

## 摘 要

高中阶段的英语学习是英语学习的基础，也是基础的英语知识奠定的重要阶段。因此此阶段学习过程是整个英语学习过程中最为重要的。高中时期的学生正处在青春叛逆时期，激发和挖掘学生内心深处的学习动力与学习兴趣是这一时期十分重要的教学手段，也是符合新课改教学要求的大胆尝试。本文旨在通过调查和相关的问卷分析得知，目前高中学生学习英语的动机以及在学习过程中所面临的问题，分析了其中的形成原因，根据学生学习的动机特点探讨了提升高中生学习英语动机的途径。同时，根据每类动机进行具体培养方式分析：如改进教学方法并运用到教学内、小组合作、直接表达、事实鼓励、妥善运用教学语言、设置教学评价等多种提升英语动机学习的途径，在分析后调动主客观因素来调动高中生学习英语的热情。

**关键词：**高中英语；学习动机；提升途径；激发；培养

## ABSTRACT

High school English learning is the foundation of English learning, but also an important stage to lay the foundation of English knowledge. Therefore, this learning process is the most important in the whole English learning process. High school students are in the rebellious period of youth, to stimulate and excavate the students' inner learning motivation and interest is a very important teaching method in this period, and it is also a bold attempt to meet the teaching requirements of the new curriculum reform. This paper aims to find out the motivation of high school students to learn English and the problems they face in the learning process through the investigation and relevant questionnaire analysis, analyze the causes, and discuss the motivation of improving high school students to learn English according to the characteristics of students' learning motivation. At the same time, according to each type of motivation, the specific training methods are analyzed: such as improving teaching methods and applying them to teaching, group cooperation, direct expression, factual encouragement, proper use of teaching language, setting teaching evaluation, etc., and mobilizing subjective and objective factors to mobilize high school students' enthusiasm for learning English.

**Key words:** senior English; learning motivation; way of improvement; stimulation; cultivation





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## Chapter One Introduction

The new English Curriculum Standards point out that the English curriculum in the basic education stage should not only develop students' language knowledge and skills, but also have the responsibility and obligation to cultivate students' positive emotional attitude. English courses should play a special role in developing students' emotional attitude. Motivation is one of the most important factors in students' emotional attitude, and learning motivation plays a key role in English learning. Foreign language learning is a very complex process, which is both a cognitive and an emotional process. Because students' English learning behavior is dominated by consciousness, so, first of all, students should have a strong desire to learn English, from the subjective generation of a kind of motivation, and then in action to pay the implementation. The success or failure of teachers' teaching lies in students' learning. Therefore, how to cultivate and stimulate students' English learning motivation through middle school English teaching is one of the main problems faced by our majority of middle school English teachers.

In order to achieve the goal of talent training and strength development, China must improve the quality of quality-oriented education, introduce and learn advanced scientific and cultural knowledge, and enable students to master scientific skills. However, languages vary from country to country. In order to achieve cross-cultural exchange and communication and realize the transnational relay of science and technology, talents in all aspects need to master English well. All aspects of life involve the use of English. For example, imported instruments and equipment, medicine and daily necessities are closely related to transnational trade. Learning and mastering English helps to improve individual knowledge and skills, achieve cross-cultural communication, and thus contribute to the prosperity of the country.

However, there are many reasons why our English learning results are unsatisfactory. For example, everyone's language learning ability is uneven, and there is a great disparity in language imitation ability. Chinese as a mother tongue, students will unconsciously apply Chinese learning habits to English, but English and Chinese language structure is different, learning and acquisition cannot be rigid, plus the lack of language environment, teachers and students cannot be influenced by English in daily life. Students' inner feeling of learning English is also different. For example, students' confidence in learning Chinese will be different from students' confidence in learning English, feeling that they are not capable or even unable to complete the task. Therefore, only when students do not have great difficulties in learning English, students will have confidence in learning



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English and be more confident.

When you feel happy in English learning, you will mobilize the impulse of students to learn English. Thus, it can be seen that it is extremely important to stimulate students' motivation in English learning. This paper, through a questionnaire survey of Yunyang District No.1 Middle School in Shiyan, Hubei Province, studies the reasons for the lack of motivation in high school English learning, and makes a multidimensional analysis according to the specific situation, so as to provide some teaching ideas for English teachers. For English teaching dilemma to provide reference advice, make a certain contribution.



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## Chapter Two Definition and Classification of Learning Motivation

Need to promote the generation of people's motivation, only with the motivation, people will try to find to achieve their goals. English learning motivation is the reason and direct motivation for individuals to learn English well. Only by understanding what English learning motivation is and its composition, can individuals be encouraged to improve their English learning effect, so as to achieve certain needs of individual. Similarly motivation is crucial to English learning, and different types of motivation will lead to different learning efficiency. Therefore, teachers must understand the main types of students' learning motivation, and make full use of this motivation in the daily teaching process to stimulate student's learning efficiency.

### 2.1 Definition of Learning Motivation

There are different interpretations of the concept of motivation in different fields. Gardner and Lambert argued in *Attitudes and Motivation in Second Language Learning* that motivation in language learning is a complex synthesis, which combines an individual's desire to learn a communication tool well with an individual's spontaneous extrinsic tendency. And in the article *Motivation and Motivating in the Foreign Language Classroom*, Hungarian scholar Dornyei analyzed in 1998, sorted out and summarized the existing research results on second language learning motivation proposed by Gardner and other scholars. In Self-Determination Theory (SDT; Deci & Ryan, 1985) we distinguish between different types of motivation based on the different reasons or goals that give rise to an action. According to the analysis results of the mainstream motivational psychology, the 3D architecture model of the field of foreign language learning motivation is proposed by deeply integrating the motivation and learning situation. It includes language level, learner level and learning situation level, based on which foreign language learning motivation is measured and defined.

"Whether the motivation increases gradually depends on whether learners take responsibility for their own learning. " Learning success and failure are attributed to the learner's own efforts and strategies, rather than other factors. This desire is relatively strong, and the individual also has a positive state of learning. There are various connections and interlacing between different motivations. When an individual sets a goal, he or she will stimulate one or several kinds of motivations in order to achieve his or her goal, which will be very strong. The difference of motivations may lead to

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conflicts between internal structures of motivations, especially when an individual wants to achieve a certain goal, the motivations may produce contradictions and conflicts with the goal. At this time,

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they may avoid each other, or they may directly avoid the conflict, there will be double-avoidance conflict and avoidance-avoidance conflict. In Gardner's model of social education, he believes that learning motivation is people who devote more or less time and effort to their own goals, that is, the psychological drive to learn a language well when an individual has a correct and positive attitude. Scholars generally agree with Gardner's definition of motivation. Foreign language learning motivation has nothing to do with individual IQ, but is a kind of psychological drive. This kind of psychological fluctuation will directly cause the change of individual acquired behavior and affect individual learning. The fluctuation of English learning drive will lead to different language learning effects of learners. It's an internal force. Most researchers believe that the essence of motivation is what individuals produce at the psychological level to complete all the time

Whatever the reason, this mental drive helps people persevere and persevere in achieving their goals. Therefore, in the aspect of learning, it is necessary to mobilize the drive of students to learn English, so that most researchers believe that the essence of motivation is the individual psychological level has been to complete things, no matter what the psychological reason is, this psychological drive can help people in the completion of the goal of perseverance, not afraid of suffering. Therefore, in the aspect of learning, it is necessary to mobilize the drive of students to learn English, so that most researchers believe that the essence of motivation is the individual psychological level has been to complete things, no matter what the psychological reason is, this psychological drive can help people in the completion of the goal of perseverance, not afraid of suffering. Therefore, in learning, to mobilize the drive of students to learn English, so that students cannot be afraid of problems, do not retreat to achieve the goal of completing the task of learning. Gardner's definition of learning motivation is adopted in this study.

## **2.2 Classification of Learning Motivation**

According to the purpose of foreign language learning, some scholars divide foreign language learning motivation into "integration motivation and instrumental motivation". Students with integration motivation learn a foreign language mainly to integrate into the foreign language community system and expect to have good and effective communication with the people in the foreign language community, so as to better communicate with or get close to the people in the foreign language community. Get to know their culture. instrumental motivation, on the other hand, foreign language learners with Instrumental motivation pay more attention to specific goals of mastering foreign language knowledge in the process of foreign language learning, aiming at obtaining some practical benefits, such as getting good scores in foreign language exams, getting job promotion

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opportunities, or going abroad for further study. The salient feature of instrumental learning is that learning is selective and the learning time is not lasting.

According to the internal and external dimensions of learning motivation, it can be divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation refers to the intrinsic motivation of learners to learn a foreign language, which mainly comes from within the learners. For example, learners have a strong interest in foreign language learning and a strong curiosity and thirst for knowledge. For foreign language learners with intrinsic motivation, motivation satisfaction comes from within rather than outside foreign language learning activities. This part of foreign language learners do not need external means and incentives or punishment to motivate them to learn a foreign language, because learning a foreign language is its own motivation for them. Their learning goal is to satisfy their curiosity or interest, to master the subject knowledge related to the foreign language, so that they can get satisfaction in the process of learning a foreign language. On the contrary, extrinsic motivation refers to a series of foreign language learning activities carried out by foreign language learners who are stimulated and influenced by the outside world. The satisfaction of their motivation comes from the outside rather than the inside of foreign language learning activities. For example, some students learn a foreign language mainly to please parents and teachers, get rewards from them, or avoid punishment. Students' foreign language learning behavior does not take acquiring foreign language knowledge as the fundamental goal, but to complete other tasks and obtain additional external rewards after achieving expected learning achievements to achieve their own psychological satisfaction.

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## **Chapter Three Results of A Questionnaire Survey on English Learning Motivation of Yunyang No. 1 Middle School in Shiyang City**

Through the design, modification, distribution, recycling and statistics of the questionnaire, the author conducted a random survey of the students in the first middle school of Yunyang District, Shiyang City, the teacher in charge of the questionnaire, the students fill in the questionnaire randomly, to ensure the authenticity of the questionnaire survey. There are 30 relevant questions in this questionnaire. The following conclusions are drawn through the questionnaire

### **3.1 Strong Purposiveness in English Learning**

The current way of selecting talents in China is the college entrance examination, and in order to follow the world trend, China has made English a compulsory part of the college entrance examination. However, according to the questionnaire, most students learn English for the purpose of taking the college entrance examination or studying abroad. In 2010, Ma Lanfang published an article on the *Reasons for Students' Lack of Motivation in English Learning* in *Tianzhong Journal*, which also deeply realized the important reason for students' strong purpose in English learning. She says it is because of a lack of awareness of the importance of learning English, Students experience when learning English less than happy, gradually lost the motivation to learn.

And English as a compulsory subject, students in the heart of a kind of have to learn the idea. Often this kind of thought dominates the students' learning, making them "pain and pleasure" in learning.

### **3.2 Low Interest in English Learning**

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According to the questionnaire, many students are not interested in English, the first reason is the poor foundation of English. From the beginning of learning English did not cultivate good learning habits of students. Language acquisition is a process that requires students' continuous contact and application. The second is to take English learning as a burden. Primary school is the starting point and important stage to cultivate students' interest and habit of learning English. The classroom should be full of colorful games and diversified interactive situational performances, but the excessive lack of mechanical drills in context and frequent doing problems and dictation of words will make children think that English is only a subject of examination, which is a burden and pressure. I just learn English to cope with the exam, naturally lost interest in English learning. In her master's thesis, Qiao Xiaoying (2012)wrote:

*"High school is an important stage of youth development and language learning. Students at this stage are in the early stage of psychological development. Their thinking gradually becomes mature and their emotional stability gradually improves, but at the same time, they also face great pressure to go to school. Learning English is only forced by the pressure of college entrance, passive acceptance, learning effect is not good; Or they just lose interest and give up."*<sup>[4]</sup>

From this point of view, how to stimulate students' English learning motivation is a common problem facing teachers. Shen Yueqiang (2012) think that this motivation factor is a motivation factor from the heart of students with strong subjectivity, which can encourage students to give full play to their own subjective initiative and complete English learning tasks happily. It is a manifestation of students' intrinsic motivation in learning, which is also created by the "integrative motivation" theory in the classic model of Gardner and Lambert. It is the concrete application of learning motivation theory in practice.

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