

# English Language Learning Motivation among Students in QiLu University of Technology in China

Yang Qingqing

University of the Cordilleras, Baguio, Philippines

Email: 81777078@qq.com

He Jing

De La Salle University (Dasmariñas), Cavite, Philippines

Email: hejing201481@163.com

**Abstract**—The difficulty of learning English is very obvious in non-Native English-speaking countries. China has a long history Chinese language culture. Chinese students are deeply influenced by their mother tongue. They are influenced by the educational system, Chinese language environment and English motivation. These factors lead to poor English learning results for Chinese students. This article studies the influence factors of English learning motivation in QiLu University of Technology freshmen's English learning. It uses the questionnaire survey to the Likert scale. Through the survey data and the use of statistical measurement method, it analyzes QiLu University of Technology freshmen's English learning motivation. Then the paper explores the influence of Qi Lu industrial university freshman English learning motivation. The study found that the Qi Lu industrial university freshman English learning motivation level is low. The low level of English learning motivation in English learning effects is small. The family socio-economic status of the respondents did not influence their motivation of English language learning. The respondents' exposure influencing their motivation of English language learning. In view of this situation, this study provides strategies for college freshmen to improve their English learning motivation and provides theoretical basis for Chinese college students to better learn English.

**Index Terms**—Motivation; english language learning; freshman of qi lu university of technology

## I. INTRODUCTION

Your goal is to simulate the usual appearance of papers in the. We are requesting that you follow these guidelines as closely as possible.

Motivation has been widely accepted by both teachers and researchers as one of the key factors that influence the rate and success of foreign language learning. Motivation provides the primary impetus to initiate learning the L2 and later the driving force to sustain the long and often tedious learning process; indeed, all the other factors involved in L2 acquisition presuppose

motivation to some extent. Because of the central importance attached to it by practitioners and researchers alike, L2 motivation has been the target of a great deal of research during the past decades. Until the 1990s this research had been largely dominated by a social psychological approach inspired by the influential work of Robert Gardner, Wallace Lambert, Richard Clement and their Canadian associates [1], [2].

Being the most important emotion element in the language study, motivation influences greatly on the students in China about the areas of language learning. Many researchers attribute the element of motivation the decisive factor of language learning. Without the proper motivation, the increased demands on language learners can decrease their ability to focus during learning and could potentially lead to relatively high dropout rates [3]. With this in mind, the research seeks to understand motivation of English learning among university students in China so as to explore the basic difficulty of English learning motivation influenced by intrinsic and extrinsic factors [4].

This study is hoped to determine the level of motivation of the college students in Qi Lu University of technology and the English language learning difficulties they encountered.

## II. METHODOLOGY OF RESEARCH

This study will be using a descriptive research design. It seeks to determine the level of motivation of the freshman students to learn English language, the extent of the influence of the factors to the level of motivation and lastly, to identify the problems encountered by respondents in learning English language.

The researcher will use a survey questionnaire on motivation of the freshman administered to determine the students' level of motivation and the extent of influence of the factors to the level of motivation of students. On the basis of questionnaire survey, Pearson correlation analysis and regression analysis are carried out through data to obtain the relationship between English learning motivation and influencing factors [5].

Items of the foreign language learning motivation questionnaire were based on the concepts presented by the Louie Gonzales [6], [7]. This researcher-made questionnaire will be modified into a 16-survey item, instead of 40 -item which covers the four factors of motivation in English language learning: desire for socio-economic gains; desire for cross-culture understanding, appreciation and communication; desire for development of self-efficacy; and desire for language skill development.

Upon the endorsement of the adviser and Dean of the Graduate School and approval of the panel members, letter requesting for the conduct of survey was forwarded to the administrators: College Dean of the selected majors and the Director of the Language Testing Center of Qi Lu University of Technology, the questionnaires will be administered to the freshman college students.

Data which will be gathered from the said survey will be subjected to statistical treatment, analysis and interpretation. A four-point Likert scale will be used to determine the level of motivation of the freshman college students to learn English language. The scale which will be used in determining the level of motivation will be as Table I:

TABLE I. QUESTION SETTING LEVEL OF QUESTIONNAIRE SURVEY

Score	Level	Description
4	Very High	Very much motivated
3	High	very motivated
2	Low	motivated
1	Very Low	not motivated

The statistical limits for level of motivation of freshman college students to learn English Language as Table II:

TABLE II. THE MEASUREMENT STANDARD LEVEL OF QUESTIONNAIRE SURVEY RESULTS

Scale	Level	Description
3.25- 4.00	Very High	Very much motivated
2.50- 3.24	High	very motivated
1.75- 2.49	Low	motivated
1.00- 1.74	Very low	Not motivated

Pearson-product Moment correlation coefficient. This assumed that the two pairs of data are to be linearly related. It will be used to determine the extent of influence of the factors to the level of motivation of freshman college students to learn English language. The

level of correlation between the two variables was measured using the metrics in Table III.

TABLE III. FACTOR CORRELATION MEASURE LEVEL

Range	Level of Correlation
.91-1.00	Very High Correlation
.71- .90	High Correlation
.41- .70	Moderate Correlation
.21- .40	Low Correlation
.00- .20	Very Low Correlation

### III. RESULTS OF RESEARCH

#### A. Analysis on the Motivation Level of College Freshmen in English Learning

According to calculate the simple average, we can get the research results in Table IV. The mean values of motivation factors A and D are 2.04 and 2.02 respectively, the mean values of motivation factors B and C are 2.10 and 2.17 respectively, and the mean values of the overall motivation of these four factors are 2.08.

TABLE IV. LEVEL OF MOTIVATION OF THE FRESHMAN COLLEGE STUDENTS TO LEARN ENGLISH LANGUAGE

Motivation	Mean	Level	Description
Desire for Socio-economic Gains Learning English Language	2.04	Low	motivated
Desire Cross-culture understanding, appreciation and communication learning English Language	2.10	Low	motivated
Desire for development of Self-Efficacy learning English Language	2.17	Low	motivated
Desire for language Skill Development learning English Language	2.02	Low	motivated
Motivation total	2.08	Low	motivated

Obviously, these motivational factors have a motivational effect on the English learning of college freshmen, but their motivational effect is at a low level, among which the motivational factor C has the greatest influence on the English learning of college freshmen and the motivational level has the greatest value. Motivation factor D has the least influence on the English learning of freshmen and the lowest motivation level. The four motivational factors studied in this paper have a weak influence on the motivation of college freshmen to learn English. According to the level of motivation, they are at a low level, which indicates that the overall motivation of

freshmen in Qi Lu University of Technology is not high and they are not interested in Learning English. Therefore, it is necessary to study learning motivation strategies to improve the English learning effect of freshmen.

#### B. An Empirical Analysis of English Learning Motivation and Family Social and Economic Status as Well as the Scope of Individual Exposure Media

##### 1) Empirical results of college freshmen's English learning motivation and family socio-economic status.

TABLE V. CORRELATION BETWEEN ENGLISH LEARNING MOTIVATION AND FAMILY SOCIOECONOMIC STATUS

		Family socio-economic status	Individual learning motivation
Family socio-economic status	Pearson correlation	1	-0.057
	conspicuous (bilateral)		0.432
	N	192	192
Individual learning motivation	Pearson correlation	-0.057	1
	conspicuous (bilateral)	0.432	
	N	192	192

According to the correlation analysis in the Table V,  $r = -0.057$ , it can be seen that individual learning motivation is negatively correlated with family socioeconomic status, and the correlation is extremely low. This shows that low socioeconomic status has a weaker influence on individual learning motivation, while high socioeconomic status has a stronger influence on individual learning motivation. As can be seen from the absolute value of correlation coefficient of 0.057, the overall influence of socioeconomic status on individual English learning motivation is relatively small. At the same time, linear regression analysis can be avoided because the correlation is not obvious.

##### 2) Empirical results of college freshmen's English learning motivation and the scope of individual exposure to English learning media

TABLE VI. DESCRIPTIVE STATISTICS OF INDIVIDUAL LEARNING MOTIVATION AND RANGE OF EXPOSURE

	Mean	Standard deviation	N
Individual learning motivation	2.92	0.68	192
Range of Exposure (media)	2.58	0.82	192

As can be seen from Table VI, the scope of individual exposure (media) is still relatively large, basically more than two learning media can be accessed, and the fluctuation between individuals is relatively small.

TABLE VII. CORRELATION BETWEEN INDIVIDUAL LEARNING MOTIVATION AND CONTACT RANGE

		Individual learning motivation	Range of Exposure (media)
Pearson correlation	Individual learning motivation	1.000	0.222
	Range of Exposure (media)	0.222	1.000

In Table VII. It can be seen that the individual learning motivation and engagement range (medium) between the correlation coefficient  $r = 0.222$ , that is a positive correlation, both contact medium range (medium), the greater the will cause the increase of individual learning motivation, but the correlation coefficient of the absolute value is not high, only shows that their correlation is weak, but it has the condition of linear regression analysis.

The following is the result of linear regression analysis of the two:

TABLE VIII. REGRESSION RESULTS OF INDIVIDUAL ENGLISH LEARNING MOTIVATION AND CONTACT RANGE

model	Non-standardized coefficient		t	Sig.	B's 95.0% confidence interval	
	B	Standard error			Lower limit	Upper limit
instant	2.452	0.155	15.773	0.000	2.146	2.759
range of exposure (medium)	0.180	0.057	3.136	0.002	0.067	0.293

a. Dependent variable: Individual Motivation for English learning

Via linear regression analysis of the Table VIII. As a result, the contact scope in weak influence on individual learning motivation, not can only add a media to improve learning motivation 0.18 set  $H_0: B = 0$ ,  $H_1: B$  is not equal to 0. In confidence, under the condition of  $N = 192$  t test value of 3.136, through the check standard t test table, can know, reject the null hypothesis, accept  $H_1$ , so contact range (medium) is significant.

TABLE IX. RESULTS OF A VARIANCE ON INDIVIDUAL ENGLISH LEARNING MOTIVATION

model	Sum of squares	df	mean	F	Sig.
regressive	4.342	1	4.342	9.837	0.002
residual	83.872	190	0.441		
total	88.215	191			

a. Dependent variable: Individual Motivation for English learning

b. Predictive variables: (constant), range of exposure (medium)

The results in Table IX show that in the prediction of individual English learning motivation, the ratio of the residual sum of squares to the total sum of squares is 0.95, which indicates that there is a large error between the estimated value and the true value, and there is room for optimization of the fitted line. There is a certain error in the estimation of English learning motivation by using this model, which also indicates that although the range of exposure (media) has an impact on English learning motivation, the impact is not very obvious.

#### IV. CONCLUSION

The results show that the motivation level of freshmen is weak in Qilu University of Technology. From the above analysis, there is no obvious relationship between the strength of college freshmen's English learning motivation and their family's social and economic status. Even if there is an influence, it is also an inverse relationship. Individuals with low family's social and economic status have a weak motivation to learn English.

In addition, the strength of the college students English learning motivation and individual how many cable contact range (medium) is a positive correlation. However, the related degree is insufficient. Then the results explain how individual contact range has a positive effect on individual learning motivation. The influence degree of them is not high and it cannot to increase the range of contact number to enhance the role of the same amount of learning motivation.

The English learning motivation of freshmen in Shandong Qilu University of Technology affects the English learning effect. Motivation for English learning is influenced by external factors such as personality, family environment, and personal media exposure. However, college freshmen from different regions also have different motivations for Learning English. And there is a difference in their motivation to learn.

#### V. RECOMMENDATION

According to the results of quantitative statistical analysis, in order to improve the English learning efficiency of college freshmen, the following recommendations are proposed:

1. For the freshman students, they should look for the chance to exposure to foreign peers, read English books, watch English movies and go to the English club.

2. The curriculum planners should further enhance their practice in ensuring the relevance of the English language curriculum through professional dialogue with the faculty of the professional English Department of the University.

3. The teachers in Qi Lu University of Technology are encouraged to employ classroom activities which would give opportunities to the students to improve the level of motivation in English language learning.

#### CONFLICT OF INTEREST

This paper belongs to the author's cooperation, and has nothing to do with other people's articles, except for quoting scholars' opinions. Therefore, the authors declare no conflict of interest. Please declare whether or not the submitted work was carried out with a conflict of interest.

#### AUTHOR CONTRIBUTIONS

Yang Qingqing conducted the research and wrote the whole words of the paper. He Jing analyzed the data and wrote the table and recommendation of the paper. All authors had approved the final version.

#### REFERENCES

- [1] R. C. Gardner and R. Clement, "Social psychological perspectives on second language acquisition," in *Handbook of Language and Social Psychology*, H. Giles and W. P. Robinson, Eds., 1990, pp. 495-517.
- [2] R. C. Gardner and P. D. Macintyre, "A student & apos contributions to second language learning. Part II: Affective variables," *Language Teaching*, vol. 26, pp. 1-11, 1993.
- [3] R. E. Mayer, "Towards a science of motivated learning in technology-supported environments," *Educational Technology Research and Development*, vol. 59, no. 2, pp. 301-308, 2011.
- [4] R. C. Gardner, *Social Psychology and Second Language Learning: the Role of Attitudes and Motivation*, London: Edward Arnold, 1985.
- [5] Q. Xiaoqing, *Foreign Language Learning Motivation Among University Students in China*, Peking, China: High Education Press, 2006.
- [6] R. D. Gonzales, "Conceptual and psychometric properties of a foreign language learning motivation questionnaire," *Philippine Journal of Psychology*, vol. 39, no. 1, pp. 76-97, 2006.
- [7] R. D. Gonzales, "Differences in motivational orientation in foreign language learning context: Findings from Filipino foreign language learners," in *Assessment Handbook*, 2011, vol. 4, no. 2, pp. 19-42.

Copyright © 2021 by the authors. This is an open access article distributed under the Creative Commons Attribution License ([CC BY-NC-ND 4.0](https://creativecommons.org/licenses/by-nc-nd/4.0/)), which permits use, distribution and reproduction in any medium, provided that the article is properly cited, the use is non-commercial and no modifications or adaptations are made.



**Yang Qingqing**, Doctor of Philosophy major in English language education candidate, University of the Cordilleras, focus on business English, second language acquisition.

**He Jing**, male, birth on Aug 15<sup>th</sup>, 1984. I graduated from Jiangxi Normal University in Applied Mathematics. I am a doctoral student studying in business administration of the De La Salle University (Dasmariñas). I have published academic papers in several journals, including applied mathematics, Journal of Jiaxing University. I also have published textbook international finance, and personal Monograph Research on new risks and regulatory mechanism of Internet finance.