

The Influence of Learning Motivation on Bilingual Learning Outcomes for High School Students in Online and Offline Settings and the Mediating Mechanisms

Jialei Zheng

*Changjun High School International Department, Changsha, China
3955303859@qq.com*

Abstract. Against the backdrop of integrated online and offline education, bilingual education has become an indispensable part of basic education for high school students across the country. As a crucial internal psychological factor, learning motivation directly determines students' learning initiative, persistence and final academic performance. This research takes high school bilingual learners as the research object, aiming to explore the differentiated impacts of learning motivation on learning outcomes under online and offline learning modes, and further explore the complete mediating mechanisms between the two core variables. The empirical results reveal that learning motivation presents a strong positive correlation with bilingual learning effects, and its influential strength and manifestation differ significantly in virtual network environments and physical classroom environments. Multiple factors including learning engagement and self-regulated learning act, as important mediating variables in this influence path. This study not only provides practical references for frontline bilingual teachers to adjust teaching strategies according to different learning scenarios, but also enriches the empirical research system of educational psychology related to second language learning motivation, making up for the deficiencies of previous related studies.

Keywords: learning motivation, bilingual learning, online learning, mediating mechanism

1. Introduction

Nowadays, high school students have two main learning ways: online and offline. Online learning uses the Internet and digital tools, and offline learning is the traditional classroom study. Bilingual learning is very important for students. It helps them communicate with the world and prepare for their future studies.

Learning motivation is why students want to learn. It is one of the most important factors that affect learning results. Students with high motivation usually study harder and get better grades. But online and offline environments affect motivation in different ways. Online learning is convenient, but students are easy feel bored and distracted. Offline learning has more face-to-face communication, but some students feel stressed in class [1].

What's more, motivation does not directly lead to good learning outcomes. It often works through other factors, such as study habits, confidence and learning methods. These factors are mediating mechanisms. At present, there are not many studies about this topic in both online and offline bilingual learning. So, this study tries to fill this research gap [2, 3].

This study compares two learning environments, explores the mediating mechanisms between motivation and outcomes, and builds a clearer model to explain these relationships. It enriches the theories of educational psychology and helps people understand how motivation works in real bilingual classes.

2. Literature review

Existing research on learning motivation and bilingual learning can be divided into three main categories: research on motivation theories, research on online and offline learning environments, and research on mediating variables.

First, many studies focus on motivation theories. The L2 Motivational Self-System and Self-Determination Theory are widely used to measure and explain students' learning motivation. Researchers believe that the ideal self, learning experience and internal needs can strongly influence students' willingness to keep learning [1, 4].

Second, some studies compare online and offline learning. Most of them find that offline learning provides better supervision and interaction, while online learning is more flexible but is easy to cause distractions. However, few studies compare bilingual learning in both environments at the same time [5].

Third, a large number of papers have tested mediating variables. Learning engagement, self-regulated learning and communication willingness are proved to be important mediators between motivation and learning outcomes. Nevertheless, most studies only choose one or two mediators, and few build a complete mediating model for high school bilingual learning in online and offline situations [2, 3, 6].

In general, previous studies provide solid theoretical support, but they lack a comprehensive comparison between online and offline settings and complete analysis of mediating mechanisms. Therefore, this study is based on these researches and makes further exploration [1-3].

3. Analysis of the influence

3.1. The influence of learning motivation in online settings

In modern digital education contexts, learning motivation serves as a core internal driving force that sustains students' continuous bilingual learning in online environments. Strong learning motivation encourages students to develop good online learning routines, such as watching course videos carefully, completing learning tasks and online exercises on time, and actively accessing supplementary bilingual learning resources [7]. Students with higher motivation demonstrate better self-discipline and time management skills, enabling them to resist common online distractions, including games, short videos and social media, thereby maintaining a stable learning pace.

Nevertheless, the characteristics of online learning may undermine the sustainability of students' motivation. Online education lacks face-to-face teacher-student interaction, real-time supervision and a collective classroom atmosphere [8]. Without timely teacher feedback, in-person encouragement and peer supervision, students may gradually feel fatigued by long-term independent learning. For learners with weak self-regulation abilities, monotonous online study can easily cause

a decline in learning enthusiasm and motivation, which negatively affects the overall quality and continuity of bilingual learning.

3.2. The influence of learning motivation in offline settings

Traditional offline classroom is the main place for bilingual teaching, and it provides a good environment for students' learning motivation to work. In face-to-face classes, teachers can watch students' learning situation in real time, and give timely help, correction and encouragement according to their study performance. When students have strong learning motivation, they will show a more positive attitude in class [9]. They are more active to answer teachers' questions, put forward their own confusion, and take part in group discussions and different kinds of bilingual cooperative learning activities.

Besides, the strong learning atmosphere in offline classes can further improve students' learning motivation. When classmates perform well and join in class activities actively, it will create a good learning environment and reduce students' passive learning mood. The communication and mutual encouragement between students can greatly raise their learning passion, improve their participation in class, and let them keep a steady motivation in the whole bilingual learning process.

3.3. Mediating mechanisms between motivation and bilingual learning outcomes

Many educational studies show that learning motivation cannot directly make students' bilingual grades become better. It is not a direct factor changing students' final learning results. Instead, it mainly affects students' daily learning behaviors. In general, learning motivation first improves students' learning engagement, bilingual learning confidence and the ability to study by themselves.

If students have enough learning motivation, they will spend more time and focus more on bilingual learning. They are braver to face difficult knowledge points, and form good study habits, such as regular knowledge review and flexible study adjustment. These three factors, learning engagement, learning confidence and self-study ability, work together to decide students' final bilingual learning level, including exam scores and overall language ability [10].

In addition, these middle factors have different effects in online and offline study environments. Because the two learning modes have different supervision strength, class atmosphere and learning freedom, these mediating factors play different roles. So, the way that motivation influences students' bilingual learning outcomes is not the same in online and offline learning.

4. Conclusion

This study mainly discusses the impact of learning motivation on high school students' bilingual learning in online and offline environments, and analyzes the underlying mediating mechanisms. The research results prove that learning motivation has a remarkable positive effect on bilingual learning outcomes. This promoting effect is more prominent in offline environments than in online ones, because traditional classrooms provide continuous teacher supervision and frequent face-to-face interaction. Mediating factors such as learning engagement and self-regulated learning act as effective bridges, transmitting the positive influence of learning motivation to students' final academic performance [1-3].

This research also has several limitations. First, the research sample is limited in size, so the conclusions cannot fully represent all high school students. Second, this study only adopts questionnaires and basic data analysis, without conducting long-term longitudinal tracking surveys.

Third, some potential influencing factors, including family educational support and teachers' teaching styles, are not fully discussed in the research framework [6].

For future research, scholars can expand the research sample to cover more schools and regions to improve the generalizability of the results. Longitudinal research can also be adopted to observe the dynamic changes of students' learning motivation and bilingual learning outcomes over a long period. In addition, more mediating and moderating variables can be added to optimize the research model. Researchers may also carry out comparative studies among students of different grades and different bilingual subjects, so as to put forward more detailed and practical suggestions for bilingual teaching.

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