

## **An Analysis Of The Influence Of Learning Motivation On English Learners' Learning Attitude**

Shifang Jiang and Di Jin

Hubei College of Chinese Medicine, Jingzhou, Hubei, China

2048601077@qq.com, 2048601077@qq.com

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**Abstract:** Although learning motivation is a non-intellectual factor for students, it is an important individual factor in English learning and has a great influence on students' learning attitude and learning effect. In English learning, learners must first have a strong learning desire—the internal strength of learning, and then are willing to actively put into practice and continue to move towards the goals. It is especially important to stimulate their learning if we want to achieve good teaching effect and satisfactory learning effect, motivation. By analyzing the influence of several main motivation types on students' learning attitude, this paper puts forward instrumental motivation, integrated motivation, the influence of internal motivation and external motivation on learners' learning attitude and corresponding English teaching strategies.

### **I. Types of learning motivation**

#### **(1) Gardner and Lambert divide motivation into fusion type and tool type**

Integrative motivation and instrumental motivation are the motivations for Gardner and Lambert to study language learning from the perspective of social psychology for the first time in 1972. Gardner believes that, on the one hand, if the reason for learners to learn a certain language is for communication, better understanding of the people, their culture or lifestyle of this language, then it belongs to integrated motivation; on the other hand, if the learner learns English for some practical purpose, such as passing the CET4-6 examination, obtaining a high-paying position, getting a good job, etc., then it is an instrumental motivation.

#### **(2) Deci and Ryan(1985) distinguish internal motivation from external motivation**

Motivation is a kind of learning motivation stimulated by students' interest in learning activities themselves. It is a positive emotional experience for learners in the process of completing tasks, such as curiosity satisfaction and sense of accomplishment. External motivation is the motivation linked with the stimulus outside the task itself, which is caused by some artificial influences in the external environment, such as physical or spiritual rewards and punishments of teachers and parents or money, punishment, score, etc.

### **II. The influence of main learning motivation types on learners' learning attitude**

#### **(1) Integrated learning motivation and instrumental learning motivation**

1. Fusion motivation is actually to master the function of language itself and communicate with the target language population. Students who simply have integrated motivation regard English learning as an interest or hobby. They are the most active learners who are eager to communicate with others in the newly learned language. Once they decide to learn a certain language, their learning motivation will be more persistent and their learning attitude will be more stable.

2. Instrumental motivation focuses on some benefits brought by mastering the language. Students who simply have instrumental motivation study work hard to achieve a certain purpose. or example, many college students choose English majors mainly because many employers have

certain requirements for English proficiency. Therefore, they are easy to get exhausted, their learning motivation is not persistent, and their learning attitude is not easy to be stable.

## **(2) Internal learning motivation and external learning motivation**

Bruner believes that students are encouraged to learn through rewards, and if there are no rewards, the learning will end. Although external motivation has a certain stimulating effect on learning activities, the learning attitude of learners caused by external stimulation lacks accumulation and persistence. Once students are satisfied to some extent, learning activities will stagnate. Bruner think internal motivation is something that can promote some kind of action without relying on external compensation. Compensation already exists in the success at the end of the learning activity, or even in the learning activity itself .He believes that learning rewards can promote students' active learning attitude without imposing external rewards and incentives.

## **III. Different types of learning motivation, adopt different English teaching strategies**

### **(1)Integration motivation as the main and tool motivation as the auxiliary**

1. In the process of English teaching, teachers should make students realize the necessity of what they have learned. In the process of teaching, the analysis of the current relationship between countries is getting closer and closer, gradually forming the situation of the global village, and it is important to let students realize the importance of learning English for the future development, and thus establish a clear learning goal. Teachers should help students set short-term goals and long-term goals according to the actual situation of students, so as to combine the two to achieve more ideal learning results.

2. Create a two-way teaching mode and establish a new teacher-student relationship.

The two-way teaching mode of teachers' leading role and students' main role requires teachers to adopt heuristic teaching, case teaching, discussion teaching according to students' existing knowledge level and actual needs, flip the classroom and other flexible teaching strategies, carefully design the course content, attach importance to the output and input of students' knowledge, pay attention to students' emotional changes, and enhance students' sense of participation, cultivate students' divergent thinking ability and innovative accomplishment in the communication and interaction between teachers and students.

### **(2) Transforming external motivation into internal motivation**

Bruner believes that internal motivation is mainly composed of four aspects, namely curiosity, competent internal driving force, self-employment and reciprocal internal driving force. Internal motivation theory tells us the followings.

1. Carefully select teaching materials to stimulate students' interest and curiosity in learning.

In the actual classroom teaching, teachers can appropriately introduce some learning materials that students are interested in and are related to the teaching content, for example, in classroom teaching, teachers can introduce some examples of specific applications in English culture and life related to

2. Return the initiative in the classroom to the students and the teachers should play a leading role.

Highlight students' dominant position in learning .for example, teachers should give less and more attention, leave students some space for discussion, cooperation, thinking and practice, and encourage students to think, speak and practice.

3. Guide students to set clear and appropriate learning goals.

Students all have the intention to pursue success. In English teaching, due to the differences in students' learning ability, guiding students to formulate learning goals that are appropriately challenging and can be achieved through hard work can effectively stimulate students' internal learning motivation. This helps students to establish a positive learning attitude.

## **Conclusion**

Understanding and analyzing the types of students' motivation to learn English and adopting corresponding teaching strategies to cultivate and stimulate students' motivation to learn English are conducive to improving the quality and effect of students' learning English. At the same time, English teachers also need to establish more suitable English teaching strategies in the Chinese environment on the basis of fully learning English learning motivation theory and empirical research at home and abroad to improve the effect of English teaching.

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