a foreign language that they have the action of learning a foreign language (Gardener, 1985). Therefore, under the guidance of a variety of foreign language learning motivation theories, this research takes 150 students from Nanan Middle School in Longxi County as the research object, and collects data through a questionnaire on junior middle school students' English learning motivation. This thesis analyzes and probes into the present situation of middle school students' English learning motivation, and the main factors influencing middle school students' English learning motivation. The final conclusion is as follows: a number of junior high school students like to learn English and are willing to spend time and energy to learn English, the intensity of learning motivation is relatively high. According to the investigation and analysis, this thesis summarizes the factors that affect the students' English learning motivation in Nanan Middle School. From the external factors, there is a social environment that stimulates students' English learning motivation, a family environment that attaches importance to students' learning and a certain school environment. From the perspective of internal factors, students' past knowledge and experience, as well as students' attitude towards learning English will affect students' English learning motivation.

Keywords: Learning Motivation, Influencing Factors, Foreign Language Learning.

1. Introduction

1.1. Research Purpose

For students to learn a foreign language, motivation plays a vital role in the success of the study. Teacher's full understanding of students' learning motivation is helpful to arouse students' enthusiasm for learning foreign languages. Only when teachers understand the psychology and needs of students can they better impart knowledge and skills and obtain good teaching results. An important aspect of the new Engents' interest in learning is expected to be converted into stable motivation to learn a foreign language.

1.2. Research Significance

Many people think that English learning takes a long time and costs a lot, but the effect is good, which leads to the author's thinking. The author found a considerable number of students lack English learning motivation or lack of English learning motivation in the schools where the author practice teaching, so the author wants to use the questionnaire as a means.

2. Literature Review

2.1. Studies on Language Learning Motivation Abroad

In the 1990s, many foreign scholars put forward their own motivation theories from different angles. The most representative are: Maslow (1962) is represented by the theory of hierarchy of needs. Maslow (1962) believes that a sound individual, when his physical, security, love and respect needs are properly met, will continue to work hard and have higher requirements for self-realization. The theory of needs is based on the theory of human needs. The nature and intensity of needs determine the nature and intensity of motivation (Yue Fajuan, 2014).

J. W. Atkinson (1963) puts forward the achievement motivation theory. In Atkinson's view, the individual's achievement motivation is determined by the expectation of success and the value of the inducement, as compared with the individual who is indifferent to success. They are cognitive drive, self-elevating drive and accessory drive. Cognitive drive is a need to understand and understand, a need to master knowledge, and the need to systematically explain the problem and solve the problem. It is one of the most important and stable internal motivations. Self-improvement internal drive is the individual for their own competence or ability to work and win the corresponding status needs. It is the external motivation to see achievement as a source of status and self-esteem. Subsidiary drive refers to a person's need to do a good job in order to win the approval or approval of the elders. Students with a high degree of attachment do better in their classes. Achievement motivation theory has always been one of the key research topics of learning psychologists and linguists, who regard achievement motivation as a higher social motivation and a major motivation in students' lish curriculum standard is emotional attitude. The development of the students' emotional attitudes are subject to the infiltration of education. Studclassroom learning. Highly motivated learners tend to take the possibility of success as a challenge to themselves. The results of success provoke their higher motivation of achievement: however, learners with low motivation of achievement tend to regard the result of their behavior as a threat to their self-respect, and the success of the task maintains their self-esteem by luck. The failure results in their lower achievement motivation, so the level of academic performance and learners' achievement motivation have a great relationship.

Weiner (1992) puts forward attribution theory. Attribution feedback to students' success can improve students' self-efficacy, motivation and skill acquisition. The attribution theory of motivation is developed on the basis of achievement motivation. It focuses on the practical guiding role of

behavior and has attracted the attention of foreign language linguists. On the basis of these theories, foreign language linguists have developed the theory of motivation in foreign language learning. Weiner provides a comprehensive analysis of a person's perception of the success or failure of his or her activities and the impact of that perception on motivation. Weiner initially attributed the students' success or failure in their studies to ability, personal effort, task difficulty, and luck. learner, learning situation and language (Zhen Jianqun, 2017).

Bandura (1997) puts forward self-efficacy theory. Self-efficacy is an individual's perception and cognition of himself. Self-efficacy is a square of an individual's self-perception. The sense of self-efficacy was first put forward by Bandura, who thinks that self-efficacy refers to the subjective judgment of whether one can succeed or not, which is synonymous with the sense of self-competence. Bandura believes that human behavior is affected by the consequences and antecedents of behavior. The result factor of the behavior is the feedback after the behavior occurs, which affects the learners' expectations of themselves and the subsequent behavior. These theories have been widely used by scholars, and also provide evidence for exploring how to stimulate students' learning motivation.

2.2. Studies on Language Learning Motivation at Home

In the study of the intensity of English learning motivation in China, Wanna Xie (2014) took senior high school students as a research subjects to study the types of English learning motivation and to explore the influence of different grades on motivation intensity. Ling Li (2014) tries to answer three questions: what kind of foreign language learning motivation do middle school students generally have? What is the relationship between motivation and academic achievement? What are the effects of external and intrinsic motivation variables on motivation behavior? She selected Zhumadian City Senior High School as the subject of the survey, the subjects were randomly selected from the computer 150 people. There are two research tools, one is the students' final exam results, the other is the author's own English learning questionnaire. Zhou Difang (2013) studied the motivation intensity of undergraduates in Ethnology College and found that the motivation intensity of English learning was affected by different factors such as gender, major and grade at the same time. Three intact classes randomly chosen from 60 intact classes in three grades respectively, including 109 boys and 110 girls, 219 subjects in all-participated in the research. Qian Shan (2013) presents investigation and analysis of learning discusses motivation of a senior school in Chongqing. Cona (2014) combines the theories of Gardner (1985) and Yihong Gao (2003) and the characteristics of Chinese English learners to analyze the differences in motivation types, motivation intensity and academic performance. Yongmei Wu (2012) examines the types of English learning motivation of middle school students and their relationship with academic achievement, and explores the types of English learning motivation of WA students. Reason correlation analysis was used to analyze the relationship between English learning achievement and learning motivation. Xuejiao Yang (2013), Huifang Xiong (2014), Yiting Shen(2016) and Tiantian Yang (2016) all conducted a survey on senior high school students' English learning motivation. This thesis analyzes the relationship between English learning motivation and academic

achievement. Xiaoyan Yao (2014) investigated the English learning motivation and family background of junior middle school students in minority areas of Hainan, looked up the school records of students' achievements, understood and analyzed the students' English learning results. Suxian Zhan(2017) and Bai Yuanyuan Bai (2017) investigated Chinese college students' English learning motivation and its correlation with academic achievement from the perspective of second language motivation self-system theory.

3. Theoretical Bases

3.1. The Definition of Foreign Language Learning Motivation

Different psychologists regard motivation as the internal heart or internal driving force that motivates, triggers people to engage in a certain behavior, and leads people to a certain goal. According to the relevant literature. The author personally believes that motivation is a kind of motivational force, usually an individual's wishes, ideas, needs in the heart. Motivation also points to behavior, it acts to achieve some kind of mental satisfaction. The factor that motivates people to take practical action to achieve a certain goal. After the motivation of ordinary people comes into being, a certain behavior of human beings will be triggered. All kinds of human behavior are caused by certain behavioral motivation, and students' learning activities are no exception.

Generally speaking, English learning motivation can be simply understood as the cause and motivation of learning English. English learning motivation is the desire and reason of every learner to learn English, and usually shows a strong desire for knowledge. It is also a positive psychological state that promotes English learners to be positive, seek knowledge and work hard in the process of learning English. There is also an understanding that English learning motivation is an internal motivation to learn English well, a state of mind that combines self-regulation with external stimuli, so as to be stimulated, maintained, and worked in a positive direction. It mainly has the serious process of English learning and the endurance of English learning. As we all know, the process of English learning is very complex, and there are many factors that affect English learning, such as learning motivation, learning methods and learning persistence. Learning character, learning intelligence, and learning motivation is one of the key factors affecting English learning. Motivated English learning, good academic performance, unmotivated English learning often shows a kind of pressure, the corresponding learning effect is very poor.

3.2. Classification of English Language Learning Motivation

Classification of English Learning motivation can be divided into several categories according to different criteria. The motivation of English learning is classified and summarized as follows.

3.2.1. Instrumental Motivation and Integrative Motivation

In the previous studies, American psychologist Gardner (1985) and Lambert(1985) classified English learning motivation into instrumental motivation and inclusive motivation. Its main starting point is sociolinguistics. Instrumental motivation can be understood as: learn a new language in order to achieve practical goals and values. For

example, in order to get a good job, in order to prepare for the examination, in order to read the corresponding materials in target language, and so on. Chinese education has always emphasized the importance of learning English. There are many learners simply think of English as a tool, a must master the skills, a good pay in the future Fa code. They really study English in order to get more practical benefits. Inclusive motivation can be understood as: learners learn a new language in order to understand the culture of the target language, hoping to integrate into the target language group, deep understanding of the social content of the target language. For example, like British and American literature and movies, in order to experience foreign culture. Inclusive motivation meets learners' spiritual needs and promotes learners' active contact with the target language community, politics, arts and culture, and so on. In this study, the intrinsic motivation of liking British and American literature, English songs and movies and experiencing foreign culture in the motivation of going abroad are all learners who want to integrate into the motivation.

3.2.2. Internal Motivation and External Motivation

Internal motivation is the willingness and interest to do something in itself. In addition, the main motivation to do something is the matter itself, which may be internal motivation. The internal motivation of foreign language learning is the motivation to be interested in the foreign language itself. Learning a foreign language can make people interested and happy in itself.

External motivation means that if the only reason someone does something is for something other than it, not for the thing itself, the motivation is external motivation. The external motivation of learning a foreign language is to learn a foreign language well can bring us some tangible benefits or under some kind of pressure from the outside world to learn a foreign language and so on. This thesis divides English learning motivation into internal motivation and external motivation.

4. Design of the Study

4.1. Ethics

Subjects were minors who had obtained their written consent prior to the investigation and provided information to their guardians and obtained their consent. I also ensured that the privacy and personal information of the participants were protected. Measures were taken to protect subject identity and privacy during data collection and reporting. The study design and methodology met ethical standards to minimize potential risks and discomforts. This study respects the wishes and choice of the participants and ensures that they have the right to choose to participate or withdraw from the study without any negative impact.

4.2. Research Questions

(1) What is the present situation of junior high school students' English learning motivation?

(2) What are the factors that affect junior high school students' English learning motivation?

4.3. Research Subjects

The subjects of this research are 150 junior high school students chosen from Nanan Middle School in Longxi County. Their average age was 14, and their average years of learning English was 7.

4.4. Research Instruments

This research takes questionnaire as the main instruments. This questionnaire will be divided into two parts. The first part is personal information, including age, grade and English achievements. The second part will adopt Weiqin's Qiu (2005) questionnaire, including two parts. The first part is a survey of the intensity of English learning motivation. The second part is a survey of the factors affecting junior high school students' English learning motivation. There are 11 questions about the intensity of English learning motivation. And the factors affecting junior high school students' English learning motivation includes: internal and external factors. The internal factors include study and live in Britain and America in the future, broaden my horizon, can understand English books, like English teachers. The external factors include English will be tested in the senior high school entrance examination, hope my parents can be happy, hope can be admired by teachers and classmates, happy atmosphere in English classes, growing influence of British and American culture in the world.

4.5. Data Collection and Analysis

The author publishes questionnaire to the questionnaire website (WWW.sojump.com) and lets the student fill out on the spot, explains to the student this questionnaire only uses for the research, hoped that they can fill in truthfully 150 questionnaires were sent out and 143 valid questionnaires were collected. After the questionnaire was input and submitted, the author asked the statistical analysis software of the questionnaire star to analyze the data and save the data.

5. Results and Discussion

5.1. The Current English Learning Motivation of Junior Middle School Students.

Table 1. The survey of the intensity of junior high school students' English learning motivation.

Item	A	B	C
1.Which of the following statements is in line with you strength?	58.74%	25.86%	15.4%
2.How well did I answer the question in English class?	50.35%	39.16%	10.49%
3.What would I do if I had a problem?	58.74%	26.57%	14.69%
4.Do you want to finish your English homework seriously?	66.43%	23.78%	9.79%
5.What do I do with my teacher's corrected homework.	77.62%	18.18%	4.2%
6.What is my English learning like?	67.83%	16.78%	15.38%
7.How do I deal with the extra homework assigned by the teacher?	54.55%	37.76%	7.69%
8.What would I do if the school did not teach English?	39.86%	42.66%	17.48%
9.What would I do if I could watch the English TV channel.	34.97%	53.85%	11.19%
10.Do I pay attention to the lyrics when I listen English songs?	51.75%	45.45%	2.8%
11.How do I treat English?	58.74%	16.78%	24.48%

Table 1 shows the students' answers to 11 questions Option A indicates high learning intensity, option B indicates

moderate learning intensity, and option C indicates low learning intensity. The author will analyze the current English learning motivation of the students in Nanan Middle School in Longxi County through the answers.

The author describes and analyzes the current state of junior high school students' English learning motivation. We can see from the first question that 58.74% students learn English well by various means, such as broadcasting, asking teachers or looking up information themselves. It shows that most students still like to learn English and are willing to learn English well. We can see from the second question showed that 50.35% of the subjects chose to answer as many questions as possible in English class, indicating that a considerable number of junior high school students actively created English speaking opportunities. When junior high school students encounter difficulties in learning English, 58.74% of the subjects will immediately ask the teacher for help and spend time and energy to solve these problems. It shows that most junior middle school students do not give up when they encounter difficulties in English learning, but ask the teacher for help to solve their doubts. We can see from the fourth question that 66.43% of the subjects worked very hard to do their English homework and made sure they understood all the new knowledge. It shows that most junior high school students consolidate what they have learned by doing English homework, not only to complete the tasks assigned by teachers. In addition, 86.96% of the subjects corrected the teacher's corrected mistakes and redid their homework 69.57% of the subjects were willing to take the initiative to learn English after class. That is to say, most junior high school students will spend time learning English after class, even if they are busy with other subjects in school. And 54.55% of the subjects really worked hard at English learning. It means that more than half of the junior high school students are studying English hard and are willing to spend a lot of energy and time learning English, rather than dealing with parents and teachers. 24.48% of the subjects did not like English, 34.97% of the subjects would try to watch the English channel, when they listened to English songs, 51.75% of them listened carefully. Perhaps because of the relatively small vocabulary and other reasons, not a lot of junior high school students watch English channels, but the proportion of junior high school students listening to English songs accounts for a large proportion. Through the descriptive analysis of the intensity of junior high school students' English learning motivation, we can find that junior high school students' English learning motivation is very strong at present.

5.2. Factors Affecting Junior Middle School students' English Learning Motivation

Table 2 is a survey of the influencing factors of junior high school students' English learning motivation. There are 9 options for students to choose from, A, B, C, D options belong to internal factors and the rest are external factors.

From the table, we can see that 32.38% of them learning motivation mainly comes from the high school entrance examination, which shows that they learn English to a large extent in order to cope with the middle school entrance examination and enter a good high school. Deep down, they understand the importance of the senior high school entrance examination to them. From the picture, we can see that 0.95% of the students study English for the happiness of their parents, 7.62% of the students study English hard in order to get the teacher's approval, and 0.95% of the students go to

school English because they like the English teacher.

Table 2. The survey of the factors affecting junior high school students' English learning motivation.

Classification	Items	Proportion
Internal factors	Study and live in Britain and America in the future.	8.57%
	Broaden my horizon.	17.14%
	Can understand English books.	6.67%
	Like English teachers.	0.95%
External factors	English will be tested in the senior high school entrance examination.	32.38%
	Hope my parents can be happy.	0.95%
	Hope can be admired by teachers and classmates.	7.62%
	Happy atmosphere in English classes.	4.76%
	Growing influence of British and American culture in the world.	17.14%

With the expansion of college enrollment, more and more students can enter the university, most junior high school students have this desire, so they work hard to learn English and hope to pass the senior high school entrance examination. They often feel that it is inevitable to study cultural knowledge in high school and go to college. Most of their classmates have clear learning goals and correct learning attitudes. The students of Nanan Middle School basically belong to the students to enrol in the nearest section. The students come from different family backgrounds. Some of their parents are dual workers and have a higher level of education. However, more parents of students are migrant workers, engaged in vegetable sales, small business services, many parents of students are not highly educated. They want their children to study hard and no longer be as fortunate as they are. They also have high expectations for their children to go to a good university and find a good job. Because of the influence of the family, the students of Nanan Middle School show more attitude of studying hard. Under the influence of this environment, the students' interest in English learning is high, they have the desire to explore and seek knowledge, and they have the willpower to persist in learning. Nanan Middle School is currently an ordinary middle school in Longxi County. In order to keep up with the progress of the teacher, the school implements stratified teaching, each grade has both experimental class and parallel class. The children in the experimental class have a stronger learning foundation, a strong learning atmosphere, bearing the attention and expectations of all parties, and the results are relatively good. Because of their weak knowledge foundation and poor learning habits, children in parallel classes have relatively low expectations for themselves. With the growth of grades, the increase in learning content, and the increase in learning difficulty, they feel that they are not as good at learning as others. Gradually lose self-confidence, learning motivation decline.

Broadening their horizons and the importance of Anglo-American Culture are the second major motivation of 17.14% for junior high school students to learn English, which means that junior high school students want to learn English to understand the outside world, want to broaden their horizons, increase their knowledge, reflecting the

characteristics of instrumental motivation 6.67% of the students study English hard in order to be able to read English. Some studies have shown that attitudes and motivations are of great significance to language learning. Students who have a positive attitude towards language learning, target language, language teachers, and language classes are more attentive in class, take language evaluation seriously, and are willing to work hard to reach more levels. At the same time, the target language will be used as much as possible. As a result of this positive attitude, they are more confident and hardworking in the classroom, so they are also more likely to succeed in their studies. The achievements in English learning also enhance their interest and self-confidence in learning English, forming a good cycle. On the contrary, students who have a negative attitude towards language learning do not perform well in the language classroom, and are unwilling to make efforts and take the time to improve their foreign language proficiency. Their negative performance can easily affect their performance in foreign language learning at home, which is reflected in English learning, especially in the Chinese English classroom, which is difficult to understand in class, and ultimately leads to poor English performance. Because of their poor grades, they do not have a successful experience, and teachers and parents sometimes lecture or even criticize them because of their grades, resulting in more anxiety in English. So that they can't concentrate on English learning itself, which in turn further affects their performance in the English classroom. At the same time, the process evaluation of English, such as dictation and recitation and the final English achievement, will also be affected, forming a vicious circle.

6. Conclusion

Based on the data obtained from the questionnaire, this thesis analyzes the English learning motivation of students in Nanan Middle School in Longxi County.

The survey indicates that a considerable number of junior high school students like to learn English and are willing to spend time and energy to learn English. Considerable number of junior high school students actively created English speaking opportunities. Most junior middle school students do not give up when they encounter difficulties in English learning, but ask the teacher for help to solve their doubts. Lots of junior high school students consolidate what they have learned by doing English homework, not only to complete the tasks assigned by teachers. All in all, the students of Nanan Middle School are very active in learning English at present and the students are actively learning English.

According to the investigation, the author summarizes the factors that affect the students' English learning motivation in Nanan Middle School. Students learn English to a large extent in order to cope with the middle school entrance examination and enter a good high school. Deep down, they understand the importance of the senior high school entrance examination to them. Broadening their horizons and the importance of Anglo-American Culture are the second major motivation about for junior high school students to learn English, which means that junior high school students want to learn English to understand the outside world, want to broaden their horizons, increase their knowledge, reflecting the characteristics of instrumental motivation.

The questionnaire for students' motivation is not comprehensive enough, the sample data involved is not large

enough. The five-level scale should be used in data analysis, but this thesis uses percentage statistics, which leads to the lack of in-depth data analysis.

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