

Teaching scenario creation for language learning motivation: a study of the mediating role of learning interest

Dongni Liao

Henan Institute of Science and Technology, Xinxiang, Henan, China, 453003

ABSTRACT

With the advancement of educational reform, teaching context creation has become an important means of promoting students' learning motivation in language teaching. This study aims to explore the role of teaching context creation on language learning motivation, especially the mediating effect of learning interest in it. First, the study analyzed the direct effect of contextualization on students' motivation and found that contextualization significantly stimulated students' motivation. Second, the study further explored the mediating role of learning interest in this process, confirming that learning interest is the key bridge between context creation and learning motivation. Finally, through the analysis of mediating effects, the transfer mechanism of learning interest between context creation and learning motivation was revealed. The study provides a new perspective on language teaching, emphasizing the enhancement of students' motivation and interest in learning through targeted context creation.

KEYWORDS

pedagogical scenario creation; language learning motivation; learning interest; mediating role

1 Introduction

With the deepening of educational reform, especially under the impetus of the new round of basic education curriculum reform, the cultivation of students' comprehensive ability, especially their ability to learn actively and think creatively, has become the core objective of education. In language teaching, the diversification of teachers' teaching methods and means has increasingly become the focus of research. In recent years, the creation of teaching contexts has received widespread attention as an effective teaching tool. Teaching context creation is not only to provide students with a vivid learning environment, but more importantly, to stimulate students' motivation and enhance their interest in learning through the context. However, at present, in the language classroom of primary and junior high school, many teachers' understanding of context creation remains on the surface, lacking sufficient theoretical support and practical guidance, resulting in its limited effectiveness in practical application. At the policy level, in recent years, China's education sector has issued documents such as the "Outline of the National Medium- and Long-Term Education Reform and Development Plan (2010-2020)" and the "Experimental Program for Compulsory Education Curriculum Setting", which explicitly mention the need to strengthen quality education and promote the improvement of the overall quality of students, with a special emphasis on focusing on the cultivation of students' emotional attitudes and values. Language teaching, as an important element of basic education, aims to develop students' language expression skills, reading comprehension skills and cultural literacy.

2 Teaching scenario creation for language learning motivation: the mediating role of learning interest

This study aims to explore the role of teaching scenario creation on language learning motivation, especially the mediating effect of learning interest in it. Through questionnaires, classroom observations and interviews, the study collected data from students in different schools and grades to analyze how the way teaching scenarios are created affects students' motivation to learn and to explore the mediating effect of learning interest in it.

2.1 Impact of teaching scenarios on motivation to learn languages

Creating engaging contexts in teaching not only increases student engagement, but also has a direct impact on student motivation.

Table 1 The effect of different context creation on students' motivation to learn

Types of Teaching Context Creation	Student Motivation to Learn Score (mean)	Proportion with high motivation to learn (score >4)	Proportion with low motivation to learn (score <3)
Context creation is clear and interesting	4.3	72%	12%
Unclear and monotonous context creation	3.5	48%	32%
non-contextualized	3.1	30%	40%

According to the data in Table 1, the more attractive the context creation, the higher the students' motivation score. Clear and interesting teaching context creation can stimulate students' interest and then increase their learning motivation. This shows that the creation of teaching contexts directly affects the motivation of students, especially when the design of the contexts matches the students' life experience and interests, the students' motivation will be more positive.

2.2 The mediating role of learning interests in the creation of teaching situations

Learning interest plays a crucial mediating role in the role of teaching context creation on learning motivation.

Table 2 The effect of context creation on students' interest in learning

Types of Teaching Context Creation	Student Interest in Learning Score (mean)	Proportion of students with high interest (score >4)	Proportion of students with low interest (score <3)
Context creation is clear and interesting	4.1	70%	15%
Unclear and monotonous context creation	3.4	45%	35%
non-contextualized	3.0	28%	42%

As can be seen from Table 2, context creation has a significant effect on students' learning interest, especially clear and interesting context creation can make students' learning interest increase greatly. As an important part of learning motivation, interest is the core of students' active participation in learning and maintaining learning motivation. Specifically, contextualization increases students' interest in language subjects by guiding them into roles, stimulating their imagination, and relating them to real life.

2.3 Analysis of the mediating effect of interest in learning

To further validate the mediating effect of learning interest between teaching context creation and learning motivation, this study was analyzed using structural equation modeling (SEM). The results showed that context creation had a significant effect on learning motivation, in which learning interest played a fully mediating role.

Table 3 Analysis of the mediating effect of learning interest between context creation and learning motivation

trails	Standardized path factor	account for
Contextualization → Interest in Learning	0.75	Contextualization significantly promotes students' interest in learning.
Interest in learning → Motivation to learn	0.82	Interest in learning significantly motivates students.
Contextualization → Learning Motivation	0.18	Context creation has less of a direct effect on motivation to learn.

According to the data in Table 3, context creation influences the formation of learning motivation by stimulating students' interest in learning. Although the direct effect of context creation on motivation is small, the effect of context creation on students' motivation is amplified through the mediating effect of learning interest. This result suggests that enhancing students' interest in learning should be the main goal of teachers in designing contexts in teaching, and this process can effectively promote students' motivation.

3 Analysis of issues

3.1 Shortcomings in the creation of teaching contexts and obstacles to implementation

First of all, some teachers' understanding of context creation still remains at the level of formalization, lacking real innovation and depth of thinking. Specifically, the creation of contexts often stays in a single situation simulation or examples in textbooks, and lacks close integration with students' real life and emotional experience. For students in the lower grades, their emotional and cognitive development is different from that of students in the upper grades, so the creation of teaching contexts should be more targeted and interesting. However, due to teachers' lack of experience in context design for students of different age groups, many classroom contexts seem boring, making it difficult to stimulate students' interest in learning. Secondly, there are time and resource constraints in the implementation of context creation. In many classrooms, teachers have to fulfill fixed teaching tasks and objectives, which makes context creation often regarded as a dispensable additional content.

3.2 General low motivation of students to learn

Learning motivation has always been an important factor affecting students' learning effect, and in the current

elementary school language teaching, many students' learning motivation shows a low state, which is closely related to the lack of teaching context creation. First of all, in the current elementary school language teaching, many students lack intrinsic interest and enthusiasm for learning, and regard learning more as a task than enjoyment. This externally driven learning mode makes students in the classroom in the "passive acceptance" state, lack of active thinking and active exploration of the motivation. This low motivation phenomenon not only affects students' classroom performance, but also may lead to students' long-term boredom with the language subject, which further affects the cultivation of their comprehensive language ability. Secondly, the low motivation of students' learning is also closely related to the traditional teaching mode. In the traditional teaching mode, the teacher's explanation is dominant and students are in the passive role of receiving knowledge. Teachers mostly focus on the explanation of knowledge points, but lack effective interaction and participation.

3.3 Neglect of learning interests and lack of relevance

In primary school students' language learning, interest is an important factor in stimulating learning motivation. However, in current language teaching, the stimulation of interest is often neglected, and the interests and needs of different groups of students are not adequately targeted. Many teachers still rely too much on the content of the textbook itself to teach, and do not adjust their teaching methods according to students' interests and needs. Research has shown that students' interest in language learning comes from the life-like, emotional and interesting nature of the text, but this is not fully reflected in most classrooms. The content of many texts is too boring, and the teaching form is single, so it is difficult for students to find the fun of learning, which in turn creates negative emotions towards the language subject.

4 Exploring countermeasures

4.1 Redefining and deepening the design concepts of teaching contexts

Contextual design should pay more attention to students' emotional and cognitive experiences in the learning process. For example, for lower grades students, learning contexts close to their daily lives can be constructed through common scenes in their lives, such as home and school, to stimulate their curiosity and sense of participation. For upper grades students, the design of teaching contexts can be more integrated into real-world problem solving and diversified thinking training. The creation of contexts should break through the framework of traditional teaching materials and closely integrate students' learning with life experiences and social practices, avoiding mere "gamification" or "entertainment", so that the contexts themselves become the starting point for learning and thinking. Teachers should continuously adjust and optimize the teaching context through continuous reflection and accumulation of practice. Contextual design is not just a static process, but a dynamic adjustment process. Teachers should flexibly adjust the content of the context and teaching strategies based on students' feedback, classroom effects and learning progress.

4.2 Strengthening the endogenous stimulation of students' learning motivation

On the one hand, teachers can enhance students' sense of participation and decision-making by providing space for independent choice. For example, teachers can provide students with different learning tasks or reading materials according to the teaching content and let them choose the parts they are interested in for in-depth learning. This kind of independent choice not only enhances students' initiative, but also gives them a greater sense of responsibility and satisfaction for their own learning process and outcomes. On the other hand, teachers can reinforce students' motivation to learn by stimulating their achievement motivation. Teaching can be done by setting appropriate challenging tasks so that students can experience a sense of achievement in solving problems and gradually overcoming them. Such challenging tasks should be meaningful and able to stimulate students to explore and solve practical problems, rather than simply practicing knowledge points. Teachers should also focus on the psychological development of students, especially the emotional guidance of students in the lower grades. By creating a warm and supportive learning environment, they can enhance students' sense of belonging and identity and help them develop a positive learning mindset. When students feel the care and support of their teachers, they will be more willing to actively engage in learning, thus stimulating their learning motivation.

4.3 Promoting the diversification and individualization of students' interests

First of all, teachers should try to avoid uniform teaching methods in the classroom and try to design hierarchical teaching contents according to students' interests and learning characteristics. For example, for students who are more interested in literature, activities can be designed to read classic literary works and analyze characters; while for other

students, diversified materials such as modern poems or movie clips can be used to stimulate their interest in language arts. In addition, students' interests change rapidly, and teachers should regularly learn about the direction of their interests through observation and communication with students, and adjust the classroom content according to these changes in a timely manner. Secondly, teachers can arouse students' interest through interdisciplinary approaches, especially by introducing elements from other disciplines in language teaching. For example, they can combine language reading with scientific knowledge and historical stories, and design some interdisciplinary project-based learning to help students combine their language knowledge with the diversified contents of the real world and enhance their interest. At the same time, teachers can also combine the current hotspots of students' interests, such as Internet culture and social news, to design language activities related to them and promote students' deep participation in language learning.

5 Reach a verdict

The main results of this study indicate that teaching context creation has a significant role in motivating language learning, in which learning interest plays a key mediating role. Specifically, contextualization enhances students' motivation by increasing their affective involvement and cognitive engagement, while interest in learning is the core driver of this process. Through empirical analysis, the study reveals that context creation not only directly improves students' learning motivation, but also stimulates students' interest, thus forming a long-term mechanism for maintaining learning motivation.

References

- [1] Liu Z. A test study on the cultivation and stimulation of students' learning motivation in middle school language classroom teaching [D]. Minnan Normal University.2017.
- [2] Wei Hongbo. Research on Strategies to Stimulate Students' Motivation in Chemistry Learning through Problem Situation Creation [D]. Normal University.2005.
- [3] Yang Guang. Exploration of Learning Motivation Ideas and the Use of Language Teaching [D]. Chongqing Normal University.2005.
- [4] Zhao Fan. Survey and analysis of high school students' motivation in language learning [D] Liaoning Normal University. 2007.
- [5] Yuan Caidong. Research on the creation of high school politics teaching context oriented by deep learning [D]. Fujian Normal University.2021.
- [6] Luo Shuxin. Factors affecting students' motivation for independent language learning[J]. China Education Research Forum, 2010(7).