

An Analysis of English Learning Motivation Strategies for Middle School Student

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Abstract

The study of motivation is extremely important in foreign language teaching. Motivation determines the degree of foreign language learners' efforts to learn a foreign language and their personal motivation to participate in learning, and it is a key factor in the success or failure of learning. Therefore, the study of junior high school students' English learning motivation is of great significance to the practice of English teaching. In order to improve the actual quality of students' learning, it is necessary to study the motivation and put forward corresponding practical suggestions. As far as junior high school English teaching activities are concerned, students' strong motivation is an important means to promote students' achievement of English learning goals and improve their English learning efficiency, as well as an effective way to cultivate the formation of students' independent learning habits. Therefore, teachers should take how to mobilize students' learning motivation as the teaching focus in teaching activities. This paper firstly elaborates on learning motivation, and secondly, puts forward several suggestions on the feasible strategies to stimulate students' learning motivation in junior high school English classroom teaching in the hope that it can be a reference for how to strengthen learning motivation and promote students' active learning.

Keywords

Middle school students, Middle school English, Learning motivation.

1. Introduction

Motivation is considered to be one of the most important factors that can influence the learning effect of students, and the often talked about "interest is the best teacher" also has similarities with learning motivation. Both of them are based on students' strong willingness to learn and interest in learning before they can turn their awareness into action and implement it into actual learning. Of course, there are many types of motivation to accomplish learning actions, and anything that can bring students a strong tendency to learn is considered to be motivation; however, motivation is also easily affected by other negative factors, which are very helpful for us to explore the strategies of motivation to stimulate English learning. learning motivation generation.

The amount of research literature on learning motivation in China changes dynamically from year to year, but the overall trend is upward. Research on foreign language learning motivation covers objects at different educational levels, including research on foreign language learning motivation of graduate students [4], research on foreign language learning motivation of undergraduates [6], research on foreign language learning motivation of higher vocational students [7], and research on foreign language learning motivation of secondary school students also includes research on motivation stimulation strategies of teachers [8], and research on motivation stimulation of secondary school students [7]. Research on foreign language learning motivation of secondary school students also includes other types of

research such as teachers' motivational strategies[9]. Research on foreign language learning motivation in China mainly focuses on undergraduate students. The research on foreign language learning motivation in China mainly focuses on undergraduates, but not enough on postgraduates, higher vocational students and secondary school students, and there is almost no research on the foreign language learning motivation of specialists and primary school students.

2. Theories

2.1. Motivation

Motivation is an internal psychological force that causes and maintains an individual's activity and tends it toward a certain goal in order to satisfy a certain need. All conscious activities of an individual are caused by motivation. The basic factors that make up motivation are internal drives and triggers. Internal drive refers to the internal factors that affect an individual; inducement refers to the external factors that affect an individual.

Internal drive and inducement have a relevant connection, without internal drive there will be no goal of behavior; conversely, without the goal of behavior, there will be no corresponding internal drive. In practice, human behavior is often determined by the interaction of internal drives and triggers. The strength of motivation depends on both the size and nature of the internal drive and the magnitude of the attraction of the inducement. In addition, the value of the goal and the individual's estimate of the probability that he or she will achieve the goal also influence the strength of motivation. In motivation research, the level of motivation is usually measured by the intensity and duration of the activity. The theory will shed light on the inquiry into motivation to learn.

2.2. Definition of Learning Motivation

Learning motivation is the expression of motivation in learning activities. According to the concept of motivation, we can define learning motivation as an internal mental state that causes and maintains an individual to carry out learning activities and to direct the activities toward certain learning goals to satisfy certain learning needs. Learning motivation is the cause and internal power that directly drives learning behavior. Knowledge value, learning interest, learning efficacy and success or failure attribution are the main components that constitute learning motivation. Therefore, the study of how to stimulate students' English learning motivation cannot be separated from the exploration of "knowledge value, learning interest, learning efficacy and attribution of success or failure", and to find the relevant factors to achieve the purpose of the content from the content also means to explore the main strategies for secondary school students' English learning motivation.

3. Theories Related to Learning Motivation

This chapter focuses on some important theories about learning motivation put forward by scholars at home and abroad, and combines the following theories to help explore how to stimulate learning motivation when secondary school students learn English

3.1. Reinforcement Theory

Reinforcement theory is mainly used by behaviorist psychologists represented by Thorndike and Skinner to explain the elicitation of motivation. By reinforcing the association of stimulus responses, external means such as rewards, encouragement, and praise are used during the learning process to stimulate motivation and promote learning behaviors; on the other hand, punishment creates a motivation to avoid learning behaviors. Reinforcement theory has been practiced in schooling and has been found to have both advantages and disadvantages. In actual

teaching, most students' learning results will be instantly recognized by reward and punishment, but it ignores the initiative and spontaneity of learning, and focuses only on the external factors of motivation, without taking into account the internal factors. This will make students have a utilitarian attitude toward learning, so that students will have a negative psychology when the learning effect is not obvious or the effect is delayed. In the actual teaching process, due to the diversity of students, this method may not be applicable to all students, and the learning effect of learning behaviors caused by external factors to a certain extent is not as effective as the learning effect of learning behaviors caused by internal factors.

3.2. Self-efficacy

Self-efficacy refers to an individual's confirmation of his or her high level of efficacy for a particular job based on multiple previous successes and failures, i.e., people's subjective judgments about their ability to successfully carry out a particular achievement behavior. An individual's ability to give his or her best to a job is influenced by the nature of the job and the assessment of self-efficacy. In the book "Educational Psychology" it is considered that the factors affecting the formation of self-efficacy are direct experience, indirect experience, book knowledge and other people's opinions, the level of emotional arousal and physical and mental conditions. Based on the theory of self-efficacy teachers should focus on students' feelings of self-efficacy, so that students know their own learning process, learning effects, shortcomings and progress, which is conducive to the construction of good motivation and improve learning effects.

3.3. Hierarchy of Needs

Maslow emphasized that human motivation is composed of needs of different natures, which are divided into seven levels according to their nature: physiological needs, safety needs, the need for belonging and love, respect needs, the need for knowledge and understanding, aesthetic needs, and self-actualization needs. After the lower level needs are satisfied, the higher level needs will arise. Students of different personalities and different ages have different needs, and schools and families should try to satisfy their needs as much as possible, and help students to stimulate their enthusiasm for learning and perseverance in overcoming difficulties under the conditions of satisfying their needs.

3.4. Attribution Theory

Attribution theory aims to study the motivations of individuals who have knowledge of their own behavior and its outcomes. People often attribute the results of their behavior to the following six causes: ability, effort, task difficulty, luck, physical and mental condition, and other. Regardless of an individual's success or failure, attribution to effort produces a stronger emotional experience than attribution to ability. Therefore, in the traditional conception, those with low ability should be praised more for the same achievement; those with low ability but effort should be rated the highest, while those with high ability but no effort should be rated the lowest. Therefore, teachers should be good at encouraging hardworking students in English learning, which will greatly stimulate their enthusiasm for English learning and increase their own efforts.

3.5. Self-worth theory

Self-worth theory suggests that a student strives to learn because he wants to enhance his self-worth from the experience of success in his quest for learning. However, failure in the pursuit of success often leads to avoiding the pain of failure in order to preserve one's self-worth. Students in the long-term experience of experience, put great effort and still failed, will feel shame and pain, and will be suspected of their own ability is not as good as others and the loss of self-esteem and self-confidence; on the other hand, without effort and failure is less

psychological setback, and they can also use the "effort" to cover up and comfort themselves. Therefore, as a teacher to detect the psychological importance of self-worth of students, to help students establish the correct self-worth, encourage students to correctly treat the error of failure, summarize the experience of progress.

4. Factors Affecting Students' Motivation to Learn English

Through the survey this paper analyzes the factors affecting students' motivation from the inside and outside, which is conducive to the exploration of more suitable strategies to stimulate secondary school students' learning motivation

4.1. Insisting on the role of internal motivation as the main, supplemented by external motivation..

Interest in learning can be the greatest motivation for students to learn. Teachers can make use of the novelty of teaching content and methods to arouse students' interest in learning and mobilize their motivation to learn. Internal motivation can also be enhanced through the use of interesting materials and a variety of presentation methods. Using multimodal teaching methods, video, audio, pictures and teaching props are used in the teaching process to enhance students' interest in learning. It is also possible to make full use of network resources to expand students' learning content, teaching should not be limited to book knowledge, students are interested in knowledge can be a breakthrough to help students master key knowledge.

4.2. Implementing heuristic teaching, creating "problematic situations", stimulating cognitive interest and curiosity.

Heuristic teaching is more effective than traditional teaching in stimulating students' motivation to learn. Creating a "problem situation" is the process of creating a "dissonance" between the content of the textbook and the students' desire to learn, and introducing the students to a problem-related situation. The "incongruity" must be set in doubt, and the subject to be solved should be consciously and skillfully put in a variety of knowledge bases that are in line with the students' actuality, so as to arouse the students' curiosity and thinking..

4.3. Proper use of competitions, tests and assessments and feedback on learning outcomes.

Competitions are an effective means of motivating learning and striving for excellence. During competitions, students' desire to win and need for achievement is heightened. Proper use of tests and scores. Tests and scores are used to provide students with some information and are viewed as a measure of mastery rather than a measure of competence, and as an indication of the degree of individual effort. Correct evaluation and appropriate praise and criticism. Generally speaking, praise and encouragement are more effective in motivating students than criticism and blame, and then affirmative or negative reinforcement of students' learning activities can consolidate and develop correct motivation. Teachers can have a considerable motivational impact by keeping students informed of the results of their learning. Feedback, in turn, can be used to enhance future behaviors that have motivational value. The above mentioned competitions, exams and competitions are all forms of feedback incentives, which are conducive to strengthening students' motivation to achieve, as well as allowing students to obtain feedback on their learning outcomes at each stage, which in turn facilitates the teacher's active guidance of the students in identifying and remedying deficiencies and achieving better results in English language learning.

4.4. Enhancing emotional communication, avoiding anxiety, and paying attention to individual differences.

Teachers need to enable students to learn to be happy and have positive emotional responses. A good state of mind can make learners energized and comfortable, thus reducing and modifying learning concerns. Students' individual differences need to be respected when dealing with their emotions. Teachers should give special consideration to the individual characteristics of students. Compensate for the shortcomings of each student with the unique strengths of his/her motivation, help each student to define his/her individual specific learning goals, have enough variants and different progressions in teaching work so that each student has the opportunity to succeed, and take measures to help students with the attribution of their individual academic successes and failures.

4.5. Guiding students to correctly attribute success or failure.

Teachers can use a variety of forms to guide students to positive attribution training, allowing students to analyze the reasons for success or failure, prompting students who are not able to make positive attributions, and encouraging them to make correct attributions. At the same time, help students to analyze the results of learning, so that students can check the shortcomings and make up for the shortcomings, to maintain a high degree of self-confidence in learning, so that students correctly understand the relationship between failure and success, so that students will have a good mindset and a positive attitude to face the failure and success of the learning process in the future.

5. Conclusion

There is a close relationship between English learning motivation and students' English learning outcomes. Only by studying learning motivation can we have the opportunity to use the right strategies to help students' learning motivation in teaching practice. This thesis summarizes five strategies to stimulate learning motivation through the summary of the previous research and the analysis of the content of learning motivation in the direction of educational psychology, hoping that the research can inspire and inform the teaching practice in primary and secondary schools.

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