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Using the GRA Methodology English learning and Motivation

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Abstract

English learning and Motivation. English learning and motivation acts as the key motivator for beginning acquisition and as the engine that keeps the protracted and frequently challenging learning process going. According to Tony when people decide to pursue anything, their answers determine how hard they will work at it and how long they will be willing to stick at it. Motivation is the direction and breadth of human conduct. All non-English speaking college students in China are required to take English. Motivation is explored as a factor in various approaches. Two different attitudes separate basic types of motivational orientations. The two primary subtypes of motivational orientation are integrative and instrumental. The term "instrumentality" refers to learning a language for specific purposes, such as job advancement, technical education, achievement, translation, and so forth. Assimilation describes language learners who seek to interact socially with the target language group and assimilate into its culture. Multi-criteria decision making system contains Weight and Ranking levels. In this study, the analysis step Procedure (GRA) method was used in the weighting phase, a general MCDM The approach is carried out and the Ranking of alternatives based on results is prioritized, which is compared with the best solution (GRA) method using the technique sequence. The weights of the GRA method were obtained. The Gray Relational Analysis (GRA) method was first developed by Deng used to solve various MCTM problems. The performance GRA of all alternatives must first be translated into the relevant order. This step is called gray relative formation. From the result it is seen that Business Administration ranked first where as is the Teaching Chinese as A Foreign Language is having the lowest rank. resulting in Business Administration ranked first, There teaching Chinese as A Foreign Language has low rank.

Keywords: English Language Learning, GRA, Motivation.

Introduction

English learning and motivation acts as the key motivator for beginning acquisition and as the engine that keeps the protracted and frequently challenging learning process going. According to Tony when people decide to pursue anything, their answers determine how hard they will work at it and how long they will be willing to stick at it. Motivation is the direction and breadth of human conduct. All non-English speaking college students in China are required to take English. That is, learning English is a significant subject outside of language classrooms in the context of foreign language learning, where is frequently taught as a school subject commonly employed as a light-hearted form of communication. Whether students are naturally motivated or develop it through classroom experiences, Hedge underlines that motivation is crucial in the classroom. However, according to Crooks and Schmidt when teachers inquire about a student's motivation, they are typically more interested in whether or not they are studying, or at the very least, their activities. Whether or not the teacher monitors the behaviour of the students in the classroom Ellis asserts that although language teachers readily recognize the significance of learners' motivation, they infrequently use their pupils' lack of motivation to address their own feelings of failure. However, teachers frequently are not aware of the unique reasons why their pupils want to learn a second language. Our ability to fully comprehend students' motivation for learning a second language is hampered by teachers' ignorance of students' true motivations. Additionally, according to there are numerous motivational factors for beginning a foreign language study, but staying motivated is another story. Therefore, it is important to pinpoint the root reasons and potential motivators of English language learners. This has an impact on students' long-term motivation, particularly practically speaking for teachers looking to increase student motivation. When it comes to enhancing pupils' English learning performance, motivation is crucial highlighted the importance of motivation, which is regarded as a crucial element and one of the most significant variables influencing language learners' success in learning a second language. It is generally acknowledged that learners who are more driven will be more effective in learning a second or foreign language. The motivational aspects that are crucial to these educators are concerned with helping students who are learning English as a second language to strengthen their skills and practice using it in daily life. In order to determine which approaches among these aspects might enhance learning, the current research examined motivating factors relating to parents, environment, and teachers' attitudes among learners. Teachers' responsibilities and the use of certain motivational tactics in their classrooms were examined in the section on factors relating to teacher attitudes. The study looked at how parental attitudes and ideas about children's English education affected their children's English learning in the part on parental factors. Additionally,

environmental elements that inspire learning were investigated. From the result it is seen that Business Administration the first rank where as is the Teaching Chinese as A Foreign Language is having the lowest rank.

English Learning Motivation

Motivation is explored as a factor in various approaches. Two different attitudes separate basic types of motivational orientations. The two primary subtypes of motivational orientation are integrative and instrumental. The term "instrumentality" refers to learning a language for specific purposes, such as job advancement, technical education, achievement, translation, and so forth. Assimilation describes language learners who seek to interact socially with the target language group and assimilate into its culture. Gardner made a distinction between integrative motivation and instrumental motivation in language learning, which is in line with Brown's perspective. Different factors influence the success of second language acquisition when considering these two motivational styles. In general, the most compelling aspect of the entire motivational construct, English teachers may convincingly claim that students are intrinsically or extrinsically motivated to succeed in English activities. He defines intrinsically motivated actions as those that offer no immediate benefit. People appear to participate in activities purely for enjoyment and not in search of external rewards. Extrinsically motivated activities try to provide a reward from outside and beyond the self, whereas intrinsically motivated behaviors aim to produce some internally rewarding outcome, a sense of competence, and self-determination. These two motivational factors have differing implications on students' progress in language acquisition. Because intrinsic motivation fosters competence, autonomy, and self-actualization, it is more potent than extrinsic motivation. Understanding students' motivation for learning English is crucial in making English learners successful. Realizing students' problems and creating a comfortable atmosphere in the classroom is an urgent variable for teachers to consider. By having better motivation, learners can Respond to learning situations look for the Opportunities to get the English language, take advantage of opportunities provided To practice the language, have analytical skills, adapt to the learning situation, and be themselves. Value their learning, and take risks. Therefore, the undoubtedly oft-used catch - all the words that explain in Motivation is a key factor in whether a complex endeavor is successful or unsuccessful among reserved character learns English scenes around the world Chung, Pint rich defined achievement motivation specific as 'basic motor'. Motivation prompts a decision to act. The roles of motivation in learning and how it influences learning were both validated by Uno Learning objectives are made evident through learning reinforcement and incentive, and motivated learning is made sustainable. Astute added that learning processes and outcomes are psychologically influenced by motivation. Students engage in activities if they are more motivated to learn. Therefore, the reported teachers ought to increase the pupils' desire to learn English. They frequently overlook the fact that all of their teaching actions are mediated through student motivation. In this way, the flow of the classroom is managed by the students. Without student motivation, the classroom would be lifeless. Teachers that integrate practical strategies for increasing student motivation into their instruction become content and effective educators, which promotes motivation and the success of second language acquisition.

Motivation in English Language Learning

According to Chang (2010), the classroom environment influenced students' motivation, and they felt easier to motivate their peers. Another result was that inattentive students motivated their peers to learn, and (2009) asserted that instrumental motivation is more important for EFL learning than integrative motivation. Another finding of the study suggests that integrative motivation is more relevant to ESL learning. (2009) found that motivated and active language learners. It was observed that the students were really motivated to study English. (2004) found that motivated students spend more time pursuing their language learning goals and can learn a language than unmotivated students. (1999) perceived the structure necessary for motivation and this ideal state in which the language learner is comfortable. (2000) stated that learners of a language can achieve a level of mastery in the target language. According to Good et al. (1994), teachers must create a productive learning environment for their students because motivation cannot be fostered in a rigid classroom. They state, "Effective language acquisition occurs in a relaxed and friendly classroom environment, and external stimulation is not associated with the choice of language learning methods" (2008). They emphasized that Iranian EFL students are inherently motivated. (2000) investigated the effects of integrative and instrumental motivation on Iranian EFL students' English proficiency. The findings of this study revealed a significant difference between the English proficiency test results of intrinsically motivated and unmotivated students.

GRA Method

Multi-criteria decision making system contains Weight and Ranking levels. In this study, the analysis step Procedure (GRA) method was used in the weighting phase, a general MCDM The approach is carried out and the Ranking of alternatives based on results is prioritized, which is compared with the best solution (GRA) method using the technique sequence. The weights of the GRA method were obtained. The Gray Relational Analysis (GRA) method was first developed by Deng used to solve various MCTM problems. The performance GRA of all alternatives must first be translated into the relevant order. This step is called gray relative formation. According to these sequences, a large target sequence is penalized. Then, the gray correlation coefficient between the best target sequences for all comparison sequences is calculated. Finally, based on these gray correlation coefficients, the gray correlation degree between each comparison sequence to the best target sequence is calculated. A high level of gray correlation, translated from a constant shift between the best target line and itself, is the

alternative best choice. We solve MCDM problems and propose an extended GRA method in which the scale values are in the form of linguistic variables, since the interval values are expressed and the information about the scale weights is unknown. The interval values of the traditional GRA are expressed, based on the basic idea, some optimization models have been established to determine the criteria for a computational extension to the MCDM steps of the GRA method

Result and discussions

TABLE 1. English learning and motivation

	DATA SET			
	Male	Female	Prefer not to say	Percentage
Teaching Chinese as A Foreign Language	36.61	18.25	22.33	43.53
Tourism Management	34.88	19.36	24.58	42.94
Business Administration	39.42	20.54	25.21	45.58
Computer Science and Technology	36.52	15.69	22.16	49.28
Accounting	39.25	19.27	22.69	47.11
International Economics and Trade.	32.66	14.58	54.32	46.41
	zeta			0.5

Table 1. Shows the English learning and motivation Evaluation Preference: Teaching Chinese as A Foreign Language, Tourism Management, Business Administration, Computer Science and Technology, Accounting, International Economics and Trade Alternative: Male, Female, Prefer not to say, Percentage.

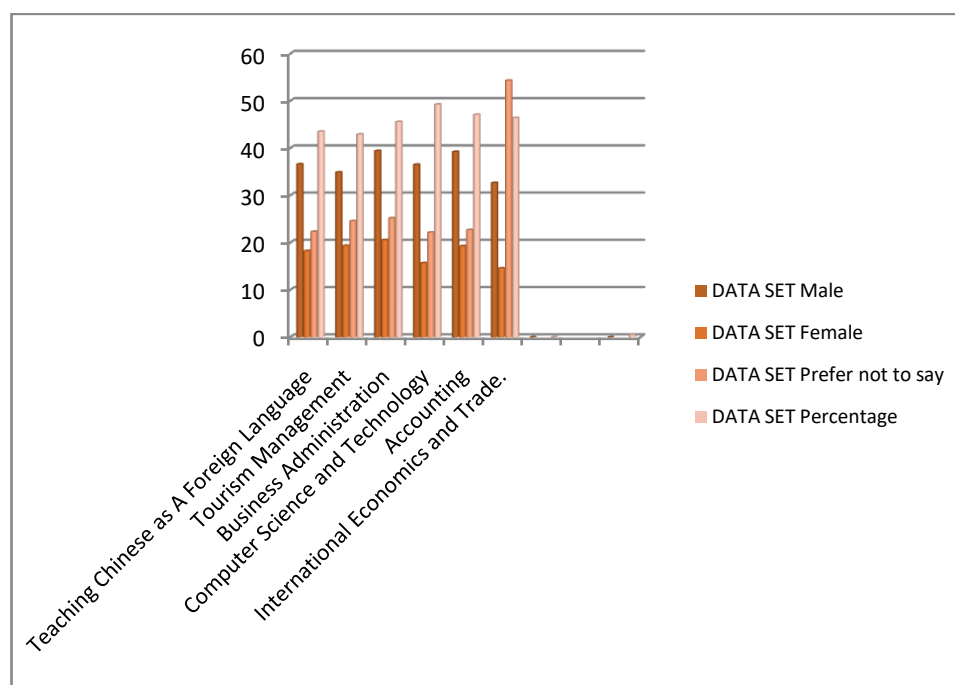


Figure 1. English learning and motivation

Figure 1 Shows the English learning and motivation Evaluation Preference: Teaching Chinese as A Foreign Language, Tourism Management, Business Administration, Computer Science and Technology, Accounting, International Economics and Trade Alternative: Male, Female, Prefer not to say, Percentage.

TABLE 2 Normalized Data

Normalized Data			
Male	Female	Prefer not to say	Percentage
0.5843	0.6158	0.0053	0.0931
0.3284	0.8020	0.0752	0.0000
1.0000	1.0000	0.0948	0.4164
0.5710	0.1862	0.0000	1.0000
0.9749	0.7869	0.0165	0.6577
0.0000	0.0000	1.0000	0.5473

Table 2 shown that the normalized data for Teaching Chinese as A Foreign Language, Tourism Management, Business Administration, Computer Science and Technology, Accounting, International Economics and Trade these values are calculated using by formulas

TABLE 3 Deviation sequence

Deviation sequence			
Male	Female	Prefer not to say	Percentage
0.4157	0.3842	0.9947	0.9069
0.6716	0.1980	0.9248	1.0000
0.0000	0.0000	0.9052	0.5836
0.4290	0.8138	1.0000	0.0000
0.0251	0.2131	0.9835	0.3423
1.0000	1.0000	0.0000	0.4527

Table 3 shows the Deviation sequence for Evaluation Preference: Teaching Chinese as A Foreign Language, Tourism Management, Business Administration, Computer Science and Technology, Accounting, International Economics and Trade. Alternative: Male, Female, Prefer not to say, Percentage it is also the Maximum or Deviation sequence value.

TABLE 4 Grey relation coefficient

Grey relation coefficient			
Male	Female	Prefer not to say	Percentage
0.5460	0.5655	0.3345	0.3554
0.4268	0.7163	0.3509	0.3333
1.0000	1.0000	0.3558	0.4614
0.5382	0.3806	0.3333	1.0000
0.9521	0.7012	0.3370	0.5936
0.3333	0.3333	1.0000	0.5248

Table 4 shows the Grey relation coefficient for Male, Female, Prefer not to say, Percentage. Evaluation Preference: Teaching Chinese as A Foreign Language, Tourism Management, Business Administration, Computer Science and Technology, Accounting, International Economics and Trade it is also Calculated the Maximum and minimum Value.

TABLE 5 GRG

GRG	
Teaching Chinese as A Foreign Language	0.4504
Tourism Management	0.4568
Business Administration	0.7043
Computer Science and Technology	0.5630
Accounting	0.6460
International Economics and Trade.	0.5479

Table 5 shows the GRG of the Teaching Chinese as A Foreign Language = 0.4504, Tourism Management = 0.4568, Business Administration = 0.7043, Computer Science and Technology = 0.5630, Accounting = 0.6460, International Economics and Trade = 0.5479. Business Administration is showing the highest value for Teaching Chinese as A Foreign Language is showing the lowest value.

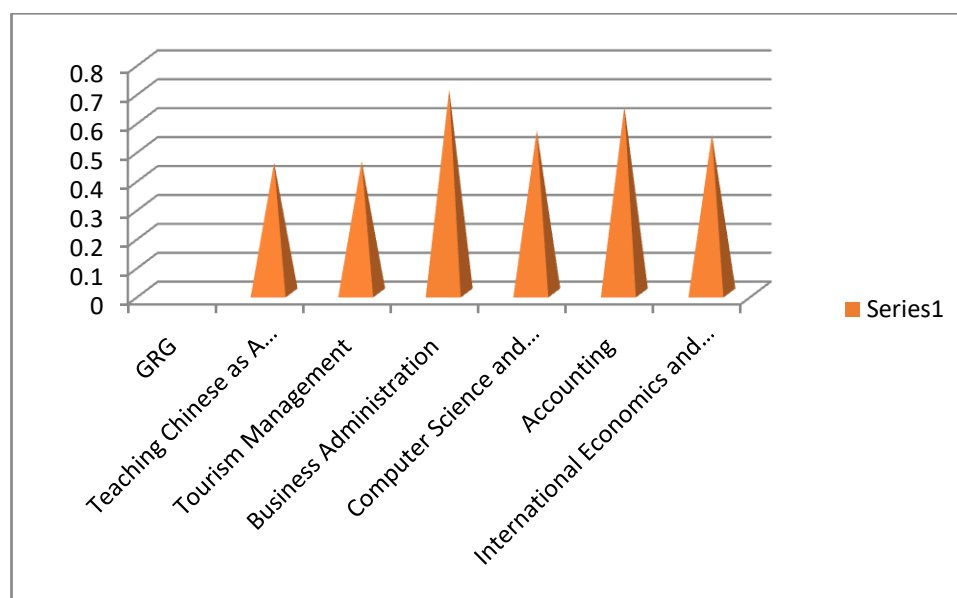
**Figure 2 GRG**

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TABLE 6 Ranks

	Rank
Teaching Chinese as A Foreign Language	6
Tourism Management	5
Business Administration	1
Computer Science and Technology	3
Accounting	2
International Economics and Trade.	4

Table 5 shows the GRG, Rank of the final result of this paper the Teaching Chinese as A Foreign Language is in 6 th rank, the Tourism Management is in 5 th rank, the Business Administration is in 1 st rank, the Computer Science and Technology is in 3 rd rank, the Accounting is in 2 nd rank, the International Economics and Trade 4 th rank. The final result is done by using the GRA method.

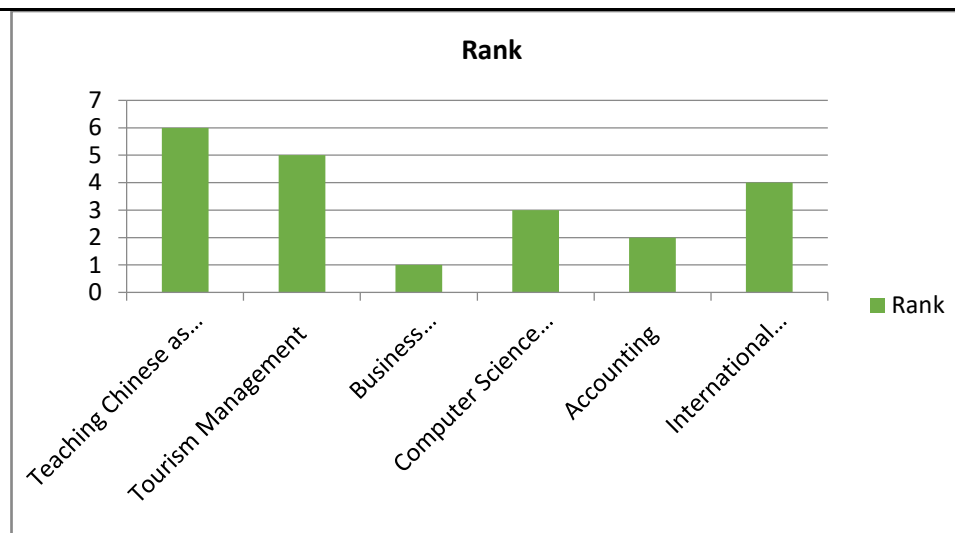


Figure 3 Ranks

Figure 3 shows the GRG, Rank of the final result of this paper the Teaching Chinese as A Foreign Language is in 6 th rank, the Tourism Management is in 5 th rank, the Business Administration is in 1 st rank, the Computer Science and Technology is in 3 rd rank, the Accounting is in 2 nd rank, the International Economics and Trade 4 th rank. The final result is done by using the GRA method.

Conclusion

English learning and motivation acts as the key motivator for beginning L2 acquisition and as the engine that keeps the protracted and frequently challenging learning process going. According to Tony when people decide to pursue anything, their answers determine how hard they will work at it and how long they will be willing to stick at it. Motivation is the direction and breadth of human conduct. All non-English speaking college students in China are required to take English. That is, learning English is a significant subject outside of language classrooms in the context of foreign language learning, where is frequently taught as a school subject commonly employed as a light-hearted form of communication. Whether students are naturally motivated or develop it through classroom experiences, Hedge underlines that motivation is crucial in the classroom. However, according to Crooks and Schmidt when teachers inquire about a student's motivation, they are typically more interested in whether or not they are studying, or at the very least, their activities. Whether or not the teacher monitors the behaviour of the students in the classroom Ellis asserts that although language teachers readily recognize the significance of learners' motivation, they infrequently use their pupils' lack of motivation to address their own feelings of failure. However, teachers frequently are not aware of the unique reasons why their pupils want to learn a second language. Our ability to fully comprehend students' motivation for learning a second language is hampered by teachers' ignorance of students' true motivations. Additionally, according to there are numerous motivational factors for beginning a foreign language study, but staying motivated is another story. Therefore, it is important to pinpoint the root reasons and potential motivators of English language learners. This has an impact on students' long-term motivation, particularly practically speaking for teachers looking to increase student motivation. When it comes to enhancing pupils' English learning performance, motivation is crucial highlighted the importance of motivation, which is regarded as a crucial element and one of the most significant variables influencing language learners' success in learning a second language. Multi-criteria decision making system contains Weight and Ranking levels. In this study, the analysis step Procedure (GRA) method was used in the weighting phase, a general MCDM The approach is carried out and the Ranking of alternatives based on results is prioritized, which is compared with the best solution (GRA) method using the technique sequence. The weights of the GRA method were obtained. The Gray Relational Analysis (GRA) method was first developed by Deng used to solve various MCTM problems. From the result it is seen that Business Administration the first rank where as is the Teaching Chinese as A Foreign Language is having the lowest rank.

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