

The Application of Learning Motivation Theory in English Teaching in Junior High School in China

Shuyu Liu

Johns Hopkins University, Baltimore, MD, 21218, The United States

Abstract. On the basis of summarizing the definition and classification of learning motivation and analyzing the characteristics of English learning motivation of junior middle school students in China, explore the specific application of learning motivation theory in English teaching in junior middle school. Foreign language learning motivation can be divided into overall motivation, situational motivation, task motivation and comprehensive motivation. The English learning of junior high school students in China is mainly about task motivation, instrumental motivation and external motivation, but the overall motivation, comprehensive motivation and intrinsic motivation also exist in some students. Teachers should fully stimulate the internal motivation of junior high school students' English learning, give full play to the positive role of instrumental motivation and external motivation, and combine the characteristics of the physical and mental development of junior high school students as far as possible to cultivate the sustainability of their English learning.

Keywords: Learning Motivation; Junior High School English; Junior High School Students.

1. Introduction

As a key factor affecting the effectiveness of foreign language learning, learning motivation has always been one of the core topics in the study and deep discussion in the field of foreign language teaching at home and abroad. Most of the studies on learning motivation focus on the university stage, while the primary and secondary stage. There need more attention and in-depth research in this field. The main reason is that the psychological development of college students is relatively mature, which makes the research work more convenient; the psychological development of primary and middle school students is still immature, and teachers pay less attention to their learning motivation. Junior high school is an important and critical period for students to learn English, and the learning effect of this stage will have a profound impact on their future English ability. In order to effectively improve the effectiveness of English teaching in junior middle school, we must attach importance to and effectively apply the theory of learning motivation, and promote students' active participation and in-depth understanding by stimulating their interest in learning and internal driving force. [1]

2. Analysis of English Learning Motivation of Junior High School Students in China

Research shows that the main motivation affecting the English learning of junior high school students in China can be summarized into two kinds: one is to pursue higher test results to win the recognition and praise of parents and teachers, and the other is the sense of responsibility to complete the tasks assigned by teachers, classes or the school. The English learning motivation of junior high school students in China presents the following remarkable characteristics, which reflect their psychological state and behavioral tendency in the process of language learning:

First, instrumental motivation dominates the process of learning English for junior high school students and is the main motivation for them to learn English. Although many studies prove that English learners with comprehensive motivation are often able to achieve better learning results, but in the actual situation of our country, except a few with special family background or personal interest with comprehensive motivation of learners, most learners are still mainly dominated by instrumental motivation (beam ding fang, ZhuangZhiXiang 2008:54). Junior high school students generally link English learning closely with higher education. Most of them think that the main purpose of English learning is to achieve better results in exams, so as to gain recognition and praise from parents and

teachers, and at the same time to win the praise of students, so as to satisfy their inner self-esteem and self-confidence.[2-6]

Second, external motivation dominates the process of learning English for junior high school students, and is the main motivation for them to learn English. At present, the English learning of junior high school students is mainly driven by external motivation. Most students have the same goal of learning English, in order to achieve ideal test results, so as to be successfully admitted to their favorite high school. Driven by this goal, the motivation of English learning is gradually dominated by external factors, leading to their learning behavior being more influenced by external rewards, pressure or expectations than by intrinsic interest. In the ninth grade, the phenomenon that student behavior dominates external motivation is particularly prominent and obvious.

Third, internal motivation, as an internal force to promote individual behavior, has gradually become an important source of motivation in the process of some junior high school students learning English. The psychological development of junior high school students is still in the immature stage. They show a very strong curiosity and thirst for knowledge about the new things or the unknown knowledge around them, which provides the impetus for their learning and growth. For junior high school students, foreign culture shows a very strong attraction, which is often reflected in their curiosity and yearning for exotic customs, languages and lifestyles. In the current educational background of high pressure and utilitarian learning, students' external motivation can usually maintain a relatively stable state, but the internal motivation is easy to be disturbed and affected by external environmental factors.(Zhu Haoliang and Wu Shengtao pointed out in their 2010 study).[7-10]

3. The Motivation Theory of Learning is Used in Junior Middle School English Teaching

Mastering a foreign language is regarded as the key to open the door of foreign culture and as an important way to learn and absorb international advanced technology. Its role cannot be underestimated. English learning runs through the whole education process, and the requirements for English ability in different learning stages are gradually improved to meet the needs of social development. Due to the significant differences between Chinese and Western language systems and cultural backgrounds, as well as multiple factors such as unsatisfactory English learning environment, for some students, English is always a subject who lack interest and are unwilling to actively invest in their learning. In the process of English teaching in junior middle school, teachers should take the learning motivation theory as the guidance, give full play to their guiding and leading role, and stimulate students' interest and enthusiasm in learning.

(1) Pay full attention to and effectively stimulate the inner motivation of junior high school students to learn English

Compared with extrinsic motivation, intrinsic motivation has a more lasting effect, and can bring better results, because it originates from the individual's own interest and value identification. Teachers should pay full attention to and effectively stimulate the inner motivation of junior high school students to learn English, and help students to establish self-confidence and cultivate lasting interest in learning through diversified teaching methods and positive classroom interaction. Junior high school students are in adolescence, at this stage, students have a strong thirst for knowledge, and often show a strong interest in novel knowledge and content. However, sometimes they also have resistance to the new learning content, do not listen to the suggestions of teachers and parents, and it is difficult to deeply understand the significance of English learning. Teachers should give full play to their leading role in stimulating students' inner motivation for English learning, and help students build interest and confidence in English learning through diversified teaching methods and positive classroom interaction. As shown in Table 1.

Table 1. Table of teaching strategies to stimulate intrinsic motivation

instructional strategies	Specific methods	Implementation points	Expected effect
Diversified teaching methods	Using situational teaching, game teaching and other methods	Create lively and interesting situations based on teaching content, and design games related to English knowledge	Improve students' interest in learning and enhance their participation
Clear teaching objectives	Develop clear, specific teaching objectives and explain them to the students	The goal is in line with the actual level of students, highlighting the key points and difficult points	Help students to clear learning direction and improve learning initiative
Experience a sense of achievement	Design layered tasks to encourage students in time	Task difficulty stratification to meet the needs of different students; timely affirm and praise students' progress	Enhance students' self-confidence and stimulate their deeper learning motivation

Teachers need to deeply analyze and combine the unique characteristics of junior high school students in English learning according to the curriculum standards, to carry out targeted teaching activities. Once the content of the textbook is determined, it is relatively fixed, while the application of teaching methods can be flexibly adjusted according to the actual situation. Teachers should carefully select the teaching contents closely related to the life of junior high school students to attract students' attention; At the same time, the display forms of teaching contents should be diversified, visualized and specific to help junior high school students deeply understand and learn with the help of various senses; Teaching methods and activity design should remain novel and colorful to ensure the cognitive characteristics of junior high school students. English learning in junior high school should not continue the traditional mode of "teachers speak and students listen", but pay attention to the interaction between teachers and students, making students gradually change from passive knowledge recipients to active learning participants; at the same time, the teaching environment should be more relaxed and pleasant, and the relationship between teachers and students should be friendly and intimate, so as to promote better learning effect. Only by adopting appropriate methods and keeping the study fresh, junior high school students will not feel tired and tired in the process of English learning, so as to maintain a long-term interest in learning. The traditional classroom teaching mode, which only focuses on vocabulary and grammar, is very easy to cause the aversion of junior high school students due to the lack of interest and practicality. If this goes on in the long run, they may lose confidence in English learning and even have the idea of giving up learning.

Teachers need to formulate clear and specific teaching objectives, and help students to understand and get familiar with the key points and difficult contents of the course in a concise and clear way. Giving students a clear understanding of their learning goals is a good method to effectively stimulate their learning motivation, which can help students to better focus on their learning tasks and improve their initiative. When students clearly understand the goal of learning and the meaning and value behind the activities, they will naturally have the desire and demand for learning in their hearts, and then inspire them to devote themselves to the learning process. If the learning method is not equal, the lack of clear goals and plans, just blindly learning, then the learning efficiency will be greatly reduced, always at a low level. According to Yan Jiangtao (2004:198) point of view, most of the teachers in guide case, only listed teaching objectives, without fully emphasize students and detailed explanation, this practice is easy to lead to the focus of the learning content of fuzzy, difficult to keep up with the overall learning progress, and hurt their enthusiasm and initiative to learn English.

Third, teachers should adopt effective teaching methods and positive encouragement measures to make students gradually experience a sense of achievement and pride in the process of English learning, so as to stimulate their deeper learning motivation. In the process of learning, if students repeatedly experience the experience of failure, they are easy to gradually produce a psychological state of learned helplessness, believing that no matter how hard they try can not change the result. For the English learning of junior high school students, the impact is usually far-reaching and serious, because many difficulties and challenges encountered in the learning process sometimes even make some junior high school students feel frustrated, and then come up with the idea of giving up English learning. Classroom teaching activities to attract students' attention is the core to improve classroom efficiency. Only by grasping students' attention can knowledge effectively be transmitted. The successful classroom teaching is mainly reflected that students can participate in it, showing a strong interest in learning and a positive attitude towards learning. (Li-na wang, 2014) in the process of junior middle school English teaching, teachers designed teaching activities should fully consider the students' individual differences, meet the level of different ability of students' learning needs, should include challenging tasks to stimulate students' potential, also want to set up some students can through independent thinking and efforts to complete the task, to enhance their confidence and learning motivation. At the same time, in teaching activities, teachers should thoroughly implement the core literacy concept of English subjects, effectively improve students' English language skills through diversified teaching methods, and constantly enrich and expand their English language knowledge system. Teachers should also attach great importance to the cultivation of learning strategies, and guide students to master and flexibly use these strategies, so that students can make progress in practical application, gain a sense of achievement and self-confidence, and further stimulate their learning motivation.

(2) Fully explore and make full use of the English learning process of junior high school students

Although many studies have shown that intrinsic motivation usually plays a greater role in the learning process than external motivation, external motivation is more common for English learning among junior high school students in China, and it is likely to run throughout the English learning journey of junior high school. This is mainly because junior high school students still have a relatively simple understanding of English learning. Most of them just learn English to cope with the needs of exams and college entrance examination, and have not yet formed the awareness of active learning and active acceptance of the second language. Although external motivation is the main driving force in the process of English learning, external motivation can be transformed into internal motivation under specific conditions, and this transformation process has an important impact on the learning effect. Since students' learning is mainly driven by external motivation, teachers can take a series of targeted measures to effectively stimulate students' motivation and interest in learning, so as to improve the learning effect. Students who should answer questions actively in class or who perform well in group dialogue exercises should be given timely rewards and affirmation to encourage them to continue to maintain this good learning attitude. Junior high school students' enthusiasm for English learning will be largely influenced by the teacher reward mechanism. Even just a simple word of praise can effectively stimulate their interest in learning, and significantly enhance their confidence and motivation in the process of English learning. In junior middle school English classroom teaching, through the design of rich situational communication activities, not only can effectively exercise students' English communication ability, but also encourage them to overcome psychological barriers, boldly express their ideas, so as to improve their self-confidence and language use level. In the process of communication and interaction between students, the encouragement and guidance given by teachers is particularly important, which can effectively improve the enthusiasm and self-confidence of students in participation. Moderate criticism and reasonable punishment measures can produce a certain educational effect for some students, and teachers adhere to the principle of clear reward and punishment, which not only helps to maintain the classroom discipline, but also plays a positive role in promoting students' learning motivation. Teachers should use the reward and punishment mechanism scientifically and reasonably, and guide students through appropriate ways, so that they

can gradually transform the motivation stimulated by external rewards or pressure into a stable and lasting internal learning motivation. As shown in Table 2.

Table 2. Teaching strategies for utilizing extrinsic motivation

instructional strategies	Specific methods	Implementation points	Expected effect
reward mechanism	The students who active performance will give timely rewards and affirmation	Various forms, such as oral praise, small prizes; timely feedback reward	Stimulate students' interest in learning and enhance their learning motivation
Situational communication activities	Design rich situational communication activities	The situation is close to the reality of students' life, and encourage students to express themselves boldly	To improve students' English communication ability and self-confidence
Reasonable rewards and punishments	Adhere to the principle of clear rewards and punishments	Moderate punishment, for the purpose of education, to avoid hurting students' self-esteem	Maintain classroom discipline and promote students' learning motivation

(3) Give full play to the positive role of instrumental motivation in the process of English learning

The main goal of Chinese junior high school students in learning English is to pass the high school entrance examination smoothly. This clear goal orientation makes their English learning motivation more reflected as instrumental motivation. Teachers should treat this motivation with a positive attitude, and make full use of it in teaching practice, especially in the process of students' practice, they should pay special attention to the cultivation and stimulation of students' enthusiasm, so as to effectively improve the learning effect. Teachers should start from the following key aspects, dig deeply and give full play to the important role of instrumental motivation in the learning process, so as to effectively improve students' learning motivation and effectiveness.

1. Change the traditional evaluation system: in the previous teaching evaluation system, teachers often pay too much attention to the students' test scores, especially the written test scores, and ignore the comprehensive performance of other aspects. This phenomenon leads most junior high school students to have self-doubt when their test scores are not ideal. In this state for a long time will make them gradually lose the motivation to learn, and eventually completely lose their interest and motivation in English learning. The general goal of English courses in compulsory education is to form a preliminary comprehensive language use ability through English learning, promote mental development, and improve comprehensive humanistic quality, so as to lay a foundation for students' lifelong learning and development (Ministry of Education 2012:8). From the current situation of increasing psychological problems of junior high school students, it is not difficult to find that the final evaluation mode with examination results as the core is likely to have a negative impact on their physical and mental health to a large extent. Teachers should change the single examination as the main way of traditional practice, actively explore the richness and diversity of examination subjects, at the same time use more comprehensive and scientific evaluation method, so as to more fully and accurate evaluation of students in moral, intellectual, physical, beauty, labor five aspects of development level and comprehensive quality. When English is studied as a second language, there are differences in each student's acceptance ability, so there is bound to be a large gap in the learning results. Teachers should pay full attention to the development of every student in the class, especially in the daily teaching activities, they should pay attention to the multifaceted evaluation of students, and use various types of formative evaluation methods to effectively stimulate and continuously

mobilize their enthusiasm in learning English. Teachers should make more use of information feedback, timely affirm and praise students' progress in the learning process, so that they can truly feel their growth and achievements; at the same time, they should minimize the use of controlled feedback methods, such as ranking according to test results or publicly announcing students' results; more importantly, highlight students' abilities and advantages in teaching evaluation, rather than overemphasize their shortcomings and weaknesses. According to the research results of Wen Aiying in 2005, significant progress has been made in academic discussions in related fields, laying an important theoretical foundation for subsequent research. As shown in Table 3.

Table 3. Teaching strategies for the role of instrumental motivation

instructional strategies	Specific methods	Implementation points	Expected effect
Change the evaluation system	Adopt diversified evaluation methods	Focus on process evaluation and students's performance; reduce control feedback	Stimulate students; learning enthusiasm and evaluate students's development comprehensively
Optimize the content and form of the examination	Design the examination content and form according to the characteristics of students	Choose reading materials close to current events and innovate the test questions	Improve students' interest in learning and promote their ability to apply knowledge
Treat grades correctly	Guide students and parents to view the test results correctly	Help students to analyze their grades, give encouragement and guidance; guide parents to treat their children's grades positively	Avoid students' negative emotions due to grades, and make reasonable use of instrumental motivation

2. Optimize the content and form of the exam: The content of the junior high school English exam in Jiangsu Province is clearly divided into two main parts, namely, the oral test of focusing on practical application ability and the written test of examining the mastery of theoretical knowledge. Oral part score 30 points, mainly listening and speaking ability, and the written test part will be adjusted due to regional differences, but the overall topic design generally consistent, usually covers multiple choice, cloze, multiple choice reading comprehension, vocabulary, task-based reading, missing words fill in the blanks and writing, and many other aspects. There is no doubt that because of the relatively fixed type of questions, the three years of junior middle school English learning will inevitably focus on the intensive training of the questions. However, excessive reliance on "sea tactics" is not only easy to make students feel bored and boring, but also may gradually kill their interest and confidence in English learning. Teachers should actively try to closely combine the content and form of the exam with the English learning characteristics and cognitive rules of junior high school students, so as to better promote the learning effect of students. In the process of choosing reading materials, we should try to choose the content close to current affairs and with a sense of The Times, so that students can not only improve their language ability, but also better learn and understand the cultural knowledge in the process of doing questions.

3. Hold a correct attitude towards test results: teachers treat students' test results in a positive and rational attitude, which can guide students to make better use of instrumental motivation, so as to stimulate their learning potential. The psychology of junior high school students is in the stage of gradual development, which is not fully mature, so teachers should give more care and attention,

patiently guide them to learn to analyze problems, think about solutions, and finally help them to find practical solutions. Teachers should also actively guide parents to look at their children's grades in a correct attitude, because if the teacher is not appropriate, it is likely to cause parents' anxiety, and this anxiety will be further transmitted to children, leading to their too much pressure, resulting in a variety of negative emotions.

(4) Cultivate and stimulate the comprehensive motivation of junior high school students

Although the objective reality of English teaching in junior high school makes it difficult for junior high school students to form a comprehensive motivation, schools and English teachers can still cultivate students' motivation through innovative ways. The school can offer school-based courses related to foreign culture; In the teaching process, teachers can effectively stimulate students' interest in English learning. Although many schools employ foreign teachers to teach in junior middle school, it is often difficult to give full play to the maximum value and role of foreign teachers due to the limited amount of courses. When foreign teachers teach alone, due to the students' poor expression, limited vocabulary or lack of confidence and other reasons, it often leads to the lack of classroom interaction, which makes the overall classroom atmosphere appear more awkward and cold. English teachers should play the role of helpers. In the process of classroom teaching, by creating a good language environment and interaction opportunities, we can better encourage students to actively communicate and communicate with foreign teachers, so as to effectively improve and exercise their English expression ability. As shown in Table 4.

Table 4. Teaching strategies for developing comprehensive motivation

instructional strategies	Specific methods	Implementation points	Expected effect
Set up school-based courses	Open up school-based courses related to foreign culture	The course content is rich and diverse, including cultural, history, art and other aspects	Stimulate students' interest in English learning and cultivate comprehensive motivation
Integrate into multiple forms	Integrate English videos, songs and so on into the teaching	Select videos and songs suitable for students' level to guide students to learn relevant knowledge	Enhance students' interest in learning, and create a good learning atmosphere
Auxiliary foreign teacher teaching	Create a good language environment and encourage students to communicate with foreign teachers	Assist foreign teachers to design interactive links, and guide students to participate actively	Improve students' English expression ability and promote cross-cultural communication

4. Conclusion

Under the current educational background, junior high school English teachers should view every student with a dynamic and developing perspective, deeply realize the key role of learning motivation in the teaching process, actively create various favorable conditions and maintain students' interest and motivation by using various teaching methods and forms. Meanwhile, teachers should flexibly use educational wisdom, rationally and fully explore the psychological characteristics and various learning motivation, and turn them into practical forces to improve the classroom teaching effect, so as to successfully achieve the established goal of junior high school English curriculum.

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