Research on the Influence of English Learning Motivation on Learning Transfer and Writing Strategies of Junior Middle School Students

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Abstract. Students in China are at a crucial stage of their English learning during their Junior middle school years, which means the appropriate cultivation of their English learning motivation is necessary. As is proved in many studies, English learning motivation of junior middle school students has a great influence on some non-intellectual factors that directly or indirectly determine their learning performance, including learning transfer and writing strategies. The purpose of this research is to explore the impact of English learning motivation on junior middle school students' learning transfer and writing strategies through a questionnaire survey. The research found that there is a certain relationship between English learning motivation, learning transfer and writing strategies, and its results show that junior high school students' English learning motivation has a significant impact on their learning transfer and writing strategies, showing a positive correlation. This study provides empirical support for understanding the influence of junior high school students' English learning motivation on their language ability development and provides theoretical guidance for teaching practice.

Keywords: English learning motivation, Learning transfer, Writing strategy

1 INTRODUCTION

Motivation plays an essential role in learning English as a foreign language[1]. Studies have shown that Chinese high school students had the highest level of English learning motivation, while junior high school students were the least motivated[2]. Both intrinsic motivation and extrinsic motivation have a positive relationship with learning outcomes in blended learning[3]. Some studies also found that the learning motivation of high-stratified students is stronger than that of low-stratified students, and the performance is much more stable[4]. Learning transfer refers to the phenomenon that one learning outcome facilitates or interferes with another[5]. Positive learning transfer can help students master new knowledge and optimize their cognitive structure, while negative learning transfer will affect the efficiency and effectiveness of students in new

learning activities[6]. Besides, as an important form of output of learning transfer, writing is an important skill that reflects students' ability of language application and thinking quality. The English Curriculum Standards for Compulsory Education (2022 edition) points out that the academic quality standards for grade 3 (grades 7 to 9) require students to effectively use language skills and learning strategies such as listening, speaking, reading, watching, and writing[7]. Among them, writing strategies for second language writing strategies are essential for successful learning outcomes in courses with a substantial writing component[8]. Because of that, the influence of factors in emotional fields such as motivation, self-esteem, inhibition, empathy, and anxiety on writing strategies has attracted more and more research attention [9].

Taking 92 students in the eighth grade of a middle school in Wenzhou as the research object, this paper intends to explore the influence of junior high school students' English learning motivation on their learning transfer and writing strategies through a questionnaire survey, so as to help teachers and parents better guide students to form English learning motivation, strengthen learning transfer and use writing strategies.

2   RESEARCH DESIGN

2.1   Research Tools

The questionnaires used include the questionnaire on Junior High School students' English learning motivation, the current situation of junior middle school students' English learning transfer, and English writing strategies for junior high school students. They refer to Sun Yao et al. 's experience in investigating junior high school students' English learning motivation[10], Zhu Yuhong et al.'s framework for investigating the current situation of English learning transfer of vocational college students[11], and Li Ping's research on the classification of learners' writing strategies[12]. The valid questionnaires are analyzed by SPSS 26.0 using descriptive statistics and Pearson correlation analysis, to explore the correlation between English learning motivation, English learning transfer, and writing strategies, and reveal the specific influence mechanism of learning motivation on English learning transfer and writing strategies.

2.2   Reliability and Validity Test of the Questionnaire

The questionnaire on Junior High School students' English learning motivation contains 25 items, including four sub-dimensions: intrinsic interest motivation, personal development motivation, going abroad motivation, and motivation intensity. Each item was scored on a five-level Likert scale, reflecting students' different degrees of identification with motivation. According to the test results, the internal consistency coefficient of the questionnaire is 0.837, and the consistency coefficient of each sub-dimension is 0.779 to 0.802, respectively.

The questionnaire on the current situation of junior middle school students' English learning transfer includes 20 items, covering three dimensions: emotional attitude, cognitive structure, and transfer consciousness. The five-level Likert scale is also used to

reflect students' transfer of knowledge and strategies to new situations in language learning. It is verified that the overall internal consistency coefficient of the questionnaire is 0.805, and the consistency coefficient of each sub-dimension is 0.702 to 0.789.

The questionnaire on English writing strategies for junior high school students covers 47 items, which are divided into six subscales: conceiving organizational strategies, language means strategies, remedial strategies, resource management strategies, social/emotional strategies, and dictionary searching strategies. The questionnaire also adopts a five-level Likert scale to reflect students' use of different strategies in the writing process. After exploratory factor analysis, the questionnaire showed a high coefficient of internal consistency (overall 0.819, each factor 0.722 to 0.803).

2.3   Questionnaire Delivery and Retrieval

The research conducted a questionnaire survey in mid-May 2024. With the assistance of teachers, 92 questionnaires were distributed and 91 were successfully recovered, of which 85 were valid, with an effective recovery rate of 92.3%.

3   RESULTS AND DISCUSSION

3.1   Analysis of the Influence of English Learning Motivation on Junior Middle School Students' English Learning Transfer

To further understand the impact of junior middle school students' English learning motivation on learning transfer, this study uses the Pearson correlation coefficient index to analyze the correlation between three types of learning motivation, motivation intensity, and three dimensions of learning transfer.

Table 1. The correlative analysis results of English learning motivation and learning transfer

		Cognitive Structure Status	Transferring Awareness	Emotional Attitude
Intrinsic interest motivation	r	$.465^{**}$	$.549^{**}$	$.639^{**}$
Personal development Motivation	r	$.614^{**}$	$.591^{**}$	$.598^{**}$
Going abroad motivation	r	$.315^{**}$	$.319^{**}$	$.238^{**}$
Motivation intensity	r	$.596^{**}$	$.635^{**}$	$.628^{**}$

** Correlation is significant at the 0．01 level   (2-tailed)

* Correlation is significant at the 0．05 level   (2-tailed)

The data in Table1 showed that motivation intensity (r=0.635) and personal development motivation (r=0.591) had a strong positive correlation with the consciousness of learning transfer, followed by intrinsic interest motivation (r=0.549), and the correlation between going abroad motivation was relatively weak. This shows that the degree to which students pay attention to their personal development and career goals, as well as their degree of engagement in learning, significantly affects their awareness of the

transfer and application of English in different contexts. Personal development motiva-tion may drive students to explore and apply English knowledge more actively, while high motivation intensity may reflect students' long-term learning willingness and ef-fort level. All these factors contribute to the formation and development of learning transfer awareness.

In terms of cognitive structure, personal development motivation (r=0.614) and mo-tivation intensity (r=0.596) also showed a high correlation, followed by intrinsic inter-est motivation (r=0.465), and the correlation of going abroad motivation (r=0.315) was still low. This shows that students' expectations for their future development and their overall commitment to learning have a positive impact on their in-depth understanding of English language structure, grammar, and vocabulary mastery. Students with high motivation levels are more inclined to actively construct knowledge structures and in-crease the depth of language understanding through active cognitive processing. This deep learning process helps students to better understand and use English, which in turn promotes learning transfer.

The analysis reveals that junior middle school students' English learning motivation positively impacts learning transfer awareness and cognitive structure. Highly moti-vated students are more likely to apply their English knowledge in various contexts and actively seek practice opportunities, enhancing their language skills transfer. This learn-ing style boosts confidence and flexibility in practical application, improving language proficiency and communication effectiveness. The strong correlation between English learning motivation and learning transfer underscores motivation as a crucial factor in facilitating learning transfer. Teachers and parents should actively and appropriately foster students' learning motivation, especially personal development motivation, and intrinsic interest motivation, and develop their emotional and cognitive abilities to sup-port the realization of learning transfer.

3.2   Analysis of the Influence of English Learning Motivation on Junior Middle School Students' English Writing Strategies

Similarly, using the Pearson correlation coefficient index, the research analyzes the correlation between three types of learning motivation and motivation intensity and six types of English writing strategies. As shown in Table 2, the three types of English learning motivation and motivation intensity are positively correlated with the six types of English writing strategies of junior middle school students.

Table 2. Results of correlation analysis between English learning motivation and writing strate-gies

		organiza-tional-con-ceiving strategies	Linguis-tic strat-egies	Remedial strategies	Resource manage-ment strategies	Social/emo-tional strat-egies	dictionary lookup strategies
Intrinsic interest motivation	r	.566**	.512**	.282**	.596**	.332**	.337**

Personal development motivation	r	.613**	.502**	.309**	.583**	.077	.206**
Going abroad motivation	r	.320**	.589**	.129*	.318**	.132*	.312**
Motivation intensity	r	.442**	.609**	.402**	.457**	.245**	.340**

** Correlation is significant at the 0. 01 level (2-tailed)

* Correlation is significant at the 0. 05 level (2-tailed)

The data indicates a strong positive correlation between personal development motivation (r=0.613) and intrinsic interest motivation (r=0.566) with organizational strategy, suggesting that intrinsically motivated students are more inclined to plan their writing effectively to enhance logic and organization. The correlation for going abroad motivation (r=0.320) is weaker, while motivation intensity (r=0.442) reflects a medium level. In terms of linguistic strategies, the correlation is higher for going abroad motivation (r=0.589) and motivation intensity (r=0.609), followed by personal development motivation (r=0.502) and intrinsic interest motivation (r=0.512). This highlights the importance of international communication desires and motivation intensity in influencing students' choices of language expressions.

Remedial and resource management strategies display lower average correlations, apart from intrinsic interest motivation and personal development motivation (r=0.596 and r=0.583), which dominate in fostering resource management strategies. The low correlation between social/emotional strategies and dictionary searching strategies suggests limitations in language input for students compared to those in higher grades and indicates insufficient exposure to diverse learning materials besides textbooks. Additionally, writing contexts are rarely incorporated into teaching practices. Overall, junior high school students' English learning motivation positively impacts their writing strategies. Higher motivation levels lead to more effective utilization of various strategies, enhancing writing quality and efficiency. Therefore, encouraging students' personal development and interest in English is an effective method to enhance their writing strategies and efficiency, so as to improve their English writing.

4　　CONCLUSION AND ENLIGHTENMENT

Personal development motivation and motivation intensity have significant positive effects on the awareness of learning transfer and a variety of writing strategies, reflecting that students with high motivation levels are more inclined to actively apply what they have learned in different situations and use positive strategies in writing. For practical teaching suggestions, English teachers can offer personalized motivation guidance, provide practical application opportunities, strengthen strategy training and feedback support, and continuously pay attention to motivation changes, so that the students' intrinsic interest motivation and personal development motivation may be enhanced. These measures can not only help students achieve better academic achievements in language

learning but also cultivate their ability in problem-solving and innovative thinking, laying a solid foundation for their future learning and career.

Nevertheless, this study also has some shortcomings: First, the questionnaire design is based on the conceptual framework to some extent, but the matching degree between the topic setting and the survey content may be insufficient, which fails to fully cover all relevant aspects; Second, the breadth of the sample is limited, and it is difficult to fully reflect the overall actual situation and diversity of junior middle school; Third, this study is a horizontal study, which fails to capture the dynamic influence and change of junior high school students' English learning motivation on their learning transfer and writing strategies in time, and fails to provide a longitudinal in-depth research perspective.

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