

Utilizing Emotional Motivation Method in English Language Instruction among Chinese Students in Hunan University of Science and Engineering

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Abstract: This proposal aims to investigate the use of Emotional Motivation in English Language Instruction at Hunan University of Science and Engineering (HUSE) in China. The study aims to create a framework for integrating emotional motivation into English instruction, tailored to the students' unique needs. The study will categorize participants according to their age, gender, educational background, and years of experience in teaching English. It will assess emotional motivation in terms of caring, expectation, tolerance, and gratitude. Additionally, it will explore differences in assessment based on respondent profiles. This will provide insights into Chinese students' perspectives on emotional motivation in language instruction. The study will also examine concerns related to using emotional motivation in English instruction.

Keywords: English Language Instruction; Emotional Motivation; Caring Motivation; Tolerance Motivation; Expectation Motivation; Gratitude Motivation.

1. Introduction

English language instruction, commonly referred to as ESL or EFL, aims to teach non-native speakers the English language. Given its crucial role in today's world, where English is widely used in various domains, instruction focuses on developing reading, writing, listening, and speaking skills. The end objective is to attain skillfulness in grammar, vocabulary, pronunciation, and comprehension. This instruction can be delivered through various forms, from traditional classrooms to online and immersive experiences.

Assessment in English instruction serves multiple purposes, including evaluating effectiveness, monitoring progress, providing feedback, and establishing proficiency standards. In particular, the study of emotional motivation in English instruction recognizes the influence of emotions, personal relevance, and intrinsic motivation, providing valuable insights for optimizing language learning experiences. By enhancing learner engagement, addressing affective needs, promoting autonomy, personalizing instruction, and fostering well-being, this study contributes to the overall improvement of English language instruction. In essence, the study of emotional motivation in English instruction provides invaluable insights for optimizing language learning experiences.

The study of emotional motivation method in English instruction is significant for language education as it enhances learner engagement, addresses affective needs, overcomes challenges, promotes autonomy, tailors instruction, and fosters well-being. This approach helps create a supportive environment that encourages active engagement and persistence, identifies and addresses learners' affective needs, promotes intrinsic motivation, personalizes instruction, and supports well-being. In summary, studying emotional motivation in English instruction enhances language learning

by understanding and harnessing the emotional aspects of the learning process.

2. Statement of the Problem

This study aims to explore the use of the Emotional Motivation Method among the Chinese students in HUSE in China with an end result of a framework for emotional motivation method in English Language Instruction. Specifically, it seeks answers to the following:

2.1. What is the profile of the respondents in terms of:

2.1.1 Age

2.1.2 Sex

2.1.3 Highest Educational Attainment

2.1.4 Length of Years in Teaching English Language

2.2 What is the assessment of the respondents of the emotional motivation method used in their English language instruction in terms of:

2.2.1 Caring motivation

2.2.2 Expectation motivation

2.2.3 Tolerance motivation

2.2.4 Gratitude motivation?

2.3 Is there a notable variance in how respondents assess the emotional motivation method employed in English teaching instruction when categorized based on their demographic characteristics?

2.4 What are the concerns encountered in the specific use of emotional motivation in English language instruction?

2.5 Based on the findings, what framework for emotional motivation method in English Language Instruction may be proposed?

3. Presentation, Analysis and Interpretation of Data

3.1. Profile of the Respondents

Table 1. Profile of the Respondents

Profile	Frequency	Percentage
Age		
21 – 30 years old	25	25
31 – 40 years old	21	21
41 – 50 years old	42	42
51 years old and above	12	12
Total	100	100
Sex		
Male	25	25
Female	75	75
Total	100	100
Highest Educational Attainment		
Certificate	7	7
Bachelor's Degree	25	25
Masteral Degree	52	52
Doctorate Degree	16	16
Total	100	100
Length of Years in Teaching English		
0 – 5 years	9	9
6 – 10 years	14	14
11 – 15 years	16	16
16 – 20 years	30	30
21 – 25 years	16	16
26 – 30 years	10	10
31 years and above	5	5
Total	100	100

Table 1 displays respondent profiles, including age, gender, highest educational achievement, and years of teaching experience in English.

With regards to age, majority of the respondents are in the age group 41 – 50 years old with a frequency of 42 or 42%, followed by the age group 21 – 30 years old with a frequency of 25 or 25%, the age group 31 – 40 years old with the frequency of 21 or 21%, and the age group 51 years old and above with a frequency of 12 or 12%. For the sex, most of the respondents are female with a frequency of 75 or 75% and followed by male respondents with a frequency of 25 or 25%. Regarding the highest educational attainment, majority of the respondents has the Masteral Degree with a frequency of 52 or 52%, followed by Bachelor's Degree with a frequency of 25 or 25%, Doctorate Degree with a frequency of 16 or 16%,

and lastly, with certificate with a frequency of 7 or 7%. Likewise, for length of years in teaching English, majority of the respondents are in the range of 16-20 years with a frequency of 30 or 30%, followed by 11-15 years & 21-25 years with a frequency of 16 or 16%, 5-10 years with a frequency of 14 or 14%, 26-30 years with frequency of 10 or 10 %, 0-5 years with a frequency of 9 or 9% and lastly 31 years and above with a frequency of 5 or 5%.

3.2. Respondents' Evaluation of the Emotional Motivation Technique Implemented in Their English Language Instruction

3.2.1. Caring Motivation

Table 2. Respondents' Assessment of the Emotional Motivation Method Used in Their English Language Instruction in Terms of Caring Motivation

Indicators	Mean	Standard Deviation	Verbal Interpretation
2.1.1 Caring for my students is very important in the English teaching process.	3.80	1.092	Above Average
2.1.2 A caring teacher-student relationship positively impacts students' English language learning and motivation.	3.89	1.136	Above Average
2.1.3 Caring motivation impact my interactions and relationships with my students.	3.93	1.200	Above Average
2.1.4 I demonstrate caring motivation towards others in my educational and work environment.	3.80	1.128	Above Average
2.1.5 Caring motivation contributes to the overall well-being and success of individuals in educational or work settings	3.71	1.233	Above Average
OVERALL	3.83	1.008	Above Average

Legend: 4.21 – 5.00 Excellent; 3.41 – 4.20 Above Average; 2.61 – 3.40 Average; 1.81 – 2.60 Below Average; 1.00 – 1.80 Very Poor

Table 2 presents the respondents’ assessment of the emotional motivation method used in their English language instruction in terms of caring motivation. The respondents believed that their caring motivation were above average, with an overall mean of 3.83 and standard deviation of 1.008.

The indicator “*Caring motivation impact my interactions*

and relationships with my students” got the highest mean of 3.93, with a standard deviation of 1.200 and had a verbal interpretation of above average. The indicator “*Caring motivation contributes to the overall well-being and success of individuals in educational or work settings*” earned the lowest mean of 3.71, with a standard deviation of 1.233 and had a verbal interpretation of above average.

3.2.2. Expectation Motivation

Table 3. Respondents’ Assessment of the Emotional Motivation Method Used in Their English Language Instruction in Terms of Expectation Motivation

Indicators	Mean	Standard Deviation	Verbal Interpretation
2.2.1 Setting clear expectations for students is very important in the English teaching process.	3.79	1.192	Above Average
2.2.2 Teachers' expectations can impact the students' motivation and achievement in the process of learning English.	3.86	1.083	Above Average
2.2.3 Teacher should receive some training or professional development related to setting and managing student expectations in English teaching.	3.93	1.057	Above Average
2.2.4 Provide detailed instructions and guidelines for tasks and assignments can communicate the teachers' expectations to the students in the English classroom.	3.87	1.107	Above Average
2.2.5 Expectation motivation contributes to my overall success and well-being in my educational or work environment.	3.58	1.093	Above Average
OVERALL	3.81	.942	Above Average

Legend: 4.21 – 5.00 Excellent; 3.41 – 4.20 Above Average; 2.61 – 3.40 Average; 1.81 – 2.60 Below Average; 1.00 – 1.80 Very Poor

Table 3 presents the respondents’ assessment of the emotional motivation method used in their English language instruction in terms of expectation motivation. The respondents believed that their expectation motivation was above average, with an overall mean of 3.81 and a standard deviation of .942.

The indicator “*Teacher should receive some training or professional development related to setting and managing student expectations in English teaching*” garnered the highest mean of 3.93, with a standard deviation of 1.057 and had a verbal interpretation of above average. The indicator “*Expectation motivation contributes to my overall success and well-being in my educational or work environment*” got the lowest mean of 3.58, with a standard deviation of 1.093 and had a verbal interpretation of above average.

3.2.3. Tolerance Motivation

Table 4 demonstrates the respondents’ assessment of the emotional motivation method used in their English language instruction in terms of tolerance motivation. The respondents believed that their tolerance motivation was above average, with an overall mean of 3.71 and a standard deviation of .922.

The indicator “*Tolerance motivation contribute to building*

strong and inclusive relationships or fostering a positive work or social environment” got the highest mean of 3.79, with a standard deviation of 1.209 and had a verbal interpretation of above average. The indicator “*Promoting tolerance among students is very important in the English teaching process*” got the lowest mean of 3.64, with a standard deviation of 1.030 and had a verbal interpretation of above average.

Table 5 depicts the respondents’ assessment of the emotional motivation method used in their English language instruction in terms of gratitude motivation. The respondents believed that their gratitude motivation was above average, with an overall mean of 3.73 and a standard deviation of .953.

The indicator “*Gratitude motivation contributes to my personal growth, happiness, and resilience during teaching*” gained the highest mean of 3.84, with a standard deviation of 1.051 and had a verbal interpretation of above average. The indicator “*Encouraging students to express gratitude towards their peers or teachers can promote gratitude among the students in the English classroom*” got the lowest mean of 3.65, with a standard deviation of 1.140 and had a verbal interpretation of above average.

Table 4. Respondents' Assessment of the Emotional Motivation Method Used in Their English Language Instruction in Terms of Tolerance Motivation

Indicators	Mean	Standard Deviation	Verbal Interpretation
2.3.1 Promoting tolerance among students is very important in the English teaching process.	3.64	1.030	Above Average
2.3.2 Fostering tolerance can positively impact students' motivation and overall English language learning experience.	3.69	1.002	Above Average
2.3.3 Teachers should receive some training or professional development related to promoting tolerance in English teaching.	3.68	1.180	Above Average
2.3.4 Tolerance motivation plays a significant role in resolving a conflict or promoting harmony.	3.76	1.036	Above Average
2.3.5 Tolerance motivation contribute to building strong and inclusive relationships or fostering a positive work or social environment.	3.79	1.209	Above Average
OVERALL	3.71	.922	Above Average

Legend: 4.21 – 5.00 Excellent; 3.41 – 4.20 Above Average; 2.61 – 3.40 Average; 1.81 – 2.60 Below Average; 1.00 – 1.80 Very Poor

3.2.4. Gratitude Motivation

Table 5. Respondents' Assessment of the Emotional Motivation Method Used in Their English Language Instruction in Terms of Gratitude Motivation

Indicators	Mean	Standard Deviation	Verbal Interpretation
2.4.1 Cultivating gratitude in students is very important in the English teaching process.	3.72	1.147	Above Average
2.4.2 Encouraging students to express gratitude towards their peers or teachers can promote gratitude among the students in the English classroom.	3.65	1.140	Above Average
2.4.3 A sense of gratitude can positively impact students' motivation and overall English language learning experience.	3.67	1.146	Above Average
2.4.4 Gratitude motivation plays a significant role in enhancing a relationship or improving the well-being during teaching.	3.79	1.066	Above Average
2.4.5 Gratitude motivation contributes to my personal growth, happiness, and resilience during teaching.	3.84	1.051	Above Average
OVERALL	3.73	.953	Above Average

Legend: 4.21 – 5.00 Excellent; 3.41 – 4.20 Above Average; 2.61 – 3.40 Average; 1.81 – 2.60 Below Average; 1.00 – 1.80 Very Poor

Table 6. Summary Table of the Respondents' Assessment of the Emotional Motivation Method Used in Their English Language Instruction

Items Considered	Mean	Standard Deviation	Verbal Interpretation
2.1 Caring Motivation	3.83	1.008	Above Average
2.2 Expectation Motivation	3.81	.942	Above Average
2.3 Tolerance Motivation	3.71	.922	Above Average
2.4 Gratitude Motivation	3.73	.953	Above Average
OVERALL	3.77	.893	Above Average

Legend: 4.21 – 5.00 Excellent; 3.41 – 4.20 Above Average; 2.61 – 3.40 Average; 1.81 – 2.60 Below Average; 1.00 – 1.80 Very Poor

Table 6 presents the summary table of the respondents' assessment of the emotional motivation method used in their English language instruction. The respondents believed that their motivation was above average, with an overall mean of 3.77 and had a verbal interpretation of .893.

Among the different dimensions, caring motivation ($M =$

3.83, $SD = 1.008$) was the highest, followed by expectation motivation ($M = 3.81$, $SD = .942$), gratitude motivation ($M = 3.73$, $SD = .953$), and tolerance motivation ($M = 3.71$, $SD = .922$).

3.2.5. Comparison of the Respondents' Assessment of the Emotional Motivation Method Used in Their English Language Instruction When Grouped According to Their Profile

Table 7. Comparison of the Respondents' Assessment of the Emotional Motivation Method Used in Their English Language Instruction When Grouped According to Their Age

Items Considered	Age	Mean	Std. Dev.	F-value	p-value	Interpretation	Decision on H_0
Caring Motivation	21-30 years old	3.30	1.009	7.170	.000	Significant	Reject H_0
	31-40 years old	3.45	.938				
	41-50 years old	4.26	.817				
	51 years old and above	4.05	1.076				
Expectation Motivation	21-30 years old	3.50	.929	7.522	.000	Significant	Reject H_0
	31-40 years old	3.27	.974				
	41-50 years old	4.25	.772				
	51 years old and above	3.85	.796				
Tolerance Motivation	21-30 years old	3.40	.959	7.196	.000	Significant	Reject H_0
	31-40 years old	3.20	.892				
	41-50 years old	4.13	.741				
	51 years old and above	3.78	.863				
Gratitude Motivation	21-30 years old	3.30	.951	6.591	.000	Significant	Reject H_0
	31-40 years old	3.39	1.013				
	41-50 years old	4.18	.745				
	51 years old and above	3.68	.932				

Based on the results, there is a significant difference between the age groups 21 – 30 years old ($M = 3.30$, $SD =$

1.009), 31 – 40 years old ($M = 3.45$, $SD = .938$), 41 – 50 years old ($M = 4.26$, $SD = .817$), 51 years old and above ($M = 4.05$,

$SD = 1.076$) in terms of their caring motivation ($F = 7.170, p = .000$). Therefore, the null hypothesis is rejected. **This means that there is evidence to suggest that age influences caring motivation in English language instruction.**

Additionally, there is a significant difference between the age groups 21 – 30 years old ($M = 3.50, SD = .929$), 31 – 40 years old ($M = 3.27, SD = .974$), 41 – 50 years old ($M = 4.25, SD = .772$), 51 years old and above ($M = 3.85, SD = .796$) in terms of their expectation motivation ($F = 7.522, p = .000$). Thus, the null hypothesis is rejected. **This means that there is evidence to suggest that age influences expectation motivation in English language instruction.**

Moreover, there is a significant difference between the age groups 21 – 30 years old ($M = 3.40, SD = .959$), 31 – 40 years old ($M = 3.20, SD = .892$), 41 – 50 years old ($M = 4.13, SD = .741$), 51 years old and above ($M = 3.78, SD = .863$) in terms of their tolerance motivation ($F = 7.196, p = .000$). Hence, the null hypothesis is rejected. **This means that there is evidence to suggest that age influences tolerance motivation in English language instruction.**

There is a significant difference between the age groups 21 – 30 years old ($M = 3.30, SD = .951$), 31 – 40 years old ($M = 3.39, SD = 1.013$), 41 – 50 years old ($M = 4.18, SD = .745$), 51 years old and above ($M = 3.68, SD = .932$) in terms of their gratitude motivation ($F = 6.591, p = .000$). Ergo, the null hypothesis is rejected. **This means that there is evidence to suggest that age influences gratitude motivation in English language instruction.**

4. Conclusion

1) The Profile of the Respondents demonstrates a diverse demographic composition, revealing that a significant segment (42%) falls within the 41 – 50 age range, with a predominantly female (75%) population. Most respondents hold a Master's Degree, and a substantial group (30%) possesses 16-20 years of teaching experience.

2). In terms of Respondents' Assessment of the Emotional Motivation Method, the study uncovers that respondents perceive caring motivation and expectation motivation as significantly above average in their English language teaching. Furthermore, tolerance motivation and gratitude motivation are also perceived as above average, indicating the prominence of emotional motivation in instruction.

3) The Comparison of Respondents' Assessment of the Emotional Motivation Method based on various demographic profiles reveals marked differences in motivation levels. These disparities manifest across age groups, educational backgrounds, and dimensions of caring, tolerance,

expectation, and gratitude. Nonetheless, there is no pronounced gender-based contrast, and the influence of teaching experience on motivation assessment is limited.

4) The Concerns Encountered in the Specific Use of Emotional Motivation Method highlight the intricate nature of its application. It necessitates a nuanced approach, encompassing factors such as cultural sensitivity, managing emotional intensity, individual differences, language complexity, and effective assessment strategies.

5) The proposed Emotional Motivation Method Framework in English Language Instruction serves as a roadmap for educators. By understanding emotional needs, fostering emotional engagement, and employing various motivational resources, educators can create engaging learning activities, offer necessary support, guide self-regulation, and provide personalized attention while integrating assessment.

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