Proceedings of the International Conference on Global Politics and Socio-Humanities
DOI: 10.54254/2753-7048/21/20230169

The Effect of Different Teaching Styles of Shenzhen Teachers on Students' Learning Motivation

—The Example of Seminar and Lecture Methods

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Abstract: Student-centred teaching and learning has received much attention around the world, and the factors affecting students' motivation are also one of the key topics in today's research. Some researchers have found that different teaching methods have different effects on students' motivation in second language teaching, but there is still a research gap about the role of this finding in students' mother tongue teaching. However, there is still a research gap on the role of such conclusions in the teaching of students' mother tongue. Therefore, this paper investigates the relationship between the lecture method and the seminar method and the motivation of first year students by collecting questionnaires on learning motivation and results before and after the implementation of different teaching methods in the teaching of *the Dream of the Red Chamber* unit in a school in Shenzhen, as well as interviewing certain students and conducting descriptive analyses and linear regression analyses on the above data. It was found that both teaching methods positively affected students' motivation and that the seminar-based teaching method was more effective.

Keywords: teaching methods, learning motivation, *The Dream of the Red Chamber*

1. Introduction

Motivation is an internal activity. In order to participate in learning activities, maintain those activities after they have been triggered, and direct learning behavior toward specific objectives, humans must first be motivated. The standard of Chinese course of ordinary high school (2017 Edition Revised 2020) states in the teaching tips that reading whole books should be based on students' independent reading, writing notes and exchanging discussions using time inside and outside class, without replacing or limiting students' reading and thinking with teachers' explanations, and that teachers should participate equally in the exchange and discussion [1]. At present, most domestic research focuses on the exploration of English teaching methods, and there is currently little research on the impact of Chinese language teaching methods on students' motivation.

The paper selects the unit "Reading the whole book - *The Dream of the Red Chamber*" in the second book of the compulsory high school as the teaching unit and uses teachers' teaching styles as an entry point to understanding students' learning, motivation, and teachers' current teaching situation through a questionnaire survey conducted on senior students in a Shenzhen secondary school.

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Through the comparison of two different teaching styles, namely lecture-based classroom and seminar-based classroom, the paper verifies whether seminar-based teaching can effectively promote the strengthening of motivation of high school students in Chinese language reading. This will provide better and more effective teaching ideas for high school teaching.

2. Literature Review

2.1. Learning Motivation

The concept of motivation for learning builds on the concept of motivation and is an area of motivation studies. Motivation for learning occurs when it is expressed through the learning process. There is still much debate about the definition of learning motivation. Various researchers have given different definitions of learning motivation based on their different research perspectives.

Santa Dreimane argues that students can only be sufficiently internally motivated in the learning process if they are sufficiently motivated [2]. As a result, motivation is crucial to the learning process since it is only when students are motivated that they will have the desire to learn, develop an interest in it, and subsequently take the initiative to do so. According to Yu Qinglan, the major function of motivation in learning is to maintain people's motivation to engage in learning, to keep learning, and to make progress toward the objectives they have set for themselves [3]. Ge Yan makes the case that motivation gives students the desire to keep studying and propels them toward their predetermined objectives in his 2015 research [4].

2.2. Factors Affecting Motivation

Domyei proposes a three-level approach to motivation: the language level, the learner level, and the learning situation level. The Dornyei model of motivation recognizes that motivation is a dynamic developmental change that is dynamic and dynamic and provides new ideas for language teaching [5].

William & Burden created the social constructivist model of motivation, which considers the learner, the teacher, the task, and the situation as the four main factors in the individual learning process. The learner is the subject and the teacher is the mediator. The social constructivist model of motivation emphasizes the interactive facilitation of intrinsic and extrinsic factors in motivation, and it is the most systematic and complete theory of motivation available [6].

Teachers and classrooms have also become essential factors influencing students' motivation to learn, and this has been the subject of research in China.

In "A Study on Motivation and Reinforcement of High School Students' Language Learning," Wang Shutting mentions that explicit and implicit classroom factors have a significant influence on high school students' motivation to learn a language [7]. Zhou Jia, in 'An attempt to motivate higher education students in language learning from the ARCS model', discusses how to motivate students in terms of attention, relevance, satisfaction, and self-confidence [8].

2.3. Reading Teaching of *The Dream of the Red Chamber*

The standard of Chinese course of ordinary high school (2017 Edition Revised 2020) suggest that "students read whole books and seminars to relate to their personal experiences, to gain a deeper understanding of the work, to enjoy the pleasure of reading, to draw nutrients from work, and to enrich their spiritual world." Students' active and conscious reading is inseparable from the practical guidance of teachers' teaching, and how to stimulate students' motivation to read through classroom teaching is also the direction of many experts and teachers' exploration.

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Ye Suhua and Zhan Dan present a report on the development of teaching and research on the whole book *The Dream of the Red Chamber* for the period 2018-2021, in which they discuss reading strategies, reading assessment, teaching strategies, and reflections on the *Dream of the Red Chamber [9]*.

In her article 'Strategies for creating and using learning contexts - an example of reading the whole book of *The Dream of the Red Chamber*', Shangguan Shuhong emphasizes the creation of learning contexts, which she believes can integrate learning activities into a purposeful, meaningful, continuous and complete learning process. The teacher is the designer, participant, and supporter of this learning process [10].

3. Methods

3.1. Participants

In a secondary school in Shenzhen, students from senior classes 3 and 5 were selected as subjects for the experiment, with a total of 108 students and a male-to-female ratio of roughly 13: 14. Senior class 5 was the experimental class and senior class 3 was the control class. The students in both classes were around 15 or 16 years old. Before the experiment, the two classes were taught similarly and there was little difference in academic performance.

3.2. Measures

3.2.1. Questionnaire

This paper quotes the questionnaire produced by Dr Min Lu of Shandong University in her thesis, with additions and deletions based on the research disciplines in the paper [11]. The pre-test questionnaire was distributed in the class group on 29th June, and 105 questionnaires were collected, of which 97 were valid. The post-test questionnaire was distributed in the class group on 12 July, and 95 questionnaires were collected, of which 89 were valid. Due to students' leave of absence due to force majeure factors, the post-test questionnaire was only selected from students who participated in the whole experiment.

3.2.2. Interview

Four students were selected for interviews, one each of the most improved students in Classes 3 and 5, and one each of the students in these two classes who showed no significant change in performance. This article takes the form of an on-site interview with the following questions:

(1) Do you think the current teaching method is useful to you?

(2) Why do you think this method is useful for you? Where is it reflected?

(3) What sections do you want the teacher to add to their classroom? Why?

(4) After this stage of learning, will you be more interested in learning about *The Dream of the Red Chamber*?

3.2.3. Test

A paper test is used at the end of the course to assess the effectiveness of the course.

3.3. Data Analysis

(1) After collecting the questionnaires, descriptive analyses and linear regression analyses were performed on the corresponding components of the questionnaires respectively.

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(2) This paper will analyse the interview transcripts thematically.

(3) The results of this test are compared and analyzed with the average scores of the two classes before the start of the experiment.

3.4. Research Questions

(1) Does a lecture-based classroom help motivate high school students to learn? If so, by what means; if not, what are the reasons?

(2) Does a seminar-style classroom help motivate high school students? If so, in what ways; if not, what are the reasons?

(3) Are there any significant differences in the performance of boys and girls in this process?

(4) Are there significant differences in the performance of students at different levels in this process?

(5) Which of these two methods is more effective?

4. Result

4.1. Results of Learning Motivation Questionnaire

4.1.1. Analysis of the Results of the Pre-test Questionnaire for Experimental and Control Classes

Table 1: Comparison of pre and post questionnaire tests in Class 3.

	Class Three	Average value	Standard deviation
Goal	Control class pre test	3.78	0.825
	Post test of control team	4.266	0.902
Interest	Control class pre test	3.685	1.029
	Post test of control team	4.316	0.84
Attitude	Control class pre test	2.389	0.975
	Post test of control team	3.19	0.935
expected value	Control class pre test	3.928	0.768
	Post test of control team	4.291	0.854
efficacy	Control class pre test	3.515	1.122
	Post test of control team	3.161	1.165
significant others	Control class pre test	3.655	0.954
	Post test of control team	4.261	0.982
Feedback	Control class pre test	3.756	1.035
	Post test of control team	4.248	0.93
Group Motivation	Control class pre test	3.378	1.005
	Post test of control team	3.892	0.852

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Table 1: (continued).

	Class Three	Average value	Standard deviation
Task	Control class pre test	3.35	0.956
	Post test of control team	4.31	0.922
classroom structure	Control class pre test	3.516	0.962
	Post test of control team	4.358	0.806
Teacher	Control class pre test	3.876	0.861
	Post test of control team	4.418	0.778
Learning strategy	Control class pre test	3.747	1.02
	Post test of control team	4.291	1.014

Table 2: Comparison of pre and post questionnaire tests in Class 5.

	Class 5	Average value	Standard deviation
Goal	pre test	3.539	1.045
	Post test	4.37	0.905
Interest	pre test	3.516	1.092
	Post test	4.37	0.825
Attitude	pre test	2.618	1.173
	Post test	3.566	0.742
expected value	pre test	4.022	0.831
	Post test	4.493	0.595
efficacy	Pre test	3.854	0.924
	Post test	3.319	1.291
significant others	pre test	3.382	0.983
	Post test	4.342	0.95
Feedback	pre test	3.517	1.05
	Post test	4.414	0.717
Group Motivation	pre test	3.596	1.095
	Post test	4.428	0.967
Task	pre test	3.472	1.078
	Post test	4.476	0.69
classroom structure	pre test	3.663	0.953
	Post test	4.376	0.851

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Table 2: (continued).

Teacher	pre test	3.944	0.909
	Post test	4.452	0.765
Learning strategy	pre test	3.764	1.012
	Post test	4.383	1.014

Tables 1-2 show that class (5) and (3) are closer to each other regarding the mean values of the factors affecting motivation to learn. Among all the above factors, the mean values of the experimental class senior (5) and the control class senior (3) are close to 4, which indicates that the students of both classes are more motivated in these aspects. However, it is worth noting that in terms of attitude, the mean values of class (5) and class (3) are 2.389 and 2.618, respectively, which indicates that the students in the two classes have more obvious attitude problems in Chinese language learning.

4.1.2. Comparative Analysis of Pre and Post-test Questionnaires for Experimental and Control Classes

As can be seen from Tables 1 and 2, all dimensions of the data have improved, with Class 5 approaching 4.5 in the dimensions of Expected Value, Feedback, Teacher, Group Motivation, and Task, indicating that the implementation of the Lecture-based Teaching Method in Class 5 had a positive impact on the students' motivation in these dimensions. Class 3 also showed an increase in all dimensions of the data, while the rest of the data improved but not much more than Class 5, with the "Teacher" dimension reaching a post-test mean of 4.418, indicating that the "Teacher" had a strong influence in this classroom experiment. The post-test mean value of the "teacher" dimension reached 4.418, indicating that the "teacher" strongly influenced the classroom teaching experiment.

4.1.3. Gender Analysis

Table 3: Analysis results of gender as an independent variable in Class 3.

Linear regression analysis results (n=51)							
	Non standardized coefficient		Standardized Coefficient	t	p	collinearity diagnosis	
	B	standard error	Beta			VIF	tolerance
constant	4.966	0.327	-	15.176	0.000**	-	-
Gender	0.452	0.235	-0.265	-1.924	0.060	1.000	1.000
R 2				0.070			
Adjust R 2				0.051			
F				F (1,49) = 3.700, p=0.060			
D-W				2.186			

Dependent variable：Favorability of teaching methods
* p<0.05 ** p<0.01

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Table 4: Analysis results of gender as an independent variable in Class 5.

Linear regression analysis results (n=44)							
	Non standardized coefficient		Standardized Coefficient	t	p	collinearity diagnosis	
	B	standard error	Beta			VIF	tolerance
constant	4.933	0.366	-	13.481	0.000**	-	-
Gender	-0.467	0.262	-0.265	-1.783	0.082	1.000	1.000
R^2				0.070			
Adjust R 2				0.048			
F				F (1,42) =3.179, p=0.082			
D-W				1.872			

Dependent variable：Favorability of teaching methods
* p<0.05 ** p<0.01

Using gender as the independent variable and “favorite language teaching methods” as the dependent variable, table 3 and 4 show that the model’s R-square value is 0.070, which indicates that gender accounts for 7.0% of the variation in “favorite language teaching methods. The R-square value of the model is 0.070. The F-test of the model did not pass the F-test, which means that “gender” does not have an effect on “favoritism of language teaching methods.”

4.1.4. Student Level Analysis

Table 5: Analysis results of score as an independent variable in Class 5.

Linear regression analysis results (n=44)							
	Non standardized coefficient		Standardized Coefficient	t	p	collinearity diagnosis	
	B	standard error	Beta			VIF	tolerance
constant	2.404	0.572	-	4.206	0.000**	-	-
score	0.020	0.006	0.466	3.414	0.001**	1.000	1.000
R 2				0.217			
Adjust R2				0.199			
F				F (1,42) = 11.659, p=0.001			
D-W				1.601			

Dependent variable: Favorability of teaching methods
* p<0.05 ** p<0.01

As can be seen from the table 5, a linear regression analysis with grades as the independent variable and “favorite language teaching methods” as the dependent variable shows that the R-squared value

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of the model is 0.217, which means that the grades score. This explains the 21.7 percent change in "favorite language teaching methods." The F-test of the model shows that the model passes the F-test (F=11.659, p=0.001<0.05) with a regression coefficient of 0.020 (t=3.414, p=0.001<0.01), which means that the grades have a significant positive impact on the "popularity of language teaching methods."

Table 6: Analysis results of score as an independent variable in Class 3.

Linear regression analysis results (n=51)							
	Non standardized coefficient		Standardized Coefficient	t	p	collinearity diagnosis	
	B	standard error	Beta			VIF	tolerance
constant	4.208	0.684	-	6.149	0.000**	-	-
score	0.002	0.007	0.035	0.244	0.808	1.000	1.000
R 2	0.001						
Adjust R 2	-0.019						
F	F (1,49) =0.059, p=0.808						
D-W	1.829						

Dependent variable: Favorability of teaching methods
* p<0.05 ** p<0.01

As can be seen from the table 6, the linear regression analysis with grades as the independent variable and "the degree of popularity of language teaching methods" as the dependent variable, the model R-square value is 0.001, and the F-test of the model found that the model did not pass the F-test (F=0.059, p=0.808>0.05), which means that grades There is no effect of grades on "favourite language teaching methods".

4.2. Interview

All four students said that the existing teaching method was helpful to them. A student in Class 3, who made more progress, and a B student, whose results did not change significantly, said that since their own foundations were weak, the teacher's direct teaching made it easier for them to understand, but they still had doubts about individual issues and hoped that the teacher could add a little bit of discussion in the class. *The Dream of the Red Chamber* is fascinating. They will learn more about it in the future. 5 students C, who has made great progress, and D, who has no significant change in their grades, said that the seminar teaching method fully stimulated their interest in reading, but there are individual problems that need the teacher's help to understand, and they hope that the teacher can increase the time for guidance, and they said that they will study *The Dream of the Red Chamber* in a more in-depth manner.

4.3. Analysis of Test Results

In the analysis of the test results of the two classes, it was found that compared to the midterm examination, where the average score of class 5 was 83.87 and class 3 was 83.613, this time, the average score of class 5 in the experimental class was about 90.211. The average score of class 3 in

DOI: 10.54254/2753-7048/21/20230169

the control class was about 83.961, which was improved, but the improvement of class 5 in the experimental class was obvious.

5. Discussion

Through the study, this paper finds that both lecture-based and seminar-based teaching methods have positive effects on students' motivation, while seminar-based teaching methods have more obvious advantages in terms of performance. Through interviews and questionnaire analyses, students in Class 3 thought that the lecture method made it easier for them to understand the text, but accordingly, they also thought that some group discussion sessions should be included in the classroom to facilitate more in-depth discussion of the text, while the students in Class 5 believed that the seminar method greatly stimulated their enthusiasm for learning and gave them a sense of being the "center" of the class. Center" of their learning, and through the seminar, they gained a deeper understanding of *The Dream of the Red Chamber*. In this process, there was no significant difference in performance between boys and girls. There was no evident difference in students' performance at different levels of the process in class 3, and students at higher levels in class 5 showed a higher level of enjoyment of the teaching method.

6. Conclusion

The conclusions drawn from this study are both unique to the student body and universal in their approach to teaching and learning. The following facts can explain these, firstly, the lecture-based teaching method is not entirely taught by the teacher only, it also contains questions and answers from teachers and students, and in the process of questions and answers from teachers and students, students can also absorb the knowledge well. Secondly, as a "popular" method in reading teaching, the seminar method gives students enough time and autonomy for discussion, which can effectively encourage students to mobilize their own motivation to participate in the classroom. All in all, this study bridges the gap between motivation and pedagogy in Chinese language teaching, and helps Chinese teachers to choose a more appropriate way to teach reading. However, there are also limitations in this study. The sample data chosen for this paper are only two classes in a high school, and the sample size is limited. The items selected for this study were only the reading units in the Chinese textbooks of the high school, which is a limited number of items. It is hoped that future studies can select other units in senior secondary Chinese textbooks and choose a larger sample size for the study so that teachers can make better choices of teaching methods.

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