

How to build motivation during learning language for students

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Abstract. This paper expounds on the causes of language learning motivation, and the degree to which it is affected by the causes of different dimensions and demonstrates the factors of language learning motivation, which not only includes the object field studied by pedagogy but also includes a discussion on the issue of educational justice in social sciences and humanities. Finally, it is concluded that learners, teachers, administrators, and social systems are needed to build motivation for students better to learn a language.

Keywords: Learning motivation; Social identity; Interest; Level and attitude of teachers and administrators.

1. Introduction

Traditional pedagogy research generally takes social psychology as the main research focus, trying to explain social interaction and social behavior through the study of individuals and society, how and why individuals think and perceive society and others, and how individuals think, perceive and act under specific social circumstances. At the same time, it also studies how cultural and social situations affect individuals. With the development of pedagogy, scholars have gradually explored learners' perception, consciousness, and motivation of knowledge symbols through neuropsychology. This paper tries to integrate relevant theories of various disciplines and pedagogical methods objectively and comprehensively.

2. The beginning of the motivation

2.1 Interactive with others

2.1.1 Diversity

Motivation needs more initiative and diversity to form. Active learning requires a variety of learning and challenges. Different people have varied cultural backgrounds, so they will use disparate ways to learn the language. For different age groups, there are diverse teaching methods. For example, if the students are 3-12 years old, the teacher might use the form of games to give a better teaching experience. If they are 13-18 years old, the teacher might use some simple videos and stories to explain, arousing students' interest. However, if they are over 20 years old, they are more suitable to learn some academic theories and knowledge, or they can simply choose the former method combined, which will be more effective in language learning. However, different age groups have distinct attitudes towards students' learning. If the language learner is a teenager or relatively young person, they may think that learning a language is boring and boring and treat it as a subject to complete. On the other hand, adult language learners will know more about the importance of language learning. This differentiation in attitude is hard to change today [1].

2.1.2 Internal effect

Motivation is also an internal source of factors [2]. Setting goals is something many people usually do to build a so-called to-do list, but it's always easy to say then hard to accomplish, then all the lists might just go with the wind. Most of the time, people would set a target to give themselves a sense of urgency, and drive themselves to meet the aim by schedule, which tests the subjects' self-awareness and planning capability. Hence to be careful and thoughtful in setting a reasonable goal. Many people

reward themselves for achieving, which will have two advantages as following: the first is to let oneself establish a sense of accomplishment and satisfaction, the second is to be attracted by the desire and expectation of reward. This kind of "situation, planning, reward and goal" forms a kind of quadrilateral virtuous circle. This virtuous circle is very unlikely to decrease their efficiency and motivation, in a way, to stimulate their spirit of exploration dramatically.

2.2 Investment and motivation

The composition of motivation will encourage people to form the concept of "investment", because more motivation will bring more returns, which is a sustainable thing. The language environment will greatly influence the degree of foreign language edification of individuals, and effectively improve the input and output of different cultures. This potential energy needs to be triggered by certain conditions and will be influenced by something or someone to determine the outcome, but any qualitative change must be based on quantitative change. In the process of stimulating learning motivation and enthusiasm, some students become more and more independent, which reflects the improvement of self-learning ability. In the process of language learning, one factor will be affected by other factors, for example, when a learner is too anxious, the previous sense of achievement and interest will weaken; when his anxiety is appropriate, then it will play a greater role under the influence of other factors such as the sense of achievement.

In the process of language learning, it is not a flat environment, but a multi-dimensional space where different factors interact and influence each other, so there will be many variables in the chemical reaction process to produce correlation and bring different degrees of influence.

3. Effect of motivation

3.1 Sense of anxiety

Most people are often anxious and insecure because of their difference from the average level of most people. This situation can be said to be universal. Although pronunciation correction and acceptance are not extremely difficult technical problems to solve, if the learning process is always full of frustration, it will have a negative impact on the learners' mental state, often accompanied by angry emotions, complaining attitude and a series of troubles. Not only the students' own emotions, but also the emotional state of the teachers can affect the students' emotions [3]. If the teacher is in a bad mood, this negative emotion will imperceptibly infuse the whole learning atmosphere, because language and emotion are closely related and subtle and difficult to hide. Therefore, in classroom teaching, the emotional mobilization and timely adjustment of teachers and students is particularly important.

Anxiety is everywhere, perhaps some small things, small to insignificant, they do not find; it may also be some big things, too big to wishful thinking, leading to depression. In many cases, these situations need a certain opportunity to quote and solve, most of the anxious people are because they do not know what to do, how to express, resulting in some series of associations. When teachers teach through language, they should be aware of the emergence of anxiety. Teachers need to pay attention to how to guide and how to teach. For most students, they will be silent and solve their mental problems alone, but they often can't solve anything. Teachers can use the characteristics of language to solve this problem. language is mostly a system of expression: in teaching, teachers will let students express their views from time to time. This is a kind of teaching in the form of asking questions, which is usually reluctantly answered to anxious people, rather than specific. But it makes people talk forcefully. tools for communication and interaction in language: not only language needs to be used in the learning process, but also language will be involved in any place, so that anxious people can use pen and paper to describe it instead of speaking inartistically. this is also a way to ease their anxiety. language shows the usefulness of communication and life: for some people who like to chat, they will change the language in different ways, such as telling jokes with homophones. But at the same time, this method depends on each person's different personality, some people can accept,

some people will feel blunt do not understand. In the time of diversity, different forms will please many people, and anxiety will relieve the inner pressure [4]. Not only in the use of language structure, but also to convey a feeling: many people will cry because of a song or an article, which shows that the form of language expression can infect many people. In their eyes, not only simple pronunciation and stiff words, but beautiful movements and moving rhythm, is the embodiment of a sense of beauty.

Speaking is often more difficult than writing, and written and oral expressions are different, which is why some people speak well and others write well. Because in the process of thinking, there is more time to think to make the brain active, rather than saying what comes to mind. Anxiety will take a certain risk to turn it into behavior. If students are really under too much pressure, they can write or shout to release the pressure, and then they can tell the teacher in the form of a separate interview, making it independent rather than mass. It can reflect the state of one's mind and the evolution of one's mind. So now there are a lot of decompression toys and sports, you can see that anxiety is a serious problem.

3.2 Improvement of reward

In the tense state of exam-oriented education, students' learning results become the only standard to measure. Some students will try to make progress by adjusting the difficulty of their learning goals. This is a good start, but before you can do this, you need to find the right way to set the right goals [5]. After got a little progress, this stage victory would encourage students to produce a more profound, more continuous incentive to continue to progress, even if it is only a small step, this process is a bit like do what good received praise after the joyful mood, will continue to form an incentive mechanism to promote the individual learning continuous improvement.

3.3 Gender gap

The positive division of gender is still obvious. In most cognition, female learners will have more self-discipline and a regular learning attitude and state, while male learners are lazy and hard to learn. It's really about whether you really want to learn the language or something [6]. Sharing knowledge and culture with each other, regardless of gender, can deepen understanding and love each other. Men tend to deal with anxiety more easily than women, and conversely, women tend to be more patient to help out. This complementary relationship can be applied. So, there's really no essential gender difference [7].

3.4 Source of Inspiration

The formation of motivation also includes the component of interest. After students find the point of interest, they will naturally want to learn. For example, when they watch an American TV series, they are affected by the plot and language in it, so they want to learn a language. This is a classic concomitant hobby, one that stimulates your inner exploration, your love of what you really like, and your goal. The choice of teachers is also very important, they should pay more attention to students' ideas and motivation sources, instead of rejecting them, so it is meaningful for teachers to respect students' own choices.

3.5 Social identity

According to Bourdieu's theory of "social trickery" and Foucault's deconstruction of knowledge into the symbol of power. There is a secret relationship between learners' motivation for language learning and their social class, which is difficult for most ordinary people to understand by empirical method and can only be learned by rational scientific research in sociology.

Their academic achievements, on the surface of society through the grade as a standard for selecting talents, in the seemingly "equal opportunities" in the wake of the justice of congenital injustice, eliminate the moral contingency of talent, luck, individual country, community, society, the habits of the social class of its own, Resources have acquired the injustice of "distributive justice", and the language habits of language learners in the upper social class are easier to adapt to the

language learning knowledge formulated by the rulers, which can also be seen from the correction of social acquired distributive injustice in the political philosophy put forward by Loj in his Theory of Justice.

Therefore, whether it is from the data of professional social surveys on the gap between the rich and the poor, or from the academic ideas of scholars, the social identity brought by social class has a hidden and profound influence on the motivation of language learning. Engagement and motivation in language learning: What's the difference? (Davern, RON * and Bonnie NORTON) (Discipline and Punishment, Michelle. Foucault).

3.6 Grade difference

Based on the different grades, with the support of statistical data, students have obvious differences in the intrinsic motivation of learning English. Among them, the effect of grade difference on the intrinsic motivation of oral language is in high school students and junior high school students, the impact of junior high school students is the highest, and the motivation of high school students is lower. This reveals that the intrinsic motivation of language learning gradually decreases with age. The effect of grade difference on extrinsic motivation of oral learning is the lowest, and the level of extrinsic motivation of junior high school students is also the lowest.

As people age, they tend to lose motivation to learn new things or engage in everyday activities [8].

Brain science is also responding to this question: In a study of mice, MIT neuroscientists identified a brain circuit critical to maintaining this motivation.

This brain circuit is especially important for evaluating the costs and rewards of specific actions and making decisions [9]. The researchers said they could increase the motivation of older mice to engage in learning by reactivating this brain circuit or reduce it by suppressing it.

"As we get older, it's hard to be positive about something," says Ann Graybill, a professor at MIT and member of the McGovern Institute for Brain Science. This kind of aggressiveness, or participation, is important for our social well-being and learning. But if you're not involved, it becomes hard to learn." (European Journal of Contemporary Education) (Journal of Cognitive Neuroscience).

3.7 Insights of mentors and administrators

Confucius, a Chinese Confucian sage, once said that teaching students according to their aptitude means taking targeted education methods according to the specific conditions of different objects. This sentence vividly expresses the important role of teachers in the process of language education [10].

A survey was conducted on the trajectory of Chinese learning motivation of New Zealand students after the change of learning environment. It was found that teachers may lack understanding of students' language proficiency, and this teacher-centered teaching method reduces students' willingness to participate in classroom learning and practice. While he recognized the importance of having a teacher help him practice speaking in class, his motivation to learn Chinese declined due to "annoying" teacher-student interactions. How to help Canadian and non-Chinese speakers better adapt to the new Chinese environment and promote their learning motivation is a problem that teachers and administrators are learning to think about.

It is suggested that teachers and administrators should try their best to integrate western cultural atmosphere and teaching methods into the process of Chinese teaching in the process of teaching and administrative management. For example, a large lecture hall is adopted (students sit on the steps of the Colosseum in ancient Rome, with seats arranged from high to low. Professor, while students are more likely to see more facial expressions and body movements to generate ideas and spiritual resonance) types of teaching methods, using the Socratic questioning method, students are required to not only know the Chinese language itself, but also it describes the teaching Chinese as the only surviving hieroglyphs the source and the story behind, let the students can not only the knowledge

itself but also the truth behind the knowledge. In addition, after class, appropriate courses can be provided to those who are slow in language learning. (Journal of Contemporary Education of the Slovak Republic)

4. Summary

In short, language learning motivation comes from different levels, the influence of different dimensions, including social identity and insights of teachers and these factors accounted for the majority. Besides, a sense of anxiety, improvement is a reward, which ranks the secondary share. Apparently, people can see that although the gender gap makes boys and girls generally have specific advantages and disadvantages, but there is no obvious difference in essence.

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