

Investigation and Study of English Learning Motivation, Motivation Intensity and School Record of Junior School Students of Korean Nationality

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Abstract—The paper adopts the form of questionnaire to study the relevance among English learning motivation, motivation intensity and school record of junior school students of Korean nationality. The participants are the 600 students from six Korean Chinese middle schools in six cities of Yanbian Korean Autonomous Prefecture. This paper adopts SPSS24.0 to conduct descriptive analysis and Pearson correlation analysis to the data collected to explore the relationship among the English learning motivation, motivation intensity and school record of junior school students of Korean nationality. And it is shown in the results that there is the positive correlation between English learning motivation and motivation intensity, between English learning motivation and school record and between English learning motivation intensity and school record of junior school students of Korean nationality.

Keywords—English learning motivation; junior school students of Korean nationality; motivation intensity; school record

I. INTRODUCTION

It is stressed in the 2017 English Curriculum Standard in Compulsory Education to motivate the learning interests of student and guide the students to gradually transfer the interests into stable learning motivation. Therefore, it is of great significance to explore the English learning motivation of junior school students. From the perspective of study objective, the ratio of selection of college students and students of the Han nationality of most domestic and foreign researchers is clearly higher than that of primary and secondary school students and minority students. Especially, the empirical study of the English learning motivation of junior school students of Korean nationality is still a blank in current study. In term of the study contents, the study of English learning motivation, motivation intensity and school record of junior school students of Korean nationality is still few and has certain limitations. And the junior school students of Korean nationality are the learners of three languages under the bilingual education and cultural background. Based on the above study background, this paper studies the following issues: (1) how are the English learning motivation and motivation strength of junior school students of Korean nationality? (2) What is the relationship among English

learning motivation, motivation intensity and school record of junior school students of Korean nationality?

II. STUDY METHOD

A. Study Objective

This study selects the six junior schools in six cities of Yanbian Korean Autonomous Prefecture, which respectively are Yanji Third Middle School, Hunchun Sixth Middle School, Tumen Fifth Middle School, Dunhua Second Middle School, Longjing Second Middle School and Longshi Third Middle School. And a class is randomly drawn from each grade of the six Korean Chinese middle schools, total 600 junior school students from 18 classes. Total 600 questionnaires were issued to the junior students in this investigation where 595 questionnaires have been recovered. Thereinto, 14 questionnaires were not completely answered; 16 questionnaires have the same answer for all the question items. Therefore, there are total 565 valid questionnaires and the recovery rate is 94.17%.

B. Data Collection

This study adopts questionnaire method. All the questionnaires refer to the questionnaire on English learning motivation of Gao Yihong, et al and the Gardner motivation intensity scale and are prepared according to the actual conditions of the junior school students of Korean nationality from Yanbian Korean Autonomous Prefecture and contain 26 items designed.

The questionnaire mainly consists of two parts: (1) total 16 items related to English learning motivation. The options include “strongly agree, agree, not sure, disagree and strongly disagree”. Select Likert five-grade scale method for scoring. (2) total 10 items related to motivation intensity. The questionnaire adopts multiple choice and gap filling. Each item is provided with three different options. Only one answer can be chosen under each item. The scoring shall be “A=3 points, B=2 points and C=1 point” and the full score is 30 points.

C. Data Analysis Method

The data analysis for the questionnaires of this study applies the software SPSS 24.0, including following contents: (1) use descriptive statistical analysis method to conduct descriptive analysis to the English learning motivation and motivation intensity; (2) use Pearson correlation analysis to analyze the correlation among English learning motivation, motivation intensity and school record of junior school students of Korean nationality.

III. STUDY RESULTS AND DISCUSSION

A. English Learning Motivation and Motivation Intensity of Junior Students of Korean Nationality

Firstly, in term of the English learning motivation of junior students of Korean nationality, conduct further descriptive analysis to the four factors of English learning motivation of junior students of Korean nationality. The four factors are similar to the four factors in the seven factors generated from natural rotation in the analysis of English learning motivation types, which respectively are: internal interest motivation, personal development motivation, motivation for going abroad and achievement motivation. It is shown in the results that the average (4.2673) of internal interest motivation of junior students of Korean nationality and the average (3.9080) of motivation for going abroad are all higher than the average (3.7946) of English learning motivation; while the average (3.5606) of personal development motivation and the average (3.3527) of achievement motivation are all lower than the average (3.7946) of English learning motivation. Therefore, the maximum score among the English learning motivation of junior school students of Korean nationality is internal interest motivation, followed by the motivation for going abroad; the personnel development motivation ranks third place; the achievement motivation has the minimum score. (As shown in "Table I").

TABLE I. DESCRIPTIVE STATISTICS OF FOUR FACTORS

English Learning Motivation	Number of Individual Cases	Average	Standard Deviation
Internal development	565	4.2673	.61874
Personal development	565	3.5606	.87366
Going abroad	565	3.9080	.82525
Achievement	565	3.3527	.82020

In this study, the internal interest motivation stimulates the junior students of Korean nationality and has significant impacts on English learning. The motivation for going abroad is the second largest motivation of junior school students of Korean nationality. This is a new finding and is different from those of the previous study on the English learning motivation of junior school students. Wu Yongmei (2012) found in study that a small part of junior school students of Va nationality learn English "for going abroad and experiencing the culture of English-speaking countries in person". Li Xiaofang (2012) found in study that only 5.92% of learners learn English "for going abroad and seeking for education and work opportunities in the future"; while the motivation of junior students for going

abroad is relatively more prominent, this is because nearly 2/3 of the junior students of Korean nationality in the class have relatives going abroad for work, which certainly will cause certain impacts on such students. And Zhang Jinghua (2015) and Li Yinghao (2015) found in the analysis of bilingual education for the Korean nationality in Yanbian region that large part of college students of Korean nationality choose to go to Korea and seek for development after graduation. The Korean nationality has always been paying close attention to education and such consciousness tends to be passed on to students from their parents. Both the parents and students think it important for their future development to learn English. And all those will influence the motivation of going abroad of junior school students of Korean nationality. The motivation of personal development ranks third among the motivation of learning English of junior school students of Korean nationality. The junior school students think that English is not only a kind of communication tool, but also will help with their future works. And when learning English, the junior school students of Korean nationality are not influenced by exams or getting graduation certificate and the senior high school entrance examination and college entrance examination. They really like to learn English. Therefore, the motivation of achievement has little influence on junior school students and has the minimum score among the four factors.

Secondly, to understand the motivation of learning English and the current situations of motivation intensity of junior school students of Korean nationality, this paper applies descriptive analysis method to conduct descriptive analysis to the motivation of learning English and motivation intensity of junior school students of Korean nationality. And it is shown in the results that the average of motivation of learning English of junior school students of Korean nationality is 3.7946. According to the scoring method of Likert five-point scale, "five-point indicates very satisfied". Therefore, the motivation of learning English of junior school students of Korean nationality is at the above-average level. The average of motivation intensity of learning English of junior school students of Korean nationality is 23.9841, belonging to above-average level in the total 30-point. Therefore, the motivation intensity of learning English of junior school students of Korean nationality is at the above-average level. (As shown in "Table II")

TABLE II. DESCRIPTIVE STATISTICS OF MOTIVATION FOR LEARNING ENGLISH AND THE MOTIVATION INTENSITY

	Number of Case	Average	Standard Deviation
Motivation of learning English	565	3.7946	.46418
Motivation intensity	565	23.9841	4.01214

B. Relationship Among English Learning Motivation, Motivation Intensity and School Record

To analyze the relationship between the English learning motivation and motivation strength, between English learning motivation and school record and between English learning motivation intensity and school record, the paper adopts

Pearson correlation analysis and it is shown in the results that there is correlation between the motivation of learning English and motivation intensity of junior school students of Korean nationality ($r=.589$, $p<0.01$); and there is correlation between motivation of learning English and school record of junior students of Korean nationality ($r=.357$, $p<0.01$); and there is correlation between English learning motivation intensity and school record of junior school students of Korean nationality ($r=.505$, $p<0.01$). (As shown in "Table III")

TABLE III. ANALYSIS OF CORRELATION AMONG ENGLISH LEARNING MOTIVATION, MOTIVATION INTENSITY AND SCHOOL RECORD

	Number of Cases	Motivation Intensity	School Record	Significance
Learning motivation	565	.589**	.357**	.000
Learning intensity	565		.505**	.000

a. **. The correlation is significant at 0.01 level (two-tailed)

We can see from the law of Pearson's correlation coefficient that: (1) when r is more than or equal to 0.8, the correlation is high; (2) when r is more than or equal to 0.5 and less than 0.8, the correlation is moderate; (3) when r is more than or equal to 0.3 and less than 0.5, the correlation is low; (4) when r is less than 0.3, the correlation is relatively weaker. Therefore, it can illustrate that there is moderate correlation between the English learning motivation and motivation intensity of junior students of Korean nationality; there is low correlation between English learning motivation and school record of junior school students of Korean nationality; there is moderate correlation between the English learning motivation intensity and school record of junior school students of Korean nationality.

On the basis of this result, we further analyze the correlation between the four factors of English learning of junior school students of Korean nationality and the motivation intensity. And it is shown in the results that except for the motivation of going abroad ($p>0.05$), the internal interest motivation ($p<0.01$), achievement motivation ($p<0.01$) and personal development motivation ($p<0.01$) all have correlations with the English learning motivation intensity of junior school students of Korean nationality which are all positive correlations. (As shown in "Table IV")

TABLE IV. ANALYSIS OF CORRELATION BETWEEN FOUR FACTORS AND ENGLISH LEARNING MOTIVATION INTENSITY

English Learning Motivation		Motivation Intensity	Significance
Internal interest	Pearson correlation	.597**	.000
Going abroad	Pearson correlation	.009	.837
Personal development	Pearson correlation	.397**	.000
Achievement	Pearson correlation	.340**	.000

a. **. Correlation coefficient ≤ 0.01 significance (two-tailed)

b. *. Correlation coefficient ≤ 0.05 significance (two-tailed)

Among the four factors of English learning motivation of junior school students of Korean nationality, the correlation coefficient of internal interest $r=.597$, which has moderate correlation with English learning motivation intensity and

ranked first among the correlation coefficients. This result can relatively conform to the study of learning motivation on second language of Gardner (1972) and Lambert (1972). Secondly, the correlation coefficient of personal development motivation $r=.397$, which has low correlation with English learning motivation intensity. Finally, the correlation coefficient with achievement motivation $r=.340$, which also has low correlation with the English learning motivation intensity. This indicates that the participants will obtain higher achievements in English with higher effort level when learning English. While the significance of motivation for going abroad ($r=.009$, $p>0.01$) is more than 0.01 and has not reached significant correlation with the English learning motivation intensity, therefore there is no correlation between the motivation for going abroad and English learning motivation intensity of junior school students of Korean nationality.

IV. CONCLUSION

This investigation and study explore the English learning motivation and current situation and features of motivation intensity of junior students of Korean nationality as well as the difference in the English learning motivation and motivation intensity of junior school students at different grades and obtain following results: (1) through the descriptive statistics conditions of English learning motivation and motivation intensity of junior school students of Korean students, the English learning motivation and motivation intensity of junior school students of Korean nationality are all at above-average level. And the motivation of internal interest scores highest among the English learning motivation of junior school students of Korean students, followed by the motivation of going abroad; the motivation of personal development ranks third; motivation of achievement scores the minimum. (2) When investigating the correlation among English learning motivation, motivation intensity and school record of junior school students of Korean students, there are the positive correlations between English learning motivation and motivation intensity, between English learning motivation and school record and between the English learning motivation intensity and school record through the Pearson correlation analysis. And there are obvious correlations between internal interest motivation, personal development motivation, motivation of achievement and the English learning motivation intensity of junior school students of Korean nationality. And the correlation coefficients ranking from high to low are: internal interest motivation, personal development motivation and achievement motivation. However, the motivation of going abroad does not possess this feature.

In the English class, the teachers of Korean nationality shall choose various kinds of teaching methods to enrich the class contents, motivate the learning interests of junior school students and reduce their homework burden so as promote the their English learning motivation intensity and promote the development of junior school students of Korean nationality at grade eight.

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