

## Research on Extracurricular English Learning Motivation of Junior High School Students

Tiantian Liu

Lyceum of the Philippines University Manila, Intramuros Manila Philippines 1002

Email: 450299400@qq.com

### Abstract

Based on the relevant theories of English learning motivation and the data provided by the questionnaire, in combination with teaching practice, analyses the current situation and characteristics of Junior high students' English learning motivation. This paper analyses the differences in English learning motivation among students and probes into the influence of different motivations and the main factors affecting the English learning motivation of students by comparing the relationship between achievement and motivation. The results show that learning motivation is one of the most important factors affecting students' English learning. Students with strong learning motivation will have a strong interest in English learning and consciously participate in it. On the other hand, students with lower motivation will have a more negative attitude toward English learning. English learning is a process of bilateral communication, so teachers should do their best to optimize the motivation of English learning. As extracurricular English teachers, only by understanding the students' learning motivation, can we effectively arouse the student's enthusiasm for learning English, and teachers should also have insight into the students' psychology, understand their internal and external needs, and strengthen them. Among them, reasonable and effective factors can better impart knowledge and skills to achieve the ideal teaching effect. At the end of this study, some effective measures to motivate and keep the English learning motivation of students are put forward to improve the English learning achievement of extra-curricular English study students.

**Keywords:** Learning motivation; Extracurricular English learning; Junior High School students

### Introduction

English education in China began in the 19th century. In the 1980s, with the deepening of China's reform and opening up, English majors became one of the most popular majors. In the early 1990s, a new syllabus was issued, and more attention was paid to English learning. As a result, students in primary school in the 1990s have been exposed to English and had a certain understanding of English. After entering junior middle school, they need to maintain their interest in learning English and develop good learning habits. However, there are great differences in English learning among primary, secondary, and extracurricular English training schools. First, children in primary, and secondary school will have different attitudes towards English learning during the progressive rebellious period; secondly, it will be more difficult to learn English in junior middle schools, some students lost interest in learning so that more and more students ask the extracurricular English training school for help. In English vocabulary, they are afraid to memorize words; in listening, they are at a loss for a while; in reading, they are afraid to see long articles or new words. For the composition there is nothing to say, I do not know what to write, and how to write. A variety of reasons make some students show a sense of powerlessness, or even give up English.

The students in secondary school are still in the developing stage, and the difference between them is still subtle, only a few students will be insensitive to language, and this is mainly because the motivation is not strong, motivation is very important in foreign language learning. Moti-

vation research is very important in foreign language teaching. Learning motivation determines the level of foreign language learners' effort to learn a foreign language and the enthusiasm of individuals to participate in foreign language learning. It plays a guiding role in foreign language learning and is a key factor for the success or failure of foreign language learning. Without understanding students' motivation, teachers can't effectively mobilize students' enthusiasm for learning, stimulating students' enthusiasm for learning foreign languages, teaching without students' participation, learning can only be a failure of teaching. An important aspect of the new English curriculum standard is to pay close attention to the development of students' emotional attitudes and to infiltrate the cultivation of students' emotional attitudes into the subject of education and teaching, with particular emphasis on the need to constantly stimulate and strengthen students' interest in learning. To guide students to transform their interests into stable learning motivation, and to regard learning motivation as one of the effective attitude goals of English teaching (English Curriculum Standard, 2002).

Based on the theoretical background provided by the relevant literature and the experimental data provided by the questionnaire, combined with teaching practice, this paper discusses learning motivation and the factors that affect motivation. And how to cultivate and stimulate students' English learning motivation is discussed. The most important task is how to stimulate students' motivation through proper teaching methods.

## **Materials and Methods**

### ***Materials***

#### *Learning Motivation Theory*

Motivation refers to the psychological tendency or motivation that motivates and maintains the activity of the individual and leads the activity to a certain goal. Motivation is one of the most influential individual differences in foreign language learning, and it is an important psychological factor that affects the learning results of foreign language learners (Wang, 2021). It refers to an internal process or mental state that motivates an individual to carry on a learning activity to maintain the resulting learning activity and to cause his learning behaviour to achieve a certain learning goal. "Motivation is the desire to learn a language, a combination of efforts and a good attitude towards learning a language". Learning motivation is the internal dynamic force that promotes students' learning, as a non-intellectual factor, learning motivation indirectly promotes learning (Gardner R.C,1999). According to the author, "Motivation is the effort of learners to learn a foreign language out of need and desire"(Ellis R,1994). Williams and Burton thought: "motivation can be understood as a state of cognitive emotion stimulation, leading to conscious behaviour in order to achieve an established goal, expecting sustained intellectual and physical effort" (Williams and Burton, 1997).

Motivation has three functions: First, motivation can stimulate the body to produce some kind of activity. A motivational organism is more susceptible to irritations of certain stimuli, especially if they are related to current motivations. Second, the point function of the motivator makes the activity of the body directed towards a certain target or object (Zou & Luo, 2012). The motivation is different, and the direction of the activity and the goal it pursues are also different. Third, when the activity comes into being, the motivation maintains this kind of activity according to a certain goal and adjusts the intensity and duration of the activity. If the activity reaches to cause an organism to cease such activity or if the activity has not been achieved, the motivation will drive the organism to maintain or strengthen the activity, even to change the direction of the activity in order to achieve a certain goal.

Learning motivation is one of the categories of motivation, and it is a kind of internal motivation that directly impels students to learn (Bai, 2020). It is a need for learning, which is a reflection of the objective demands of society and education on students' learning in the minds of the students, which is expressed in the form of learning intention, desire or interest, etc. The most active part of learning motivation is cognitive interest, which is an intentional activity that strives to know the world, desires to acquire scientific and cultural knowledge, and constantly seeks truth and emotion (Panshu, 1980). When a student is interested in some kind of study, he is always active and happy to study. It is often not easy to forget what is known in a state of interest. Learning self-awareness is an important part of learning motivation. It is the development of a student's cognitive ability, the education of learning goals carried out by family and school, and the experience of society's demands on oneself due to the success or failure of individual learning, and so on. The students' motivation is directly related to their attitude toward learning. Studies have shown that if a student has a strong and conscious motivation for learning, he is generally able to listen attentively, do his homework carefully, and show greater self-control and tenacity when he encounters difficulties; when a student studies, he can show greater self-control and tenacity. If his motivation level is low, then his attitude toward learning will be negative, he can't stick to it when he encounters difficulties and setbacks, and his confidence and determination to overcome them will also be poor. Therefore, attitude and enthusiasm for learning are the rete expressions of learning motivation. Motivation in foreign language learning refers to the desire and impetus of learners to learn a foreign language. It is a psychological state in which individuals initiate and maintain their actions.

Famous foreign language learning motivation theories include Dornyei's and Williams' social constructivism motivation model. Dornyei's main contribution to foreign language learning motivation theory is that it combines the theories of other scholars and puts forward a three-dimensional model of foreign language learning motivation (Dornyei, 2001). It is recognized that every element of the model has an important impact on the motivation of foreign language learning. The model takes into account three basic elements in the process of foreign language learning: target language, learner, and learning environment. At the same time, it also reflects the three aspects of language learning: social dimension, individual dimension, and educational dimension, among which the most striking part is the elaboration of the dynamic factors related to the foreign language learning situation: curriculum-specific components, teacher-specific components, learning collective components, etc. The curriculum component includes the intrinsic interest of the learner in the course, the correlation between the curriculum and the individual needs of the students, the expectation of the students to learn the course well, and so on. The specific components of the teacher are related to the teacher's behaviour, personality, and teaching style (Zhu et al., 2022). The collective component of learning is related to the collective motivation of the learning group to which the learner belongs. This theoretical system is closely related to classroom teaching and has positive educational significance.

Williams and Burton are two British scholars from two different fields, applied linguistics and educational psychology (Williams, M. & Burden, 1997). Based on combining important psychological theories and thoughts, they put forward a self-contained theory system of social constructivism, the main meaning of which is that knowledge is constructed by individuals themselves. This kind of construction takes place in the environment of communication with others and is the result of social interaction. The theory confirms the influence of students, teachers, tasks and environment on learning. It is the students who are at the center of the theory. The last three constitute the middle of learning, mediators, and external environment, these four aspects are interrelated. On this basis, they put forward a new motivation model. Motivation leads to conscious decision-making; motiva-

tion leads to sustained mental or physical effort over a period of time; and motivational-induced behaviour points to specific goals.

### ***Extracurricular English Learning Motivation***

There are many investigations and research on the motivation of language learning in foreign countries, especially in developed countries such as Europe and the United States, where relevant institutions have been established for the study of foreign language learning motivation for a long time and achieved considerable results. However, due to historical and political reasons, the interest in a foreign culture has not gradually increased until after the reform and opening, so the research on motivation in China lags behind.

In China, the study of motivation for foreign language learning began in the 1980s. Gui Shichun, and Wen Qiufang, are Linguistics of China, Psychology of Foreign language Education, the first expert in the psychology of foreign language education to study motivation, they introduced the theory of foreign countries, the main works in this area is Psychology (Huifang, Hua, 1998).

In the 1990s, the teaching of extra-curricular English emphasized student-centered. Foreign language education experts conducted a study of personality differences among extra-curricular English learners. According to the available data, scholars published a lot of papers on learners' learning motivation. Liu Runqing (1990) introduced western linguistic theories and research results and talked about the relationship between empathy and learning motivation. Wang Chuming (1991) pointed out that demand is the source of motivation, and also mentioned the cognitive and emotional needs of middle school students. Hua Huifang (1998) proposed that certificate motivation is the main motivation of Chinese students. Zhang Linghua (2000) mentioned the influence just entered the potential factors of students' learning motivation. Wang Songmei(2003)thinks that affective factors and cross-cultural factors are important factors affecting foreign language learning.

In the late 1950s, Canadian linguists W. Gardner and R. Lambert divided foreign language motivation into inclusive motivation and instrumental motivation. The former refers to the learners' genuine interest in the target language community, while the latter refers to the learners' instrumental purpose in learning the target language, such as passing a certain examination, obtaining a certain position or title, etc.

In the 1980s, Deci and Ryan (1991) divided motivation into intrinsic motivation and extrinsic motivation. If the learners are mainly influenced by personal interest and their own desire for knowledge, which belongs to the intrinsic motivation, which is usually stable and lasting. If the learner depends on external influence, such as passing exams, pressure from parents' schools. If these external factors are very strong, the individual motivation is stronger, otherwise, it will be weaker, and this kind of motivation is short and purposeful.

Since the 1990s, researchers have further studied the motivation for foreign language learning. Dornyei (1998) has proposed a three-dimensional structural model of motivation for foreign language learning. The model defines and measures the motivation of foreign language learning from three levels: language level, learner level, and learning situation. Level. Dornyei's three-dimensional structural model reflects that the motivation of language learners is not only related to the individual learners, but also to the target language, but also to the complex learning environment (Ritonga et al., 2022). He emphasizes that the motivation of language learners is multidimensional and can't be looked at alone.

### ***Methods***

The main purpose of this research is to find out the real situation of students, the origin and reasons for different English learning motivations, the relationship between their motivation and teachers' emotions through questionnaires, the relationship between achievement and motivation of

junior high school students, and to verify the feasibility of these teaching methods to improve their learning interest and learning effect.

In this paper, the questionnaire method is used to design twelve questions, each of which has two to four options according to the situation, some of which can be chosen more frequently, and students are required to answer the questions truthfully.

The subjects of the survey were students from grades Seven to Nine of Yuanying Educational Institution in Longyan City, Fujian Province in 2021, aged between 13 and 15. Among them, 69 are boys and 85 are girls. Most of them come from families with basically the same conditions, some of which are left-behind children, they are very representative. A total of 154 questionnaires were distributed to students and 154 valid questionnaires were collected, with an efficiency of 100. The reference score was the entrance examination score in September 2021 and the latest results in 2022.

### Results and Discussions

In the beginning, The author sent out questionnaires in class and collected them on the spot. Before completing the questionnaire, I communicated effectively with the students and explained to them that this questionnaire was only to understand their motivation for learning English, so as to adopt better teaching methods and improve the teaching effect. It had nothing to do with the student's grades and the teacher's evaluation of the students. In order to collect and organize the real data, filling in anonymously, the result of the questionnaire is not published, I asked the students to fill out the questionnaire according to the truth, without discussion or copying, and complete it independently.

**Table 1. Interest in English learning**

Question	Option	G7(%)		G8(%)		G9(%)	
		Boys	Girls	Boys	Girls	Boys	Girls
Do you like English?	Very Much	7	8	4	7	6	7
	Generally	28	40	20	13	17	20
	Dislike	8	4	6	9	17	10
	Give up	5	2	17	24	9	14

The analysis of the contents of Table 1 shows that most students lack interest in learning English. Few students show great enthusiasm for English., and only account for 15%, 11%, and 13% respectively in Grade 7, Grade 8, and Grade 9. The proportion of girls who like English is slightly higher than that of boys. The number of students who is not interested in English is 12%, 15%, and 27% respectively. According to the survey data, students who take part in extracurricular English study generally have a general attitude towards the subject of English and have little interest in it.

**Table 2 English learning achievement**

Question	Option	G7 (%)		G8 (%)		G9 (%)	
		Boys	Girls	Boys	Girls	Boys	Girls
What is your English score?	0-59	5	6	18	16	20	13
	60-79	21	13	13	12	12	20
	80-89	16	22	9	14	11	10
	90-100	6	11	7	11	6	8

As can be seen from Table 2, the number of students who failed English in Grade Seven was only 11% in the last term's final English examination, while the percentage of those who failed in Grade Eight and Nine was almost the same, at about 33%, and Grade Nine had the lowest rate of excellence, only 14%. In addition, the percentage of female students passing the exam is higher than that of male students from Grade Seven to Grade Nine, so the overall English level of girls is higher than that of boys, but their overall English performance is still low.

**Table 3. English learning motivation**

Question	Option	G7 (%)		G8 (%)		G9 (%)	
		boys	girls	boys	girls	boys	girls
What's the purpose of your extracurricular English study?	Interested in English	5	6	3	6	4	2
	Pass exam	18	25	20	29	25	31
	Job hunting	15	5	17	7	14	10
	Teacher and parents' requirement	10	16	7	11	6	8

From Table 3, we can see that 43%, 49%, and 56% in each Grade regard the goal of “entrance examination” as the original intention of learning extra-curricular English, occupying the first place and showing an increasing form year by year. Especially the ninth graders who face the entrance examination, more than 50% of them believe that they are studying English to take the entrance examination. Second, at the bottom of the list are “learning English is my interest,” about 11%, 9%, and 6% respectively. The data also shows that students' interest in learning extra-curricular English is not strong.

**Table 4. English learning objectives**

Question	Option	G7(%)		G8(%)		G9(%)	
		boys	girls	boys	girls	boys	girls
Whether or not to set English learning goals	Yes	21	28	19	29	19	24
	No	27	24	28	24	30	27

According to Table 4, the students who did not set targets for English learning in Grade Seven, Eight, and Nine accounted for 51%, 52%, and 57% respectively. Meanwhile, the proportion of students who did not set an extracurricular study target was gradually increasing from Grade 7 to Grade 9, and the proportion of girls was higher than that of boys, with 28%, 29%, and 24% of the three grades respectively.

**Table 5. The attribution of English learning**

Question	Option	G7(%)		G8(%)		G9(%)	
		Boys	Girls	Boys	girls	Boys	Girls
What do you attribute to your English achievement	Study hard	12	20	14	16	10	21
	talent	8	8	10	8	13	7
	Good luck with the exam	4	6	3	7	5	8
	Don't study hard	8	6	4	6	2	5

Question	Option	G7(%)		G8(%)		G9(%)	
		Boys	Girls	Boys	girls	Boys	Girls
	No talent	11	8	10	6	5	9
	Bad luck with the exam	5	4	7	9	8	7

As can be seen from Table 5, the majority of students can attribute the reason for learning English well to their hard work and talent for learning English. Among the students surveyed, the largest proportion of students in each grade was “I work very hard”. In each grade, 16%, 18%, and 20% respectively of students thought the good grades were “because I have talent”, so these students attributed the good grades to internal factors.

For students who did not learn English well, they mainly attributed the reasons to the following two aspects: for each grade, 14%, 10%, and 7% of students thought that they “did not study English hard”; But there are also some students who attribute failure to learn English as a matter of luck, with 9% in Grade Seven, 15% in Grade Eight and 15% in grade Nine attributed the reasons to “bad luck”. In conclusion, most students who participate in extra-curricular English study have a correct view of attribution.

**Table 6. The actual situation of the classroom**

Question	Option	G7		G8		G9	
		boys	girls	boys	girls	boys	girls
which of the following situations is in line with your actual situation?	Listen carefully and cooperate with the teacher	25	39	27	35	21	21
	Unwilling to learn English	10	6	9	6	7	8
	Like teaching ways such as playing music, video, and games.	13	7	11	12	21	22

As can be seen from Table 6, in the English class, the students, about 64% of the student are able to cooperate with the teacher to listen carefully. Among them, the matching degree of the female students in Grade Seven and Eight is higher than that of the male students, but the female students are almost the same as that of the male students in Grade Nine. There are not many students who dislike English teachers and do not want to learn English. From Grade Seven to Nine, they are all about 15%. However, the proportion of boys who do not like teachers is significantly higher than that of girls. Second, for those who “like to play games, play video listening recordings”, most of them prefer teachers using this interesting teaching organization form.

**Table 7. Students' favourite way of attending classes**

Question	Option	G7		G8		G9	
		boys	girls	boys	girls	boys	girls
Which teaching style do you prefer	Modern teaching means to teach	14	21	16	17	13	11
	Copy notes on the blackboard	8	10	11	10	18	21
	Funny and humor-	21	16	19	19	10	12

Question	Option	G7		G8		G9	
		boys	girls	boys	girls	boys	girls
	ous in class						
	Be serious in class	5	5	1	7	8	7

According to the proportion of the male and female students in Table 7, about 50% of the middle school students like the teacher's class style which is funny and good at using the modern teaching tool, and the students in all grades aren't interested in the style of teaching for seriousness. But the way copying notes on the blackboard is what the students in Grade Nine like, because of the pressure to be promoted, they expect to get more direct and useful "nutrition" from the teacher.

**Table 8. Evaluation of the teacher**

Question	Option	G7		G8		G9	
		boys	girls	boys	girls	boys	girls
Does the teacher's encouragement help you with your English study	Lots of help	25	32	25	25	30	29
	Generally	17	17	13	20	15	18
	No help	6	3	9	8	4	4
What is the relationship between extracurricular English study and teacher?	The teacher likes me	24	21	28	28	28	29
	I like the teacher	23	32	19	25	17	26

As can be seen from Table 8, the majority of students, both boys and girls, believe that teachers' expectations and encouragement are "very helpful", accounting for about 55% of the total. Only a handful of students think the teacher's encouragement is useless for their extra-curricular English learning, with 9% in Grade Seven, 17% in Grade Eight, and 8% in Grade Nine. About 50% of all students think they want to learn English well because they like teachers or teachers like them. Thus it can be seen that whether students can learn English well or not has a lot to do with the teachers.

**Table 9. Parents' attitude towards students' extra-curricular English learning**

Question	Option	G7		G8		G9	
		boys	girls	boys	girls	boys	girls
What's your parents' attitude towards your extracurricular English learning	Often buy relevant English learning materials for you	26	23	19	21	25	26
	enroll you in an English training class	19	23	23	23	20	23
	Do not care about their children's study	3	6	5	9	4	2

According to Table 9, parents are also very helpful to junior high school students in their extra-curricular English learning, and about 45% of parents often buy extra English materials for their children or enroll in extra-class English classes. And there is little difference between boys and girls. However, there are also a small number of parents, about 10% of each Grade, whose children can only study on their own, because their parents are busy with work that they neglect their children's studies.

**Table 10. The Initiative of English learning**

Question	Option	G7		G8		G9	
		boys	girls	boys	girls	boys	girls
Initiative in extracurricular English Learning	Conscious and active learning	2	18	9	17	12	15
	Be Forced learning	20	17	16	12	8	7
	Learning for exam	24	16	18	19	25	26
	Unwilling to study	2	2	4	5	4	3

As can be seen from Table 10, most students from Grade Seven to Grade Nine feel compelled by their parents and teachers to study or study for exams, with the largest proportion being 77%, 65%, and 66%, respectively. The percentage of students learning English voluntarily was 20%, 26%, and 27% respectively. 18%, 17%, and 15% of the female students in each grade were actively learning extra-curricular English, which was higher than that of boys. In addition, 4% of students in Grade Seven do not take the initiative to learn under any circumstances, compared with 9% and 7% in Grade Eight and Grade Nine. Visibly, as for extracurricular English learning, boys are less active than girls, and most students are less active in learning.

**Table 11 Comparative data on enrolment performance from Grade Seven to Nine**

Grade	The number of students	0-59	60-79	80-89	90-100
G7	39	4	13	15	7
G8	58	25	14	13	6
G9	57	19	17	12	9

**Table 12 Comparative data on the latest exam from Grade Seven to Nine**

Grade	The number of students	0-59	60-79	80-89	90-100
G7	39	3	9	19	8
G8	58	16	15	16	11
G9	57	11	16	17	13

From the results of the examination, after the opening of the class, the author took three grades of English with the use of relevant teaching strategies, after a semester, the overall results of each grade made great progress compared with the time of admission, and the number of excellent students has increased. The failure of students is greatly reduced, which is inseparable from the efforts of teachers and students. It is certain that there are some bright spots in the teaching process.

According to the above analysis of survey results, characteristics of YuanYing's students' extracurricular English Learning motivation are as follows:

First of all, students' motivation for extra-curricular English learning is generally positive. Both internal motivation and external motivation have a certain influence on students' English learning, and internal motivation has more effect on English learning than external motivation. However, the number of students with internal motivation is not very large now, while external motivation occupies a certain proportion.

There are obvious differences in English learning motivation among students of different grades. The internal motivation of students decreases gradually with the increase in grades, and the internal motivation of students in Grade Nine is obviously lower than that of the students in Grade Seven. The students' external motivation gradually increased with the growth of grades, and the students in grade nine of YuanYing were significantly higher than those in grade seven.

The gender difference in English learning motivation was significant. The level of extracurricular English learning motivation of girls in Yuaning was higher than that of boys in general. Girls have a stronger interest in learning English, and most of them have better language skills than boys, so girls are relatively easy to achieve success in English learning, thereby enhancing their motivation to learn English.

Teachers' support is one of the most important factors affecting the English learning motivation of YuanYing's students. The internal learning motivation of students is decreasing year by year. It is difficult for students to change their beliefs of "ask me to learn" into the attitude of "I want to learn". Therefore, teachers' support is needed to encourage them.

The intensity of students' learning motivation is closely related to their academic achievements. At the same level of intelligence, students with stronger motivation are better than those with weaker motivation in their academic performance. The relationship between learning motivation and academic achievement is a typical and mutually reinforcing relationship.

### **Discussion**

Through the analysis and investigation of students in YuanYing, it can be concluded that the motivation of students is different, and the intensity of motivation is different. Students' study habits are influenced by many factors, such as subjective factors, interest in learning, self-cognition, and so on, as well as objective factors, such as society, family, teacher, teaching atmosphere, and teacher influence, etc.

First of all, the economic conditions and the level of education of parents affect students' motivation for learning, extra-curricular English learning has become a kind of upsurge, almost all parents have high expectations for their children, and they attach great importance to their children's extracurricular English learning, they are willing to support children to learn English financially, working hard with extra-curricular tutoring institutions to create a good language learning environment for children. And for students who have to face the entrance examination, the total score of 150 points in English, occupies a large ratio, which has a great role in promoting the cultivation of students' external motivation. Secondly, the learning environment also has a great influence on students' extra-curricular English learning. Many students don't listen to class in council school, they are often mindless or talk to others, but the students are greatly different in the class of YuanYing. The class size in Yuanying is smaller than that in school, the teacher can almost take into account every student, making the students feel concerned, and also control the discipline of every student. The learning atmosphere in the classroom is relaxed and pleasant, and the learning content is also selected according to the student's situation, so the students accept and enjoy such extra-curricular English learning.

Combined with the above survey, we can see that the majority of students in YuanYing are female students, and most of them have the internal motivation and language talent to learn English. The motivation of students to learn extra-curricular English includes the desire to learn more widely out of interest, and those who lack interest and ability, for them, to develop interest and ability. In addition, students' own personality characteristics, the concept of English learning, and life experiences lead to their different outlooks on life, the world, and values, forming unique personal needs and cognitive ways of things, these also affect the motivation for learning. Students who are self-confident and avant-garde in English learning are more eager to learn more deeply. Taking knowledge outside the school classroom, there is usually a stronger motivation for extra-curricular English learning. Finally, the attribution of students has a great impact on motivation, students with positive attribution are usually calmer in facing learning failures and then continue to learn. The students with negative attribution tend to blame the failure on internal factors such as their own ability and attitude, thus forming the negative motivation to hinder the study of extra-curricular English.

### Conclusion

Through the research, it is found that motivation plays a great role in the study of students, and if the motivation is too strong or insufficient, it will lead to learning efficiency reduced. The appropriate intensity of motivation is the most conducive to playing the best working efficiency. The author thinks that the theory of motivation can be used to help students strengthen their learning motivation and confidence so that they can understand the true situation of their study, learn the correct attribution, set up the consciousness of overcoming difficulties, and experience a sense of achievement. In order to cultivate students' learning motivation, teachers should pay more attention to the study of students' needs, understand the characteristics of students' needs through many methods, and analyze the problems existing in students' needs and whether the reasonable needs are satisfied or not.

Any kind of meaning of learning contains a certain degree of pain. When teachers encourage students to work hard, they also need specific help and guidance aimed at students' practical difficulties or problems in learning, encouraging them to face challenges and prevent psychological problems caused by setbacks or failures.

### References

- Wang, Y. (2021). Adding the culturally specific ingredients: the Chinese and American models of learning persistence, including learning beliefs, choice and the internalization of learning motivation. *Social Psychology of Education*, 24(6), 1557-1583. <https://doi.org/10.1007/s11218-021-09672-5>
- Gardner, R.C. *Social Psychology and Second Language Learning. The Role of Attitudes and Motivation* [M]. London: Edward Arnold Ltd, 1985.
- Ellis, R. *The Study of Second Language Acquisition* [M]. Oxford: Oxford University Press, 1994.
- Williams, M. & Burden, R. *Psychology for Language Teachers* [M]. Cambridge: Cambridge University Press, 1997.
- Zou, X.-L., & Luo, T. (2012). Research on the Application of Twitter-Like Platform Based on Web 2.0 Technology in College English Extracurricular Learning: From the Perspective of Interactive Teaching. *Proceedings of the 2011 2nd International Congress on Computer Applications and Computational Science*, Berlin, Heidelberg.
- Dornyei. *Teaching and Researching Motivation*. Person Education Limited Inc, 2001, 108-110.

- Ryan, R. & Deci, E. (1991). Intrinsic and Extrinsic Motivations. *Contemporary Educational Psychology*[M]. 1991.
- Zhu, Y., Xu, S., Wang, W., Zhang, L., Liu, D., Liu, Z., & Xu, Y. (2022). The impact of Online and Offline Learning motivation on learning performance: the mediating role of positive academic emotion. *Education and Information Technologies*, 27(7), 8921-8938. <https://doi.org/10.1007/s10639-022-10961-5>
- Shichun, Gui. (1985). *Chinese students' English Learning Psychology*. Hunan: Hunan Education Press.
- Huifang, Hua. (1998). *A Study of Motivation and strategies in English Learning*. Foreign Language World.
- Huifang, Hua. (1998). *Learning Motivation and English Education*. Jiangsu: Research on English Teaching in Jiangsu Province.
- Interpretation of English Curriculum Standards for Full-time Compulsory Education of Ministry of Education (1998). Beijing: Beijing Normal University Press.
- Runqing, Liu. (1990). Several factors determine language learning. *Foreign language teaching and research*.
- Bai, Y. (2020). The relationship of test takers' learning motivation, attitudes towards the actual test use and test performance of the College English Test in China. *Language Testing in Asia*, 10(1), 10. <https://doi.org/10.1186/s40468-020-00108-z>
- Shu Pan. (1980). *Educational Psychology*. Beijing: People's Education Press.
- Qiufang, Wen. (1996). *English learning strategies*. Shanghai: Shanghai Foreign Language Education Press
- Chuming, Wang. (2003). *Applied Language Psychology - Research on the Psychology of Foreign Language Learning*, Hunan: Hunan Education Press.
- Zhang, J. (2021). A moderated mediation analysis of the relationship between a high-stakes English test and test takers' extracurricular English learning activities. *Language Testing in Asia*, 11(1), 5. <https://doi.org/10.1186/s40468-021-00120-x>
- Songmei, Wang. (2003). *On Learning Motivation Model of Classroom Teaching in Primary and Secondary School Foreign Language Teaching*. Foreign language teaching in primary and secondary schools.
- Cui, Y., Jia, W., Wang, S., & Li, T. (2022). Chinese interpreting students' learning motivation and performance in the Covid-19 context: a quasi-experimental study. *SN Social Sciences*, 2(8), 127. <https://doi.org/10.1007/s43545-022-00453-1>
- Feraco, T., Resnati, D., Fregonese, D., Spoto, A., & Meneghetti, C. (2023). An integrated model of school students' academic achievement and life satisfaction. Linking soft skills, extracurricular activities, self-regulated learning, motivation, and emotions. *European Journal of Psychology of Education*, 38(1), 109-130. <https://doi.org/10.1007/s10212-022-00601-4>
- Kim, T.-Y., & Kim, Y. (2021). Structural Relationship Between L2 Learning Motivation and Resilience and Their Impact on Motivated Behavior and L2 Proficiency. *Journal of Psycholinguistic Research*, 50(2), 417-436. <https://doi.org/10.1007/s10936-020-09721-8>
- Li, R., Yao, M., Liu, H., & Chen, Y. (2020). Chinese Parental Involvement and Adolescent Learning Motivation and Subjective Well-Being: More is not Always Better. *Journal of Happiness Studies*, 21(7), 2527-2555. <https://doi.org/10.1007/s10902-019-00192-w>
- Liu, Q., Ma, J., Yu, S., Wang, Q., & Xu, S. (2022). Effects of an Augmented Reality-Based Chemistry Experiential Application on Student Knowledge Gains, Learning Motivation, and Tech-

- nology Perception. *Journal of Science Education and Technology*.  
<https://doi.org/10.1007/s10956-022-10014-z>
- Ritonga, M., Farhangi, F., Ajanil, B., & Farid Khafaga, A. (2022). Interventionist vs. interactionist models of dynamic assessment (DA) in the EFL classroom: impacts on speaking accuracy and fluency (SAF), foreign language classroom anxiety (FLCA), and foreign language learning motivation (FLLM). *Language Testing in Asia*, 12(1), 43.  
<https://doi.org/10.1186/s40468-022-00195-0>