

A Study on English Learning Motivation of Sports Major Students in Vocational Colleges of Henan Province

Xiaohan Li¹

¹ Lyceum of the Philippines University, Philippines

Correspondence: Xiaohan Li, Lyceum of the Philippines University, Philippines.

Received: May 2, 2022 Accepted: June 11, 2022 Online Published: March 6, 2023

doi:10.5430/wjel.v13n2p455

URL: <https://doi.org/10.5430/wjel.v13n2p455>

Abstract

After becoming the universal language of the world, English has effectively promoted the development of global integration and become an essential tool for international communication, and sports international exchange activities have increased greatly. Therefore, for PE Students in independent Colleges, to master English well is not only a requirement of times, but also a necessity to improve their professional competence.

This study believes that the cultivation of their professional English learning is highly necessary, exploring their interest and study their English learning motivation is very significant. English teachers are supposed to stimulating PE students' interest in English learning, exploring their learning enthusiasm based on students' characteristics and help students to promote learning initiative and achieve the purpose of improving students' English interest and performance.

Keywords: learning motivation, physical education students, learning interest

1. Introduction

This paper will explore the English learning motivation of sports major students in independent colleges by analyzing the current learning behaviors and current situation, then bring up related reform and practice measures.

Learning motivation refers to an internal process or internal psychological state that stimulates individual's learning activities, maintains the learning activities that have been caused, and makes the learning behavior working towards an academic goal.

The characteristics of sports major students are as follows: Firstly, impulsiveness and sensitiveness. The emotion of sports major students can be easily affected by the surrounding environment. A little change in the environment will cause their emotional fluctuation. Secondly, contradiction and polarity, The moods of sports major students is usually jumping and fluctuating. It's easy for their moods to jump from exciting to frustrated. Thirdly, students of different profession directions have different personalities. For example, students majoring in sports teaching are usually very calm and reserved, while students majoring in athletics and dance are often unrestrained and their operational ability exceeds their verbal ability.

These characteristics have both positive and negative effects on the English learning of sports major students. The author believes that in the context of the continuous improvement of sports level. we should fully understand sports major students' personality and their learning characteristics, making efforts to improve their interest in English learning and manage to enhance their motivation of English learning. Since I am an English teacher of physical education majors of independent college, I have a better understanding of the interests and hobbies of physical education students, and it is easier to fundamentally solve the problem of their lack of learning motivation. It is of great significance to improve students' learning motivation.

1.1 Research Background

With the development of globalization, English has undoubtedly become an important language tool for colleges and universities to cultivate international talents in the 21st century. To adapt to the development of the times, English teaching has carried out a series of reforms. In the process of College English teaching, many teachers find that students' English learning will go through a process from high tide to low tide. Many students want to give up English learning when they meet difficulties in their study. In addition, they will also be negatively affected by certain factors during the learning process, which leads to a decline in their English learning motivation. At the same time, learning motivation is also an important part of emotional factors. Among the various affective factors affecting English learning, English learning motivation has always been the focus of domestic and foreign scholars. With the deepening of the research, the disciplinary perspective of English learning motivation has been further developed. At present, the study of English learning motivation has become an interdisciplinary and comprehensive research field, and its research focus has attracted more and more attention from researchers in various disciplines. The Multi-disciplinary Background of motivation research shows that English learning motivation is an academic fertile ground worthy of further exploration.

1.2 Research Status

In *Affective Factors in Language* written by Arnold, the author introduces the details of emotional factors including motivation. Wu Heping elaborates on the construction of the main motivation theories abroad in the 1990s, and further studies the relationship between motivation and learners. He has made great contributions to pedagogy. Qin Xiaoqing (2009:185-202) summarized relevant literature research in the past 30 years, discussed related motivational theories, and pointed out the problems in the study of second language learning. Zhou Xuan and Rao Zhenhui briefly summarized the research trend of learning motivation from 1959 to 2005. The author believes that this study provided great enlightenment for later researchers.

Motivation is an important factor in foreign language learning. This is not only the basic motivation for foreign language learning, but also the continuous motivation in the process of foreign language learning. In the absence of motivation, even if the learner's language ability is strong, the desired goal can not be achieved. Gardner and Lambert (1959:266-272) Emphasize that motivation plays a more important role in the language ability of learners. Before the 1990s, Gardner's research was one of the most influential studies on foreign language learning motivation. He defined foreign language learning motivation as "the degree of effort a person makes in the process of language learning".

1.3 Perspectives

This paper summarizes the research on English learning motivation of sports major students.

The cultivation of learning motivation is of great significance to the English learning of physical education students. Recently there are more and more parents advising their children choose to engage in sports after graduation. In such an environment, some colleges set up sports major to cultivate students with sports specialized knowledge. The original intention of the school is good, but from the perspective of reality, many students choose sports major not out of love for sports. Due to the poor academic performance, many students hope to enter the college through learning physical education. On the one hand, they have many distinctive characteristics from ordinary students. They have a strong desire for sports performance, and pay more efforts than their peers in the pursuit of sports. On the other hand, most of the sports major students are indifference to general knowledge courses which lead to the lack of learning motivation and unsatisfactory academic performance.

In summary, this chapter conducts in-depth research on motivation theories at home and abroad on the basis of attribution theory and humanistic learning theory. Through literature research, the author finds that the motivation of foreign researchers' research results is more theoretical. Starting from the study of English learning motivation in my country, this article summarizes and categorizes the types of Chinese students' English learning motivation and studies the relationship between learning motivation and teaching strategies, taking college physical education students as the research object. Through this research, find out the reasons for the lack of English learning motivation of physical education students. Through questionnaire surveys and other research methods, the author explores the strategies to establish sports major students' self-confidence and improve their English learning motivation.

2. Literature Review

Learning motivation refers to the motivational tendency to stimulate students' learning behavior and make it point to a certain academic goal. This is a reason to act in order to achieve certain goals. Motivation is an individual's internal process, and behavior is the performance of this internal process. Motivation of English learning refers to the motivational factors of English learning and the intrinsic motivation of learners to motivate themselves to achieve their English learning goals. It is found that there is a positive correlation between learning motivation and academic achievement. Students with high motivation get better grades and performance than students with low motivation. Therefore, it is very important to stimulate and keep students' motivation to learn English and keep their interest in English learning.

2.1 Attribution Theory

Attribution refers to "attributive cause", which refers to attributing the result of an action or event to a cause or seeking a result. The results of individual attribution will affect their emotion and motivation. After many times of attribution, they gradually formed their own attribution method. This method, also known as "attributional style", refers to the unique cognitive style and attributional tendency of individual attributions, that is, the tendency of individuals to reason about different events or behaviors in a similar or habitual way according to their experience and current expectations. It refers to the habits and styles that individuals tend to explain the causes of events (Zhao Xiaoyan 2020).

At the end of 1980s, the development of attribution theory reached its climax. So far, most of the attribution theories have been applied to education to guide students. Among these theories, Weiner's attribution theory is the most influential one. Based on the attribution theory, this study makes an empirical study on the attribution of college sports major students' success and failure in English learning (Weiner 1979).

The author thinks that Weiner's attribution theory has made a great contribution to the development of education. He sum up the reasons of success and failure from the perspective of students. Although students' self attribution may have some problems and does not always reflect students' problems objectively, it is still quite important. Therefore, teachers should guide students to attribute correctly. In short, long-term incorrect attribution will hinder students' academic performance. And it is true that teachers' feedback is an important factor affecting students' self attribution. The students' self attribution is not completely measured by the examination results,

but to a great extent restricted by the teachers' evaluation and attitude towards their achievements and personal performance.

2.2 *The Theory of Humanistic Learning*

Humanistic psychology appeared in the United States in the 1950s and 1960s, with psychologists Abraham Maslow and Carl Rogers as the main representatives. Humanistic learning theory is the extension of humanistic psychology in the field of education. Therefore, humanistic learning theory mainly studies students' psychological activities from the perspective of psychology.

Abraham Maslow and Carl Rogers believe that students are the center of teaching activities, and teachers are the facilitators of students' learning. They believe that the purpose of education is to cultivate the unity of emotion and cognition which affect students. At the same time, students can make the learning process more effective and discover their own shortcomings from reality.

2.3 *Self-efficacy Theory*

Bandura's puts forward that academic self-efficacy refers to students' ability to solve problems in the process of learning, their prediction of the level of their ability, and their confidence in their learning ability. Schunk thinks that academic self-efficacy is the degree of learners' self-confidence in their ability to complete learning tasks. Domestic scholar Liang Yusong thinks that academic self-efficacy is the evaluation of students' possibility of completing learning activities and learning problems. Whether an individual can control his own learning behavior and learning ability is a subjective judgment. Through literature review, it is found that scholars at home and abroad have roughly the same definition of academic self-efficacy, which is closely related to students' confidence in their learning ability.

The theoretical framework of this study starts from motivation theory and is based on English learning self-efficacy theory, attribution theory and humanistic learning theory.

Through improving teachers' professional competence, reforming traditional teaching mode and improving students' English learning enthusiasm, the author aims to provide inspiration for sports major students' English teaching.

3. Research Design

Research Questions

For a long time, people always have a shallow understanding of sports major students, thinking that these students have difficulty in learning general knowledge courses. For the English teachers in Physical Education Department, whether it is classroom teaching or exam review, they often feel helpless. As a result, English teaching activities of Physical Education Department are difficult to carry out smoothly. Because of these problems which seriously affect English teaching and learning, the purpose of this research is to explore the following questions:

1. What is the current situation of the motivation of physical education students in English learning? What is the main problem?
2. What is the fundamental reason for the lack of learning motivation of sports major students?
3. How to cultivate the English learning motivation of physical education students?

Research Object

This survey selected 60 students from the Physical Education Department of Grade 17 in Zhengzhou Shengda College, all of whom are senior students majoring in physical education. The reason why I choose them as the research objects is that I have lived with them for four years, so I am familiar with their learning status. The second reason is that I've taught them for four years and have real feelings about their motivation of learning English. Considering the gender, the differences in English learning performance and other factors, the questionnaire surveys and interviews were conducted on students' motivation for learning English. There were 15 girls and 15 boys participating in the questionnaire and interview. According to the questionnaire, English scores are divided into high, medium, and low. Besides, 10 students were interviewed to study their motivation in English learning from multiple perspectives.

Research Process

1. Questionnaire Method

The main purpose of this survey is to understand the current situation of the sports major students' English learning motivation and the existing problems, including learning attitude, learning efficiency, learning results, and learning evaluation. The questionnaire was used to investigate the cognition, motivation and confusion of 17-level physical education students in English learning. Through the analysis of the questionnaire results, the survey report is formed, which provides a strong data support for the research of this paper.

Motivation plays an important role in English learning. The strength of learning motivation directly determine the learning effect of students. In this chapter, the author conducted a questionnaire survey on the learning motivation of sports major students in Shengda College (see Appendix I for the questionnaire). The questionnaire adopts the lecturer scale, with 5 choices for each question, and is divided into five dimensions: A strongly agrees, B agrees, C not sure, D disagrees and E strongly disagrees. Only one answer can be selected for each question. This questionnaire mainly includes the following variables: gender, age, and English score. In the questionnaire, there are 5 questions aimed at investigating students' interest in English learning, 5 questions about learning purpose, 5 questions about self-efficacy, 5 questions about attribution characteristics, and 4 questions about teachers' influence. There were 30 questionnaires, 30 of which were returned, and the recovery rate was 100%.

2. Interview Method

This research aims to explore the problems that existing in students' English learning motivation and further explore the root causes of lack of motivation. Then it discusses how to improve students' English learning motivation in the teaching process, and discusses the effectiveness of related theories in English teaching practice.

Interview Subjects and Contents

This interview was conducted in mid-December 2020, with 10 students from the Physical Education Department of Grade 17. The interview includes four aspects: First, the current situation of students' English learning; Second, the problems in attribution; Third, the problem of self-efficacy; Fourth, the humanities. It involves the following points:

1. Students' basic information;
2. Students' views on current English learning;
3. The current situation of students' English learning;
4. Students' learning attribution;
5. Students' self-efficacy;
6. Students' views on teachers' teaching methods and strategies;

3. Design of Interview Questionnaire

The questionnaire is divided into four parts: students' learning status, attribution status, self-efficacy status, and humanities status. The details of the questionnaire are shown in Appendix 2, and the contents are as follows:

Interview Questionnaire for Grade 17 Sports Major Students

Interview content	Corresponding Questionnaire Questions
① Learning status	1, 2, 3
② Attribution	4, 5, 6
③ Self-efficacy	7, 8, 9
④ Humanities	10

4. Interview Results

Through interviews with 10 students, the author found that most of the sports majors are lively, cheerful, and willing to communicate with others. So the interview went smoothly. In the interview, several questions were summarized: 1. Students have a low sense of self-efficacy and no sense of mission. Their English learning goals are not clear, they can learn English without a plan. 2. Attribution problem. Most of the interviewees believe that their poor academic performance are caused by objective reasons such as poor learning ability, poor memory, and difficult learning materials. 3. The influence of teacher evaluation on students. The students said that when they encounter difficulties in the learning process, if the English teacher will ridicule them, it will cause them to lack confidence and motivation. The above points consistent with motivation theories, self-efficacy, attribution, and humanistic will directly influence the development of students learning motivation. If we don't pay attention to these factors, which will lead to their lack of clear learning goals, poor learning initiative, low confidence in English learning, and ultimately lead to loss of motivation and poor academic performance.

Brief Summary

In questionnaires and interviews, the author conducted a survey of 30 17-level physical education students, including English performance, learning interest, learning purpose, learning result attribution, and self-efficacy evaluation. Concluded as follows:

1. Students' Learning Objectives Are Incorrect

Through investigations, it is found that some students learn English for examinations and graduation certificates. At the same time, some students have no goals and do not know why they want to study. Once these students encounter setbacks in the learning process, their self-confidence will be frustrated. In addition, due to low sense of efficacy and lack of perseverance in learning, their grades eventually decline.

2. Incorrect Attribution of Students

According to the questionnaire and interview, it is found that most of the interviewees, when it comes to the reasons for their failure in English learning, are inclined to say English is too difficult to learn. For sports major students, if they had received high quality English education in primary and junior high schools and laid a good foundation, it would be easier for them to meet the requirement of current College English level standard. The reason why they have such negative feelings is associated with their experience of many failures in English learning in the past. Moreover, students often look for reasons subjectively and shirk the fact of their lacking of effort. Most of the reasons for failure are attributed to the difficult content of textbooks, the boring courses, and the inharmonious learning atmosphere, etc.

5. Teacher Evaluation Bias

When interviewees talked about teachers' evaluations, they believed that some teachers belittle and disrespect students' learning status. If the performance of students declines, they will ironically say that this is because they only focus on the practice of professional courses and ignore the general knowledge courses. There are also prejudices in teaching, such as only praising good students and turning a blind eye to students with learning difficulties.

4. Analysis and Discussion

According to the statistics of this questionnaire survey, 30 questionnaires have been collected and the following statistics are obtained: Gender distribution: 15 males, accounting for 50%; 15 females, accounting for 50%. Major distribution: 17-grade physical education students.

Attribution distribution: 39.75% of students agree that learning English well mainly depends on their efforts. 65.86% of the students think that learning results mainly depend on the quality of the foundation and that learning methods and strategies play a key role. 63% of the students think that the learning atmosphere is not good enough, which is the main factor affecting the learning results. When it comes to the factors of teacher, 93.75% of the students think whether they can learn English well is not directly related to the level of English level of the teacher. 41.25% of the students also think whether the harmonious relationship between teachers and students has no direct influence on learning English.

Distribution of self-efficacy: When it is discussed that they do not have a natural ability to learn a language, the percentages of those who agree are uncertain, and disagree are 65%, 5%, and 35%, respectively.

There are 5 questions about students' interest in English learning, 5 questions about learning purpose, 5 questions about self-efficacy, 5 questions about attribution characteristics, and 4 questions about teachers' influence.

Results and Analysis of Interview

1). An Analysis of the Current Situation of Learning

It can be seen from the interview results that the learning motivation of physical education students is weak. They pay more attention to professional courses rather than general knowledge courses, especially English courses far away from their majors. The time to study English is relatively limited. They are often not well prepared and reviewed in class, and plagiarism may even occur during exams. The current situation of the English learning of physical education students seems to be worrying. Most students do not have high enthusiasm and initiative in English learning, teachers also have a lot of pressure in the teaching process, and the teaching process has been affected to a certain extent.

2). An Analysis of Attribution

Through the study of attribution tendency, We can roughly understand the attribution of English learners. The attribution tendency of English learners is different in different learning stages (Ma Zhengyuan 2020). According to the attribution theory of psychology, when people explain success and failure, they will use ability, efforts, luck, and other several reasons to explain why they succeed or fail. The level of ability, the degree of effort, and their physical and mental state belong to internal reasons. The different degree of task difficulty and luck belong to external reasons. Each dimension has an important impact on motivation. For example, attributing success to internal causes can generate pride and increase motivation; attributing success to external causes can lead to fluke. Blaming failure on internal causes can lead to a sense of shame. Attributing failure to external causes can lead to anger (Wang Zhuo 2019). From the results of the survey and interview, we can see that many students still attribute their academic performance and academic performance to external factors, ignoring internal factors. During study, students should be helped to attribute their success or failure to their internal factors rather than external environment. Correcting the thoughts and behaviors attributed to luck, environment, and other external factors can fundamentally help students improve their learning motivation. In short, a strong English learning atmosphere can significantly increase students' interest in English and play an important role in stimulating the motivation of English learning. (Tan Shuhui 2014:28).

3). An Analysis of Self-efficacy

According to self-efficacy theory, people with high self-efficacy will choose challenging tasks and will not flinch when confronted with difficulties. If students have the courage and behavior to face difficulties and have a high sense of self-efficacy, they will create a sense of pride and satisfaction for their internal attribution of success. If students classify their achievements as external causes, they will have a negative mentality when they are criticized. This is a kind of self-protection behavior, a manifestation of low self-efficacy. From the interview results, most of the students think that they have no language talent and no good learning atmosphere. These are external reasons. Few students think that they are not working hard enough or have incorrect learning methods, which is the internal reason for self-efficacy. Some students think that teachers' encouragement and parents' praise are very helpful to their English study. Therefore, the author believes that teachers' positive evaluation, parents' recognition, and classmates' affirmation are several important aspects to promote the improvement of students' self-efficacy, as well as the important aspects to improve students' learning motivation.

4). Summary

Through the investigation and research of the Grade 17 sports major students in Shengda College, It can be concluded that for several

reasons, the level of motivation is low, the sense of self-efficacy is poor, the way of attribution is negative, the academic performance is not ideal, and the learning goal is not clear. These factors lead to lower motivation of students in English learning. According to the survey, the sports major students fail to form a correct learning motivation, their English learning goal is not clear, and their learning enthusiasm is not sufficient. These factors will affect their learning motivation. Through in-depth study, it is further clarified that to effectively improve students' academic performance, we must fully cultivate students' learning initiative and enthusiasm, fully tap students' potential and spare no effort to improve students' learning motivation. Meanwhile, we should also focus on developing their self-esteem and self-confidence. According to the theory of motivation, The author believes that in English teaching, we should pay attention to the cultivation of students' learning motivation. Let students create an English atmosphere and create more opportunities to speak and use English, which is conducive to improving students' motivation to learn English (Ding Ning 2008). We can customize the teaching content for students, help students to attribute appropriately, enhance self-confidence, strengthen humanistic care, and cultivate students' independence and creativity.

5. Conclusion

1). Research Finding

Through questionnaire interviews, we can roughly understand the status quo of English learning motivation of physical education students. Most students majoring in physical education lack the motivation to learn English, and they don't know what to do. These students' learning goals are not clear and lack intrinsic enthusiasm. In general, there are three main reasons for the lack of learning motivation of sports students. 1) students' lacking of self-efficacy; 2) Students' attribution error; 3) Lacking of humanistic care for teachers:

2). Customized Learning Content for Students

According to the self-efficacy theory of motivation theory, only by making students study hard within a reasonable target range can they stimulate their proper motivation potential and achieve greater achievements. Goals beyond the students' ability only lead to students' fear and resistance in study. In teaching, teachers should pay attention to the basic requirements of compulsory courses, and encourage every student to actively participate in the course.

Thus, the choice of teaching content should be taken care of each student's acceptability and learning ability. Learning content should conform to the laws of education, meet the requirements of students' learning ability, stimulate students' learning desire, and be consistent with the self-efficacy theory of motivation theory.

3). Help Students Attribution Correctly

Through questionnaire surveys and interviews, the author believes that most students attach too much importance to their own abilities and neglect their own efforts. This kind of attribution error will directly affect their learning motivation. The New Curriculum Reform puts forward: "We should change the current situation of education, cultivate students' ability to collect and process information, acquire new knowledge, analyze and solve problems." The New Curriculum Reform emphasizes the leading position of students in the learning process and attaches importance to the efforts of students.

4). Strengthen Humanistic Care

With the development of pedagogy and psychology, there are many theories about learning motivation. Humanistic theory believes that the purpose of teaching is to cultivate "the all-round development of people". Educators are faced with students, the living person with independent personalities. In a word, every student has his potential to learn independently, and every student has great motivational potential. Teachers should pay attention to the development of students and highlight the leading position of students. In my opinion, teachers should be guides, facilitators, and helpers of students.

The new curriculum reform advocates independent, cooperative and exploratory learning modes. It emphasizes students' active participation, happiness, exploration and hard work. And it trains students to collect and process information, communicate and cooperate. The author thinks that this shows that modern education pays more attention to cultivating students' independent exploration ability and cooperative communication ability. Only on this basis can students' learning motivation be better cultivated.

Teachers' humanistic care has a great impact on students' English learning motivation. In daily teaching activities, teachers are not mechanical operators who operate machines, and students are not piles of wood. Teaching activities should be lively, vivid, interesting, loving, and intelligent. Every student has their distinct personality and characteristics, so they also need to be treated with respect and care. The establishment of a mutual respect, democracy, equality and harmonious interpersonal relationship between teachers and students will help students become the masters of learning activities, improve their learning satisfaction, and correspondingly improve their learning motivation.

5). Enlightenment of the Study

This study mainly analyzes the reasons that influence the English learning motivation of sports students and studies the English learning motivation of sports students. Based on the above research, the following results are as follows:

1. Help Students Establish Reasonable Learning Goals

It is found that sports major students are very interested in learning English when entering college. At the same time, they hope to

successfully complete the course to pass the examination and get the diploma. Based on this motivation, teachers should find ways to promote students' English learning motivation. Teachers can ask students to have English dialogue in class, help students understand foreign culture after class, and help them to experience the fun of profound English culture, which is all very helpful for learning English.

2. Enhance Students' Sense of Self-efficacy

The survey found that people with a high sense of self-efficacy had high expectations can handle things effectively. On the contrary, people with a low sense of self-efficacy are unable to handle problems calmly and effectively. Therefore, allowing students to experience successful learning experiences and improve their academic performance can improve students' sense of self-efficacy. First of all, teachers should give encouragement and praise to students, so that students can experience success and turn negative factors into positive ones. Secondly, teachers should pay attention to simplify the difficulties of the classroom, so that students can understand and review the knowledge in time. In this way, their self-confidence and self-efficacy will continue to improve, and their learning motivation will gradually develop.

3. Help Students Reasonably Attribute

Research has found that, according to the research of attribution theory, a person's attribution about the consequences of their actions is critical to their future behavior choices. Therefore, teachers in schools should help students learn correct attribution and make them realize that poor academic performance is the result of insufficient effort rather than the limitation of objective conditions. According to Schunk (Schunk 1982), students must also receive positive feedback about the results of their efforts to make themselves aware that their efforts are effective. Only in this way can students continue to study hard until they succeed.

4. Evaluate Students Fairly and Reasonably

The study found that sports major students were not confident enough in learning general knowledge courses and often feel depressed. Rogers holds the view that students are at the center of education. Therefore, teachers should make a fair and reasonable evaluation of students in the teaching process, and should not judge the success or failure merely according to the students' scores. Teachers should care about the physical and mental development of students, protect students' self-esteem and self-confidence, and cultivate all-round development of sports major.

Research Significance

The study found that the students' self-efficacy in English learning motivation has a great influence. As sports major students, they have their unique sports specialty and unique characteristics. Compared with other students, they have their unique self-efficacy, but their learning foundation is relatively weak and their study habits are not very good, leading to the lack of learning motivation.

Students' attribution also has a great influence on learning motivation, especially for low-level English learners, who is often attribute to teachers' teaching failure, single boring topic teaching method and other objective factors. They don't pay enough attention to their own subjective reasons, such as they don't work hard enough and their learning methods are not scientific, etc.

Besides, teachers' teaching strategies and humanistic care in class also have a great influence on students' English learning motivation. As an English teacher in the Department of Physical Education, he should not only have solid professional knowledge but also absorb and integrate useful information timely and accurately, to constantly improve his thinking vitality and work efficiency. Faced with the new situation and new problems in students' study, life, thought and psychology, teachers with learning ability should help students overcome the difficulties in study, life, and thought in a timely and effective manner.

Ideas for Further Research

Studying the English learning motivation of students majoring in physical education, many experts and scholars have deep insights into motivation training. Among them, some viewpoints can be agreed, and some viewpoints are unique. Therefore, the author believes that the research on motivation training still has a long way to go. From the author's point of view, how to extract the essence and truly understand the core of the theory is the most important issue in many complex theories. In questionnaire surveys and interviews, the author took 17th grade physical education students as the survey object. Due to the limitation of the number of students, the survey results may be biased. At the same time, the author also needs more substantive theoretical support, various data processing methods and long-term continuous practice to better improve students' learning motivation.

References

- Bandura, A. (1977). "Self-efficacy: Toward a unifying theory of behavior change." *Psychological Review*, 84, 192-215. <https://doi.org/10.1037/0033-295X.84.2.191>
- Ding, N. (2008). Study on English learning motivation of vocational school[J]. *Science of western China*, 2008(1), 68-69.
- Gardner, R. C., & Lambert, W. E. (1972). *Attitudes and Motivation and Second Language Learning*. Delaware: Newbury House, 1972.
- Olga, B. (2015). Spirit and Language in Hegel's Philosophy of Absolute Spirit. *Social and Behavioral Sciences*, 502-508. <https://doi.org/10.1016/j.sbspro.2015.08.008>
- Qin, X. Q. (2009). Questionnaire survey method of Foreign language teaching [M]. *Beijing Foreign Language Teaching and Research Press*,

2009.

Schunk, D. H. (1991). Self-efficacy and academic motivation. *Educational Psychologists*, 26, 202-30.

<https://doi.org/10.1080/00461520.1991.9653133>

Sui, M. X. (2019). How to cultivate PE students' motivation of English learning [J]. *Chinese Teacher*, 2019(S1).

Wang, Z. (2019). Study on the cultivation of English learning motivation of art vocational students [D]. *Shandong Normal University*.

Weiner, B. (1979). A theory of motivation for some classroom experiences. *Journal of Educational Psychology*, 71, 3-25.

<https://doi.org/10.1037/0022-0663.71.1.3>

Xia, Q. H. (2017). Create an efficient classroom in a sports school[J]. *Modern Business Trade*, 2017(03).

Zhang, H. F. (2016) "Study on English teaching in accordance with their aptitude"[J]. *Intelligence*, 2016(23).

The Appendix

English Learning Motivation Questionnaire

Dear students:

This is a survey for scientific research. It aims to know your English learning situation, and help students to improve their English learning performance. The answers to this questionnaire does not matter whether they are good or bad, right or wrong. You only need to circle the choices which are more accurate in your impression of ABCDE. If more choices are not appropriate, they will be invalid. The results of the questionnaire are strictly confidential. Please be sure to answer the questions with ease. Thank you for your cooperation.

一、Personal background information

1. Gender: Female Male

2. Age: Men Women

3. Professional:

4. Place of birth:

Rural

City

5. When you entered the school, your English score was about:

40 points below

40-60 points

60-80 points

80-100 points

More than 100 points

二、Please read the following carefully and circle the letters in your answers which you think best represent your point of view.

(1) Interest in learning

1. I am very interested in English, and I would like to learn it even if the school does not offer English classes.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

2. I am very interested in English and its foreign culture, so the more I learn, the more exciting I become.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

3. I'm not very interested in foreign languages, but English is offered in school, so I have to learn.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

4. I'm not interested in foreign languages because I can't understand anything.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

5. My interest in English songs and movies makes me interested in English.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

(2) the purpose of learning

1. I study English to pass the course examination and get the diploma.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

2. I study English to get a good job in the future.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

3. I'm learning English because I'm interested in the language itself and western culture.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

4. I study English so that I can understand the foreign culture with the help of English.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

5. I study English to improve my social ability and capital in the future.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

6. I learn English so that I can understand English songs and watch original English movies.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

7. I study English to talk with foreigners or browse English information on the Internet.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

8. Learning English well can give me a sense of achievement, so I want to learn English.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

(3) the sense of self-efficacy.

1. As far as I am concerned, the key to learning English well depends on one's goals and efforts, so I believe I can learn it well.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

2. I don't think I have the talent to learn English well, so I don't have any special requirements on how far I can learn English.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

3. I think I have a gift for learning languages and I can learn English well if I work hard.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

4. Too many failures in English learning make me lose confidence in learning English well.

5. A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

6. I study English hard because my teacher has high expectations of me and I don't want to let my teacher down.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

7. I care a lot about the reasonable evaluation of my English teacher, whose praise and encouragement make me full of confidence.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

8. My parents seldom ask me about my study since I was young, so they don't have high requirements for me, so I am relaxed about my study.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

(4) Attribution characteristics

1. I don't study English well because I don't work hard.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

2. I don't learn English well because I am stupid and have no talent for languages.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

3. I don't learn English well because I don't have a good foundation.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

4. I don't learn English well because of my learning method.

A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

5. I do not learn English well because of the bad atmosphere in the school class.

A. Very much B. Agreed C. Unsure D. Disagree E Strongly disagree

6. I don't learn English well because the teacher is not good at teaching.
A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree
 7. I learn English well because I have a good foundation.
A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree
 8. I learn English well because I like my English teacher.
A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree
 9. I learn English well because I pay attention to the way of learning.
A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree
 10. I learn English well because the English teacher is good and good at teaching.
A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree
 11. I study English well because I work hard.
A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree
 12. I learn English well because I have a gift for languages.
A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree
- (5) the influence of teachers

1. I admire my English teacher as a person
A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree
2. I admire my teacher for his knowledge of English.
A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree
3. The English teacher has high expectations of me, and I learn for the teacher.
A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree
4. I like the way the English teacher teaches
A. Strongly agree B. Agree C. Unsure D. Disagree E. Strongly disagree

Appendix 2: Interview outline
Interview question: about the current situation of English learning

1. How do you get on with your English study now compared to before? Have you progressed or fallen behind?
2. What do you think motivates you to study English now? Strong?
3. Are you interested in learning English now? Before?
4. Can you preview before class and review after class every day?
5. Can you listen carefully in class and take an active part in-class activities?
6. Can you finish the homework assigned by the teacher in time and not copy others' homework?

Attribution.

7. Do previous failures have any influence on your English learning? What will it affect?
8. What do you think is the reason for your good English learning?
9. What do you think is the reason for not learning English well? Self-efficacy
What do you think is the key to learning English well?
11. What do you think is the best way to motivate you to learn?
12. Do you think you can learn English well if you work hard?
13. Do you think you have the confidence and perseverance to learn English well? The humanities
14. What do you think of the teachers' present teaching methods? Do the current teaching methods improve your academic performance?
15. Do you think the present teaching methods have anything to do with your motivation to learn English?

Copyrights

Copyright for this article is retained by the author(s), with first publication rights granted to the journal.

This is an open-access article distributed under the terms and conditions of the Creative Commons Attribution license (<http://creativecommons.org/licenses/by/4.0/>).