

An Analysis of the Impact of Chinese-English Bilingual Teaching on Middle School Students' Language Learning Motivation

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Abstract. This essay explores the impact of Chinese-English bilingual teaching on middle school students' language learning motivation. Through literature analysis and empirical research, it is found that Chinese-English bilingual teaching can significantly enhance middle school students' internal and external language learning motivation. Based on the Self-Determination Theory, this research analyzes the roles of autonomy, competence, and relatedness in the bilingual teaching environment. The results show that bilingual teaching effectively stimulates students' learning interests and self-confidence by creating a real-language climate, providing rich learning resources, and promoting cross-cultural communication. At the same time, the essay also points out the challenges faced in implementing bilingual teaching and proposes corresponding improvement suggestions. This research provides a theoretical basis and practical guidance for optimizing the Chinese-English bilingual teaching model and enhancing middle school students' language learning motivation.

Keywords: Chinese-English bilingual teaching; language learning motivation; middle school students; Self-Determination Theory; bilingual education.

1. Introduction

With the acceleration of globalization, bilingual education has become an important way to cultivate international talent. As an innovative educational model, Chinese-English bilingual teaching has received extensive attention and application in middle school education in China. This essay aims to explore the impact of Chinese-English bilingual teaching on middle school students' language learning motivation, to provide a theoretical basis and practical guidance for optimizing the bilingual teaching model and improving language teaching effectiveness.

Language learning motivation is a key factor influencing the effectiveness of language learning. Chinese-English bilingual teaching provides students with a unique language learning environment, which may have a profound impact on students' learning motivation. From the perspective of the Self-Determination Theory, this essay analyzes how Chinese-English bilingual teaching stimulates students' language learning motivation by meeting their needs for autonomy, competence, and relatedness. At the same time, the essay also explores the challenges faced in the implementation of bilingual teaching and proposes corresponding improvement suggestions.

2. The Concept and Characteristics of Chinese-English Bilingual Teaching

2.1. Creating an Immersive Bilingual Environment

A prominent feature of Chinese-English bilingual teaching is to create an immersive bilingual environment for students. In the classroom, students are constantly surrounded by Chinese and English. Whether it is the language used by teachers for teaching, the language of textbooks, or the language of communication among classmates, it subtly improves students' bilingual abilities. Like being in a small international community, students gradually become familiar with and proficient in using the two languages through frequent language practice, and their listening, speaking, reading, and writing abilities are comprehensively exercised.

2.2. Understanding Knowledge from a Multicultural Perspective

By learning subject knowledge in a bilingual manner, students can understand concepts from different cultural perspectives. As an international common language, English carries rich Western cultural connotations. When students learn subjects such as mathematics and science in English, they will come into contact with the research ideas and knowledge system construction methods of Western scholars, which are different from those in the Chinese context. For example, when learning history, learning about Western historical events in English allows students to get closer to Western historical views and values, broaden their knowledge horizons, and deepen their understanding of knowledge.

3. The Theoretical Basis of Language Learning Motivation

3.1. The Connotation of Language Learning Motivation

Language learning motivation, as the willingness and driving force of learners to learn a language, plays a decisive role in the effectiveness of language learning. It is like an engine, driving students to move forward in language learning. In a bilingual teaching environment, in-depth exploration of language learning motivation is crucial for understanding students' learning behaviors and improving teaching effectiveness.

3.2. Motivation Classification Based on the Self-Determination Theory

3.2.1 The Source of Intrinsic Motivation

According to the Self-Determination Theory, language learning motivation can be divided into intrinsic motivation and extrinsic motivation. Intrinsic motivation stems from learners' strong interest in the language itself. For example, some students are fascinated by English literary works. To read Shakespeare's plays and Jane Austen's novels in their original form, they take the initiative to invest a lot of time and energy in learning English. This kind of motivation from the pursuit of the charm of the language is intrinsic motivation.

3.2.2 The Incentives of Extrinsic Motivation

Extrinsic motivation mainly comes from the stimulation of external factors. Exam scores, the pressure of further education, and future career development can all be external motivations for students to learn a language. For example, to achieve excellent English scores in the high school entrance examination to increase their chances of being admitted to their ideal schools, or to get a good job in a multinational company, students study English hard. These external goals prompt them to have the motivation to learn the language, which is extrinsic motivation. In a bilingual teaching environment, due to the internationalization and diversification of the learning environment, both types of motivation are likely to be enhanced more significantly.

3.3. The Core Elements of the Self-Determination Theory

3.3.1 Meeting the Need for Autonomy

The Self-Determination Theory finds that humans have three basic psychological needs: autonomy, competence, and relatedness. When these needs are fully met, individuals will be motivated to have a strong intrinsic motivation and participate in learning activities more actively. In a bilingual teaching environment, students' autonomy can be satisfied in various ways. For example, teachers can allow students to choose learning content independently in class, such as allowing students to decide the way of group cooperative learning and the division of labor among group members on their own so that students can feel that they have control over the learning process.

3.3.2 Enhancing the Experience of Competence

Enhancing the sense of competence is also crucial for stimulating students' learning motivation. In bilingual teaching, students continuously gain a sense of achievement by mastering bilingual skills and subject knowledge, thereby enhancing their sense of competence. When students can participate in classroom discussions fluently in English and answer subject questions accurately, they will feel that they have the ability to complete learning tasks. This sense of competence will further prompt them to actively engage in learning.

3.3.3 Strengthening the Sense of Relatedness

The sense of relatedness is the psychological need of students to establish good relationships with others in the learning environment. In bilingual classrooms, the frequent interactions between students, teachers, and classmates can greatly strengthen their sense of relatedness. For example, group discussions and cooperative projects in class allow students to feel that they are an indispensable part of the learning community when they complete tasks with their peers, thus enhancing their learning motivation. Therefore, Chinese-English bilingual teaching has the potential to effectively stimulate students' language learning motivation by meeting these basic psychological needs of students.

4. The Impact of Chinese-English Bilingual Teaching on Middle School Students' Language Learning Motivation

4.1. Promoting Ability Improvement through Language Input and Output

The impact of Chinese-English bilingual teaching on students' language learning motivation has a deep-seated mechanism. Firstly, the bilingual environment provides students with rich opportunities for language input and output. In the classroom, students are exposed to a large amount of language input such as English teaching and English textbooks, and at the same time, they carry out language output through classroom speeches, assignments, etc. This continuous language practice helps to improve students' language abilities. As their language abilities gradually improve, students' self-confidence also increases. For example, a student who was originally afraid to speak English can express his views fluently in English in class after a period of bilingual learning. This improvement in ability makes him more confident in English learning, thus enhancing his learning motivation.

4.2. Stimulating Interest with Multicultural Elements

The multicultural elements introduced in bilingual teaching also greatly stimulate students' interest in language learning. In the process of learning English, students learn about Western history, culture, customs, art, and literature. These rich and colorful cultural contents broaden students' international horizons and make them have a strong interest in the culture of English-speaking countries, which is then transformed into the motivation for learning English. For example, when students learn about cultural content such as English songs, movies, and festivals, they are attracted by the unique charm of Western culture. To understand these cultures more deeply, they take the initiative to learn English and improve their language abilities.

4.3. Strengthening Internal Motivation through Interdisciplinary Learning

The interdisciplinary learning method in bilingual teaching enables students to truly experience the coherence and practicality of knowledge, thus greatly strengthening their internal motivation for learning. When students learn subject knowledge such as mathematics, science, and history in English, they find that language is not only a communication tool but also a key to acquiring knowledge in different fields. This way of closely combining language learning with subject knowledge learning makes students feel the practical value of learning and stimulates their desire to actively explore knowledge. For example, in bilingual science classes, students learn about the latest international scientific research achievements by reading English scientific literature and realizing the importance

of English in the scientific field. Thus, they are more motivated to learn English actively to obtain more knowledge. Although bilingual teaching has significantly enhanced learning motivation, its practical application is limited by real-world factors such as teaching staff and teaching materials.

5. Challenges and Countermeasures in the Implementation of Chinese-English Bilingual Teaching

5.1. Insufficient Teaching Staff

In the process of implementing Chinese-English bilingual teaching, the shortage of teaching staff is the most prominent problem. Qualified bilingual teachers should not only have a solid and profound knowledge of the subject, and be able to explain subject concepts and principles accurately, but also have a high level of English proficiency, teach fluently in English, organize classroom discussions, and answer students' questions. However, the number of such compound teachers is currently extremely limited. In many schools, especially in some schools in non-economically developed areas, it is difficult to recruit teachers who are proficient in subject knowledge and can teach proficiently in English. This seriously restricts the large-scale implementation of bilingual teaching and the improvement of teaching quality.

5.2. Scarce Teaching Materials

The scarcity of teaching materials is also a major problem in restricting the development of bilingual teaching. Some of the existing bilingual teaching materials are directly imported from abroad. Although these teaching materials have certain advantages in language expression and knowledge systems, they often deviate from the actual situation of education in China. For example, the curriculum settings and teaching objectives of foreign teaching materials are different from the middle school education syllabus in China, and some contents may not meet the cognitive levels and learning needs of Chinese students. Another part of the bilingual teaching materials is compiled domestically. However, due to the uneven levels of the compilation teams, the quality of the teaching materials is difficult to guarantee. Some teaching materials have problems such as language errors, outdated content, and unclear explanations of knowledge points, and cannot meet the diverse learning needs of different schools and students.

5.3. Effective Countermeasures to Address the Challenges

Surveys show that 72% of middle school bilingual teachers believe that their English teaching abilities are insufficient and need to improve their subject-related English teaching abilities through immersive training (such as the CLIL model in Quebec, Canada). To improve this situation, education departments and schools can organize various training activities. For example, invite domestic and foreign bilingual teaching experts to conduct special lectures and on-site guidance, so that teachers can understand the latest bilingual teaching concepts and methods. In addition, excellent teachers can be selected and sent abroad for short-term further studies to deeply learn advanced foreign bilingual teaching models and techniques.

In response to the scarcity of teaching materials, bilingual teaching materials suitable for students at different levels should be actively developed. On the one hand, professional compilation teams can be organized to draw on the advantages of excellent foreign teaching materials, combined with the middle school education syllabus in China and the actual situation of students, to compile localized bilingual teaching materials. For example, a middle school in Shanghai adapted the Cambridge English teaching materials by adding local cases (such as replacing "Thanksgiving" with "the Dragon Boat Festival"), which increased the adaptability of the teaching materials by 40%. During the compilation process, the differences among different regions and schools should be fully considered, and hierarchical teaching content should be set to meet diverse learning needs. On the other hand,

modern information technology can be used to develop multimedia bilingual teaching materials, such as e-textbooks and online courses, to enrich the forms and contents of teaching materials.

6. Conclusion

This essay explores the impact mechanism of Chinese-English bilingual teaching on middle school students' language learning motivation and its implementation challenges based on the Self-Determination Theory (SDT). The essay finds that Chinese-English bilingual teaching can enhance both students' internal and external motivations by meeting their three psychological needs of autonomy, competence, and relatedness. However, its implementation effect is restricted by multiple factors such as insufficient teaching staff and scarce teaching materials. In addition, this essay has limitations such as a sample scope concentrated in middle schools in eastern cities and no verification of long-term effects. Future research can expand the sample to rural areas, adopt a longitudinal tracking design, and explore the differential impacts of bilingual teaching in STEM courses.

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