

The Reasons and Motivation Strategies for the Inadequate English Learning Motivation of High School Students

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Abstract

With the development of modernization, people have higher and higher requirements for English ability. Learning English well is a basic requirement of modern people. However, in the high school stage, many high school students have feelings of fatigue and anxiety about English learning, and lack long-lasting learning motivation, which will directly lead to stagnant English performance. Therefore, teachers should pay attention to students' motivation factors in English teaching, and enhance students' sense of achievement and self-confidence by adjusting teaching methods and evaluation. (Qin Xiaoqing, Wen Qiufang, 2002) At the same time, the "English Curriculum Standards" also emphasizes that the task of English courses at the basic education stage is to stimulate and cultivate students' interest in English learning, so that students can establish self-confidence, develop good learning habits and develop the ability of independent learning and the spirit of cooperation. It can be seen that it is very important to stimulate students' learning motivation. This article aims to discuss the reasons for the lack of English learning motivation of high school students and propose related incentive measures.

Keywords

High School English Teaching; Learning Motivation; Lack of Motivation.

1. Introduction

Regarding learning motivation, Wen Qiufang (1996) defines English learning motivation as the reason and goal of learning. One of the goals set by the new curriculum standards for students' emotional attitudes is to "have correct, stable and lasting English learning motivation." At the same time, regarding the division of learning motivation, Harter (1998) divides motivation into intrinsic motivation, internalized motivation, and extrinsic motivation. The internalized motivation as the leading driving force of learning mainly refers to the individual learner's influence through external factors to stimulate the understanding, identification and pursuit of the meaning of learning. Gardner (1985) believes that foreign language learning motivation should include four aspects: purpose, effort level of learning, desire to achieve the purpose, and learning attitude. There are also scholars who specialize in studying the emotional factors of learners' learning motivation, such as cognitive and emotional needs, that is, teachers satisfy students' interests, enhance students' self-confidence, self-efficacy, and relieve anxiety. ((Wang Chuming, 1991; Meng Dongmei, 2007) and this article mainly discusses the reasons for the lack of motivation of high school students in English learning and provides corresponding incentive measures.

2. Reasons for the Lack of Motivation of High School Students in English Learning

2.1. The High School Teaching Method is Single and the Teaching Content is Dull and Boring

English teaching in senior high school is mostly based on grammar and vocabulary teaching. English classroom teaching is lifeless; the teaching content makes students feel bored and has no place to attract students. Students constantly receive grammatical knowledge and knowledge points from teachers. There is no teacher-student interaction in the classroom, and students just keep taking notes; a single teacher imparts knowledge without stimulating students' classroom activities, and students slowly lose learning interests.

2.2. High School Students are under High Learning Pressure and Low Learning Efficiency

High school study and life are the most stressful period, with heavy assignments in various subjects, and students are usually immersed in a lot of homework and some students even complete homework in class, which will distract their concentration in class, and can't master the new knowledge, it will waste more learning prime time. Therefore, it is particularly important to improve time utilization. Only by adjusting students' learning strategy can they keep up with the teacher's progress, so as to continuously enhance their self-confidence in learning, and ultimately increase their interests in learning English.

2.3. Negative Effects of Learning Environment and Family Environment

The school's learning atmosphere and family environment have a certain impact on students' learning motivation. A good learning atmosphere can encourage students to learn English and enhance their initiative in learning; a good learning atmosphere requires the joint efforts of the school and teachers to create a relaxed, a cheerful classroom atmosphere where students help each other and create an environment with a strong learning atmosphere. In terms of family, parents' ideas also have an impact on students. Parents do not pay attention to students' education or dampen students' self-confidence in learning English, which will have a shadow on students' learning. Therefore, parents should give adequate recognition and support to students' learning, and encourage their children, so as to motivate students to learn.

2.4. Insufficient Teacher Feedback and the Influence of Teacher Personality

Most of the students with problems in English learning are caused by the teachers' low attention to themselves. Students feel that teachers do not pay enough attention to themselves, teachers do not give them encouragement and support, and students often feel that they are ignored. Especially in the high school stage, when the number of students is large and the teacher's task is heavy, it is impossible to take care of every student. Teachers often ignore the positive feedback on students' classroom performance; instead, they care about the teaching progress and ignore the details of the students' growth and progress. And finally missed the best time to encourage students. At the same time, the teacher's personality will also have an impact on the student's English learning. When the teacher makes the students feel cordial, and patiently answers the students' problems, the students will like teacher and this subject.

3. Strategies to Motivate High School Students to Learn English

3.1. Flexible Change of Teaching Methods, Meticulous Design of Colorful Teaching Activities

Teachers should constantly adjust their own teaching methods. The classroom is student-centered, and various forms of classroom interactive activities are designed so that students

have the opportunity to show themselves so as to inspire students to participate in the classroom. Teachers can use some multimedia methods to attract students' attention in each class, and set up some student display links, such as students' role-playing or keynote speeches and other activities.

3.2. Adjust Learning Strategies to Improve Learning Efficiency

The reason for the lack of learning motivation of students also comes from the inside, that is, students have not found a reasonable learning method, and have not discovered the problems in their own learning strategies, which lead to their low learning efficiency. Everyone has their own learning methods. Only efficient learning methods can inspire students to constantly overcome the heavy homework in high school. Therefore, students should not keep their heads in homework, but should seize the key time in class, master the knowledge points and communicate with them in a timely manner. It will enhance their self-confidence in learning.

3.3. Create a Good Learning Atmosphere and Stimulate Students' Interest in Learning

Students spend a lot of time studying in the classroom. Teachers should create a strong learning atmosphere for students. For example, the blackboard newspaper in the classroom and the English corner in the classroom can create a good learning atmosphere. Create a relaxed and pleasant atmosphere in the classroom, so that students can try their best to relieve their anxiety and tension in various ways before entering the more difficult knowledge learning. Secondly, encourage students to actively participate in classroom activities and make students communicate more with each other to create an atmosphere of mutual help.

3.4. Teachers' Self-reflection, Using Correct Feedback and Appropriate Praise

Teachers also need to continuously reflect on themselves. Each class needs to reflect on the problems in the classroom and take active measures to remedy them. Teacher's feedback is also particularly important. Teachers should give effective praise and timely feedback on student's progress. Make students feel that they are valued, so that students can continuously build up their self-confidence in learning.

4. Conclusion

Learning motivation is very important for high school students to learn English. Therefore, as a teacher, students should be motivated by various methods. Learning motivation is the continuous driving force for students to learn English well and encourages students to take the initiative to overcome various encounters in learning. In short, teachers should be good at using reasonable methods to motivate students to learn.

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