



**A STUDY ON THE CURRENT SITUATION AND
COUNTERMEASURES OF TECHNICAL STUDENTS' INTEREST
IN ENGLISH LEARNING-TAKE THE NATIONAL DEFENSE
EDUCATION COLLEGE OF SHANDONG KAIWEN
TECHNICAL SCHOOL AS AN EXAMPLE**

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**AN INDEPENDENT STUDY SUBMITTED IN PARTIAL FULFILLMENT
OF THE REQUIREMENTS FOR
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Requirement of International Master of Business Administration in
International Business Management

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Siam University, Bangkok, Thailand

Title: Study on the Current Situation and Countermeasures of technical students' interest in English learning-Take the National Defense Education College of Shandong Kaiwen Technical School as an example

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Major: Educational management Administration

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Abstract

This paper aimed to study the current situation and countermeasures of technical students' interest in English learning. The objectives of the study were: 1) To verify whether motivation has an influence on National Defense Education College of Shandong Kaiwen Technical School of students' interest in English learning; 2) To clarify whether learning identity has an effect on National Defense Education College of Shandong Kaiwen Technical School of students' interest in English learning.

The design of this research was quantitative research methodology, the research object and content of this research are analyzed for the National Defense Education College of Shandong Kaiwen Technical School, based on a literature review of motivation and interest as a theoretical basis, used to calculate the students' responses from the questionnaire given to the students regarding their interests in learning English. A total of 136 copies of data were recovered, with 97.14% qualified rate.

This paper found that: 1) The motivation has an influence on National Defense Education College of Shandong Kaiwen Technical School of students' interest in English learning; 2) The identity has an effect on National Defense Education College of Shandong Kaiwen Technical School of students' interest in English learning.

Keywords: Interests, learning interest, learning English, best motivation

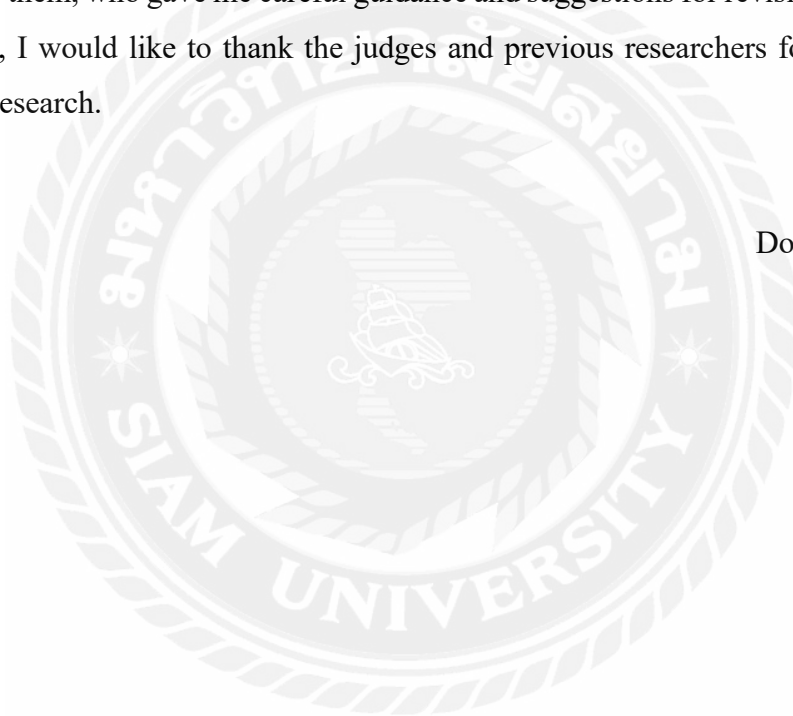
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This topic combines my personal interest and focuses on the theoretical research direction I care about, which is worthy of in-depth research. I cannot finish this dissertation. Also, I would like to thank all my professors who taught me lessons during this remarkable year. I learned a lot from you and I will always miss you all after graduation. Last my thanks would go to my beloved family for their loving considerations and great confidence in me all through these years.

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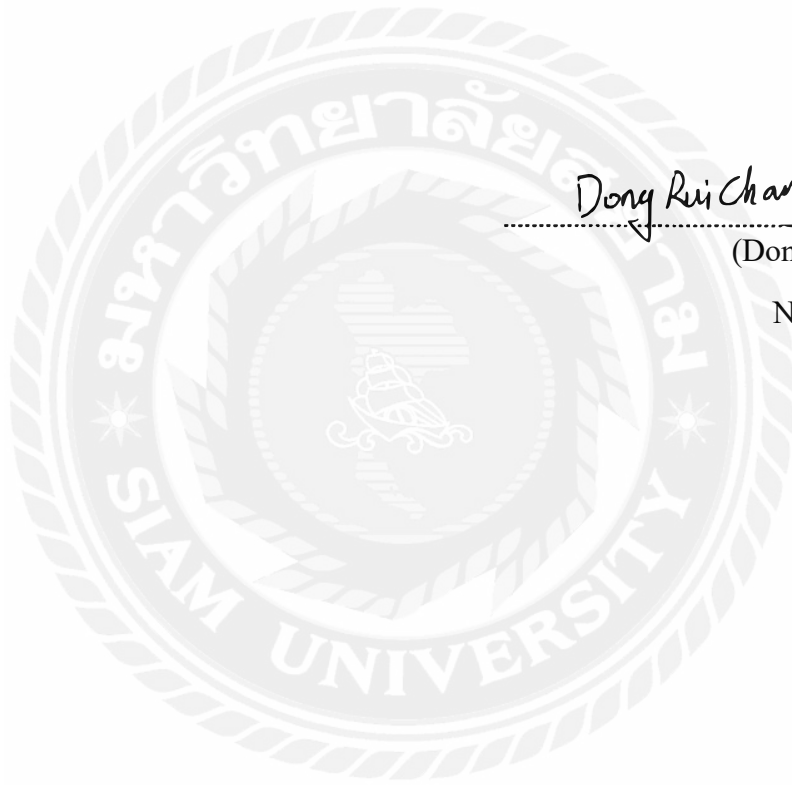
Declaration

I, Dong Ruichang, hereby certify that the work embodied in this independent study entitled “A study on the current situation and countermeasures of technical students' interest in English learning-Take the National Defense Education College of Shandong Kaiwen Technical School as an example” is result of original research and has not been submitted for a higher degree to any other university or institution.

Dong Rui Chang

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(Dong Ruichang)

Nov. 13, 2023



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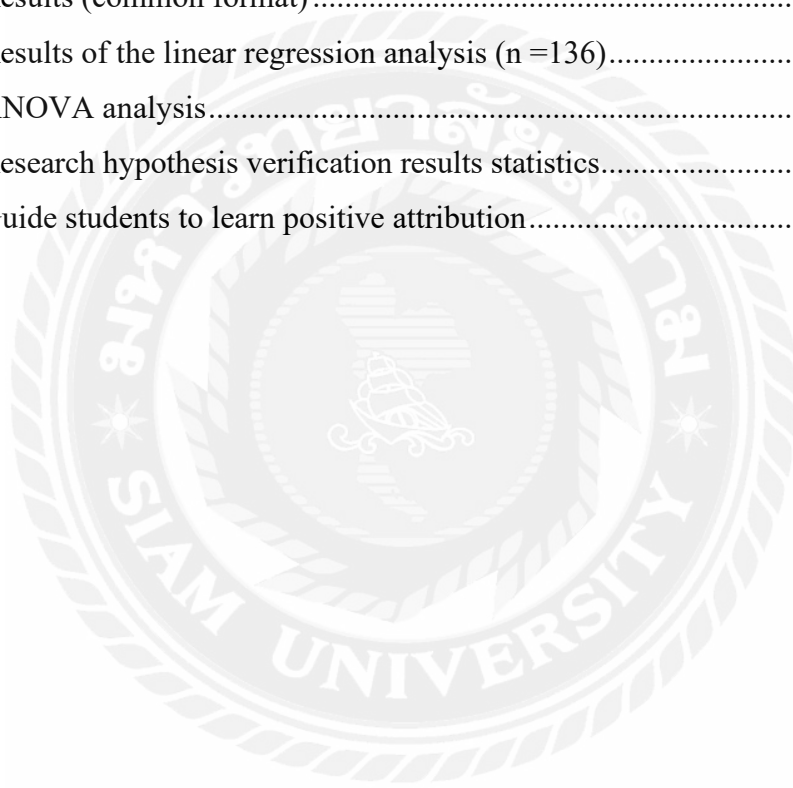
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Chapter 1 INTRODUCTION

1.1 Introduction

This paper take the National Defense Education College of Shandong Kaiwen Technical School as the research object, and attempts to construct a more realistic, objective, effective, and complete model of mobile consumer impact factors in the field. It is essential to study how to improve the interest of high school students in learning. Whether it can stimulate students' enthusiasm for learning English is the key for students to learning English well. Let English become the class that students are interested in is the aspirations and expectations of students, but also the goal that our English teachers should change and strive for. Starting from the interest, the real learning fun back to the students, in the new curriculum reform to better reflect the spirit of the teaching process, pay attention to the student's personality development and interests, help students experience, perception, build and enrich the learning experience in the learning process.

1.2 Background of the Study

Globally, foreign languages have become an essential skill that every country and every nation must master (Xu & Shi, 2018). With the development of the country's economy and society, people's demand for foreign languages is also increasing. The General Office of the CPC Central Committee and the General Office of the State Council issued the "Opinions on Promoting the High-Quality Development of Modern Vocational Education" put forward a clear goal: by 2025, the type of vocational education is more distinctive, the modern vocational education system is built, and the construction of a skilled society is comprehensively promoted (Qiu, 2019). Therefore, learning a language well, especially English, is vital. English is the most essential language in foreign language teaching in middle schools. English teaching is an integral part of English teaching in colleges and universities (Yue, 2017). The establishment of English majors has positive significance for improving the quality of the people, expanding opening to the outside world, expanding exchanges with countries around the world, and enhancing the country's comprehensive strength.

The new English curriculum standard puts forward the new educational idea of "people-oriented," the core of which is to adhere to the "people-oriented" curriculum reform, and its fundamental purpose is to "enable every student to meet the basic conditions and enable them to have their personality development." In teaching, we should focus on students' development, interests, and hobbies, stimulate their curiosity, improve their enthusiasm, consciousness, and initiative, and encourage them to learn English better.

Interest in English is the best teacher for learning English well, and it is also the best source of nutrition and motivation for English (Sasan & Rabillas, 2022). A person's motivation to learn complements interests. In the teaching process, teachers should start with students' interests and aim to improve their learning interests as the ultimate goal. Research shows that hobbies also have positive effects on physical and mental health. English teaching can enable students to produce positive thinking behaviors in the learning process, manifesting as comprehensive behaviors in intelligence, emotion, will, and other aspects. If students have no interest in English classes, their way of thinking is negative, and although their behavior is forced, their hearts are repulsive. In this case, they will be indifferent for a long time.

English interest is a fundamental education method. One of its characteristics is that when students are interested, they will have an intense curiosity about English and a specific understanding and determination of what they are learning (Zhou et al., 2021). It is necessary to grasp the trends so that they will be very active and influential in learning. Under the new "people-oriented" curriculum reform concept, how to stimulate students' interest in English learning is significant. The most important thing when learning a language is to have an environment (Rahardjo & Pertiwi, 2020). Only in this environment can we learn and use our mother tongue. For example, if you watch others drinking, you also want to drink, listen to them talking, and then imitate them to say "water," you will unconsciously say "water." Our language-learning instinct is innate. No one will force us to remember what to say.

However, compared with the native language, learning a non-native language is very tedious. Looking at the development history of English education in China over the past few decades, although in the context of the "Second Curriculum Reform," many teachers have not implemented the teaching model of "teacher guidance, student active learning" advocated by the new curriculum (Jin & Zhirui, 2017). Instead, the old-fashioned teaching model of "teacher talks and students listen" and "teacher-led" and "teacher-led and students passively listen" is adopted. This model focuses too much on knowledge transfer and ignores skills training (Gilakjani, 2012). The teacher plays a leading role. The students can only accept it passively. When students graduate, they have studied English for more than ten years but still cannot communicate proficiently in English. Many students have outstanding scores in TOEFL and IELTS, but after going abroad, they find that what they are learning is a kind of mute English that cannot be expressed or understood (Dai et al., 2018). The main reason for this phenomenon is that the current high school English teaching environment needs to be improved. Students need more time and space to think and explore independently, and their interest and demand for English learning need to be stronger.

Students can only learn passively, making them lose interest in English and weakening their learning effectiveness (Solak & Bayar, 2015). Therefore, they will not be able to achieve the magic of learning English as quickly as their native language. The key to whether students can learn English well is whether they can mobilize their

enthusiasm for English. To make every English class arouse strong interest among the students is the voice and expectation of the students, and it is also the direction that every English teacher should work hard to change (Li, 2021). Taking interest as the starting point, we return the joy of learning to students, allowing them to continuously improve their interests and make more remarkable progress in their English listening, speaking, reading, and writing skills.

In short, with the informatization of social life and the globalization of the economy, English is becoming increasingly important. English has become the most widely used language in people's daily lives and is the principal means to obtain information (Sun et al., 2022). Under the new curriculum standards, the development of the English subject is to change the focus on explaining and teaching grammar, vocabulary, and other aspects in the past while ignoring students' actual language application ability. It is based on life experience and cognitive level and advocates experiential and participatory methods. It adopts a sexual, cooperative, and interactive learning method and supports a task-oriented teaching method, thereby improving students' comprehensive language application ability and increasing students' interest in learning.

1.3 Research Questions

The external needs force vocational education college entrance examination technical school students; most students adopt a utilitarian short-term attitude to learn English (Jiao & Liang, 2022). How can students be stimulated to learn English and keep their interest in learning English so that they can learn English from their inner needs and develop the habit of learning English? How do teachers reflect their interest in teaching in the teaching process? How do they make students like English, reflect the knowledge and ability, approach and method, and the emotional attitude and values of three-dimensional goals and interest in English learning? This is the question to answer in this subject.

Based on the above facts, the research questions are as follows:

1: What is the influence of students' motivation on the status of National Defense Education College of Shandong Kaiwen Technical School students' interest in English learning?

2: What is the impact of student's identity with English learning on the students of National Defense Education College of Shandong Kaiwen Technical School of students interest in English learning?

1.4 Objectives of the Study

This study draws on this classification basis. In this article, the main factors are user personal factors, external influencing factors, and platform factors.

Specifically, the research objectives are:

1. To verify whether motivation influences the National Defense Education College of Shandong Kaiwen Technical School students' interest in English learning.

2. To clarify whether learning identity affects the National Defense Education College of Shandong Kaiwen Technical School students' interest in English learning.

1.5 Significant of the Study

Based on the above background, this paper, combined with the academic research results, draws a practical conclusion. This paper is mainly based on a literature review of motivation and interest as a theoretical basis. The relevance theories are about the nature of good, student interest indicators, factors influencing interest, and interest in learning English (Qiu, 2019). A sample survey was conducted on the current situation of students' English learning interests at the National Defense Education College of Shandong Kaiwen Technical School, and more detailed information was obtained on learning interests, evaluation methods, etc. It emphasizes respect for individual students, recognizes and pays attention to the unique differences of students, meets the learning needs of different students, encourages students to explore problems constantly, cultivates students' ability to acquire knowledge, mobilizes students' enthusiasm for learning, and cultivate students' interest in learning English.

For students, because students have yet to establish the overall cognitive and functional consciousness of English learning, English learning is tedious and laborious. However, by improving their sense of learning identity and learning motivation, by organizing various activities to enhance students' comprehensive ability, expand the scope of students' knowledge, stimulate students' thirst for knowledge, and cultivate students' personalities and interests.

For schools, its significance lies in improving the level of English courses, enabling students' participation, increasing the use of English practice, stimulating students' desire to perform, and showing their strengths and character. This is an excellent way to stimulate students' interest in English learning. We propose that English education be cultivated more comprehensively to reflect its functionality and practicability. A variety of English tests reduce students' interest in learning English. Therefore, this study can use existing data and design examples of success and failure to creatively develop and improve.

1.6 Limitation of the Study

While we have made outstanding achievements, we can also see some existing problems:

1. Due to my limited scientific research and theory level, the summary and understanding of some experimental results still need to be more superficial. However, there needs to be a more profound theoretical understanding.

2. Theoretical innovation is the value of the subject research. Lack of education theory accomplishment is the common fault of our teachers; the process of research is a surrounding education theory study, discussion, summary, and internalization process; research must be under the guidance of theory, under the direction of experts, explore the education rule, realize the theoretical innovation, really improve the experiment teachers' theory accomplishment and practice ability.

1.7 Scope of the study

This article uses the research object of the National Defense Education College of Shandong Kaiwen Technical School. This article combines academic research results to conclude with practical significance and conducts a literature review through extracurricular activities. This research design was quantitative research methodology, based on a literature review of motivation and interest as a theoretical basis. It was used to calculate the students' responses from the questionnaire given to the students regarding their interests in learning English, and research literature review through extracurricular activities. Relevant theories include the nature of good, indicators of student interest, factors affecting welfare, interest in learning English, etc. A sample survey was conducted on the current situation of English learning interest among students at the National Defense Education College of Shandong Kaiwen Technical School. A total of 136 copies of data were recovered without any problem. The authors summarize this study and make some recommendations based on the results of interviews and surveys. This study should be used to obtain more detailed information in terms of learning interests, evaluation methods, emphasizing respecting individual students, recognizing and paying attention to students' differences, meeting the learning needs of different students, encouraging students to continue learning and exploring problems and cultivating students' ability to acquire knowledge and ability. Mobilize students' enthusiasm for learning and develop students' interest in learning English.

Chapter 2 LITERATURE REVIEW

2.1 Introduction

This paper expounds on the vital role of topic selection basis and related theories in English learning, namely interest, need, and motivation. Interest in learning English is affected by many factors, including students, teachers, students' families, and other external factors. The main factors affecting students include learning values, foundations, and habits. The external factors mainly include teachers' outdated teaching concepts, single teaching methods, insufficient parents' attention, and lack of family education (Lester, 2013).

For students, they are the protagonists of English learning, and students' personal needs play an essential role in the generation and development of interests that affect students' learning interests. In addition, the learning value for students could be more reasonable, and most students have unknown answers or are learning English for exams. Only a few understand English for personal interest (Numonjonovich, 2022). This learning value helps students improve their abilities and makes them gain confidence and interest in learning English. Today, some students need help understanding English in primary school. So, their English foundation has yet to be laid. Study habits play an important role in English learning.

Furthermore, most English courses are teacher- and student-centred (Abbas, 2020). So students always feel bored in English class. Students' interest in learning English is gradually worn away. In the teaching process, the teacher-student relationship is the most fundamental factor. Some students must be more confident asking questions and practicing English in or after class. Therefore, chapter 2 reviews relevant research literature, including the definition of learning interest, teaching English as a Foreign Language, factors that Influence Interest, the nature of learning English, and the theory of reviews.

2.2 Overview of Interest

Interest is a solid or weak tendency, a manifestation, to strive to know something or to like a specific activity. This tendency is always associated with enjoyable experiences, and the more and more substantial the pleasant experiences are, the stronger the interest will be. Li (2016) believes that solid interest will bring more enjoyable experiences, and enjoyable experiences will make interests stronger. Interest is people's psychological tendency to know or care about something or an activity actively. It is an inner force that can promote people's pursuit of knowledge. The interest involved in this article refers to learning interest, that is, a person's positive cognitive tendency and emotional state toward learning. Jin and Zhirui (2017) believe that students interested in a particular subject will continue to study it with

concentration, thereby improving learning results. From the perspective of promoting learning, interest can become the cause of learning from the perspective of generating new interests and enhancing original interests due to knowledge; interest,. Interest is generated in learning activities and can be used as a result. Therefore, interest in education is both the cause and the effect of education.

Interest is one of the internal factors in learning activity. Interest is the desire of someone to do something like influence the environment where they live. Interest may be observed in what an individual likes to do, look at, listen to, or read as one obtains a degree of satisfaction or enjoyment from an act performed. Farahmandian et al. (2013) believe that interest is the steady tendency of the main body, the benefit of the specific situation, and the pleasure of being involved. Interest is a positive response to stimuli based on existing cognitive structures (Bai, 2018). Being interested is one of the most critical aspects for the students to concentrate on their objectives and results. Interest is a core power that drives the entire course of instruction study. It means that with interest, the students will give more attention and focus when the teachers give some materials (Mvududu & Thiel-Burgess, 2012). Studying is essential to cultivate the students' creative and creative competence. Interest substantially impacts the student's academic and professional selection, the teacher must build a relationship of interest with the new knowledge. While the students are not interested in the study, the teacher is helping the students to develop their interests.

There are two key points in understanding interest. One is its tendency. Any interest has prominent tendency characteristics that point to specific things or activities. Without this tendency, interest would not exist. The second is its pleasant emotional experience. The reason why interest is interest lies in the existence of this kind of enjoyable moving experience. Without this enjoyable moving experience, it is difficult to call it interest. In this sense, Chang et al. (2020) believe interest can also be regarded as an emotion or emotion. Motive is an emotional element in language study. Role learning has been the focus of attention for many years, but it has been found that there is a close relationship between performance and achievement.

Regarding the research on "strategies to improve learning interest," previous researchers believed that interest should be stimulated by improving internal motivation, which has little to do with external stimulation. Nevertheless, things changed, and they proposed getting the best reason by combining internal and external. Dincer and Yesilyurt (2017) believe that to help students who are not highly motivated, we must consider the motivational forces that affect academic performance from multiple perspectives and carefully treat the possible polarization between external and internal motivation factors. Shu (2022) proposed a situational interest model, which emphasizes the two components of "grasping" and "maintaining." Seize the variables that can arouse students' initial interest in a specific activity and maintain certain variables to increase investment in the action and maintain a high level of interest among students. Sari and Margana (2019) proposed many methods to arouse

and sustain interest in classroom situations, such as focusing on students' sense of belonging and identification with learning tasks, allowing students to learn to imitate new skills, providing background knowledge, and organizing games in the classroom.

There are some previous studies related to this research. Firstly, Lai (2013), in her analysis about "The Study on Learning English Interest of Students in Shandong Kaiwen Technical School National Defense Education College, Henan Province, Zhejiang Province. This study, Shandong Kaiwen Technical School National Defense Education College, National Defense Education College, is the main target of this study. The method in this study was descriptive qualitative. The findings indicate that the students with a higher degree of interest in English study have a very active interest. They are secondly, entitled "The Students Interest in Learning English: A Case Study in the National Defense Education College of Shandong Kaiwen Technical School, Shandong Province. This study discusses what influenced the English study interest of the National Defense Education College of Shandong Kaiwen Technical School. This study adopts the method of description and qualitative analysis. The findings indicate that intrinsic and extrinsic factors affect the learners' interest in English study. Based on past research, the researchers discovered that similar and different results were observed in the past, like Shandong Kaiwen Technical School National Defense Education College.

2.3 Factors that Influence

According to Rahardjo and Pertiwi (2020), some factors create differences among language learners, such as internal and external factors. Internal factors include attention. External factors include the family, the school, and the society.

Attention is the concentration of information in learning (Guiyu & Yang, 2016). Focus on the role of study is to create an environment where the pupils can understand the idea very well, and teachers actively take care of it (Li, 2021). The aim of the study is fundamental for the students to make clear comprehension of one idea and to maintain their students' thinking. Therefore, they must focus on their tasks to encourage the students to learn more. Moreover, they ignore what they know. Their techniques and experience are not quickly learned. Nevertheless, if they pay attention, they will get a good result.

2.4 Teaching English as a Foreign Language

Teaching English as a foreign language involves conveying the English articulately and interestingly. According to Xu and Tsai (2021), teaching English as a foreign language is a language acquired and spoken by a person after the first and second language. The language is not used in the daily life of the society where the person lives. The method of teaching can affect the students' study interests. Human cognitive abilities have limitations. In addition, because the attributor is influenced by

certain motives or self-awareness, he often adds some subjective factors, resulting in an attribution error. Therefore, it is necessary to use group discussion methods to attribute it. First, students have to analyze the reasons for their learning success or failure, and other students have to evaluate the student's expression of reasons. Afterward, the teachers will conduct a more complete analysis of each person's situation. In positively evaluating them, teachers should assess them promptly and strengthen them simply. In making negative attributions to students, teachers should make appropriate corrections to them to promote positive and correct attribution orientations.

Therefore, the teacher must adopt the variant approach in the teaching course, for if the teacher does not apply diversity, it will cause the students to be tired, idle, and exhausted.

2.5 The Nature of Learning English

The study of English is a course of acquiring knowledge, which indicates that it is an indispensable component for the students. The study of English is the acquisition or acquisition of knowledge of a discipline or technique through English study, experience, or teaching (Rahardjo & Pertiwi, 2020). It means that English learning is the process by which behavior is originated or changed through practice or training. In addition, English learning comes from practicing or repeating a material (Tian et al., 2022). It means is that English study, designed to alter an individual's behavior, can lead to a more positive attitude. It is currently proposed that English education be cultivated more comprehensively to reflect its functionality and practicality. The following methods can be adopted: Play an English song, delete the song's lyrics and delete some of the keywords, idioms, or phrases, and ask students to complete them; through listening exercises, students can cultivate their understanding of what they have learned—word understanding and ability to understand. Let the students comment on the songs they sang according to their preferences and communicate with the teacher.

Performance texts: Select some texts from textbooks with healthy content and vivid and touching plots, and let students choose appropriate characters to perform according to their hobbies and levels (Jiao & Liang, 2022). Teachers can explain the vocabulary, phrases, and sentences that appear in the dialogue, but they should emphasize pronunciation and understanding of the dialogue content and reduce the use of grammar. After memorizing the lines, the students deepened their understanding of the article through their performance. Based on this explanation, English learning is acquiring knowledge from action (Li, 2021). In this process, new knowledge and skills can be developed, English ability can be improved, students' lives can be enriched, and students' horizons can be expanded. Improve students' comprehensive ability and innovation awareness. This is a process that can not only solve real-life problems but also cultivate students' abilities. From a psychological point of view, learners' learning

results from the joint action of intellectual and non-intellectual aspects.

2.6 Theoretical overview

2.6.1 Theoretical overview of the motivating factors literature

Learner motivation is a crucial issue in education. Students' motivation for learning English can include the following aspects:

1. Academic requirements: Students must learn English to complete course requirements, such as examinations, writing, listening and speaking skills, etc.

2. Career needs: Many students realize the importance of English in the job market and can provide more opportunities for their career development.

3. Interest and excitement: Some students are interested in English and like learning new languages and cultures.

4. Communication needs: With the deepening of globalization, English has become the primary language of global communication, and students may need English to communicate and establish connections with others.

5. Personal development: Learning English can help students improve their cognitive abilities, expand their horizons, and enhance their self-confidence.

But teachers' motivation in the classroom has not received the same attention (Purnama et al., 2019). The lack of research into this area of inquiry suggests the need for a more thorough investigation of language teachers' motivations. Teachers are responsible for educating the next generation of citizens and shaping the future of their students. Solutions for teacher development. Teacher motivation is a complex concept that has attracted attention over the past few decades and has been found to influence student motivation and performance (Dörnyei, 2011). In order to support passive teachers, it is first necessary to understand teacher motivation, which can cover the following points:

1. Educational responsibility: Teachers recognize the importance of English and hope to help students improve their English skills and contribute to their future development.

2. Student success: Teachers are eager to see students progress and succeed in English learning, which is also one of their most significant sources of motivation.

3. Educational aspirations: Teachers love education and enjoy helping students grow. They cultivate students' language skills and cross-cultural communication abilities by teaching English.

4. Career development: Providing high-quality English education can enhance teachers' professional reputations and increase employment opportunities and career development space.

5. Personal interests: Some teachers are interested in English and foreign language culture. They enjoy researching and teaching English, and continue to improve their knowledge by interacting with students.

The constructivist view of learning holds that learning is not a process in which the teacher passes on knowledge to the students, but a process in which the students construct the knowledge themselves. Students do not merely receive information passively, but actively build the meaning of knowledge, and this construction cannot be replaced by others.

Therefore, it represents an epistemological stance. The theory's core is taking the learners as a centre, emphasizing learners' active exploration of knowledge, active discovery and construction of the learned knowledge. There are many flavors, but one prominent theorist is Jean Piaget, who focused on how humans make meaning concerning the interaction between their experiences and ideas (Carducci, 2020). Then teachers use this knowledge as the basis, and students must clarify their own learning identities. They analyze how to cultivate students' English language creativity in English teaching and clarify that education should be based on. It focuses on developing students' language inquiry abilities and creative English thinking.

2.6.2 Theoretical overview of the identity factors literature

Identity can refer to individuals, small groups, or social collectives, including race, ethnicity, class, gender, sexual orientation, religion, and physical issues. The identity theme will explore the sources of values, beliefs, and behaviors. In this course, we will study the role played by female writers in helping to generate cultural and historical phenomena that we now refer to as modernity. This study will create a series of questions, enabling students to have a more comprehensive and complex understanding of gender status in the modern and postmodern era (Qiu, 2019). By analyzing students' interest in English, it is mainly because they need to possess such skills themselves. After all, as students, their identity is learning. Attention to gender and author identity will allow students in the classroom to study the gendered approach of culture and understand the developmental process of identity formation (Tian et al., 2022). This study can be applied to the theory of type identification, where at least some types (or categories) of mental states, as an accidental fact, are the same as certain types (or categories) of brain states.

In addition, the construction of learning identity may be influenced by stereotypes about the gender or culture of the characters; for example, writers often complicate the

plot by changing the identity of the characters in the text process. The main work of this course will involve careful text analysis and consideration of the importance of gender perspectives in literature (Jiao & Liang, 2022). Class members will utilize various media resources, including the works of Tony Morrison, Georgia O'Keefe, and Virginia Woolf, to name just a few. Students will begin to carefully consider the centrality of language in self-representation and the way authors and readers describe the world around them.

2.6.3 Theoretical overview of the interest factors literature

Internal factors come from the learners (An et al., 2020). They relate to psychological factors such as intelligence. Intelligence is the ability to learn, understand, and think about things. The intellectual is a student's capacity to accept a class during instruction. Different kinds of intelligence exist, like math, language, imagery, and music. Intelligence is also essential to continuance, stimulating the students' intellectual curiosity and getting something discovery or surprise (Rinantanti et al., 2019). Based on this definition, it is clear that intelligence encompasses a broad range of competencies, not just in terms of comprehension and problem-solving, but also in behavioral management and the capacity to learn from their experience, since if a student has an average level of IQ or more, it can achieve a good performance in education. The teacher's view of constructivism believes that teachers should be the helpers of students' construction of meaning, which requires teachers to play a guiding role in the teaching process, stimulate students' interest in learning, and help students to form motivation for learning.

Additionally, Vygotsky emphasized the importance of social interaction in children's psychological development, so these ideas are consistent. Learners construct their understanding of things in their thinking so that different people have different aspects of the same thing (Wu, 2012). Needs at each level will be interdependent and superimposed. When the high-level condition develops, the low-level market will still exist, but the impact on behavior will be different. Somewhat weakened. Higher-level needs are more meaningful than lower-level needs (Lonn & Dantzler, 2017). Passion comes from higher demands. People's ultimate need, self-awareness, is to develop their potential most efficiently and comprehensively. Only in this way can people obtain higher experiences. The most fundamental human needs are often unknown to the average person. For individuals, subconscious incentives are far greater than conscious incentives. After experiencing many things, people can use appropriate methods to transform subconscious needs into aware needs.

2.7 Conceptual Framework

This article mainly adopts the relationship among the final determined factors shown in Figure 2-2:

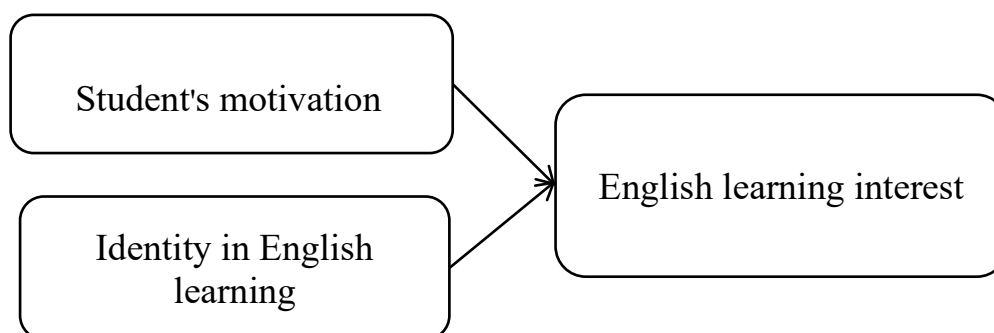


Figure 2-1 Technical circuit diagram

Independent variables: Students, and the dependent variable is the status quo of English learning interest.

2.8 Terms and Definitions Used in This Study

Learning English: Learning English means that the term of learning English is defined specially as teaching and learning activities in the class that involve the students who learn and the teachers who teach them English as the subject.

Interest: Interest is a stable trend in the subject (Adara & Puspahaty, 2021). It means that an individual's emotions create a particular desire to know about something (Li & Qu, 2019). The desire to learn or to know about somebody or something, curiosity, and concern have been expressed.

Learning interest: Learning interest is a cognitive tendency students show based on their learning needs (Zhang & Perez-Paredes, 2021). Regarding expression, learning interest is the dynamic form of students' learning needs, the objective reflection of society and education, and the system structure; learning interest is a subsystem of the learning motivation system (Ma, 2021). It is the most realistic and active component of learning motivation and the emotional tendency to understand the world and acquire scientific knowledge in English learning, interest, need, and motivation run through the whole process, which is also the key to the success of English learning. The interpretation of these three will help teachers to "teach more effectively" and students to "learn more happily."

Chapter 3 Research Methodology

3.1 Introduction

The design of this research was quantitative research. According to (Azwar, 2007), quantitative analysis emphasizes numerical data (numbers) processed by statistical methods. A quantitative approach was used to calculate the students' responses from the questionnaire given to the students regarding their interests in learning English. To meet the research purpose, the reliability and validity of the questionnaire must be tested (Li, 2021). After the design of the questionnaire, a small range of tests must be conducted, and it can be adjusted after passing the test. The parameters for each variable were calculated, and the variables were calculated by SPSS statistical software. Action Study: This is an action study conducted by the author, an English teacher in a school in Shandong province. In this action study, the grade of the author professor will be selected to conduct a study. Investigation: With the help of the classmates, the questionnaire survey method was used to observe. Literature research: The author collected and consulted the publications collected by academic platforms such as CNKI, and read the classic works of the leading figures in the field to find theoretical support and form a more practical outline.

3.2 Population and Sampling

This study mainly uses subjective data on the investigation of the current situation and countermeasures of technical students' interest in English learning as the primary research data, so it is necessary to collect the data through questionnaire surveys. The population of this research is the third-grade students of National Defense Education College of Shandong Kaiwen Technical School in the 2020/2023 academic year. 136 questionnaires were obtained, and the research in this article is mainly based on these 136 data.

3.3 Questionnaire design

The purpose of the survey is to prove the improvement of student's learning motivation and learning identity, and then realize the feasibility and effectiveness of English teaching, and finally arouse students' interest in English learning and improve language ability (Zhou et al. 2021). Therefore, we decided to use the questionnaire to obtain needed data. The questionnaire was designed mainly according to the variables, as shown in Table 3-2.

Table 3-1 Overview of the options for questionnaire variables

Variable	Item
Motivation	M1: I learned English because I am interested in people in English-speaking countries and their culture.

	M2: I like language learning, and I like the language itself.
	M3: I learned English because I can get good grades in my studies.
	M4: I learned English to emigrate eventually.
	M5: I studied English to obtain a university diploma.
	M6: If I learn English well, I can only find an excellent job in the future.
	M7: I am learning English to go abroad to find a better education and job opportunity.
	M8: I am learning English to go abroad to experience the culture of English-speaking countries.
Identity	Id1: Only by learning English well can I do my best to with a learning identity see themselves as learners, seek and engage life experiences with a learning attitude and believe in their ability to learn.
	Id2: I learn English because it is a handy communication tool in today's society.
	Id3: I am learning English to better understand my professional courses better.
	Id4: I learn English because my school/parents want me to know it.
	Id5: Speaking fluent English is a symbol of education and cultivation.
Interest	In1: My interest in English songs, movies and literature has given me a great interest in English.
	In2: I learned English to understand the economic and technological development of other countries around the world.
	In3: My motivation to learn English largely depends on the quality of my English classes.
	In4: My motivation to learn English largely depends on my academic performance.
	In5: The teacher's teaching method that affects your interest in Learning English.
	In6: Teaching material content that affects your interest in Learning English.
	In7: Examination performance that affects your interest in Learning English.
	In8: Employment in the future that affects your interest in Learning English.
	In9: Learning atmosphere that affects your interest in Learning English.

3.4 Reliability analysis of the scale

Reliability analysis is an effective analytical method to detect whether the data are reliable and stable, and its formula is:

$$\alpha = (k / (k - 1)) * (1 - (\sum Si^2) / ST^2) .$$

Where K is the sum of the items on the scale, the in-question variance for problem i, and the sum of all the things. From this equation, it is a kind of inner consistent factor for assessing the conformity of every item on the scale (Yang, 2018). The proposed approach applies to the reliability analysis of the Attitude & Opinion Survey (Scale). The confidence factor is higher than 0.8, 0.7, and 0.8, the sub-scales confidence factor is higher than 0.7, and 0.6 ~ 0.7 is acceptable. Cronbach alfa Consideration should be given to a new survey if this factor is less than 0.6; a detailed analysis is shown in Table 3-3.

Table 3-2 Reliability convergence

Sample	Item	Cronbach α Coefficient
136	9	0.685

From the table above, we can see that the reliability coefficient value is 0.685, more significant than 0.6, indicating that the reliability quality of the research data is acceptable. Regarding the "alpha coefficient of deleted items," after any item is deleted, the reliability coefficient will not increase significantly, so it means that the article should not be deleted.

Table 3-3 KMO and Bartlett's Test

Sample a sufficient Kaiser-Meyer-Olkin metric.	0.785
The sphericity test of the Bartlett	Approximate chi-square
df	518.152
Sig.	120
	0.000

Validity Analysis is an integral part of the empirical analysis. Use KMO and Bartlett's test to verify the validity. As can be seen from the table above, the KMO value is 0.785, between 0.7 and 0.8. The research data is suitable for extracting information (it reflects better validity from the side).

Chapter 4 Finding

4.1 Descriptive Analysis

This study makes statistical analysis from six aspects of the samples' residence time in China: gender, age, occupation, monthly income, and educational background. The results are shown in Table 4-1.

Table 4-1 Sample statistics

Option	Items	Frequency	Percent(%)	Cumulative percentage (%)□
1. Your gender is	Male	93	68.38%	68.38%
	Female	43	31.62%	100
2. Your grade is	First-grade students	53	38.97	38.97
	sophomore	59	43.38	82.35
	Junior	24	17.65	100
3. Your English level?	Close to the mother tongue	13	9.56	9.56
	Fluent expression	13	9.56	19.12
	It can only be expressed simply	67	49.26	68.38
	Not very good	43	31.62	100
4. Do you think learning English is useful	quite useful	65	47.79	47.79
	There is minor use to little avail	57	41.91	89.71
	Completely useless	9	6.62	96.32
* 5. The general feeling of English	easy	5	3.68	100
	It's easier	10	7.35	7.35
	It's a little hard	23	16.91	24.26
	hard	78	57.35	81.62
* 6. Are you satisfied with the current teacher's teaching style	hard	25	18.38	100
	to feel quite pleased	99	72.79	72.79
	fair to middling	31	22.79	95.59
	same as	5	3.68	99.26
* 7. The most challenging part of the English	discontent	1	0.74	100
	Word phrases	21	15.44	15.44
	Recite dictation	34	25	40.44
	Grammar reading	56	41.18	81.62
	Listening Writing	25	18.38	100
* 8. The English class style that you can accept	Mainly in English	6	4.41	4.41
	The combination of China and Britain	97	71.32	75.74
	Mainly use English	6	4.41	80.15
	Full use of Chinese	27	19.85	100

	It's important	45	33.09	33.09
9. You think English is essential	More important	75	55.15	88.24
	unimportance	10	7.35	95.59
	It is no use	6	4.41	100
10. Your confidence in learning English well	full of confidence	33	24.26	24.26
	same as	45	33.09	57.35
	Some confidence	33	24.26	81.62
	self-distrust	25	18.38	100
11. Do you usually learn English actively?	often	15	11.03	11.03
	sometimes	53	38.97	50
	a fat lot	52	38.24	88.24
	never	16	11.76	100
12. How did you feel when you studied English?	Very happy	23	16.91	16.91
	Happier	39	28.68	45.59
	No feeling	42	30.88	76.47
	pain	32	23.53	100
13. If the school offers the most basic English courses, are you interested in learning English from scratch?	Very interested	42	30.88	30.88
	have interest in	48	35.29	66.18
	non-essential	12	8.82	75
	without interest	21	15.44	90.44
	No feeling	13	9.56	100
Total		136	100	100

As can be seen from Table 4-1, there were 136 people in this study, and the proportion of samples who chose "male" was 68.38%. The balance of female models is 31.62%. Regarding grades, there are relatively many "sophomores" in the sample, accounting for 43.38%. There are also 38.97% of the model who are first-year students. However, a survey on the English proficiency of the respondents found that more than 40% of the samples "can only express themselves simply". The proportion of not-very-good samples was 31.62%.

In addition, the selection was based on students' views and ideas on learning English. They are more pessimistic. 57.35% think that learning English as a whole is complex. Most of the samples who take the initiative to learn English daily say "sometimes," accounting for 38.97%. Among them, 38.24% of the examples are very few, and 30.88% of the samples Will choose "no feeling." However, most students still think that learning English is helpful. Specifically, more than 40% of the sample selected "very useful." There are also 41.91% of models that are of some use.

The above data show that the current students' motivation for learning English is still considerable. If the teaching methods are suitable and the students themselves are willing to learn English, they will be interested in the content of the English class and start to learn English actively. Thinking then, the effect of English learning will be better. Otherwise, learning English will be considered a mental burden, making the learning effect worse.

4.2 Correlation Analysis

In this paper, Pearson coefficient was used to study the correlation between variables, and the value range was [-1, 1], generally represented by r letter.

Table 4-2 Correlation analysis

	Your confidence in learning English well	Do you usually learn English actively?	Do you set goals for your English study and then work towards them?
Get good grades on the exam	-0.153	-0.342**	-0.303**
Get/avoid praise/punishment from parents and teachers	-0.053	-0.006	-0.052
English is exciting	-0.485**	-0.362**	-0.385**
Go abroad or find a good job in the future	-0.247**	-0.192*	-0.210*
I like my English teachers	0.035	-0.190*	-0.265**
The teacher teaches well, to create a relaxed and happy atmosphere	-0.287**	-0.338**	-0.366**
Our English teacher is good. I like him	-0.038	-0.158	-0.134
I put in a lot of time and effort	-0.334**	-0.328**	-0.368**
Lack of an environment to use English	-0.041	-0.157	-0.076
Lack of suitable learning methods	0.126	0.035	-0.037
The English class is boring, and I am not interested in it	0.212*	0.214*	0.267**

* p < 0.05 ** p < 0.01

As can be seen from Table 4-2, As can be seen from the above table, the correlation coefficient value between clear students' confidence in learning English well and the mentality of learning English that English is interesting is -0.485, showing significance at the 0.01 level, and there is a significant negative correlation. The correlation coefficient value between the ability to study abroad or find a good job in the future is -0.247, which is vital at the 0.01 level, and a significant negative correlation exists. In English learning, every student should be regarded as a unique human with his feelings, rather than an object to be forced and given something. Teachers are facilitators, guides, assistants, encouragers, and facilitators of student learning. Based on constructivist theory, the best classes are "student-centered classes." Students' prior knowledge and experience should be combined to learn new knowledge in the classroom. In addition, teachers should provide feedback on students' after-class learning at appropriate times, design different difficulty levels for students at different levels, and fully stimulate their

enthusiasm for English learning.

Table 4-3 Pearson correlation-tri line format

	1	2	3	4	5	6	7	8
Your confidence in Learning English well (1)	1							
1 Do you usually learn English actively? (2)	0.518*	1						
Will you set goals for your English study and then work towards them? (3)	0.538*	0.599**	1					
Get good grades in the exam (4)	-0.153	-0.342**	-0.303**	1				
Get/avoid praise/punishment from parents and teachers (5)	-0.053	-0.006	-0.052	0.294*	1			
The English language is fascinating (6)	-0.485**	-0.362**	-0.385**	0.083	0.116	1		
Go abroad or find good jobs in the future (7)	-0.247**	-0.192*	-0.210*	0.209*	0.271**	0.248*	1	
I like the English teachers (8)	0.035	-0.190*	-0.265**	0.320*	0.106	0.213*	0.033	1
Teachers teach well, to create a relaxed and happy atmosphere (9)	-0.287**	-0.338**	-0.366**	0.298*	0.048	0.364*	-0.014	0.308*
Our English teacher is good, I like him (10)	-0.038	-0.158	-0.134	0.212*	0.218*	0.283*	0.098	0.471*
I have put in a lot of time and effort (11)	-0.334**	-0.328**	-0.368**	0.249*	0.202*	0.181*	0.372**	0.107
Lack of an environment to use English (12)	-0.041	-0.157	-0.076	0.06	-0.002	-0.032	0.01	0.094
Lack of suitable learning methods (13)	0.126	0.035	-0.037	0.125	0.13	-0.031	-0.077	0.152
The English class is boring, with no interest (14)	0.212*	0.214*	0.267*	-0.076	0.092	-0.039	0.101	-0.181*

As can be seen from Table 4-3, the higher the students' sense of self-identity, the higher their confidence and motivation in learning will be, which will, in turn, increase their interest in learning English, indicating that increasing their interest in education is the key to improving their English learning level. The correlation coefficient value between investigating motivation to learn English well and boring English classes is 0.212, which is significant at the 0.05 level, indicating a meaningful positive relationship between them. It explains that one of the main tasks of English teachers is to stimulate students' interest in English learning and desire for knowledge, thereby

cultivating students' strong desire and motivation to learn. Based on this study, the author found that students' learning interests and motivation are essential to successful English learning. Different methods should be used as much as possible to increase students' interest in knowledge and enthusiasm for teachers. In addition, students improve their English speaking skills and try to mobilize their confidence and enthusiasm for English. Students naturally acquire English knowledge and skills.

4.3 ANOVA analysis

Table 4-4 Overview of the ANOVA analysis

	Your grade is (mean ± standard deviation)			F □	p □
	First 1 (n =53)	Second Year student (n =59)	Grade 3 Student (n =24)		
You think English is essential	1.77±0.67	1.81±0.71	2.00±0.98	0.787	0.457
Your confidence in learning English well	2.51±1.05	2.20±0.98	2.46±1.18	1.311	0.273
Do you usually learn English actively?	2.55±0.82	2.41±0.83	2.67±0.92	0.906	0.407
Do you set goals for your English study and then work towards them?	2.42±0.77	2.19±0.71	2.46±0.98	1.618	0.202

* p <0.05 ** p <0.01

As can be seen from Table 4-4 above, analysis of variance (full name one-way analysis of variance) was used to study, and it found that students' scores are related to the importance of English. For students to achieve their own goals in learning English, they will start to work hard, determine their learning goals, take the initiative to learn English, have a particular motivation for learning, and have a particular significance for their identity as a student and the need to learn English well and understand the importance of learning English.

Table 4-5 Results (standard format)

Analysis items	Item	sample capacity	average value	standard deviation	F □	p □
You think English is essential	First-grade students	53	1.77	0.67	0.787	0.457
	sophomore	59	1.81	0.71		
	Junior	24	2	0.98		
Your confidence in learning English well	amount to	136	1.83	0.75	1.311	0.273
	First-grade students	53	2.51	1.05		
	sophomore	59	2.2	0.98		
	Junior	24	2.46	1.18		
	amount to	136	2.37	1.05		

	First-grade students	53	2.55	0.82		
Do you usually learn English actively?	sophomore	59	2.41	0.83	0.906	0.407
	Junior	24	2.67	0.92		
	amount to	136	2.51	0.84		
Do you set goals for your English study and then work towards them?	First-grade students	53	2.42	0.77		
	sophomore	59	2.19	0.71	1.618	0.202
	Junior	24	2.46	0.98		
	Total	136	2.32	0.79		

* p < 0.05 ** p < 0.01

As can be seen from Table 4-5 above, dealing with the excellent relationship between students' learning motivation and sense of identity can have a positive impact on English learning results. As an encourager, encouragement can stimulate motivation for learning and enhance students' confidence in English learning. Spread the positive influence throughout.

4.4 Regression analysis

This paper mainly tests the relationship between each variable and willingness to use through regression analysis.

Table 4-6 Results of the linear regression analysis (n =136)

	Non-standardized coefficients		Standardization coefficient	t □	p □	Col-linearity diagnostics	
	B □	standard error □	Beta □			VIF □	tolerance □
Constant	1.673	0.421	-	3.976	0.000**	-	-
* The general feeling of English	0.496	0.115	0.442	4.332	0.000**	2.09	0.479
Do you think learning English is useful	-0.097	0.133	-0.082	-0.727	0.468	2.571	0.389
* The most challenging part of the English	-0.046	0.071	-0.05	-0.648	0.518	1.176	0.85
* Are you satisfied with the current teacher's teaching style	-0.188	0.128	-0.122	-1.471	0.144	1.387	0.721
You think English is essential	-0.098	0.134	-0.082	-0.729	0.467	2.523	0.396
Your confidence in learning English well	0.045	0.087	0.053	0.524	0.601	2.056	0.486
Do you usually learn English actively?	-0.152	0.111	-0.143	-1.359	0.177	2.218	0.451

How did you feel when you studied English?	0.204	0.084	0.235	2.435	0.016*	1.861	0.537
Do you set goals for your English study and then work towards them?	0.191	0.112	0.169	1.711	0.09	1.948	0.513
The main reasons that affect your interest in Learning English are: what about this?	-0.035	0.035	-0.076	-1.002	0.318	1.151	0.869
How do you like to learn English?	0.023	0.03	0.056	0.761	0.448	1.071	0.934
R^2				0.382			
adjust R^2				0.327			
F				F (11,124)=6.968,p =0.000			
D-W price				2.057			
Your English level?							
* p < 0.05 ** p < 0.01							

Table 4-7 ANOVA analysis

	Quadratic sum	df	Mean square	F	p price
Regression	41.21	11	3.746	6.968	0
Residual	66.673	124	0.538		
Total	107.882	135			

It can be seen from the above table that the model passed the F test ($F = 6.968$, $p = 0.000 < 0.05$), which means that the model construction is meaningful.

4.5 Analysis of research results

The hypothesis results are shown in the table below.

Table 4-8 Research hypothesis verification results in statistics

	Research hypothesis	
H1	Students' motivation for learning English positively impacts the current situation of students of National Defense Education College of Shandong Kevin Technical School in English learning.	acceptable
H2	Students' sense of identity in English learning positively impacts the interest of Shandong Kevin Technical School students in English learning.	acceptable

The two assumptions are H1: Students' motivation for learning English positively impacts the current situation of students of National Defense Education College of Shandong Kaiwen Technical School in English learning. H2: Students' sense of identity in English learning positively impacts the interest of Shandong Kaiwen Technical School students in English learning. Through the above descriptive statistical analysis,

correlation analysis, regression analysis, variance analysis, and ANOVA analysis, the requirements of the research purpose are met: 1. It is proved that the motivation of students in learning English affects the interest of students of National Defense Education College of Shandong Kaiwen Technical School in English learning; 2. It is precise that students' identity with English learning impacts the status quo of students of National Defense Education College of Shandong Kaiwen Technical School of student's interest in English learning.



Chapter 5 Conclusion and Recommendation

5.1 Introduction

This paper issued 140 questionnaires and collected 136 questionnaires from the students of the National Defense Education College of Shandong Kevin School for their interest in English learning. Through quantitative analysis and other methods, the following conclusions are drawn:

5.1.1 Motivation influences the National Defense Education College of Shandong Kaiwen Technical School of students' interest in English learning

Motivation is a critical factor in any learning-teaching process. It is the force that influences whether the learner starts performing the task. How much effort they put into learning a particular language, and how long they persist (An et al., 2020). A sample survey was conducted on students' current English learning interests at the National Defense Education College of Shandong Kaiwen Technical School, and relatively detailed data was obtained. The survey results show that students have some understanding of English learning interests, evaluation methods, and other aspects. Students believe that the primary motivation for learning English is interest in learning, which is the most critical factor in English learning. The survey results of students' interest in English learning show that the overall evaluation of students' interest in English learning is relatively high (85.9%). On this basis, students have a particular understanding of their interest in English learning. After analyzing the psychological factors affecting their interest in English learning, students believe that the main psychological factors currently affecting their interest in English are themselves, teachers, and teaching materials.

Student behavior is affected not only by positive forces but also by antagonistic forces, and with sufficient motivation, even the most capable students will be able to achieve long-term goals; neither a suitable curriculum nor good teaching is enough to guarantee student success. Achievement. Research confirms that less motivated students are less likely to succeed in language learning (Getie, 2020). Therefore, not only researchers but also teachers are paying increasing attention to negative motivation, which refers to specific external forces that reduce or weaken the motivational basis for behavioral intention or sustained action, and remotivation, which can be defined as the loss of motivation after the process of restoring motivation, further emphasizing that it is essential for learners to overcome negative motivation and re-motivate themselves by adopting effective strategies. This study aimed to find the levels of student motivation in learning English and the correlation between their interest and motivation to learn English. The results showed high motivation to learn English ($M = 4.01$), and the model passed the F test ($F = 6.968, p = 0.000 < 0.05$), which means that the model construction is meaningful. Thus, it was concluded that they were

highly motivated to learn English.

5.1.2 Learning identity affects the National Defense Education College of Shandong Kaiwen Technical School students' interest in English learning

Through the analysis of a sample questionnaire survey and individual interviews with students at the National Defense Education College of Shandong Kaiwen Technical School, the current extrinsic motivation for learning English among students at the National Defense Education College of Shandong Kaiwen Technical School is more important than intrinsic motivation. Motivation, exam pressure, and teacher's requirements are their main external motivations for learning English.

Identity stability and insecurity themes were seen when examining changes in the sense of identity scale, which is significant at the 0.05 level. Students with good grades, especially those with goals and motivation, will continue to maintain their interest in learning during the English learning process. Those who did not have clear goals, unclear basis for learning, and did not consider the importance of English learning were more distracted at the beginning of the course (experienced more discomfort, anxiety, and confusion in their identities). Therefore, hypothesis 2, Students' sense of identity in English learning positively impacts the interest of Shandong Kevin Technical School students in English learning, is established.

5.1.3 Conclusion

The two hypotheses are: H1: Students' motivation to learn English has a positive impact on students' current English learning status at the National Defense Education College of Shandong Kaiwen Technical School; H2: Students' English learning identity positively affects students' English learning interest in Shandong Kaiwen Technical School. Through the above descriptive statistical analysis, correlation analysis, regression analysis, variance analysis, and variance analysis, the research purpose requirements are met: 1) Prove that students' motivation to learn English affects the interest of national defense students; 2) The current situation of English learning interests of students at the National Defense Education College of Shandong Kaiwen Technical School; 3) It can be seen that students' recognition of English learning affects the current status of students' interest in English learning at the National Defense Education College of Shandong Kaiwen Technical School. It shows that National Defense Education College of Shandong Kaiwen Technical School students are uninterested in learning English.

First, there is a close relationship between student learning motivation, identity, and learning interest. Learning motivation refers to students' intrinsic motivation and desire to participate in learning activities, which can affect students' engagement in learning and learning effectiveness. The correlation analysis in Chapter 4 also clarifies that student identity is students' role and identity in learning, including the definition

and acceptance of their learning abilities and roles. Learning interest is the student's preference and investment in learning content.

Secondly, combined with the literature review in Chapter 2, it is understood that students' learning motivation and identity will affect the stimulation and maintenance of their students' interest in learning. When students have positive learning motivations, such as intrinsic motivation (exploration of knowledge, personal growth, etc.) and extrinsic motivation (obtaining rewards, etc.), they are more likely to be enthusiastic about learning.

Then, it analyzes the psychological factors that affect English learning interest. Chapter 2 of this article explains motivations, interests, and needs. Chapter 3 examines the current situation of students' English learning interests in the National Defense Education College of Shandong Kaiwen Technical School, mainly involving their motivations, interests, and needs for English learning. Motivation and interest are both driving forces that cause human behavior. Learning motivation drives learning activities, stimulates students' interest in education, and forms a solid desire to acquire knowledge, an external manifestation of internal needs. Teachers should correctly treat students' differences and pay attention to and meet students' different needs.

Finally, Chapter 4 analyzes the influencing factors of students' interest in English learning at the National Defense Education College of Shandong Kaiwen Technical School. The study found that teachers and teaching materials are the main factors affecting students' learning interest in English learning. The results of this study also show that student identity will also affect the development and performance of students' interest in education. When students identify and accept their role and identity in education, they are more likely to develop a positive attitude and investment in their interest in education.

In summary, an interactive relationship exists between students' motivation, identity, and learning interests. Positive learning motivation and positive student identity help stimulate and maintain students' interest in learning. In contrast, negative learning motivation and uncertain student identity may hinder the expression and development of students' interest in education. Therefore, educators and students should actively pay attention to and cultivate students' learning motivation and identity to promote active participation and continuous development of their learning interests.

5.2 Recommendation

5.2.1 Create English situations

From the perspective of language teaching, situational context is a crucial factor in English teaching, which directly affects the effectiveness of English teaching. This is because all human activities are carried out in specific situations, and situations act on human senses to produce mental activities. Language is a response to the environment. English teachers should create language practice space for students in teaching and give them sufficient opportunities for language expression, thereby improving their language expression, social language application, and language thinking and analysis abilities (Lee & Lee, 2019). Use competitions: Students at the National Defense Education College of Shandong Kaiwen Technical School are at an age where they like to express themselves. At this age, teachers should seize this and adopt group competitions, such as English speech competitions, vocabulary competitions, Spelling bees, text spelling bees, etc. There are many ways and very difficult so that different levels of enthusiasm for learning can be maximized and everyone has the opportunity to express themselves.

5.2.2 Guide students to "take medicine" to improve learning efficiency

Differences in attribution will affect students' learning motivation and initiative. Appropriate "attribution" can mobilize students' learning motivation, enhance their industry, and guide them to "treat the cause," effectively improve their learning results, and maintain their mentality (Wong & Chapman, 2023). Therefore, in the classroom, we must pay attention to scientific attributions for students and guide them to make accurate attributions for their behaviors and results.

Teachers should guide students to learn positive attribution (Shen & Guo, 2022). To cultivate students' good motivation for English learning activities, it is of great significance to guide students to make correct attributions of learning success or failure, see Table 5-1.

Table 5-1 Guide students to learn positive attribution

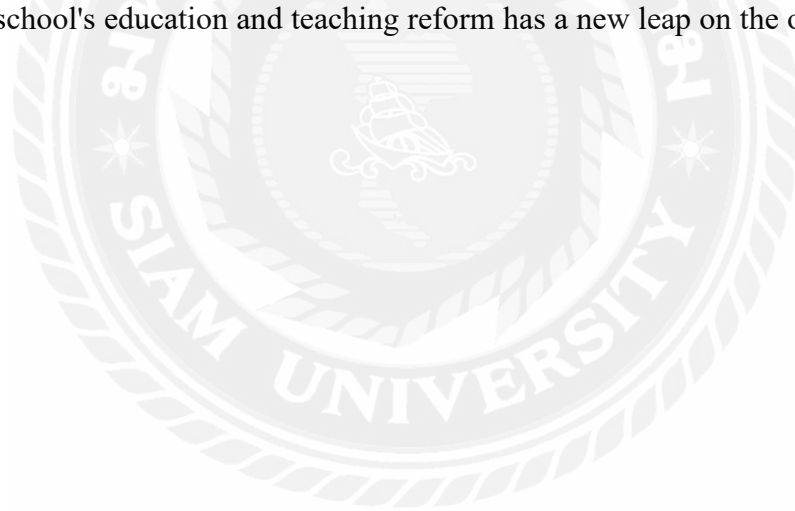
Positive attribution patterns	Success- -high ability- -pride, self-esteem- -increased expectations for success- -is willing to engage in accomplished tasks
	Failure — lack of effort — guilt — relatively enhances high expectations for success — willingness and adherence to accomplished tasks

Teachers at the National Defense Education College of Shandong Kaiwen Technical School should guide students to attribute success to their internal factors so that students can experience a sense of success and ability and further enhance their self-confidence in completing tasks in the future. When students succeed in learning, they can attribute it to an intrinsic, uncertain, and controllable "effort level,"

motivating them to continue to make more efforts in future progress and achieve success. Therefore, students should be guided to focus more on those internal, unstable, and controllable factors. According to the analysis process in Chapter 4, it has been proved that whether it is for top or poor students, it is beneficial to attribute it to internal, stable, and controllable aspects. In this way, top students will not be overly proud. They can continue to study hard to encourage them to continue to succeed, so students with poor grades will not have excessive self-esteem. However, they can also study harder and stimulate learning motivation to strive for future success.

5.3 Further Study

Research results should be carefully summarized and promoted in time. The theoretical and practical results produced in the research process should not be limited to the research group but through open teaching, the compilation of papers, and the introduction of experience so that education and scientific research can be transformed into "productive forces." In future work, we should try to overcome the problems existing in the experiment, consolidate and popularize the experimental results, foster strengths and circumvent weaknesses, and constantly improve the work so that our school's education and teaching reform has a new leap on the original basis.



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Appendix

Dear Madam/Sir,

Hello!

The survey results will only be used for my master's thesis research and will not involve any commercial purposes. Please fill in truthfully according to your own actual situation and feelings. Thank you for your support and help!

Part 1: Personal situation [Single choice question] *

○ 1. What is your gender?

○ Male

○ Female

2. What is your grade [single choice question] *

○ First-year students

○ Second grade students

○ Third grade students

Part 2: English learning situation

3. What is your English level? [Single choice question] *

○ Close to native language

○ Able to express fluently

○ Can only express briefly

○ Not so good

4. Do you think learning English is useful [single choice question] *

○ Very useful

○ Somewhat useful

○ No use

Totally useless

*5. Overall feeling about English [single choice question] *

Very easy

Relatively easy

A bit difficult

It's difficult

*6. Are you satisfied with the current teacher's teaching methods [Single choice question] *

Very satisfied

Alright

General

Not satisfied

*7. What part of English do you think is the most difficult [single choice question] *

Word phrases

Recitation and dictation

Grammar reading

Listening and writing

*8. What is your acceptable way of teaching English [single-choice question] *

Mainly speaking English

Chinese and English combination

Mainly use English

All in Chinese

9. What do you think is the importance of English [single choice question] *

Very important

More important

Not important

It's useless

10. How confident are you in learning English well [single choice question] *

- Confident
- General
- Some confidence
- No confidence

11. Do you usually take the initiative to learn English? [Single choice question] *

- Often
- Sometimes
- Rarely
- Never

12. How do you feel when learning English? [Single choice question] *

- very happy
- Relatively happy
- No feeling
- Pain

13. If the school offered the most basic English courses, would you be interested in learning English from scratch? [Single-choice question] *

- Very interested
- Interested
- No need
- Not interested
- No feeling

14. What are your expectations for your English proficiency (multiple choices available) [Multiple choice questions] *

- Get high marks in exams
- Able to communicate fluently in English
- No need
- Almost enough
- It doesn't matter

15. Will you set a goal for your English learning and then work towards it?

[Single-choice question] *

- Every time
- Sometimes
- Rarely
- Never

16. What is your main source of motivation for learning English (multiple choices available) [Multiple choice questions] *

- Get good grades in exams
- Obtain/avoid praise/punishment from parents and teachers
- English is interesting
- To go abroad or find a good job in the future
- The teacher often encourages me
- I want to watch English movies, read novels online, etc.
- Everyone is learning English
- I like English teacher
- Others

17. The main reason why I learn English well is (multiple choices available) [Multiple choice questions] *

- The teacher teaches well and creates a relaxed and pleasant atmosphere
- Our English teacher is good, I like him
- Parents and teachers attach great importance to
- I spent a lot of time and energy
- Others

18. The main reason why I don't learn English well is (multiple choices available)

[Multiple choice questions] *

- English class is boring and not interesting
- I am lazy
- Lack of environment for using English
- Lack of good learning methods
- Others

Part 3: Motivation and identity for learning English

Please answer the following questions by placing a check mark (✓) in the appropriate box according to your level of agreement: 1=Strongly disagree; 2=Disagree; 3=Neither agree nor agree; 4=Agree; 5= Strongly agree.

I learn English because I am interested in people in English-speaking countries and their culture.[\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I like language learning and I like the language itself.[\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My interest in English songs, movies and literature has given me a great interest in

English. [\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I learn English because I can get good grades in my study. [\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I learned English in order to eventually emigrate. [\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I studied English to obtain a university diploma. [\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

with a learning identity see themselves as learners, seek and engage life experiences with a learning attitude and believe in their ability to learn. [\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I learn English because it is a very useful communication tool in today's society.[\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I learn English in order to better learn my own professional courses.[\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

If I learn English well, I can only find a good job in the future.[\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

consent					
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I learn English to understand the economic and technological development of other countries around the world. [\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I learn English in order to go abroad to find a better education and job opportunity. [\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I learn English in order to go abroad to experience the culture of English-speaking countries.[\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I learn English because my school / parents want me to learn it.[\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My motivation to learn English largely depends on the quality of my English classes
[matrix multiple choice]

Title? Options	1	2	3	4	5
----------------	---	---	---	---	---

Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Speaking fluent English is a symbol of education and cultivation. [\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

My motivation to learn English largely depends on my academic performance. [\[Matrix single choice\]](#)

Title? Options	1	2	3	4	5
Very agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare consent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
indeterminacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compare disagree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

I don't agree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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36. What is the main reason that affects your interest in learning English? [Single choice question] *

- The teacher's teaching method
- Textbook content
- Test results
- Future employment
- Learning atmosphere
- Others

37. How do you like to learn English? [Single choice question] *

- Often listen to English songs and watch English movies
- I often play some English games
- English drama performance
- Teacher-student interaction arranges students to participate in answering questions
- Write your own English diary, composition, etc.
- Teachers teach flexibly

Thanks!