Study on the English Learning Motivation of Non-English Major Students

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Abstract

This study explores the connection between non-English major college students' overall motivation for learning English and their language proficiency using the theory of learning motivation as its theoretical framework and the quantitative analytic approach. The author conducted a survey on the motivation why non-English major students choose to learn English. At last, 516 valid responses' questionnaires were collected. The survey findings of the table were examined using SPSS24.0 data statistical analysis program. The description of quantitative analysis, included testing for consistency and validity, statistics, inferential statistics, and linear regression analysis. According to the study, SC, CT, AP, AC, and IT have a considerable positive impact on LA. It is obvious that teachers should focus on building students' learning motivation during the foreign language teaching process in order to successfully stimulate the improvement of students' English performance.Students who are not English majors are moderately motivated to study English. Despite the fact that the majority of students have some enthusiasm in learning English, there are a number of factors that affect their progress. On the five learning motivations, SC and CT have a big effect. The degree to which non-English majors are motivated to study English varies greatly. In terms of intrinsic motivation and performance motivation, there are overall noticeable differences between high and low level learners, but no other learning motives are significantly different. High-level students frequently achieve higher AP and IT results, while low-level students frequently achieve high SC and CT scores.

According to Chambers, the driving force that enables people to continue with specific tasks is motivation, which comes from within. According to Gardner , a truly motivated learner typically puts out effort in the process of learning a language and takes pleasure in the activities associated with that process. According to Dornyei et al., motivation does play a part in the process of deciding L2 successes.

RESEARCH BACKGROUND

English used as a tool for communicating and interacting with individuals from a variety of different countries in the global society of the twenty-first century. Guangzhou, one of the most significant cities in China for international trade, is home to a huge number of universities, all of which are responsible for providing English instruction to students enrolled in colleges and universities. The purpose of this study, which aims to improve students' English language skills, will be to investigate the factors that motivate students to study English.

In recent years, junior and senior school education has been undergoing continuous reform. Some schools have begun to promote the reform of foreign language learning, changing from the original single English learning to multi-language learning, such as Japanese. These students learned a foreign language other than English in high

school. But after entering into college, public English is still compulsory for every student. This has caused great difficulties for college students to continue their studies in the future.

OBJECTIVES OF STUDY

learning English by using social media, online forums, and other platforms where students may communicate with one another and encourage one another, as well as enhance students› interest for learning English.

The goals of the approaches that were outlined earlier are to create a positive, motivating, and encouraging social atmosphere conducive to the study of English; to boost the interest and motivation of vocational students to study English; and to improve the students' ability to learn English.This study aims to discover the factors of second language learning motivation in college students in Guangzhou; investigate which factors are stronger in students; identify the factors that affect motivation; seek for answers about how to improve students' English; and investigate which factors are stronger in students.

SIGNIFICANCE OF THE STUDY

learning English by using social media, online forums, and other platforms where students may communicate with one another and encourage one another, as well as enhance students› interest for learning English.

The goals of the approaches that were outlined earlier are to create a positive, motivating, and encouraging social atmosphere conducive to the study of English; to boost the interest and motivation of vocational students to study English; and to improve the students' ability to learn English.at recent years, the education provided to students at junior high and senior high schools has been subject to ongoing reform. Some educational institutions have initiated efforts to change the teaching of foreign languages by shifting away from an initial focus on the sole study of English toward an emphasis on the study of multiple languages, such as Japanese. During their time at this high school, these kids were exposed to languages other than English. However, once a student has entered college, continuing to speak English in public is a requirement for them. The ability of college students to continue their education after graduation has become significantly more challenging as a result of this.

RELATED CONCEPT

Social motivation (SC) in English learning refers to behavioral motivation driven by social factors and the actions of others. In the context of learning English, social motivation can motivate students to participate in and work hard to learn English more actively. The following are some common social motivation factors: (1) social recognition and appreciation, students desire to be recognized and appreciated by others, to demonstrate their ability through learning English, and to gain social respect and recognition. (2) Peer competition and motivation, where students compare and compete with their peers to stimulate learning motivation and strive to improve their English level to surpass others. (3) Observation and role model effect: students are influenced and motivated by excellent English learners around them, hoping to catch up with or surpass them by learning English. (4) Employment competitiveness. With the development of globalization, English has become a basic requirement for many professions, and students realize that they can improve their employment competitiveness by mastering good English ability. (5) Social needs: Students realize that English, as a universal language, plays an important role in cross-cultural communication and communication, and they hope to expand their social circle and make friends by learning English. (6) Cross-cultural experience and broaden their horizons. Learning English can help students understand and explore different cultural backgrounds, increase their ability in cross-cultural communication, and broaden their vision and world view. (7) Access to resources and opportunities, students realize that by mastering English, they can access more learning resources, international exchange programs and career opportunities. By recognizing these socially motivated factors, educators and schools can design relevant activities and measures to stimulate students' motivation and interest in learning English and promote their positive performance and growth in English learning.

Certificate motivation for English Learning (CT) refers to the motivation to learn in order to obtain some kind of certificate. The motivation to obtain an English certificate can be multiple: (1) Academic requirements, certain schools or educational institutions require applicants to provide an English certificate as a condition of admission. This is because English is an international language and having good English skills in an academic environment is essential for students to learn and communicate. (2) Career requirements, many jobs require good English skills, especially in the context of globalization and increasing international business. Obtaining a certificate in English can improve the competitiveness of job hunting and open up a wider range of possibilities for employment opportunities. (3) International communication, English is an important tool for international and cross-cultural communication. Having an English certificate can enhance an individual's ability to communicate with others, increase opportunities to communicate with people from different cultural backgrounds, and facilitate the process of international cooperation, study or immigration. (4) Self-improvement: Learning English is a way of self-improvement, which can broaden one's

field of knowledge, broaden one's cultural horizon and improve one's self-confidence. (5) By obtaining English certificates, individuals can prove their English proficiency and further improve and demonstrate their language skills. (6) Personal interest. For those who are interested in English, obtaining an English certificate is a way to pursue their own interests and learning goals. It can help them learn English more systematically, improve their language ability, and satisfy their personal desire for language learning. The right English certificate needs to be selected according to the individual's specific situation and goals, and the motivation and desired effect of obtaining the certificate should be made clear. Whether for academic, professional or personal interest reasons, obtaining an English certificate will bring various benefits to the individual through hard work and preparation.

English Learning Achievement (LA) is the achievement and progress made in learning and mastering the English language. The following are some common achievements in English learning: (1) Vocabulary mastery. In English learning, vocabulary accumulation is a crucial step. Learners can increase their vocabulary and improve their vocabulary mastery by means of independent learning, vocabulary tasks or memory skills. When a learner is able to use and understand a wider range of vocabulary and use it accurately in communication, it can be regarded as a learning achievement in vocabulary mastery. (2) The use of grammar. English grammar is the foundation of correct sentences and communication. Learners can improve their grammar application ability by learning grammar rules, practicing grammar application and learning from mistakes. When learners can correctly use grammar rules in expression and avoid common grammatical mistakes, they can be considered to have made achievements in grammar application. (3) Listening comprehension. Listening is an important part of language communication. Through listening training, learners can improve their listening comprehension of English, including listening to and understanding conversations at different speeds and accents, listening to and understanding information in various contexts, etc. When learners can effectively understand English and obtain correct information from it, it can be regarded as a learning achievement in listening comprehension. (4) Oral expression: Oral expression is the ability to express one's thoughts and opinions fluently and accurately in English communication. Learners can improve their oral expression ability by practicing oral dialogue, participating in oral communication activities and imitating after reading. When learners can communicate fluently in oral English and use various communication strategies to communicate effectively, they can be considered to have made achievements in oral English. (5) Reading comprehension: Reading is an important way to broaden the scope of English knowledge and improve language ability. By reading English articles,

books and other materials, learners can improve their reading comprehension of English. When learners are able to read and understand complex English articles, obtain information from them and infer meaning, they can be regarded as having made learning achievements in reading comprehension. These achievements are milestones in the English learning process, and each learner's progress and achievement may vary depending on his/her learning goals, background and time commitment. The important thing is to recognize your own achievements, keep working hard and enjoy the process of learning English.

Applied motivation for English learning (AP) refers to a person's motivation or reason for pursuing learning and applying English. The following are a few common applied motivations for English learning: (1) International communication, English is an international language, and mastering English can be used to communicate and communicate with people from different countries and regions. The applied motivation may be to be able to communicate with foreigners, travel, or work in an international environment. (2) Academic development, English has an important place in the academic world, and many academic literature and research results are based on English as the main language. Applied motivation may be to be able to participate in and understand English academic discourse, and to be able to communicate in English when conducting academic research and publishing papers. (3) Career requirements, many occupations or industries require employees to have good English skills. Motivation may be applied in order to be competitive in the workplace and to be able to communicate fluently in English with customers, partners or colleagues. (4) Cultural interest: Some people are interested in the culture, music, movies, etc., of English-speaking countries, and want to better understand and appreciate them. The applied motivation may be to be able to interact with and participate in the culture of English-speaking countries. (5) Immigration and study abroad, English is the main language in many countries, and many people who choose to immigrate or study abroad need to have good English skills. The applied motivation may be to be able to communicate smoothly when living, working or studying in a new country. These applied motivations can vary depending on an individual's situation and goals. Whether it is to achieve career goals, academic development or personal interest, the application motivation of English learning is an important force to promote the continuous learning and application of English.

Interest motivation in English learning (IT) refers to a person's interest and motivation to pursue learning and mastering English. Here are a few common motivations: (1) Cultural exploration. English is the official language of many English-speaking countries, and learning English can provide an in-depth understanding and

experience of the culture, history and traditions of these countries. Interest motivation may be due to an interest in the culture, art, film, music, etc., of English-speaking countries. (2) Cross-cultural communication. Learning English can break the language barrier, establish contacts with people from different countries and regions, and carry out cross-cultural communication. Interest motivation may be due to the interest in cross-cultural communication and understanding to start learning English. (3) Personal development. English learning is a way to improve oneself, broaden one's knowledge, improve one's language ability, and develop one's thinking, expression and communication skills. Interest motivation may be the pursuit of personal growth and development to start learning English. (4) Travel and adventure, English is a global language, good English ability in travel and adventure can help individuals better communicate and adapt to different cultural environments. An interest motivation may be an interest in traveling and exploring the world to start learning English. (5) Knowledge acquisition, many important academic and professional fields use English as the primary language of communication. Learning English enables individuals to acquire more knowledge and information, and to master more academic and professional materials. Interest motivation may be due to an interest in learning new knowledge and fields to start learning English. These interest motivations can drive an individual to continue learning and exploring English, providing enjoyment and satisfaction for the individual. Whether they are motivated by cultural exploration, cross-cultural communication, personal growth, travel adventure or knowledge acquisition, the motivation of interest in English learning is an important factor to cultivate and maintain an individual's motivation of English learning.

English Learning achievement (AC) refers to the specific achievements and progress made in the process of learning and using English. Here are a few common English learning achievements: (1) Improved grades, where learners get better grades on English tests or quizzes, such as getting higher scores or improving faster in English courses, standardized tests (such as TOEFL, IELTS), or other English proficiency tests. (2) Oral fluency, where learners make progress in oral expression, are able to hold conversations and communicate fluently in English, reduce language barriers, and feel comfortable expressing their ideas and opinions. (3) Reading comprehension, learners are able to read more complex and professional English articles, stories, news, etc., understand the information and reasoning therein, and improve reading comprehension. (4) Writing ability, learners make progress in writing, can write more fluent, accurate and coherent English articles, short articles, emails or other written expressions, and can flexibly use different writing styles and skills. (5) Cross-

cultural communication, learners can communicate and understand effectively when communicating with native English speakers, can communicate smoothly across cultural differences, and show respect and tolerance in cross-cultural communication. (6) Improvement of self-confidence: learners' achievements and progress in English learning increase their self-confidence and make them feel more confident and comfortable in communicating in English and dealing with various contexts. These learning achievements can vary according to an individual's learning goals and background. Whether it is achievement in test scores, oral fluency, reading comprehension, writing ability, cross-cultural communication, or self-confidence, each learner's progress is a validation of their own efforts and learning. It is important to recognize your own achievements, continue to study hard, and remain enthusiastic and motivated about learning English.

RESULT OF QUANTITATIVE STUDY

The survey findings of the table were examined using SPSS24.0 data statistical analysis program. It can be seen that all 6 factors have been extracted from the factor analysis, and the characteristic root values are all greater than 1. The variance interpretation rate of these 6 factors after rotation is 17.064 respectively. %, 15.576%, 12.784%, 10.480%, 10.448%, 5.476%, and the cumulative variance explanation rate after rotation is 71.829%.

Therefore, the author came to the following conclusion: among these 5 IV, Social motivation (SC) and Certificate motivation (CT) are significantly positively correlated with learning achievement (LA). while Application motivation(AP), Interest motivation (IT) and Achievement motivation (AC) are significantly positively correlated with learning achievement (LA). while searching for solutions about how to improve students' English, the author focused on the measures which are connected with Social motivation (SC) and Certificate motivation (CT).

RECOMMENDATION

The author gave some suggestion form 3 aspects: society, colleges and teachers.

Society

The goals of the approaches that were outlined earlier are to create a positive, motivating, and encouraging social atmosphere conducive to the study of English; to boost the interest and motivation of vocational students to study English; and to improve the students' ability to learn English.Students should be encouraged to learn English by utilizing their social environment as a resource. Students will have a better understanding of the importance of studying English for career objectives after

completing this course thanks to the employment analysis, wage structure analysis, and other methodologies.

learning English by using social media, online forums, and other platforms where students may communicate with one another and encourage one another, as well as enhance students' interest for learning English.The goals of the approaches that were outlined earlier are to create a positive, motivating, and encouraging social atmosphere conducive to the study of English; to boost the interest and motivation of vocational students to study English; and to improve the students' ability to learn English.Make a community for learning English Make a community for learning English by using social media, online forums, and other platforms where students may communicate with one another and encourage one another, as well as enhance students' interest for learning English.The goals of the approaches that were outlined earlier are to create a positive, motivating, and encouraging social atmosphere conducive to the study of English; to boost the interest and motivation of vocational students to study English; and to improve the students' ability to learn English.

Colleges

Make adjustments to the settings of the curriculum and the design of the training programs for individuals. Establish clear goals for your development as an English learner, for instance. Create a systematic evaluation process to tie education, certification, and graduation together. Exams can be exchanged for certificates, and PRETCO-Level B can be used in place of the English final test. Create incentive schemes, such as letting CET-4 exam winners avoid English classes, etc. Many majors and courses that have severe requirements for English proficiency, like those in foreign trade, e-commerce, computer applications, and upgrading, may require PRETCO-Level B as a graduation prerequisite in order to foster students' motivation in learning.

Provide students with easy access to a variety of English learning materials and tools by providing them with access to a wide variety of English learning resources in the learning settings of vocational schools. These English learning resources should include electronic resources, learning software, English libraries, and other similar resources.

Create English learning opportunities. English corners, English clubs, speech contests, and other activities that give students the opportunity to communicate and practice with other students learning English while also enhancing their ability to apply English in real-world situations should be developed as opportunities for students to study English. These opportunities can be developed by setting up English corners, English clubs, speech contests, and other activities.

Encourage English communication. It is beneficial for students to hear and speak English on campus on a regular basis, so it is important to encourage students to speak English with one another on a daily basis. On campus, this goal can be accomplished by erecting English signage and slogans and encouraging participation in English-language activities.

TEACHERS

Students that attend English classes increase their interpersonal and professional appeal, which is a major benefit of taking these classes. The replies that students gave to the questionnaire reveal a distinct and unmistakable positive correlation with the amount of admiration that students have for their English teachers. Participate actively in the acquisition of new pedagogical theories, methods, and tools, and make effective use of multimedia and other technology tools to present material in the classroom. The use of projectors to play video and audio materials is only one example of how you can improve the teaching and attractiveness of the classroom. Other examples include the utilization of learning software and other online resource levels, as well as other similar methods.

Reevaluate the function of the educator. Educators should play the role of facilitators and guides in the classroom, providing students with the direction and assistance they require while also allowing them sufficient autonomy to develop their capacity for inquisition and critical thinking. To encourage higher learning initiative and engagement among students, you should allow them the freedom to pursue independent learning and involve them in the formulation of learning plans, the choice of learning resources, and other such decisions. You should strive to be an excellent educator as well as a supportive friend to your students. Recognize their preferred modes of education and the interests they have in learning. Adapt the learning goals and activities to each individual student by taking into account their interests.

Create a good classroom atmosphere for English learning. Develop a respectful and positive learning atmosphere in which students are encouraged to actively participate in dialogues and interactions, expressing their thoughts, ideas, and points of view with one another.

Make the classroom environment livelier and more engaging by delivering content utilizing various forms of multimedia and technological tools. For example, you could use projectors to play video and audio materials, or learning software and online resources, etc. to do this. Introduce the following components of personalized learning: students' interests and preferences in learning are recognized; students are offered customized learning tasks and activities that take into consideration each student's individual learning style; and students' interest in learning is piqued.

Encourage student participation by leading them in classroom discussions and interactions through the use of questions, group projects, role-playing, and other

activities. This will help to build their confidence and improve their learning. Get them to share their thoughts and questions by encouraging them to do so.

Develop interactive educational possibilities. Develop interactive educational opportunities that stimulate cooperation, problem-solving, and enhanced classroom engagement. Some examples of such activities are group discussions, question and answer sessions, case studies, and a variety of other options.

Innovative assessment techniques: Helping students feel more happy and motivated about their education can be accomplished through the utilization of a range of evaluation strategies, such as the grading of project assignments and performance in the classroom.

Improve the course assessment system. Innovative assessment techniques: Helping students feel more happy and motivated about their education can be accomplished through the utilization of a range of evaluation strategies, such as the grading of project assignments and performance in the classroom. Create individualized learning goals and standards for the course: Establish the minimum levels of English competence and expertise that students are expected to achieve, and then translate these standards into specific course objectives and evaluation criteria. techniques of evaluation that are diverse Diverse techniques of evaluation are utilized, such as written tests, oral tests, listening tests, writing assignments, and so on, in order to carry out an exhaustive analysis of the students' level of English proficiency.

Assessments should be carried out on a regular basis. By dividing the course into a number of distinct phases and administering assessments at regular intervals, teachers are able to determine the learning progress and difficulties of their students and make appropriate adjustments to their instructional strategies.

Give students quick access to their assessment findings as well as detailed comments so they may identify their areas of strength and improvement. Strengthen learning motivation by setting up a reward system, such as praising or rewarding students who have great scores, to encourage students to improve their English learning grades. Personalized instruction: To assist students in overcoming challenges and issues, provide English learning instruction tailored to each student's individual needs and proficiency levels. Students will benefit from having access to high-quality teaching materials and learning aids, such as textbooks, reference books, online learning platforms, and other similar resources. This will allow students to improve the efficiency with which they study and prepare for exams.It should be emphasized

that the grading system should be reasonable and fair, not unduly focused on grades, and most importantly, should nurture students' skill in both broad application and the English language. In the same vein, lecturers and parents have a responsibility to foster the learning desire and natural curiosity of their students and pupils because these characteristics are essential to enhancing one's command of the English language.

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