

The Influence of Different English Learning Motivation on Chinese Students' English Learning

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Abstract: English has become the most significant tool for communication around the world; thus, English learning is essential in many countries. China also considers English as one of the compulsory subjects in the examination and account for the large proportion in the college entrance examination. This research studies how Chinese students learning is influenced by different motivations analyzed by the quantitative and qualitative methods. This research which involved fifty students who come from different universities demonstrates that the crucial impact of motivations on Chinese students' learning activities and strategies, emphasizing the essential meaning of learning motivations in promoting effective teaching and studying to figure out which motivation is the most significant for various students who come from different background when studying this language. This research also aims to provide valuable insights to educators and tend to encourage further researches that relates to the language environment and students' learning motivations in China or even in the world.

Keywords: English Learning, Integrated Motivation, Intrinsic Motivation, Extrinsic Motivation, Instrumental Motivation

1. Introduction

English has become increasingly more important, which have been used in the wide-spread as a tool to communicate. With the fast pace of quality-oriented education in China, it is an obvious symbol of whether students are capable of using English as native speakers rather than exam-orientation, so schools in China pay more attention to learning and teaching English. It is widely known that people's actions are affected by their motivations, including English learning acquisition. Previous studies have discovered that learning motivation is regarded as a stimulation of learning interests, improving the learning efficiency of students [1]. English teachers take responsibility of applying the theory of motivation into practice due to the fact that motivation is a crucial factor in acquiring English and helping students gain success.

This research investigated the influence of different English motivations on Chinese students' English learning, which provides certain implications for English teachers on education. Based on a questionnaire with Likert Scale, the data from fifty participants is collected, and the statistics are analyzed by the quantitative method.

2. Research Report

2.1. Research Motivation

Due to the effects of globalization on the economy and culture, English is now required to be learned as a second language in many nations. In China, this kind of situation is not unique. From junior high school through university, students have been studying English and are working toward the appropriate outcomes. Learning motivation, the most widely accepted theory to explain the success or failure of language learners, is closely linked to learning desire. Prior research on motivation viewed it as an internal activity. The social education model makes it clear that picking up additional languages or being able to hire individuals cannot fully account for learning a second language [2]. It is reasonable to suppose that students from similar cultural backgrounds will experience learning English in various ways on an emotional level. While the educational environment contributes to some of these inequalities, the social and cultural context in which kids live plays a larger role. As a result of the "cognitive revolution" occurring in psychology during the 1980s and 1990s, the focus of language acquisition motivation shifted to cognitive mode [3]. According to cognitive psychologists, motivation is greatly influenced by one's beliefs about one's potential, constraints, prior performance, and ability. The contrast between instrumentality and integration can be used to explain attempts to characterize the motive behind acquiring a second language from orientation [4-5]. Despite efforts to reinterpret what it means to integrate English in the modern world, these two orientations continue to provide empirical research data. Nonetheless, native English speakers are no longer always linked with the language in the modern world [6-7].

2.2. Definition of Motivation

The direction of motivation and the investigation of conduct are both parts of the study of motivation. Consequently, in order to obtain motivation, interaction with the environment is required. One of the most important elements influencing learning English is motivation [2]. According to the social education paradigm, assisting learners in acquiring additional language skills is just as important as an individual's aptitude while learning a second language [2]. Motivation and learning are connected. Formally, motivation is the key to effective learning. More students will be motivated to learn, and learning will be more successful as a result. Consequently, one of the most important elements in fostering a successful teaching and learning process is motivation. Two factors can be used to explain the highly complex motivation for learning a second language: the learners' sentiments about the second language community and their communication demands [8]. A crucial component of learning is motivation [9]. Success is only possible when learning takes on equal importance as motivation. The process of learning a second language involves picking up new information and abilities, and desire pushes students to pursue this goal, demonstrating the necessity of motivating factors. Put another way, learners' surroundings and consciousness have an impact on their acquisition of a second language. The learners themselves possess intrinsic motivations and physiological demands. Instead than just reacting to the surroundings, the environment also influences learners to take appropriate behaviors during the learning process.

2.3. Types of Motivation

Krashen discussed motivation-related elements and connected these two functions to second language proficiency [10].

- Integrated motivation. It is predicated on a desire to learn a second language since it must be connected to socialists or learners. The goal is for the community to speak the same language or

to incorporate it into a second language. But a lot of this drive is influenced by emotional variables [11].

- Instrumental motivation. It is a benefit of acquiring a second language. Acquiring a second language broadens one's professional and commercial horizons, bestowing upon oneself greater authority and status, or enabling one to pass the language proficiency exam [11].

Additionally, there are two other kinds for motivations.

- Extrinsic motivation. It places a strong emphasis on the necessity of convincing students to engage in learning activities and outside influences [12]. as finishing schoolwork or passing a test. External motives also include instrumental motivation and comprehensive motivation.

- Intrinsic motivation. It highlights the fact that learning has consequences of its own [12], demonstrating that students are motivated to study. Rewarding in nature, intrinsic motivation is contingent upon the desires of the learner. Instructors don't really affect pupils' intrinsic drive. Encouraging kids to learn in the classroom is the only way to keep them motivated [8].

3. Literature Review

Hungary carried out two longitudinal studies in 1993 and 1999 to find out how more than 4,000 students in the 13–14 age range in Hungary felt about five distinct target languages. They looked into seven aspects of motivation for learning a second language using a 37-item questionnaire. The findings indicate that "Hungarian adolescent language learners evaluate different target languages in five broad and interrelated dimensions through the same psychological framework: integration, instrumentality, direct contact, media use and vitality." [13]. Furthermore, a comparable study conducted in 2003 demonstrated that English is a required language for 526 students. Although they are not the main forces behind students' learning, these aspects are all significant parts of their desire for learning.

4. Methodology

4.1. Research Aim

Based on the early social and cultural theories of Gardner and Lambert as well as the seven possible dimensions proposed by Dornyei and discussed in the study. The key components of this study and the analysis of Chinese students' English learning motivation are the internal and external factors of learners' language learning motivation, four of the seven dimensions in the research conducted in 1993 and 1999, and the past learning experience suggested in 2003. Two research questions will be addressed by this study:

RQ1: Are there internal or external variables that Chinese students are learning English because of?

RQ2: In the process of learning English, which dimension has the biggest impact on Chinese students?

4.2. Participants

In this study, questionnaires were used to gather information from 150 Chinese-speaking students, ages 16 to 30, from various parts of China. 111 women and 39 men took part in the survey. The researchers taking part in this poll are all Chinese native speakers who have all had some level of instruction in English. 33 individuals had their prior education in English, whereas 117 had their prior education in Chinese. Out of these, 129 individuals have engaged in non-school-based English language instruction. The following are the particulars (Table 1):

Table 1: The information of questionnaires

| Gender | English major | Non-English major | Total |
|-------------------|---------------|-------------------|-----------|
| Female | 13 (8.67%) | 26 (17.33%) | 39 (26%) |
| Male | 36 (24%) | 75 (50%) | 111 (74%) |
| Total: 150 (100%) | | | |

4.3. Instrument

A questionnaire in English is part of the survey; it is based on ones created and utilized by Dornyei and Cle'ment as well as Dornyei and Csize'r [13-14]. The author modified the questionnaire's questions and added or removed items based on the interviewee's proficiency in English and my research questions and guidelines. The seven dimensions established by Dornyei and Cle'ment and Dornyei and Csize'r were adjusted in light of my research background and the respondents' circumstances because my study is based in part on the replication of earlier research [13-14]. Only emotion, integration, instrumentality, language self-confidence, and prior learning experiences are included in these research dimensions. The Likert Scale of 0–5 points is used in this 36-item questionnaire, which also includes items for personal information.

The author examined the participants' levels of passion for English-related industrial culture and their desire to interact with native English speakers in order to capture the important elements of integration. The integration component looks into participants' desire to use the target language to what extent they wish. Furthermore, there is a distinction between parental attitudes, family difficulties, and social problems. The author reserves the remaining three dimensions for this study and concentrates on the remaining dimensions for future research because participants may mistake other related dimensions during the questionnaire trial phase.

4.4. Data collection procedure

All of the respondents to this survey are students who have taken English classes. The questionnaire was created by the author using a Google form, and a random sample technique was employed. Age, gender, and English proficiency are not restrictions. Including questions about questionnaire authenticity and uncertainties, a total of 150 questionnaires were gathered. This questionnaire has been completed. Since there isn't a final open-ended question, the research analysis of the questionnaire may be quantified with precision.

Everyone is required to complete the 36-item questionnaire, which uses a quantitative approach for gathering final results. By exchanging data linkages, interested parties are asked to participate. They are invited to turn in their completed questionnaires, and the design page of the questionnaire will automatically create the data results. One of the crucial pieces of information that the author will examine later is the questionnaire's result.

4.5. Data analysis

The results from the questionnaire were processed in this study using SPSS technology, and frequency was chosen as the analytic element. Furthermore, the reliability factors among the individual items and the combined items verify the reliability of the questions and responses in this survey. The analysis's findings can demonstrate the precise distribution of external, internal, and student group characteristics in English learning to a considerable level. To assess the Likert scale in this questionnaire, the average number of items is taken. The first three things are all thought to be advantageous features.

5. Results and discussion

5.1. Results

5.1.1. Intrinsic and Extrinsic

Table 2 shows the average values of internal and external factors obtained on the Likert scale. Averages are arranged and displayed in descending order.

Through the analysis of internal and external factors, the participants' tendency to internal and external factors is mostly above the three points of Likert Scale, indicating internal and external factors influence Chinese students in the process of English learning. However, in the analysis of the proportion of the average, the proportion above the three points of Likert Scale is more massive than the internal factor, which shows that Chinese students generally receive the influence of external factors in learning English.

Table 2: Average values of intrinsic and extrinsic factors

| Scales | Intrinsic | Extrinsic |
|----------------------------|-------------|-------------|
| Very agree | 34 (22.67%) | 44 (29.33%) |
| Agree | 55 (36.67%) | 76 (50.67%) |
| Neither agree nor disagree | 45 (30.00%) | 28 (18.67%) |
| Very disagree | 13 (8.67%) | 2 (1.33%) |
| Don't know | 3 (2.00%) | 0 (0.00%) |

This indicates that 89.33% of identity is accounted for by internal factors, and 98.67% is accounted for by external factors. This study demonstrates that external influences, such as parental expectations, test pressure, and future career expectations, will have a greater impact on Chinese students' English learning. For internal reasons, 59.34% of Chinese students find English to be enjoyable; nonetheless, the majority of students (30%) have an indifferent opinion of individuals who aspire to become fluent English speakers. The majority of external influences are accounted for by the usage of English, which is used for both employment (95%) and travel (66%). Nonetheless, the majority of students (50%) argue that studying English is only for exams.

As a result, 98.67% of Chinese students' English learning is influenced by outside variables, according to data research and analysis.

5.1.2. Five dimensions

Table 3 shows the average values of the five dimensions obtained on the Likert scale. Averages are arranged and displayed in descending order.

After comparing and analyzing each dimension's average values, it can be seen that most of the five dimensions are at or above the third point of Likert Scale. Since language confidence is a reverse problem and the other four dimensions (emotion, integration, instrumentality, and previous learning experience) are all positive problems, the analysis of scale data is slightly different. All of them have a significant influence on the participants' English learning motivation.

Table 3: Average values of five dimensions

| Scales | Motion | Integration | Instrumentally | Language self-confidence | Past learning experience |
|------------|-------------|-------------|----------------|--------------------------|--------------------------|
| Very agree | 32 (21.23%) | 52 (34.67%) | 84 (56.00%) | 48 (32.00%) | 44 (29.33%) |
| Agree | 63 (42.00%) | 55 (36.67%) | 56 (37.33%) | 61 (40.67%) | 58 (38.67%) |

Table 3: (continued)

| | | | | | |
|----------------------------|-----------|-------------|------------|-------------|-------------|
| Neither agree nor disagree | 45 (30%) | 33 (22.00%) | 10 (6.67%) | 26 (17.33%) | 36 (24.00%) |
| Very disagree | 8 (5.33%) | 10 (6.67%) | 0 (0.00%) | 15 (10.00%) | 12 (8.00%) |
| Don't know | 4 (2.67%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) | 0 (0.00%) |

Table 3 makes it clear that instrumentality is a key factor in driving English language learning motivation. The entirety of the data analysis results center on identifying instrumentality (100%), and participants have a consistent attitude (92%) toward motion and prior learning experiences, indicating that the attitudes of instructors and peers on learning English also have a significant impact on participants. 93.33% of the total is motion, and the findings are somewhat greater than the impact of participants' prior learning experiences and integration. It is noteworthy, however, that 90% of the opposite data on linguistic self-confidence is composed of participants' nervousness when speaking English. The average value of the dimension suggests that individuals could be unsure of their general aptitude for learning English.

Chinese students are, thus, 100% affected by instrumental dimensions in their English learning, according to the data study and analysis.

5.2. Discussion and Limitation

Affective, integrated, instrumental, linguistic self-confidence, and prior learning experience are the five dimensions in which this study is undertaken. The study makes an effort to differentiate between the two components of Dornyei and Csize'r's integration dimension: the emotional component, which includes cultural interest and contact, and integration, which takes into account the participants' desire to learn English or assimilate into their culture.

The results of the survey about internal and external factors make it clear that participants' acquisition of English is significantly influenced by external influences. When learners experience issues connected to external variables, external factors can readily replace internal reasons as the driving force behind their English learning motivation, even though some participants believe that internal elements are significantly stronger than external causes.

For certain items, participants are likely to explain and evaluate particular dimensions from different perspectives when answering the questionnaire, even though the Cronbach scale's reliability is higher than 0.5 in the majority of dimensions and items. As a result, it is unclear what the selection criteria are for things with varying dimensions. Second, there is a phenomenon where instrumental dimension predominates in the study of dimension correlation. This study confirms Gardner and Lambert's assessment that this dimension was the primary driver of motivation in the early stages. Learning motivation is influenced by other factors as well, although this is not the most important one.

This experiment contains a few flaws. The validity of the questionnaire cannot be established because the responses it collects are essentially speculative. Second, there aren't enough research objects in this experiment, which would not be sufficient to counter the groups' opinions on this particular questionnaire item and could potentially add to the research's limitations. Lastly, some of the questionnaire items do not involve the data analysis of this study, even if the questionnaire is a reference and a modification to the questionnaire design in earlier studies to assure the diversity of questionnaire items.

5.3. Implications for teaching

The study's conclusions offer recommendations for those teaching English. It might not be appropriate for everyone, but it can still give them valuable knowledge. For Chinese students, learning English is a public option, and schools have a duty to provide it. Additionally, emphasizing instrumental motivation in the classroom may be a useful teaching tactic. But the attitudes that the surroundings promote determine how much kids' confidence in their language skills improves [15]. Studying the impact of the modification is still necessary, though.

Motivation is just a concept in the classroom. Consequently, the study's findings imply that motivation cannot be applied universally in the classroom and that teachers must take into account the unique role that each language's varying levels of motivation play. Students who do not need to take standardized English exams should nevertheless provide courses to increase their English proficiency, but those who are taking the TOEFL and IELTS, for instance, should offer specific test preparation courses. It's important to note that Chinese students will approach learning English differently now because they have more ambitious personal goals than they did in the past. They might become far less motivated to learn English in such situations.

6. Conclusion

Learning motivation can be divided into four different types, such as intrinsic motivation, extrinsic motivation, integrative motivation, and instrumental motivation, which is an essential condition that prompts students to learn English. Based on the results provided by this research, we have concluded that external motivation and instrumental motivation are more influential on the learning motivation of Chinese students and have known that intrinsic motivation and integrative motivation should be strengthened. However, there are several demerits found in this research, such as the limited number of research objects, which will be improved in the future. In addition, several implications that are put forward are beneficial to teaching in the classroom. First and foremost, it is the duty of educational institutions to prioritize instrumental motivation. Additionally, in order to increase students' interest in studying English, teachers must take into account the unique role that each language's varying levels of motivation play.

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