

English Learning Goal, Attribution and Motivated Strategies among Chinese

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Abstract: This article aims to provide a comprehensive understanding of the situation of students and teachers. From multiple subjective and objective perspectives, it analyzes the reasons for the lack of English learning motivation among local students and uses attribution theory as guidance. In response to the reasons for their lack of motivation, relevant literature is consulted, and corresponding solutions are provided. It has long been widely concerned by foreign language learning researchers. The study of foreign language learning motivation focuses more on combining motivation theory with school foreign language education scenarios. Only by stimulating learners' English learning motivation and promoting the development of other factors through motivational education can students' English learning be better promoted.

Keywords: Learning Goal, Motivated strategies, English Learning

1. INTRODUCTION

In terms of teachers' own abilities, most of the primary and secondary school teachers in this region are graduates of vocational schools or normal schools, and some even have personnel from other professions unrelated to education temporarily recruited into the teaching team, which seriously affects the improvement of education quality and teaching level. On the other hand, teachers have a single teaching method, monotonous teaching methods, are not good at using modern teaching models, and do not change their own educational and teaching methods, which can also affect students' learning interests and motivation.

On the other hand, the local area is a gathering place for ethnic minorities, and for many students, English is their third language. Compared to their second language learning of Chinese, it lacks the corresponding context and is relatively less used, leading to a lack of interest in English learning among students. The lack of motivation has a significant impact on students' grades in various subjects, but for this region, it has a relatively large impact on English grades. The former consists of basic factors such as observation ability, memory ability, thinking ability, and imagination ability, while the latter includes basic factors such as motivation, interest, emotion, will, temperament, and personality. Nonintellectual factors do not directly undertake tasks such as receiving, processing, and processing information inside and outside the body. The direct constraints of nonintellectual factors on the cognitive process are reflected in their driving and regulatory effects on the cognitive process. In a sense, motivation plays a central role in the structure of nonintellectual factors. Wenden found that learners' learning beliefs fall into one of these three categories, despite their significant changes.

Horwita used a questionnaire on language learning beliefs to obtain the learning beliefs of 32 average level students from different ethnic backgrounds who studied English majors at a key university in the United States. The results showed that 81% of learners believed that people with special abilities were more confident in their own abilities when learning a foreign language. They believe that English is a foreign language of ordinary difficulty, while more difficult languages are everywhere. Through conversations with other teachers

and the performance of classmates during the teaching process, it was found that the motivation of applied undergraduate students in English learning decreased. In response to this phenomenon, methods such as teacher-student conversations and survey questionnaires were used to analyze the reasons for the weakened motivation.

The survey found that the motivation of applied undergraduate students to learn English is influenced by many factors, including internal factors such as students' interest in English, difficulties encountered in the learning process, and the level of emphasis placed on English. In addition, external factors such as their love for teachers, English learning environment, and understanding of textbook content are also factors. Through conversations with other teachers and the performance of classmates during the teaching process, it was found that the motivation of applied undergraduate students in English learning decreased. In response to this phenomenon, methods such as teacher-student conversations and survey questionnaires were used to analyze the reasons for the weakened motivation. The survey found that the motivation of applied undergraduate students to learn English is influenced by many factors, including internal factors such as students' interest in English, difficulties encountered in the learning process, and the level of emphasis placed on English. In addition, external factors such as their love for teachers, English learning environment, and understanding of textbook content are also factors.

2. THE PROPOSED METHODOLOGY

2.1 The Theoretical Basis of English Learning Motivation

The awakened state of the original motivation can be caused by internal reasons or external reasons within the individual. The early theory of drive reduction (drive) believed that this primitive driving force was human needs. These needs constitute internal stress, and motivation is a desire to alleviate this pressure to meet the needs. Behaviorism holds that human behavior is governed by external forces. Social constructivism believes that the original motivation for each person's behavior is different, but their motivation is influenced by the social environment. Based on the intensity

of learning motivation, it can be divided into dominant learning motivation and auxiliary learning motivation.

In general, students' learning motivation is not singular, but always consists of a motivational system consisting of dominant learning motivation and several auxiliary learning motivations. The dominant learning motivation is strong and plays a leading role. However, auxiliary learning has weak motivation and plays a secondary and auxiliary role. The dominant learning motivation changes with the growth of learners, and in a certain academic year, there is only one dominant learning motivation, while there may be several auxiliary learning motivations. If the driving direction of both is consistent, meets social requirements, and is conducive to growth, they should be affirmed and encouraged.

The interest of applied undergraduate students in English learning is not strong. Therefore, a questionnaire survey was conducted among students majoring in food and marketing in 2018. According to the survey results, only 11% of the students themselves like English as a subject, while 79% of the students' main motivation for English learning is to pass the CET-4 and CET-6 exams and prepare for the postgraduate entrance examination. 7% of the students want to travel abroad, and English learning facilitates the improvement of communication skills, 2% of students believe that being able to speak English fluently will impress others. From it, for applied undergraduate students, their learning motivation is mostly due to the existence of exam pressure, and they reluctantly learn English to take the exam. However, due to the external factor of exam pressure, the effectiveness of learning English is not satisfactory. It can enhance their motivation for English learning, enable students to develop positive learning behaviors, and persist in learning even in the event of failure.

However, students' attribution methods can also be greatly influenced by their own teachers. Therefore, in daily educational and teaching activities, teachers should actively pay attention to students' attribution reactions and characteristics, conduct specific analysis based on each student's own characteristics, respect their individual differences, and actively help students analyze which internal and controllable reasons lead to success or failure when they need it, What factors are external and uncontrollable, and provide an accurate evaluation of the reasons for success or failure. The concept of control refers to whether an individual considers themselves to be the controller of their own behavior.

The degree to which learners control their own language learning greatly affects whether they continuously invest energy and time in learning. The third factor that affects individual motivation is environmental conditions. Specifically, in terms of teaching, it refers to the individual characteristics, teaching methods, teaching facilities, and textbooks of teachers. The personality traits of teachers can affect students' learning motivation, and teachers who like to have high expectations of students and use praise can stimulate students' learning motivation.

2.2 Goal Strategies for Chinese People to Learn English

On the contrary, if students attribute the success of English learning to external and unstable reasons at this time, while failure is attributed to internal, stable, and uncontrollable reasons, it will reduce their motivation for English learning in the next step and even generate negative emotional reactions.

Therefore, the unreasonable attribution of students will also have a series of negative effects. According to the theory of Williams and Burden, the greater the value given by the target task itself, the greater the incentive value it provides to individuals. Therefore, individuals tend to decide to complete the task and are willing to continue to put in effort. Eels believes that task value consists of four parts: interest, achievement value, utility value, and estimated cost.

Interest (intrinsic value) is determined by the happiness brought to individuals by completing tasks. The value of achievement is determined by the importance of the task itself. The practical value is determined by the rewards brought by completing the task. The estimated cost refers to the cost of energy, material, and time spent on completing a task, which is the negative value of the task. Firstly, regarding learning concepts, the survey shows that most top students live and learn in a second language environment. To learn a second language well, middle school students emphasize learning grammar and vocabulary in the text. Students with poor grades mainly rely on their personal qualifications or self-awareness developed during their studies.

Secondly, regarding motivation, we can find that most top students have clear learning motivations, such as going to college or being interested in this language or preparing for their future. Middle school students learn a second language mainly to pass exams or find a good job. And those with poor grades only learn a second language to pass exams or under pressure from teachers or parents. In response to issues such as students' weak interest in English learning and a weak learning atmosphere, teachers should not only improve their professional quality, but also make teaching adjustments based about each class of students. They should design some links to stimulate students' enthusiasm, such as pre class speeches, watching TED speech videos, discussing questions, and expressing opinions, etc., to stimulate students' interest in learning.

In addition, the emergence of new media has also established a platform for interaction between university teachers and students. Teachers can arrange preview homework, distribute task decomposition, arrange homework after class and other ways through WeChat group, WeChat official account, QQ group and other media to change the mode that students only obtain knowledge from teachers in English classes into students' autonomous learning mode. Thus, creating a good learning atmosphere, which over time drives the learning atmosphere of the entire class, forming a virtuous cycle. Attribution style is a relatively stable attribution tendency formed by individuals during the long-term attribution process. Because each student has their own personality traits, life experiences, and cognitive styles, their attribution to learning may also differ.

3. CONCLUSION

When teachers try to improve students' motivation, they should not only pay attention to the specific motivational factors that have a significant impact on motivational behavior, but also comprehensively consider the relationships between different motivational factors. Teachers can consciously improve teaching methods to enhance students' sense of achievement in foreign language learning, to achieve the goal of changing students' learning attitudes. Previous research and this survey have fully demonstrated the importance of these three factors in the process of second language acquisition. Therefore, teachers should help students change their learning

concepts, stimulate their maximum learning desire, and teach them how to effectively apply learning strategies.

4. REFERENCES

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