

The Influence of Affective Factors on Middle School Students' English Learning

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Abstract: This paper explores the key role of affective factors in junior high school students' English learning, firstly emphasizing the importance of the three affective factors of motivation, interest and anxiety on learning outcomes. Subsequently, it elaborates on the concepts of the three and how these affective factors specifically affect junior high school students' English learning process, aiming to construct a clear theoretical framework for readers. By combining real case studies, the paper provides an in-depth analysis of the problems encountered by a student in the process of English learning, identifies the affective factors behind them, and proposes targeted strategies to solve them, aiming to share the practical experience with English educators and to promote mutual learning and teaching. Finally, the key points of the whole paper are summarized and expectations are placed on the further application of affective education in English language teaching in the future.

Keywords: Affective Factors; Middle School Students; English Learning.

1. Introduction

The English Curriculum Standards for Compulsory Education (2022-year Edition) (hereinafter referred to as "the New Standard") emphasizes that "English teaching should always put students in the main position, and teachers should give full play to students' initiative and enthusiasm in the learning process, stimulate students' interest in learning, and create a relaxed and harmonious". This concept not only embodies "the student-centered" teaching, but also demonstrates an important shift in English education from "knowledge oriented" transfer to "students oriented". Students' emotional state profoundly leads their English learning in the critical learning stage of middle school. Affective factors such as motivation, interest, anxiety, etc. not only shape students' learning attitudes, but also guide them in choosing and adjusting their learning strategies. Therefore, in-depth investigation of the specific mechanism of affective factors in junior high school English teaching is not only the respect and understanding of students' individual differences, but also the key to improving teaching quality and promoting students' overall development.

By revealing how these affective factors affect students' English learning process and outcomes, educators can design English teaching strategies in a more targeted way, such as enhancing motivation through incentives, stimulating interest in learning through diversified teaching methods, and providing psychological support and counseling to help students manage their anxiety effectively. These efforts will create a more positive and healthy learning environment for students, making their English learning journey smoother and more efficient.

2. The Definition of Motivation, Interest and Anxiety in Affective Factors

Scholars such as Arnold and Brown (1999) have stressed that emotion is not only a core driver of learning, but also has a direct and far-reaching impact on learners' behavioural patterns and learning effectiveness. Affective factors are

particularly crucial in the context of junior high school students' English learning. The importance of motivation, interest and anxiety as the three most widely researched elements cannot be overstated. The purpose of this section is to clearly define the conceptual scope of these three elements, with the aim of providing a solid theoretical foundation and support for the subsequent in-depth discussion of how these affective factors play a specific role in junior high school students' English learning motivation.

2.1. The Definition of Motivation

Different scholars have their own understanding for the definition of motivation, the American psychologist Woodworth first applied "motivation" to *Psychology* in 1918, and it was considered to be an intrinsic motivation that determines behaviour and had three functions, "the stimulating function", "the pointing function", and "the regulating function" (as cited in Lin, 2004). Ni (2001) believed that "motivation is the internal motive and force that inspires people to take action, including personal intentions, wishes, psychological impulses or attempts to achieve the purpose, etc. It is a kind of psychological state of the individual that initiates and maintains the action, and a person's motivation is always closely related to the fulfilment of his or her own needs. Foreign language learning motivation is one of the motives for human behaviour, which is specifically expressed as a strong desire to learn a foreign language and a desire to learn". Che (2001) assumed that "motivation refers to the internal causes that directly drive the behavioural activities of an individual, it is the desire or intention to cause and maintain the individual's behaviour and to direct this behaviour towards a certain goal is the promoter of the activity. According to Lin et al. (2004) "Motivation is the psychological tendency or internal drive that stimulates and sustains an organism's action and directs that action towards a certain goal". There were also many domestic and foreign scholars who have explained English learning motivation, Gardner and Lambert (1972) regarded English learning motivation as the positive state of mind that learners try to show in order to achieve the goal of learning English well. Gardner (1985) defined English learning motivation as:

the learner's willingness to learn English in the process of learning English. Wen (1996) defined motivation as the purpose and reason why learners learn English.

From the definitions of scholars, the author extracts the core content about motivation: motivation is the psychological force originating from within an individual that drives and sustains the individual to act towards a specific goal or desire.

2.2. The Definition of Interest

According to Schiefele (1999), learners with higher interest dimensions tend to actively seek challenges and show greater resilience. Even when they experience failure in the learning process, they are able to maintain a positive mindset and endeavour to seek breakthroughs and progress. Lin et al. (2004) explained "interest as the psychological tendency of an individual to strive to know to explore a certain thing or engage in a certain activity, which is manifested in the individual's selective attitude and positive emotional reflection of a certain thing or activity, which is based on the individual's needs and is an emotionally coloured manifestation that is formed in practice." Cai (2013) pointed out in her study that "interest is defined as an 'intrinsic tendency to actively explore a particular thing or participate in a particular activity', which stems from the pleasurable emotions brought about by the love and liking of a certain thing or activity." "interest is not only a psychological state of a person, but also manifests itself as an internal tendency, which integrates the individual's cognitive state and emotional attitude, constituting the individual's comprehensive psychological and behavioural orientation." (as cited in Lei, 2018) believed that Heidi (1992) refined interest into two categories, "individual interest" and "situational interest". Among them, "individual interest" refers to the individual's personality tendency that is gradually formed in a long-term process with relative stability, which originates from the accumulation of cognitive attitudes and affective qualities in the process of personal growth, and is closely related to the specific object, the individual's knowledge reserve, values, and affective attitudes. In contrast, "situational interest" focuses on immediate emotional responses directly triggered by specific environmental stimuli, which is closely related to the specific environment and conditions in which individuals are located, and exhibits the characteristics of immediacy and volatility.

2.3. The Definition of Anxiety

The New Dictionary of Contemporary Western Psychology by Che (2001) and *the Dictionary of Psychology* by Lin et al (2004) explained that "anxiety generally refers to an unpleasant emotion in anticipation of undesirable consequences or ambiguous threats, and is characterised by nervousness, apprehension, worry, and fear". Scovel (1978) defined anxiety as an emotional state of fear, a vague fear that is indirectly related to a certain thing. Ellis (1994) argued that anxiety in English language learning is an emotional experience of fear and tension, and Arnold (1999) stated that anxiety is the emotional state of anxiety and fear that a person experiences as a result of real or imagined setbacks.

After an in-depth discussion of the concepts of motivation, interest, and anxiety, the author will then endeavour to explain how the three affective factors of motivation, interest, and anxiety affect junior high school students' English language learning experience, effectiveness, and long-term

development, with the aim of presenting readers with a comprehensive and profound picture of affective influences.

3. The Influence of Affective Factors on Middle School Students' English Learning

In this part, the author will explain the positive and negative effects of three affective factors, namely motivation, interest and anxiety, on junior high school students' English learning respectively.

3.1. The Influence of Motivation on Junior High School Students' English Learning

Learning motivation is the core driving force in the process of junior high school students' English learning, which profoundly affects students' enthusiasm for learning, independent learning ability and ultimate learning effectiveness. When students have a strong learning motivation, they will be more active and be full of curiosity and desire to learn English. However, students who lack motivation will have various English learning problems.

3.1.1. The Positive Influence of Motivation on Middle School Students' English Learning

The positive impact of motivation on junior high school students' English learning is multifaceted, which not only improves students' motivation, persistence and self-confidence, but also promotes the use of learning strategies, the stimulation of learning interest and overall development.

Strong motivation stimulates students' intrinsic drive to become more actively engaged in learning English. When students realize the importance of learning English, whether out of personal interest, future career planning or exam requirements, they will be more motivated to participate in class activities, complete assignments and seek additional learning resources. When faced with challenges and difficulties in English learning, highly motivated students are more likely to remain persistent. They are able to overcome periods of boredom and frustration in language learning and sustain their efforts until they reach their learning goals. This persistent effort is the key to improving English proficiency. Motivation also motivates students to actively explore and apply effective learning strategies. In order to improve their learning efficiency, they may try different learning methods, such as memorization techniques, contextual learning, listening practice, etc., and find the most suitable way for themselves. This process of self-exploration and adjustment helps to enhance learning. When students make progress in English learning, their self-confidence will be significantly improved. This self-confidence is reflected not only in the mastery of language skills, but also in the courage and determination to face challenges. Confident students are more willing to speak, participate in discussions and demonstrate their learning in class, thus furthering their English learning.

Motivation is often closely linked to interest in learning. When students develop a strong interest in learning English, they will be more active in exploring the mysteries of the language and enjoying the fun of learning. Such interest-driven learning not only improves learning outcomes, but also develops students' cross-cultural awareness and international perspective. English learning is not only about improving language skills, but also involves knowledge of culture, history, society and other fields. Strong motivation to learn prompts students to gain a comprehensive and in-depth

understanding of the cultural and social backgrounds of English-speaking countries, thus broadening their knowledge horizons and ways of thinking. This holistic development helps to cultivate students' comprehensive quality and intercultural communication skills.

3.1.2. The Negative Effects of Motivational Deficit on Middle School Students' English Learning

When junior high school students lack motivation to learn English, this can have a range of negative effects on their English learning. Students who lack motivation often lack initiative and motivation to learn. They may see English learning as a burden rather than a pleasure or a challenge. This negative attitude leads to their unwillingness to invest time and energy in learning English, which in turn affects learning outcomes. Students who are not sufficiently motivated find it difficult to maintain sustained effort in learning English. They may easily give up learning because of difficulties, frustrations or tedious learning content. This lack of persistent behaviour can prevent them from making substantial progress in English learning. Lack of motivation is often accompanied by reduced learning effectiveness. Students who lack motivation may not take the initiative to find effective learning strategies or actively adapt their learning methods to different learning tasks. This leads to their inefficiency in learning English and difficulties in acquiring the necessary knowledge and skills. Students who lack motivation and make little progress over a long period of time may gradually lose self-confidence in learning English. They may think that they are not gifted in the language and cannot learn English well, thus developing a negative self-perception. Such self-doubt and negativity will further weaken their motivation and enthusiasm for learning. Learning motivation is closely related to learning interest. Students who lack motivation tend to be uninterested in learning English and may even become bored. They may be reluctant to participate in classroom activities, discussions or reading English materials, thus missing many opportunities to improve their English proficiency. English learning is not only about the acquisition of language skills, but also involves knowledge in many areas such as culture, history and society. Students who lack motivation to learn may not be able to fully understand and appreciate the cultural and social backgrounds of English-speaking countries, thus limiting their intellectual horizons and the development of intercultural communication skills. Such limitations may adversely affect their personal growth and future development.

In conclusion motivation is crucial in students' English learning. Teachers and parents should pay close attention to the status of students' motivation and take active measures to stimulate their interest and motivation in order to promote their English learning and development.

3.2. The influence of Interest on junior high school students' English learning

Interest in learning can not only stimulate students' enthusiasm for learning and make them maintain lasting attention and commitment to English learning, but also significantly enhance the efficiency and effectiveness of learning.

3.2.1. The Positive Effects of Interest on Middle School Students' English Learning

The positive influence of interest on junior high school students' English learning is significant and far-reaching,

which is not only a strong motivation for learning, but also a key factor in enhancing learning effectiveness and maintaining lasting enthusiasm for learning.

Interest can stimulate students' intrinsic motivation to learn and change them from "I have to learn" to "I want to learn". When students develop a strong interest in English, they will explore, learn and practice on their own initiative without external coercion. Interest-based motivation is more sustainable. Compared to learning driven by external rewards or pressure, interest allows students to remain persistent and resilient in the face of difficulties and challenges. Interest enables students to focus more on learning English and reduces distractions. When they are interested in what they are learning, it is easier for them to absorb and understand new knowledge. Interest motivates students to actively seek learning resources and opportunities, such as reading English books, watching English films, and participating in English corners. This kind of active learning is more efficient than passively receiving knowledge. Learning content related to interest is more likely to be remembered by the brain. This is because emotional memory is stronger and longer lasting than mere factual memory. When students make an emotional connection to English, they are more likely to remember relevant vocabulary, sentence patterns, and grammar rules. Due to interest-driven, students unconsciously review and practice content they are interested in over and over again, thus deepening their memory and understanding. Interest in English is often accompanied by interest in the culture of English-speaking countries. This helps students to broaden their horizons, understand the ways of thinking and values of different cultures, and promote the development of intercultural communication skills. Activities such as reading, writing and oral expression in English learning can stimulate students' creativity and imagination. They can express their thoughts and feelings and create their own stories and world through English. Progress and achievement in English language learning can boost students' self-confidence. They feel proud and satisfied when they are able to communicate fluently in English, read original English books or write English articles. Interest makes students more willing to face challenges and difficulties in English learning. They believe that through hard work and perseverance they can overcome these obstacles and achieve better results.

3.2.2. The Negative Effects of Interest on Middle School Students' English Learning

Students' interest may fluctuate with time and circumstances. When interest wanes, students' motivation to learn diminishes accordingly. They may become less active in classroom activities and less motivated to complete assignments or seek additional learning resources.

Some students may focus only on what interests them and neglect learning the basics of English. This can lead to an uneven development of their English proficiency and make it difficult for them to progress to higher levels of learning. Interest-driven learning often lacks systematicity. Without a clear learning plan and goals, students may lose their way in the learning process and fail to build their knowledge system effectively.

In some cases, students' interests may lead them to deviate from their original learning goals. For example, they may become overly obsessed with a particular English film or novel and neglect the more important skills of listening, speaking, reading and writing in English learning. Some students may only pursue the parts they are interested in and

neglect the holistic and comprehensive nature of English learning. This will lead to shortcomings in their English learning and affect the improvement of their overall level. When students encounter difficulties in English learning, they may use the excuse of “not interested” to escape. This kind of avoidance behaviour will weaken their sense of responsibility and resilience, and is not conducive to the development of the ability to face challenges and solve problems. Interest-driven learning often lacks persistence. When students lose interest in a particular topic or activity, they may easily give up rather than trying to overcome difficulties and continue learning.

To sum up, learning interest is an important internal driving force for English learning, which can significantly improve the efficiency and effectiveness of learning. Adopting diversified teaching methods can effectively cultivate students' interest in learning English, make them master English knowledge and improve their English ability in a relaxed and pleasant atmosphere. Therefore, in English teaching, teachers should pay attention to stimulate students' interest in learning, and create a vibrant and interesting learning environment for students by constantly innovating teaching methods and means.

3.3. The Influence of Anxiety on Junior High School Students' English Learning

The positive impact of anxiety on junior high school students' English learning is a relatively complex and dialectical issue. Although anxiety is often viewed as an affective factor that hinders learning, moderate anxiety may also have a positive impact on English learning under certain conditions.

3.3.1. The Positive Effects of Anxiety on Middle School Students' English Learning

Moderate anxiety can motivate students to realize the importance and urgency of learning English, thus stimulating their motivation. This motivation may come from concerns about test scores, a desire for self-improvement or anticipation of future competition. Anxiety can sometimes motivate students to set clearer learning goals and work towards achieving them. This goal-oriented learning behaviour helps to improve students' concentration and learning efficiency.

Moderate anxiety can make students more focused and less distracted during English learning. This high level of concentration helps them understand and remember English knowledge better. In the face of anxiety, students may value their time more and organize their study plans wisely in order to improve their learning efficiency. Anxiety sometimes comes from the sense of competition among students. Moderate competition can stimulate students' potential and motivate them to study English harder in order to gain an advantage in the competition. Moderate anxiety can also hone students' ability to cope with challenges. In the process of learning English, students need to constantly overcome language barriers and psychological pressures, and this experience helps develop their resilience and adaptability.

3.3.2. The Negative Effects of Anxiety on Middle School Students' English Learning

The negative effects of anxiety on junior high school students' English learning are significant and multifaceted. Anxiety can cause students to lose interest in learning, leading to a significant decrease in motivation. They may feel that

English learning is a burden rather than a pleasure or a challenge. Lack of motivation can further affect students' motivation and learning status, creating a vicious circle. Anxiety can seriously affect students' concentration and memory, making it difficult for them to concentrate during English learning, and learning efficiency is thus reduced. Reduced learning efficiency will directly affect students' academic performance, causing them to perform poorly in exams.

Anxious students tend to focus too much on the uncertain factors that cause them anxiety, such as worrying about test scores and fear of teacher criticism, thus neglecting the learning task itself. This distraction can prevent them from focusing on their English learning, which in turn affects their learning outcomes. Anxiety can cause students to develop a sense of inferiority and self-doubt, and to lose confidence in their own learning ability. This loss of self-confidence will make students more cautious and fearful of trying new learning methods and techniques when learning English. Prolonged anxiety will have a negative impact on students' mental health, such as leading to physiological problems such as insomnia and loss of appetite. These physiological problems will in turn further aggravate students' anxiety and create more serious psychological problems.

4. Case Study

In the next part, the authors carefully selected a junior high school student's English learning journey as a typical case for in-depth analysis, aiming to comprehensively examine the challenges faced by the student in motivation, interest development and anxiety management. On this basis, the authors propose a series of practical strategies and suggestions to provide educators with valuable references and insights to help them more effectively promote the overall development of students' English learning in their teaching practice.

4.1. Case study for Lin Tianhao's English Learning

In this part, the case will be analyzed deeply from the following three aspects, lack of motivation, lack of interest, and anxiety in English learning.

4.1.1. Lack of Motivation

After entering junior high school, Lin Tianhao's gradually lost his strong motivation to learn English due to changes in the learning environment (e.g., intense competition among classmates, increased learning difficulty) and the gap between personal expectations and reality. The excellent results and accolades in primary school became part of his self-identity, but his intrinsic drive began to weaken after entering junior high school in the face of persistent learning challenges and declining grades. The lack of motivation directly led to a decrease in Lin Tianhao's investment of time and energy in English learning, which affected his absorption and mastery of new knowledge. As a result of this lack of commitment, Lin Tianhao's English grades began to decline, further weakening his confidence and motivation to learn, creating a vicious cycle. From confidence to self-doubt, the lack of motivation made him more prone to frustration, affecting his overall learning attitude and emotional state.

Table 1. Information of the Case

Name	Lin Tianhao
Grade	Grade7
English learning experiences	Lin Tianhao has been interested in English since he was first introduced to the language. In primary school, he not only scored over 90 points in every English test, but also served as the English class representative, becoming the teacher's right-hand man and a role model for his classmates to follow. Whenever he is in English class, Lin Tianhao can always answer the teacher's questions fluently and participate in all kinds of English activities with ease, and his excellent performance has won wide praise from teachers and students. His English score of 99 in the junior high school examination ended his English study in primary school with satisfactory results, and he was full of expectations for junior high school. However, when he entered junior high school, he felt unprecedented pressure. The students in his class were all very good in their grades, and he felt tremendous peer pressure. As the content of his studies became deeper and more difficult, Lin Tianhao's path to learning English began to become less smooth. At the beginning of the first semester of his first year of junior high school, he was barely able to maintain his original pace of learning and performance, but as time went on, he gradually felt more pressure than ever before. The vocabulary of middle school English had increased dramatically, the grammatical structures had become more complex, and the reading comprehension and writing requirements had increased significantly. More importantly, he began to realize his inadequacy in oral expression, especially when communicating with classmates from different backgrounds, and found it difficult to express himself in English as freely as he had done in the past. Faced with repeated test failures and awkward classroom interactions, Lin Tianhao began to feel more anxious than ever. He was worried that his declining English grades would affect his overall academic performance, and he was even more afraid of losing the recognition of his teachers and classmates. This pressure caused him to become more and more silent in class, and he even began to avoid activities that required English communication. Long-term frustration caused Lin Tianhao to question his own abilities. He was no longer as confident as he had been in primary school. Instead, he often fell into self-denial, believing that he was no longer suited to learning English, and even began to consider giving up the subject. Because of his difficulty in speaking English, Lin Tianhao also reduced his interaction with his classmates outside of class, especially those who were good at English. His fear of being ridiculed for his accent or grammatical errors further exacerbated his feelings of isolation. Fortunately, Lin Tianhao's teacher noticed the change and took the initiative to talk to him. The teacher encouraged him to face up to his difficulties, telling him that everyone encounters challenges in the learning process, and that the key is to find a learning method that suits you and stick to it. At the same time, the teacher also recommended an English speaking practice group for him, encouraging him to actively participate and speak English bravely. With the help of his teacher and classmates, Lin Tianhao gradually adjusted his mindset and began to actively seek change. He made use of his spare time to strengthen his speaking practice, participated in English corner activities, and was brave enough to communicate with different people. He also made a detailed study plan and carried out targeted training for his weak points. After a period of hard work, Lin Tianhao's English ability has improved significantly, especially in speaking and writing. He has regained the joy and confidence of learning, and cherishes the friendship with his classmates even more.

4.1.2. Lack of Interest

As the pressure of learning increased and frustration built up, Lin Tianhao's gradually lost his interest and enthusiasm for English. The English subject, which used to be his pride and interest, has now become a heavy burden. The lack of interest directly led to Lin Tianhao's lack of motivation to learn English, and he no longer took the initiative to explore and learn new knowledge as he did in the past. Learning without interest is often unsustainable and inefficient, and Lin Tianhao's progress in English learning becomes slow or even stagnant. The lack of interest may also affect Lin Tianhao's attitude towards other subjects, forming a negative learning pattern.

4.1.3. Anxiety in English Learning

Lin Tianhao's encountered competitive pressure from his peers, increased learning difficulty, and falling self-expectations during his junior high school years, all of which combined to cause him to develop a strong sense of anxiety. In particular, his lack of oral expression in English exacerbated his anxiety as he was frequently frustrated in the classroom and in his daily interactions. Anxiety caused Lin Tianhao's to become more reticent in the classroom, reducing his interactions with the teacher and classmates and limiting his ability to receive feedback and learning opportunities from the classroom. To avoid further frustration and embarrassment, Lin Tianhao's began to avoid activities that required English communication, which further limited his opportunities for language practice. Prolonged anxiety not only affects learning, but may also have a negative impact on Lin Tianhao's mental health, such as reduced self-confidence and social impairment.

4.2. Solution Strategy for the Problems

For the lack of motivation, the lack of interest in English learning, English learning anxiety and other emotional factors to put forward specific solutions to the strategy, such as the establishment of incentives, psychological counselling, innovative teaching methods and so on.

4.2.1. Target Setting and Reward System

Teachers should work with students to set short and long term learning goals, ensuring that they are both challenging and achievable. For each small goal achieved, give some kind of reward or recognition, such as a small gift, a letter of commendation or extra free time. Introduce a point system to motivate him to learn by converting learning tasks, class participation, and homework completion into points that can be exchanged for rewards. A learning achievement display board or e-portfolio can also be created for the student to record his learning progress and achievements, so that he can visualize his growth and changes and enhance his self-confidence.

4.2.2. Emotion Recognition and Management

Teachers should teach students how to recognize and manage their emotions, especially anxiety. Tension can be relieved through relaxation techniques such as meditation and deep breathing. Encourage them to express their feelings, whether they are successful or frustrated, and give them a listening ear and support so that they feel understood and accepted.

4.2.3. Self-confidence Building

Teachers should help students build up a positive self-concept and enhance self-confidence by reviewing past successes and analyzing current strengths and potentials.

Encourage them to participate in team activities or co-operative projects to demonstrate their value and gain recognition and support from others through teamwork.

4.2.4. Innovative Teaching Methods

Teachers should customize their teaching plans according to the learning styles, interests and weaknesses of different students. For example, if students like games, English learning games or software can be introduced; if students are weak in speaking, more speaking practice opportunities can be arranged. Create close-to-life English learning situations, such as simulated shopping, travelling and socializing scenarios, so that students can learn and use English in a real context. This teaching method not only enhances their interest in learning, but also strengthens his ability to use the language. Adopt interactive teaching methods such as group discussion, role-playing and debate to increase the interest and participation in class. Encourage students to actively participate in classroom interactions and share ideas and opinions with others, so as to improve his oral expression and self-confidence.

5. Conclusion

This study delves into the important influence of affective factors on junior high school students' English learning and mainly finds that affective factors such as motivation, anxiety and interest play a crucial role in students' English learning process. The lack of motivation can weaken students' learning drive, anxiety may hinder their normal learning process, and the lack of interest directly reduces motivation and initiative in learning. These affective problems not only affect students' short-term learning performance, but may also have a profound impact on their long-term English learning effectiveness. It emphasizes the importance of addressing these affective issues to enhance students' English learning outcomes. Through the establishment of effective motivational mechanisms, targeted counselling, and innovative teaching methods, people can effectively stimulate students' intrinsic motivation, alleviate their learning anxiety, and cultivate their interest in English learning. The implementation of these strategies creates a more positive and healthy learning environment for students, which helps them make more progress in English learning.

However, there are some limitations in this study. In terms of sample selection, due to resource and time constraints, this study only investigated and analyzed some junior secondary school students, which may not be able to fully reflect the affective status of all junior secondary school students. In terms of data analysis, although a variety of statistical methods were used, further in-depth exploration of the deeper meanings and associations behind the data is still needed.

In the future, the author plans to further explore the role of other affective factors in English learning, such as self-esteem and sense of belonging, in order to gain a more comprehensive understanding of the impact of affective factors on students' English learning. We will also conduct a long-term follow-up study to verify the effectiveness and sustainability of the solution strategies proposed in this study. These studies will help to provide more comprehensive and in-depth guidance for junior secondary English education and promote the sustainable improvement of students' English learning effectiveness.

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