

# A Study on Learning Motivation and Endeavors on Foreign Language Learning - A Case Study of Undergraduate at Guilin University of Technology

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## Abstract:

This article analyzes the college students' foreign language learning motivation and achievement. Learning motivation is the subjective factor and internal drive to carry out learning activities, and it is an essential consideration in analyzing the results of students' performance. Motivation plays the role of motivation and guidance, and students' endeavors directly impact on grades. Therefore, learning motivation and their endeavors affect students' academic performance. Through a questionnaire survey, SPSS was used to analyze college students' foreign language learning motivation and understand the differences between learning motivation and the correlation with foreign language performance. As a result, the desire to go abroad is weakened, but the motivation for personal development or future career is enhanced. So as to grasp contemporary Chinese college students' English learning motivation and the correlation between foreign language performance and study motivations.

## Keywords:

Learning Motivation, Seven Variables, SPSS Correlation

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## 1. Introduction

Learning motivation is the driving force of learning. Both foreign language teachers and second language acquisition researchers believe that motivation is an important factor affecting the success of foreign language acquisition [1,2]. The classical social-psychological studies of language learning focus on learner characteristics and motivation [3]. Studying foreign language learning motivation began with Gardner and Lambert's theory. These two scholars created AMTB, a tool used to test language learning attitudes and motivations. This testing form is used for students' languages acquisition in elementary education. Many countries adopted the testing questions and translated them. The AMTB has been translated and used in our research in Brazil, Croatia, Japan, Poland, Romania, and Spain (Catalonia) [4]. It became dominant in the next forty years. However, school education gradually shifted from focusing on teachers and schools to classrooms and students in the 1990s, and multiple studies

followed. According to the research and analysis of papers in CNKI in the past 30 years, domestic research has started many studies on students' personalities and classroom-based personal factors. More than 140 papers were published in 2009, of which scholars continued to expand Gardner's research on learning motivation, incorporating psychological theories, such as Maslow's hierarchy of needs and management psychology's research results on job satisfaction [5]. Extended templates such as "learning situation" [6], "confidence" (Clément, Dörnyei & Noels 1994), "Target significant", "Valence", "Self-efficacy" (Tremblay & Gardner 1995). Based on summarizing and sorting out the research results of second language learning motivation proposed by the scholar Gardner and other predecessors. Hungarian scholar Dörnyei closely linked motivation research with learning situations and constructed a three-level theoretical framework of foreign language motivation, including language level, learner level, and learning situation level, to define and measure foreign language learning motivation. (Peng Yanling 2019).

Many researchers focused on the factors that can affect foreign language learning and its variables. It involves achieving better grades, learning motivation, and other learner factors—learning ability, anxiety, learning strategies, cognitive style, self-evaluation, attitude toward the academic environment, etc. These mentioned issues have all come to the list in the scope of the study. (Gardner, Day & MacIntyre 1992; Gardner, Tremblay & Masgoret 1997).

The study on learning motivation in China is mainly carried out in three aspects. Firstly, scholars introduced foreign motivation theories to China (Liu Runqing 1993) and discussed the significance of foreign language teaching (Wu Heping, Qin Xiaoqing 2001). Second, use empirical research to reclassify motivation and establish a motivation factor model (Wen Qiufang, 1993/2001; Gao Yihong et al., 2003); A case study on 2278 undergraduates from 30 universities, with 30 questions to get seven learning motivation types, and make the factor results and its load. (Multivariate analysis of variance showed that major and English levels had significant effects on learning motivation. In addition, major and English level, grade had interaction effects). Third, study the relationship between motivation and other factors, such as motivation and endeavor level (Gao Yihong, 2003; Ma Guanghui, 2005; Zhang Xia, 2018; Chaoyang, 2013[7]). In 2005, Ma Guanghui designed the study motivation and endeavor level for foreign language learning. An empirical study of the effect of grades on the 30-question test of Gao Yihong et al. and an added endeavor level section [8]. This paper analyzes the correlation between learning motivation and performance in the epidemic period. It mainly takes the seven learning motivation types and effort levels of Professor Gao Yihong and others as the research dimensions. It conducts a questionnaire survey and SPSS statistics to get the results. And compared with the previous seven variable research results of Professor Gao Yihong.

In this paper, the subjects were 70 undergraduate students majoring in English and non-English majors at the Guilin University of Technology. The questionnaire consisted of 30 questions on the reasons for learning English, plus three questions on effort level, and was compiled primarily through open-ended feedback. Factor analysis and multivariate analysis of variance were performed on the data with SPSS statistical software to explore the types of motivation and the ranking of the impact of motivation on performance. The seven types of motivations that Gao Yihong et al. have verified for factor analysis are motivations for intrinsic interest, achievement, going abroad, learning environment, social responsibility motivation, personal

development and information media as well. Observing the learning motivation of the learners under the epidemic situation, the students can judge their learning motivation by their plans, such as their future jobs, life ideals, and plans after graduation.

## 2. Motivation and Purpose of Learning

The language level of motivation and learning purposes includes various orientation and motivation factors related to the characteristics of foreign languages. The theory is based on Gardner's dichotomy of learning motivation, including integrative and instrumental motivation. Integrative motivation means that learners like and appreciate the foreign language they are learning, have a particular interest in the group and culture associated with the foreign language they are learning, want to associate or get close to them, or participate in social interaction life of the community. Instrumental motivation means understanding the target language for a particular purpose, such as passing an exam, obtaining a specific position, or obtaining the required information, such as reading scientific and technological literacy in the target language country (Yan Yanlin, 2008).

## 3. Learning Motivation Classification

The paper adopts the effort level of Ma Guanghui (Ma Guanghui , 2005) and seven learning motivation types of scholars Gao Yihong and others to conduct empirical research. Exploring the influence of foreign language learning motivation and effort level on students' examination scores from the Guilin University of Technology. The methods are questionnaire survey, literature reading, and SPSS data analysis to check whether the ranking of the seven motivations changed compared with the previous study more than ten years ago. (Table 1)

*Table 1. Classification of seven factors of learning motivation.*

<b>Factors</b>	<b>Description</b>
<b>Intrinsic Interest</b>	<ol style="list-style-type: none"> <li>1. Like the language itself and have a hobby for learning the language</li> <li>2. Fall in love with English at first learning.</li> <li>3. Like the English songs/movies</li> <li>4. Like the English literature</li> <li>5. Like the English culture</li> </ol>
<b>Achievement</b>	<ol style="list-style-type: none"> <li>1. Academic grades (before school term)</li> <li>2. Academic record (after admission)</li> <li>3. For entrance examination</li> <li>4. Get a diploma</li> <li>5. My parents/school want me to learn</li> </ol>
<b>Learning Environment</b>	<ol style="list-style-type: none"> <li>1. Quality of English lessons</li> <li>2. English textbooks</li> <li>3. English class</li> <li>4. English teacher (after admission)</li> <li>5. English teacher (before admission)</li> </ol>
<b>Go Abroad</b>	<ol style="list-style-type: none"> <li>1. Go Abroad to Find Education and Job Opportunities</li> <li>2. Immigration</li> <li>3. Go abroad to know the culture</li> </ol>
<b>Social Responsibility</b>	<ol style="list-style-type: none"> <li>1. Do your best for China's prosperity</li> <li>2. Live up to parental expectations</li> <li>3. Let the world know about China</li> </ol>
<b>Personal development</b>	<ol style="list-style-type: none"> <li>1. A stepping stone on the road of life</li> <li>2. A symbol of education/cultivation</li> <li>3. Find a good job</li> </ol>

	4. Useful Communication Tools 5. Get a sense of accomplishment
<b>Information media</b>	1. Learning other majors 2. Understanding the development of the world economy, science and technology

The questionnaire has a total of 30 questions, and these are divided into seven variables, plus three questions about the level of effort. (Table 2)

*Table 2. Effort Factors and Descriptions.*

Factor	Description
Efforts	1. The time spent studying English outside the classroom is generally more than 15 hours per week. 2. Studying hard at the English class 3. You always spend time and put energy on understanding of English learning in class.

#### 4. Study Motivation Classification Survey

In terms of the influence of learning motivation and effort level on foreign language learning, the seven types of motivations of this paper are listed. (Table 3)

*Table 3. Classification and proportion of learning motivations.*

Motivation Category	Frequency Percent	Effective Percent	Cumulative Percent
Intrinsic interest	12.0	16.2	16.2
Achievement/Scores	11.0	14.9	31.1
Learning Environment	13.0	17.6	48.6
Going abroad	5.0	6.8	55.4
Social responsibility	10.0	13.5	68.9
Personal development	14.0	18.9	87.8
Information media	9.0	12.2	100.0
<b>Total</b>	<b>74.0</b>	<b>100.0</b>	

##### 4.1. The Background of The Respondents in the Survey

This questionnaire are sent in paper form, and the 30 questions are divided into seven dimensions. There are 41 samples were analyzed from 70 questionnaires; the subjects were undergraduate students majoring in English and non-English majors at the Guilin University of Technology. (Table 4, Table 5)

*Table 4. Subject age, gender, age, and specialty distribution.*

Age			Gender		Grade	Major s Status	
18-22	23-29	Over 30 years old	Male	Female	Undergraduate	Non-English major English	English
40	1		3	38	41	19	22

*Table 5. Subjects' English level, family background and age distribution of English learning.*

Current English level			Family background		Age at which English started		
Less than CET-4	CET-4	CET-6/TEM-8	Rural area	Urban	Under 8 Years old	9-12	13-15
9	25	7	24	16	6	22	13

## 4.2. Questionnaire Content and Collection

The research tool is a questionnaire verified by Gao Yihong and others, using a five-point Likert scale from “very disagree” to “very agree.” The questionnaire includes three parts: motivation type, motivation intensity, and self-identity change. It deals with the different motivations, and 30 questions preparation is exploratory. The opinions of Guilin University of Technology undergraduates were solicited based on reasons and effort for learning English. The motivation to promote learning was summarized based on small-scale questionnaires and open feedback in written form. Before processing the data, there was no sequence of questions. After the final collection, seven sorting and classification analysis categories were carried out. Paper questionnaire information was sorted and passed into SPSS, and the codes and data were set up for subsequent data analysis.

## 4.3. Subject’s English Level

According to a random questionnaire survey, there are data showing that 22 students are English majors and 19 are non-English majors in a small range of subjects. In terms of achievement distribution, there are more people with middle grades and only a few people with lower or higher grades. The foreign language proficiency is distinguished by CET-4 and CET-6. Students with CET-4 or below are considered to have low foreign language proficiency, CET-4 is medium, and students with CET-6 and above are considered to have high foreign language proficiency. Among the 41 freshmen and sophomores, 25 students have passed CET-4, indicating that most students have a medium level of foreign language. (Table 6)

**Table 6.** Major and English level distribution.

		Under CET-4	CET-4	CET-6/TEM-8	Total
Major	English Major	2	14	6	22
	Non-English majors	7	11	1	19
Total		9	25	7	41

\*CET-4: College English Test, Band Four. CET-6: College English Test, Band Six.

TEM-8: Test for English Majors- Band 8

## 5. The Mean Value of Learning Motivations and Effort Level

The average value analysis of seven variables was carried out with SPSS statistical tool, and the data and ranking of the classification of learning motivation were summarized. The central tendency of the subjects to learning motivation could be known. (Table 7)

**Table 7.** Mean values of seven factors of learning motivation and level of effort.

Frequencies Statistics								
	Intrinsic Interest	Achievement/ Scores	Learning Environment	Going abroad	Social responsibility	Personal development	Information media	Effort level
Valid	40	40	40	40	40	40	40	40
Missing	1	1	1	1	1	1	1	1
Mean	3.28	3.18	3.35	1.63	3.15	3.88	2.78	2.83
Median	3.00	3.00	4.00	1.00	3.00	4.00	3.00	3.00
Std.Deviation	1.09	1.22	1.05	0.87	0.89	1.02	1.10	1.08

Variance	1.18	1.48	1.11	0.75	0.80	1.04	1.20	1.17
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All subjects were analyzed, and the variable ranking of seven motivations was obtained from the SPSS mean analysis, the most significant learning motivation and the last learning motivation in the current epidemic situation compared to the past research. a. The maximum mean value of learning motivation is the factor “personal development” is 3.88, which contains a lot of content, and has “instrumental” motivation in a direct and practical sense, such as “a stepping stone to success on the road of life,” “finding a decent job,” “communication tools.” In general, it improves the individual's ability to seek employment and obtain more personal opportunities in society. This became the subject's biggest motivation to study, with 51.2% of the respondents agreeing. Foreign languages are used as tools. Students attach importance to job hunting and personal development after graduation. (Table 8)

**Table 8.** Learning Motivation Survey for Personal Development.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly Disagree	2	4.9	5.0	5.0
	Disagree	2	4.9	5.0	10.0
	Unknown	5	12.2	12.5	22.5
	Agree	21	51.2	52.5	75.0
	Strongly agree	10	24.4	25.0	100.0
	Total	40	97.6	100.0	
	Missing System	1	2.4		
Total		41	100.0		

b. The second is the factor “learning environment” (3.35). Items related to textbooks, classes, and teachers all come into its scope. Students think that their grades are related to the teaching status around them and some objective factors such as teachers and education facilities.

c. Factor “intrinsic interest” (3.28), the first three items are language hobbies, including specific target language and more general "language learning." The last three items are liking the target language culture, including songs and movies, literature, and culture. It has a distinct "intrinsic motivation" feature.

d. The factor “achievement and grade” (3.18) consists of 5 questions, the first four are directly related to academic performance, and the last item, “The parents or school ask me to learn,” is also indirectly associated with academic performance. Academic performance is related to “admission to higher education” and “graduation,” It may also be the motivation to continue working hard.

e. The factor “social responsibility” (3.15), two items about the country's language and culture, “you shall do your utmost for China’s prosperity,” “let the world understand China,” and one item about parents “live up to parents’ expectations.” The country’s prosperity is combined with the expectations of parents, reflecting a sense of social responsibility.

f. The factor “information medium” (2.78), whether it is “learning other majors well” or “understanding the development of world economy and science and technology,” all use English as a medium to obtain relevant information.

g. The factor “going abroad” (1.63) accounted for the minor proportion. Three of these motivations are related to going abroad. Although the purpose of going abroad is different that it may be an integrated “experience culture,” “immigration,” or it may

be Instrumental “finding better education and job opportunities.” Few students have the idea of going abroad under the current epidemic situation.

In addition, the effect of the effort level on student performance is more critical, but the effort level selection did not get its peak.

## 6. Correlation Analysis of Learning Motivation and Effort Level on Language Performance

The influence of learning motivation and effort level on foreign language performance or student achievement can be checked through correlation analysis with application of SPSS. The correlation between each motivation and effort level on grades can be studied. (Table 9)

**Table 9.** Relationship between current English level and variables for participant.

		English Level	Intrinsic Interest	Achievement/ Scores	Learning Environment	Going abroad	Social responsibility	Personal development	Information media	Effort level
Current English Level	Pearson Correlation	1	0.277	0.04	0.211	-0.113	0.285	0.198	0.255	0.452
	Sig.(2-tailed)		0.083	0.807	0.192	0.487	0.075	0.22	0.112	0.003
	N	41	40	40	40	40	40	40	40	40
Intrinsic Interest	Pearson Correlation	0.277	1	0.137	0.25	0.194	0.168	0.241	0.268	0.238
	Sig.(2-tailed)	0.083		0.398	0.119	0.231	0.3	0.134	0.094	0.139
	N	40	40	40	40	40	40	40	40	40
Achievement/ Scores	Pearson Correlation	0.04	0.137	1	0.011	0.379	-0.133	1	0.207	0.149
	Sig.(2-tailed)	0.807	0.398		0.946	0.016	0.078	0.096	0.371	0.002
	N	40	40	40	40	40	40	40	40	40
Learning Environment	Pearson Correlation	0.211	0.25	0.011	1	-0.133	-0.003	0.258	0.092	0.001
	Sig.(2-tailed)	0.192	0.119	0.946		0.412	0.987	0.108	0.571	0.951
	N	40	40	40	40	40	40	40	40	40
Going abroad	Pearson Correlation	-0.113	0.194	0.379	-0.133	1	0.207	0.149	0.367	0.256
	Sig.(2-tailed)	0.487	0.231	0.016	0.412		0.2	0.359	0.02	0.111
	N	40	40	40	40	40	40	40	40	40
Social responsibility	Pearson Correlation	0.285	0.168	0.282	-0.003	0.207	1	0.360	0.349	0.372
	Sig.(2-tailed)									
	N	40	40	40	40	40	40	40	40	40

	Sig.(2-tailed)	0.075	0.3	0.078	0.078	0.987		0.023	0.027	0.018
	N	40	40	40	40	40	40	40	40	40
Personal development	Pearson Correlation	0.198	0.241	0.267	0.258	0.149	0.360'	1	0.365'	0.096
	Sig.(2-tailed)	0.22	0.134	0.096	0.108	0.359	0.023		0.021	0.556
	N	40	40	40	40	40	40	40	40	40
Information media	Pearson Correlation	0.255	0.268	0.145	0.092	0.367'	0.349'	0.365'	1	0.419"
	Sig.(2-tailed)	0.112	0.094	0.371	0.571	0.02	0.027			0.007
	N	40	40	40	40	40	40	40	40	40
Effort level	Pearson Correlation	0.452"	0.238	0.471"	0.01	0.256	0.372"	0.096	0.419"	1
	Sig.(2-tailed)	0.003	0.139	0.002	0.951	0.111	0.018	0.556	0.007	
	N	40	40	40	40	40	40	40	40	40

From the data, the correlation between effort level and current English level is the most significant (0.452). “Social responsibility, intrinsic interest, and information media” were ranked following the correlation with performance. In this regard, the stronger the students’ motivation, the better their performance. The last motivation for “going abroad” was not significantly related to performance. It means less correlation with the student's English level.

## 7. Survey Results and Analysis

### 7.1. Variation of Factors of Learning Motivation

The survey results show that the order of the essential learning motivation factors is personal development, learning environment, intrinsic interest, achievement or grade, social responsibility, information media, and going abroad.

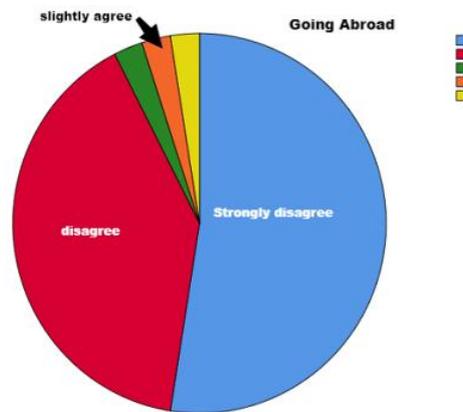
This is somewhat different from the ranking of variable patterns obtained by previous scholars. For example, according to previous research results, the first variable is “foreign language achievement or grade” (Ma Guanghui, 2005). Next, the “intrinsic interest” is the first choice of motivation (Gao Yihong, 2003); Then comes Zhang Xia’s self-development motives are ranked the same as this paper that the “personal development” is the most critical factor (Zhang Xia, 2018).[9]

The factor “learning environment,” the factors related to the curriculum, textbook, class, and teacher’s extrinsic motivation, unexpectedly ranks second, and students value this aspect of motivation. Still, in previous research, this factor did not enter the variable.

The factor that is least in line with foreign language learning motivation is the factor “going abroad.” In previous studies, the motivation for going abroad-immigration is relatively high. However, very few students choose to go abroad and immigrate as their motivation for foreign language learning in the Guilin University

of Technology survey. The pie chart shows that the blue part strongly disagrees, and the red part means not agree, indicating that most students did not think of going abroad as a motive. (Figure 1)

**Figure 1.** Studying motivation survey related of going abroad.



Compared with previous motivation studies, the variables come into different pattern ranking. The sequence of motivations follows a. Foreign language achievement or grade, Effort level, Language preference motivation, Tool motivation, Going abroad motivation, Achievement, and Cultural interest motivation (Ma Guanghui, 2005). b. Intrinsic interest, Achievement, Learning environment, Going abroad, Social responsibility, Personal development, and motivation of Information media (Gao Yihong et al., 2003). c. Zhang Xia, an empirical researcher of learning motivation, although she did not study according to the motivation classification of previous scholars, there are many similarities worthy of our reference. Therefore, the research results are ranked as learning motivation, learning time investment, self-development motivation, environmental influence motivation, interest motivation, after-school learning time, and attendance rate.

This study entered the ranking of variables, and the factor of going abroad disappeared from the variable.

### 7.2. Efforts to Study English

The effort is a variable added by scholar Ma Guanghui based on Gao Yihong's Learning Motivation Scale. According to previous research, the role of effort level is an important mediator, and there is no good result without effort. Considering the time spent studying English outside the classroom, almost none of them exceed 15 hours. Only 2.2% of the students have this time of study, most of them have not reached the standard of extra study time, and only 26.7% are close to this time. (Table 10)

**Table 10.** More than 15 hours per week of studying English after class.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Strongly disagree	5	11.1	12.5	12.5
	Slightly disagree	11	24.4	27.5	40.0
	Unknown	11	24.4	27.5	67.5
	Slightly Agree	12	26.7	30.0	97.5
	Strongly agree	1	2.2	2.5	100.0
	Total	40	88.9	100.0	
Missing System		5	11.1		
Total		45	100.0		

In the last ten years of study motivation research, the use of motivation variables to analyze students' foreign language performance has shown a downward trend, and previous research has achieved results. Under the background of the current epidemic, students' learning motivation has changed a lot compared to before. According to the questionnaires filled out by Guilin University of Technology undergraduates, personal development has become the biggest learning motivation for hoping to find a good job or focus on personal future development. It can be concluded that some college students are very concerned about future careers and other matters related to their development. It is also closely related to the learning situation of college students in the current environment.

Under the condition that the overall foreign language level is stable, the degree of effort is still the main aspect that affects students' performance. Most students spend less than 15 hours of extracurricular study per week, which affects the high level of foreign language to a certain extent. For middle grades, students with exceptionally high grades are a very small percentage of students. In addition, it can be seen that there are not many students who arrange extra time to study foreign languages after class, and they are accompanied by a certain amount of anxiety and overwhelm about their personal development, and they are not clear about their own learning status and effort level. When the variable of effort level is added, the variable of effort level plays a direct role and is an indispensable factor affecting academic performance.

### ***7.3. Correlation Analysis Between Foreign Language Achievement and Variables***

In analyzing the correlation with English performance, the extent of effort is from Ma Guanghui's research, and the correlation with the current academic performance is the most significant. "Social responsibility, intrinsic interest, and information media" are also important aspects, proving that subjects with good learning attitudes have excellent grades. The least obvious motivation for "grades and learning environment" is less restricted and maintained by objective conditions of non-utility.

In the past, the factors that college students valued in studying foreign languages, such as studying abroad, working, and settling in foreign countries, have now changed. Under the influence of the global epidemic since 2020, the motivation to go abroad has dropped significantly. The subjects' study believes that the motivation for learning is personal development and the learning environment. The students currently surveyed pay more attention to external learning conditions, which is an aspect that cannot be ignored that affects personal performance. The second is cultural interest. Culture is the most significant learning motivation among the undergraduates studied by predecessors. However, in the feedback from the Guilin University of Technology questionnaire survey, the ranking of this factor is relatively low, and the performance motivation is ranked after the cultural motivation. Get good grades for class ranking or to meet exam requirements.

## **8. Conclusions**

### ***8.1. Main Findings***

A survey was conducted on undergraduates' foreign language learning motivation at the Guilin University of Technology. Learning motivation is a complex psychological motivation, and undergraduates show different learning motivations. Compared with the former study (2003, Gao Yihong et al.), the learning motivation of all subjects in the study has changed dramatically, and "personal development" has

become the most significant learning motivation, which belongs to one of the two types of learning motivation studied by Gardner and Lambert (1972) [10]. “Tool type” means using language to achieve a practical purpose, such as finding a high-paying job for future personal survival and development. “Learning environment” is a comprehensive study of learning motivation (Dörnyei 1994). Contemporary college students attach great importance to objective factors, and their motivation to learn is affected by auxiliary teaching conditions such as teachers, textbooks, and classrooms. The motivation of “internal interest” ranks in the top three, which manifests a humanistic spirit and comes from the non-utilitarian factor in one’s heart. Most people do not value the performance, social responsibility, and the motivation of the information media, and almost no one is inclined to the motivation to go abroad. This phenomenon is related to the general environment of the epidemic. Due to changes in the epidemic policy, the willingness to go abroad is not as strong as before the epidemic. The wave of Chinese students studying abroad in the early 21st century is not suitable for the current environment, and cross-border exchanges are mostly offline to online.

In terms of factors affecting the results of grades, the level of effort directly affects it. Most students spend less than 15 hours per week studying foreign languages after class. This explains the low proportion of students of high-level English. Among the motivations for learning, “social responsibility and intrinsic interest,” which were significant to performance, became the factors with higher correlation in sequence. Subjects with these two motivations can achieve better performance. The motivation that has little influence on grades is the learning environment, indicating that having good grades is limited by the facilities such as learning materials and conditions. The key depends on the subjective learning attitude that studying for personal development and purely for the sake of grades does not have an excellent, motivating effect on grades. The motivation is not obvious that studying hard to get good scores in order to go abroad.

## **8.2. Limitations and Future Research**

The subjects of this study all from the the Guilin University of Technology which these students had middle level of English and is comparatively a single group. The research is only at one particular time instead of several years development of subjects. There is no four-year research span of a top-down university, and there is a lack of other university studies at different levels. For example, this study is admitted to the key universities, and higher-level Chinese and low-level universities were not included. It is hoped that the following research will expand the research dimension, obtain richer research results, and broaden the research perspective.

## **Conflicts of Interest**

The authors declare that there is no conflict of interest regarding the publication of this article.

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