

An Investigation and Research on the Problem of English Learning Burnout and the Factors Affecting Middle School Students

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Abstract: "Burnout" mainly refers to students' boredom and tiredness of learning due to the excessive pressure and burden of school work for a long time, and the gradual loss of interest in learning, which leads to negative emotions. As scholars at home and abroad have studied burnout in-depth, the concept of "English burnout" has emerged because English as a second language causes pressure and difficulties in students' learning process, which leads to students' fatigue in English learning. This study investigates the phenomenon of English learning burnout and its influencing factors among middle school students and proposes strategies to solve the problem to improve the quality and level of their English learning. This paper discusses both theoretical and experimental aspects.

Keywords: Middle School Students; English Learning Burnout; Influencing Factors; Attribution Theory; Countermeasure

1. Introduction

The term "burnout" was first introduced in the professional field to study individuals' anxiety, boredom, depression, and a series of negative psychological states caused by excessive work pressure and intensity.^[8]With the in-depth investigation of burnout by scholars at home and abroad, it is found that adolescent middle school students are not only under great academic pressure, but also their inner tolerance is in a deficient state, which is likely to bring harm to students' growth and development as well as their physical and mental health if they are in a depressed psychological environment and negative emotions for a long time.^[14] On the one hand, middle school is the most important transition stage between elementary school knowledge and high school knowledge, and it is also the adolescent period that faces rapid physical and mental changes. Whether due to their pressure or external negative influences, middle school students' performance and physical and mental health are easily affected. On the other hand, the subject of English, as a compulsory subject for every student from elementary school to university, puts a lot of pressure and burden on students. English learning burnout is to some extent a reflection of the negative emotions and undesirable behaviors that students show in the learning process towards English, which can harm their physical and mental health and English performance.^[12]However, most of the current research subjects on English learning burnout focus on college students or high students, and only a very few scholars focus on middle school students. Moreover, there is relatively little research on the combination of learning burnout and disciplines in China, and its development is also immature.^[17]

1.1. English Learning Burnout

The term "burnout" was first introduced by the American psychologist Freudenberge (1974) to describe the physical, emotional, and mental fatigue of workers due to prolonged work stress.^[19] Pines and Kafry (1981) introduced the concept of burnout based on previous studies of burnout and defined it as a negative attitude toward learning due to prolonged academic stress or load, in which students feel depleted, lose enthusiasm for schoolwork and activities, treat peers with indifference or even detachment, and fail to achieve the expected results.^[2] Schaufeli (2002) defines burnout as "a phenomenon in which students become emotionally depressed, bored with school, and have a low sense of achievement due to the excessive demands of learning." Meier and Schmeck defined burnout as the psychology of individuals who do not receive the expected rewards or corresponding

punishments due to a lack of value reinforcement in their work, unexpected results, and lack of personal competence, which leads to behaviors such as absenteeism, lower motivation, and higher dropout rates among students. Maslach and Leiter consider burnout to be "the stress of a student's class load, which is not only a stressor but also a passive behavior and emotion." [1]

Yang Tao (2010) is an early researcher on foreign language learning burnout in China. Based on the previous research on burnout and learning burnout, he defines foreign language learning burnout as a psychological symptom characterized by negative emotions such as emotional exhaustion, indifference, and low self-efficacy in the process, content, and results of foreign language learning activities, which are different from the learners' expectations.[20] His concept of foreign language learning burnout has been well received and affirmed by domestic scholars, and most of the existing studies on the concept of English language learning burnout are based on Yang Tao's research on foreign language learning burnout. Wang Linyan (2013) defines English learning burnout as a phenomenon in which individuals show emotional exhaustion, apathy, and even low self-efficacy towards learning English due to their reduced or lack of interest in English learning as a result of being under various pressures for a long period, leading to a decline in their English performance, learning difficulties, and so on.

This study defines English learning burnout according to the characteristics of English learning of junior high school students as negative or resistant psychology arising in the process of learning English courses, which mainly manifests itself in such psychological signs as students' low motivation to learn English, difficulty in developing a strong interest in learning, not listening carefully in class, rarely or hardly participating in classroom activities, not completing homework in class, and having a strained relationship with English teachers.

1.2. Attribution Theory

Heider (1958), who first proposed attribution theory, believed that the most important part of the attribution process is to determine whether the behavior is caused by personal reasons or by the external environment, which includes personality, qualities, motivation, emotions, attitudes, effort, ability and so on; external environmental reasons include task difficulty, rewards and punishment, and luck.[3] Weiner (1979) proposed the attribution theory of success and failure based on previous research, that is, people attribute the main causes of individual success or failure to four aspects: ability, effort, task difficulty, and luck, and also divided the above four aspects into three dimensions according to control point, stability, and controllability; in the control point dimension, internal control factors include ability and effort, and external control factors include task difficulty and luck good or bad; in the stability dimension, the stability factors include ability and task difficulty, and the instability factors include effort and luck; in the controllability dimension, the controllable factors include only effort, while the uncontrollable factors include ability, task difficulty, and luck.[4]

Jones and Davis (1985) expanded and developed Heider's theory by proposing attribution matching theory to explain the dispositional attributes of actors, suggesting that "a behavior is best matched to its attribution when it is not required by social norms, when other behaviors do not produce the same result, and when the behavior does not involve personal gain." [5] Weiner (1986) suggested that academic success or failure is a prevalent behavior in schools and that students always want to attribute their academic failures and unexpected outcomes. He argued that personal success or failure is reflected in four main dimensions: personal ability (stable intrinsic factor), personal effort (unstable intrinsic factor), the difficulty of the task (stable extrinsic factor), and good or bad luck (unstable extrinsic factor), and that personal behavioral motivation are influenced from each dimension.[13] Weiner (1992) explored the relationship between individuals' attributions of success or failure outcomes and achievement behaviors in terms of their attribution processes and concluded through extensive research that the way individuals attribute their behavior has an impact on their emotions, expectations, motivation, and future behavior.[7]

1.3. Related Studies

Maslach (1997) found that the research on the field of burnout at that time was mainly aimed at service industry workers.[13] It was summarized that it was mainly caused by three reasons: the long duration of the work, the content, and the intensity. In contrast, few studies on burnout were conducted with students as the subjects. In a study of the differences between college students and service workers.[15] Pines (1981) found that the former also suffered from burnout, and to a much greater extent than the latter, and used the term "burnout" for the first time to describe the phenomenon in the

college population.[11] Powers and Gose (1986) used the MBI (Burnout Inventory) to investigate students and found a triple dimensional phenomenon of burnout, which was classified according to characteristics: emotional exhaustion, self-efficacy, and depersonalization.[21] Demerouti (2001) argues that the causes of burnout among college students arise from heavy classroom work, exam pressure, and too little time for recreation.[10] Sanna & Janne (2018) summarized learning burnout as follows: because students' academic pressure and homework load exceed the demand on their energy and abilities, it leads to a change in negative learning attitudes, making students unmotivated and uninterested in learning and giving rise to a series of negative psychological phenomena.

In their research on foreign language learning, Bailey and Aida found that "anxiety" is an important factor in the negative emotions and behaviors of foreign language learners during the learning process.[7] Dörnyei pointed out that "weakened motivation" is the main burnout problem of learners in the process of learning a foreign language and that the teacher is the main factor contributing to their burnout. In their study of teaching styles in foreign language classrooms.[9] Felder & Henriques pointed out that burnout occurs when the teacher's teaching style differs from the students' learning style over time. Leaver notes that foreign language learning can cause anxiety and burnout in learners.[6]

Gao Ge and Wang Linyan studied the current situation of English learning burnout among non-English majors in terms of three dimensions: apathy, low achievement, and emotional exhaustion. Bai Yan investigated the current situation of English learning burnout among college students and the influencing factors through a questionnaire survey method, and the results showed that college students generally have the problem of English learning burnout, and the causes of their English learning burnout originate from teaching, school, peers, society and individuals. Through the investigation of high school students' English learning burnout, Xianbin Xu found that English learning burnout is a common problem among high school students, and it is more prominent than other learning burnouts. Hong Fengfeng explores the causes of English learning burnout among junior high school students in terms of language environment, teachers, and students, and proposes coping strategies to prevent the problem of English learning burnout among junior high school students.

At present, domestic scholars' research on English learning burnout has gradually matured and changed from qualitative research on English learning burnout to empirical research. For example, Yan Jinbo explored the current situation of English learning burnout among senior students through an empirical research method, which showed that senior students have greater English learning burnout problems, which are most prominent in emotional exhaustion, weakened motivation, and low learning autonomy, and poor English foundation. Zhou Xiaohui conducted an empirical study on the current situation of English learning burnout among college students using questionnaires, and the study showed that the overall problem of English learning burnout among college students is relatively serious. Ji Ying and Zhang found that the main causes of English learning burnout among non-English majors are students, teachers, learning environment, and teaching materials, and their theory provides a theoretical and empirical basis for future English teaching reform. Jenny Shi investigated the correlation between English burnout and the academic performance of high school students through an empirical research method.

From the above studies, we find that most domestic studies are based on foreign research results, and then in-depth studies are conducted, in which their own mental exhaustion and decreased sense of efficacy as internal factors, and low achievement and changes in interpersonal relationships as external factors, jointly affect learning burnout. Most of the current studies focus on psychology or educational psychology, and relatively few studies are conducted using educational management methods.

2. Method

This study used a combination of quantitative and qualitative methods to explore the current situation and causes of English language learning burnout among students in three grades of S Middle School in Yining City. This study addressed the following research questions:

- (1) What is the overall level of the current status of English language burnout among middle school students? Are there differences in gender, grade level, and high versus low subgroups?
- (2) What are the causes of burnout in English for middle school students? Are there differences in gender, grade level, and high versus low subgroups?
- (3) Is there a causal relationship between the current situation of English learning burnout and its

causes among junior high school students?

2.1. Data and Participants

This study was conducted with students from the first to third grades of S Middle School in Yining, Xinjiang. The researcher used a stratified sampling method to randomly select 200 students from each grade for the questionnaire survey. A total of 600 questionnaires were distributed in this study, 600 questionnaires were collected, 16 invalid questionnaires were excluded, and 584 valid questionnaires were left. Among them, 280 were male students, accounting for about 48% of the total number; 304 were female students, accounting for about 52% of the total number. The basic situation of the study subjects is shown in the following table:

Table 1: Basic information table of the study subjects.

Grade	Male	Female	Total
First	96	104	200
Second	95	98	193
Third	89	102	191
Total	280	304	584

This study used Lisa Zhan's self-developed "English Learning Burnout Status Questionnaire" as a measurement tool, which is based on Maslach's MBI form and Zhang Yan's (2007) semi-open questionnaire of learning burnout for students at the basic education level. In this study, we investigated the current situation of English learning burnout among three grades of students in S middle school.[16] This questionnaire contains two parts: firstly, the information of the subjects, including students' names, classes, gender, and English midterm grades; secondly, the English learning burnout questionnaire, which mainly includes four dimensions: emotional exhaustion, inappropriate behavior, low achievement, and alienation. The following table shows the questions included in each dimension.

Table 2: Basic information of each dimension of English learning burnout.

Dimension	Topic item
Emotional exhaustion	1,2,3,4,5,6,7,8,9,10,11,12
Inappropriate behavior	13,14,15,16,17,18,19,20,21,22
Low achievement	23,24,25,26,27,28,29
Sense of alienation	30,31,32,33,34,35

The questionnaire uses a 5-point Likert scale, with scores of 1-5 indicating "not at all", "relatively not", "not sure", "relatively", and "fully". All 35 items of the questionnaire were finalized after pre-testing.[18] Most of the questions in the questionnaire were negative scoring questions, and the positive scoring questions included only questions 4, 7, 11, 17, 22, 25, 27, 32, and 34, which were reverse-scored using SPSS25.0 according to the needs of the study. The questionnaires were distributed by the teachers in the subjects' classes, and the subjects were asked to read the instructions carefully before answering, and the questionnaires were collected on the spot within 30 minutes. The following table shows the reliability and validity statistics of the questionnaire on the current situation of English learning burnout among junior high school students:

Table 3: Reliability statistics of the questionnaire on the status of English learning burnout.

Cronbach's reliability analysis			
Name	Correction item total correlation (CITC) \square	Item deleted alpha coefficient	Cronbach alpha coefficient
Emotional exhaustion	.828	.928	.940
Inappropriate behavior	.834	.927	
Low achievement	.799	.934	
Feelings of alienation	.761	.941	
Summary Table 1	.996	.901	

The questionnaire on the causes of English burnout was developed by Lisa Zhan based on previous studies, and this study will use it to investigate the causes of English burnout among three grades of students in a middle school. The questionnaire consists of two parts: the first part consists of the subjects' basic information, including name, class, gender, and English midterm grades; the second part is a questionnaire on the causes of English learning burnout, which mainly includes four factors:

students, teachers, environment, and curriculum. A total of 584 copies of this questionnaire were distributed, and 584 valid questionnaires were returned. The following table shows the questions included in each dimension of the burnout causes of English learning questionnaire:

Table 4: Validity of the questionnaire on the status of English learning burnout.

KMO and Bartlett's test		
	KMO value	0.852
Bartlett's sphericity test	Approximate chi-square	21729.317
	df	10
	p-value	.000

Table 5: The situation of each dimensional question item of the causes of English learning burnout.

Dimension	Topic item
Student factors	1,2,3,4,5,6,7,8,9,10,11
Teacher factors	12,13,14,15,16,17,18,19,20,21,22,23,24,25
Environmental factors	26,27,28,29,30,31,32,33,34,35
Subject factors	36,37,38,39,40,41,42

The questionnaire also uses a 5-point Likert scale, with scores of 1-5 indicating "not at all", "relatively not", "not sure", "relatively", and "fully". The questionnaire was distributed by the teacher of the subject's class, and the subjects were asked to read the instructions carefully before answering, and the time limit was 30 minutes to collect the questionnaire. This study mainly used the questionnaire as the main measurement tool to investigate the causes of English learning burnout among S middle school students. The questionnaire reliability and validity tables of this questionnaire are as follows:

Table 6: Reliability of the questionnaire on the causes of English learning burnout.

Factors influencing English learning burnout	Cronbach's Alpha
Student factor	.927
Teacher factor	.886
Environmental factor	.925
Subject factor	.882
Total table	.886

Table 7: Validity of the questionnaire on the causes of English learning burnout.

KMO and Bartlett's test		
	KMO value	0.936
Bartlett's sphericity test	Approximate chi-square	16480.948
	df	861
	p-value	.000

In this study, four semi-open-ended questions were designed based on previous studies, and two students from each of the first, second, and third grades were selected to interview the six students based on their scores on the current situation of English language learning burnout questionnaire. In conjunction with their "English learning burnout causes questionnaire", we further explore what are the causes of English learning burnout for this group of students in order to supplement the questionnaire and collect more valid information. The following are the specific interview questions:

- (1) Do you like learning English? Do you have confidence in learning English?
- (2) Do you feel tired and negative in the process of learning English? If so, please tell us specifically what are the main manifestations?
- (3) What do you think are the reasons that lead you to feel tired of learning English?
- (4) How is your relationship with your English teacher and classmates?

2.2. Data Analysis Process

2.2.1. The Current Situation of English Learning Burnout among Middle School Students

2.2.1.1 Overall Level of English Learning Burnout

All 584 valid data from the English burnout status questionnaire were entered into SPSS25.0 for

statistical analysis, and the details are shown in the following table:

Table 8: The situation of English learning burnout.

Name	Sample size	Minimum	Maximum	Mean	Standard deviation
Emotional exhaustion	584	1	4.917	2.914	.773
Inappropriate behavior	584	1.1	4.9	2.919	.762
Low achievement	584	1.143	4.857	2.937	.801
Sense of alienation	584	1	4.833	2.963	.804
Total	584	1.2	4.743	2.929	.69

As the data in the above table shows, first of all, the mean value of the total table of English learning burnout status questionnaire for S middle school students is 2.929 and the standard deviation is 0.69, the mean value is slightly lower than the median value 3. The results of the study show that there is a certain problem of English learning burnout among middle school students and the overall burnout level is at a medium level. Second, the four dimensions of the questionnaire, in descending order based on the magnitude of the mean, were: alienation, low achievement, inappropriate behavior, and emotional exhaustion. The mean value of the alienation dimension is 2.963, which is closer to the ideal median value of 3 on the 5-point Likert scale, indicating that the English learning burnout of middle school students is most significant in terms of alienation, indicating that most students show alienation in English learning, further indicating that most students lack communication with their English teachers and have a certain sense of distance from them, and they show a certain amount of burnout in English learning.

2.2.1.2 Analysis of Each Dimension of English Learning Burnout

From Table 8, it can be seen that there is a certain amount of burnout in English learning among S middle school students. This study will further analyze the specific manifestations of students' English learning burnout in four dimensions: emotional exhaustion, inappropriate behavior, low achievement, and alienation, respectively.

(1) Emotional depletion dimension analysis

Table 9: Descriptive statistics of each question item of the emotional exhaustion dimension.

Item	Sample size	Minimum	Maximum	Mean	Standard deviation
Q1	584	1	5	3.361	1.434
Q2	584	1	5	2.702	1.377
Q3	584	1	5	2.969	1.434
Q4	584	1	5	2.762	1.391
Q5	584	1	5	3.022	1.391
Q6	584	1	5	2.818	1.406
Q7	584	1	5	2.991	1.394
Q8	584	1	5	2.86	1.394
Q9	584	1	5	2.892	1.425
Q10	584	1	5	2.839	1.409
Q11	584	1	5	2.938	1.414
Q12	584	1	5	2.813	1.407
Total	584	1	5	2.914	.773

From Table 9, it can be seen that the mean value of the emotional exhaustion dimension is 2.914, which indicates that there is a certain degree of English learning burnout among the middle school students. The items with high mean values in this table are questions 1, 5, and 7, where question 1 "I don't care anymore if I can't finish my English homework" has the highest mean value of 3.361, followed by question 5 "I get annoyed when I think that next class is English" with a mean value of 3.022, and finally question 7 "I like the challenge that comes with learning English" with a mean value of 2.991, indicating that on the emotional exhaustion dimension, most students' high scores were concentrated in questions 1, 5, and 7, and question item 7 was a reverse assignment question. That is, most students think that these 3 question items are more in line with or close to their actual situation, thus indicating that most students think that English homework is more and cannot be completed in time, and that they are not interested in learning English, have certain difficulties in the process of learning English, and that learning English is challenging; thus it is likely that there is some English learning burnout.

(2) Inappropriate behavior dimension analysis

Table 10: Descriptive statistics of inappropriate behavior dimension for each question item.

Item	Sample size	Minimum	Maximum	Mean	Standard deviation
Q13	584	1	5	2.807	1.446
Q14	584	1	5	2.986	1.404
Q15	584	1	5	2.844	1.389
Q16	584	1	5	3.077	1.437
Q17	584	1	5	2.887	1.393
Q18	584	1	5	2.865	1.401
Q19	584	1	5	2.836	1.396
Q20	584	1	5	2.923	1.397
Q21	584	1	5	2.932	1.431
Q22	584	1	5	3.038	1.393
Total	584	1.1	4.9	2.919	.762

From Table 10, it can be seen that the mean value of the inappropriate behavior dimension is 2.919, which indicates that there is a certain amount of English learning burnout among the middle school students. The question items with higher mean values in this table are question 16, 22, and 14, indicating that most students think that these three items are more in line with or close to their actual situation. Question 16, "I often procrastinate on my English homework, do not turn in my English homework, or copy others' English homework," had the highest mean value of 3.077; Question 22, "I always do my English homework first when I study after school" is the second most popular question, with a mean value of 3.038, and this question is a reverse-assignment question, meaning that most students do not complete their English homework in time; Finally, question 14, "I never raise my hand to speak in English class," has a mean value of 2.986. The above data show that in the dimension of inappropriate behavior, most of the students showed a series of inappropriate behaviors in the process of learning English, which were mainly manifested in not submitting homework in time, copying homework, and rarely raising their hands to speak in class.

(3) Analysis of the low achievement dimension

Table 11: Descriptive statistics of each question item of the low achievement dimension.

Item	Sample size	Minimum	Maximum	Mean	Standard deviation
Q23	584	1	5	2.938	1.397
Q24	584	1	5	3.027	1.41
Q25	584	1	5	2.923	1.418
Q26	584	1	5	2.993	1.382
Q27	584	1	5	2.892	1.432
Q28	584	1	5	2.911	1.381
Q29	584	1	5	2.873	1.388
Total	584	1.143	4.857	2.937	.801

From Table 11, it can be seen that the mean value of the low achievement dimension is 2.937, and the question items with higher mean values in this table are questioned 24, 26, and 23 in order, with mean values of 3.027, 2.993, and 2.938 respectively, indicating that most students think that these three question items are more in line with or close to their actual situation. Among them, question 24 "I often feel that I cannot understand English lessons or complete English learning tasks" has the highest mean value of 3.027, indicating that most students cannot understand the lessons, cannot complete tasks in time, and have a low sense of achievement. The mean value of question 26, "I don't know how to do English homework even though I try to think about it," is 2.993, which indicates that most students have some difficulties in the learning process. The mean value of question 23, "I don't think I am capable of learning English well," is 2.938, indicating that most students believe they are not capable of learning English well and lack self-confidence. According to the above data, it can be seen that most students who have English learning burnout have a low sense of self-achievement, that is, they lack self-confidence in the process of learning English, have a low sense of achievement, attribute their failure to learn English to their reasons, and have a negative attitude toward their English learning ability. Long-term negative emotions tend to weaken students' motivation to learn English and lack of motivation to learn, which leads to English learning burnout.

(4) Analysis of alienation dimension

Table 12: Descriptive statistics of each question item of the alienation dimension.

Item	Sample size	Minimum	Maximum	Mean	Standard deviation
Q30	584	1	5	2.926	1.415
Q31	584	1	5	2.955	1.388
Q32	584	1	5	2.942	1.404
Q33	584	1	5	2.969	1.382
Q34	584	1	5	3	1.423
Q35	584	1	5	2.985	1.255
Total	584	1	4.833	2.963	.804

From Table 12, it can be seen that the alienation dimension is the highest value among the four dimensions of English learning burnout, with a mean value of 2.963, indicating that the English learning burnout of middle school students in this middle school is mainly reflected in the alienation dimension. The items with higher mean values in this table are questioned 34, 35, and 33, with mean values of 3, 2.985, and 2.969 respectively, indicating that most students think these three items are more in line with or close to their actual situation. Among them, question 34, "I would send my best wishes to my English teacher on holidays" has the highest mean value, and this question is a reverse-assignment question, which indicates that most students think this question is more in line with their actual situation, that is, most students would send their best wishes to their English teachers on holidays, which may be related to the personal charm of English teachers. The mean value of question 35, "I would call the English teacher names or say bad things about him/her behind his/her back," is 2.985, indicating that some students do not have a good impression of their English teachers and do not like them. The mean value of "I feel annoyed when I see my English teacher and don't want to talk to him/her" is 2.969, indicating that some students do not like their English teachers and have some resistance to them.

2.2.2. Differential Analysis of English Learning Burnout

2.2.2.1 Gender Differences

To further analyze the English learning burnout of S middle school students. This study will use SPSS25.0 to investigate whether there is a difference in English learning burnout of students in terms of gender and to conduct statistical analysis and independent sample t-test on the total English learning burnout scale and gender, the specific results are shown in the following table:

Table 13: Statistical analysis of data on English learning burnout and gender.

Dimension	Results of t-test analysis			
	Gender (mean ± standard deviation)		t	p
	1.0(n=280)	2.0(n=304)		
Emotional depletion	2.86±0.57	2.96±0.92	-1.57	.117
Inappropriate behavior	2.85±0.59	2.98±0.89	-2.207	.028*
Low achievement	2.87±0.64	3.00±0.92	-2.063	.040*
Sense of alienation	2.91±0.66	3.01±0.91	-1.579	.115
Total	2.87±0.48	2.98±0.83	-2.104	.036*

* p<0.05 ** p<0.01 "1" for "male" "2" for "female"

From Table 13, the Sig=0.036>0.05 of the current state of English learning burnout total table indicates that there is no significant difference in the level of English learning burnout among middle school students in terms of gender, there are differences with the results of previous studies such as Zhu Xiaoli and Xie Xu Ping (2013) and Zhou Xiaohui (2014), and the main reason that may lead to the differences in the studies is that the study subjects are different, and the learning environment and psychological characteristics of middle school students are different from those of college students and high school students.

2.2.2.2 Grade Differences

To test whether there were differences in the current state of English learning burnout among students in S middle school at different grades, this study conducted one-way ANOVAs on four dimensions of emotional exhaustion, inappropriate behavior, low achievement and alienation, and the total questionnaire on the current state of English learning burnout in the three grades using SPSS 25.0, respectively, with the following results:

Table 14: Total table of English learning burnout and independent samples T-Test for each dimension and grade level.

Dimension	ANOVA results			F	p
	Grade (mean \pm standard deviation)				
	1.0(n=200)	2.0(n=193)	3.0(n=191)		
Emotional depletion	3.03 \pm 0.48	2.93 \pm 0.73	2.78 \pm 1.01	5.198	.006**
Inappropriate behavior	3.04 \pm 0.56	2.95 \pm 0.67	2.77 \pm 0.98	6.508	.002**
Low achievement	3.03 \pm 0.66	2.96 \pm 0.73	2.82 \pm 0.98	3.641	.027*
Sense of alienation	3.06 \pm 0.64	3.01 \pm 0.74	2.81 \pm 0.99	5.217	.006**
Table	3.04 \pm 0.42	2.95 \pm 0.60	2.79 \pm 0.94	6.64	.001**

* $p < 0.05$ ** $p < 0.01$ "1" for the first year "2" for the second year "3" is junior year

Table 14 shows that all four dimensions of emotional exhaustion, inappropriate behavior, low achievement, and detachment are significant across grades ($p < 0.05$), that is, there are differences across grades in the four dimensions of emotional exhaustion, inappropriate behavior, low achievement, and detachment. Specific analysis showed that in the emotional exhaustion dimension, $P = 0.006 < 0.05$, indicating that there was a significant grade difference in the emotional exhaustion dimension of students' English learning burnout level. Meanwhile, the mean values of the emotional exhaustion dimension from the first to the third grade were 3.03, 2.93, and 2.78 respectively, indicating that the emotional exhaustion level of the third-grade students was lower than that of the first and second grades, further indicating that emotional exhaustion tends to decrease with the increase of the grade, as shown in Figure 1. On the inappropriate behavior dimension, $p = 0.002 < 0.05$, indicating that there is a significant grade difference in the level of English learning burnout in the inappropriate behavior dimension among the students. The mean values of the inappropriate behavior dimension for the first to third grades are 3.04, 2.95, and 2.77, respectively, indicating that the level of inappropriate behavior of the third-grade students is lower than that of the first and second-grade students, and the inappropriate behavior will decrease with the increase of grade level, as shown in Figure 2. On the low achievement dimension, $P = 0.027 < 0.05$, indicating that there is a significant grade difference in the level of English learning burnout in the low achievement dimension among the students in this school, and the mean values of the low achievement dimension for the first to third grades are: 3.03, 2.96 and 2.82, respectively, indicating that the level of low achievement of the third-grade students is lower than that of the first and second-grade students and that the level of low achievement decreases with decreases as the grade level increases, as shown in Figure 3. On the detachment dimension, $P = 0.006 < 0.05$, indicating that there is a significant grade difference in the level of English learning burnout in the detachment dimension among students in this school, and the mean values of the detachment dimension for the first to third grades are 3.06, 3.01 and 2.81, respectively, indicating that there is a significant grade difference in the level of English learning burnout among middle school students in this dimension, and the mean value of the alienation dimension was lower for junior students than for freshmen and sophomores, indicating that alienation is more severe for freshmen and sophomores than for juniors, and its degree decreases as the grade level increases, as shown in Figure 4.

Overall, in the total English learning burnout scale, $P = 0.001 < 0.05$, indicating that there is a significant difference in English learning burnout among middle school students in terms of grade level, and the mean values of four dimensions of English learning burnout in middle school students are lower than those of students in the first and second grades in terms of emotional exhaustion, inappropriate behavior, low achievement, and alienation, from this, we can see that the level of English learning burnout among middle school students decreases as the grade level increases, as shown in Figure 5.

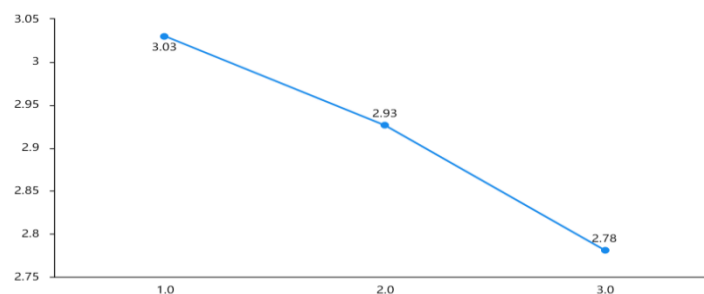


Figure 1: Comparison of grade and emotional exhaustion ANOVA.

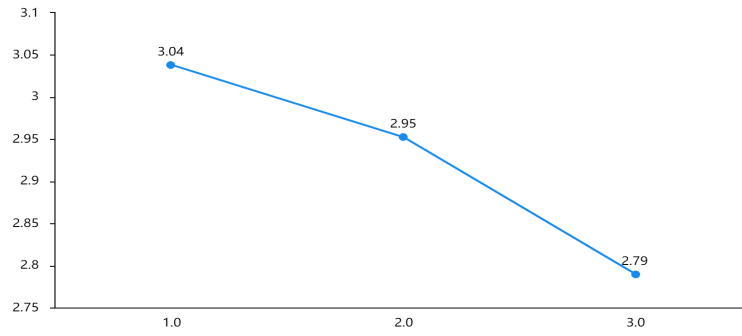


Figure 2: Comparison of grade and inappropriate behavior ANOVA.

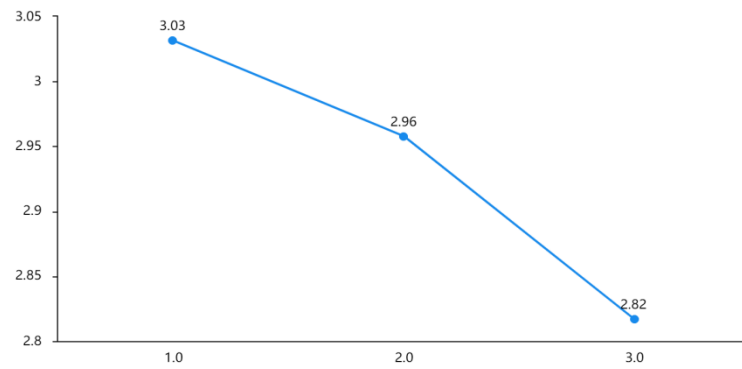


Figure 3: Comparison of grade and low achievement ANOVA.

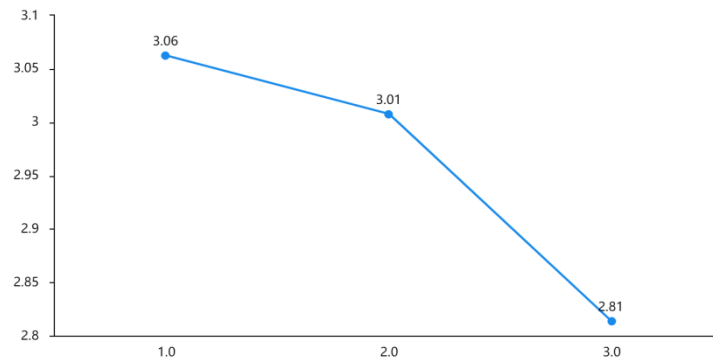


Figure 4: Comparison of grade and alienation ANOVA.

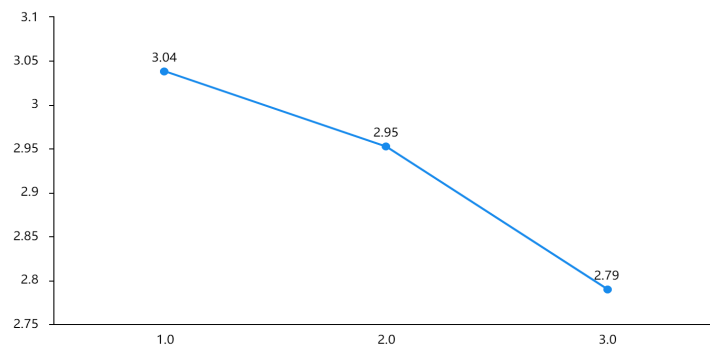


Figure 5: Comparison of grade and overall learning burnout status ANOVA.

2.2.2.3 Differences Between High and Low Subgroups

To further investigate whether the degree of English learning burnout and English grades of S middle school students correlated, this study divided the English midterm exam scores of 584 subjects

into high (top 25%) and low (bottom 25%) groups, and conducted independent samples t-tests for each dimension of the current status of English learning burnout with the high and low groups, with the following results:

Table 15: Independent samples T-Test for the total table of English learning burnout and each dimension with high and low subgroups.

	Results of item analysis (differentiation) analysis			
	Group (mean±standard deviation)		t(decisive value)□	p
	Low subgroup(n=157)	High subgroup(n=157)		
Emotional depletion	2.10±0.53	3.74±0.49	28.529	.000**
Inappropriate behavior	2.13±0.52	3.81±0.45	30.384	.000**
Low achievement	2.12±0.50	3.88±0.40	34.537	.000**
Sense of alienation	2.15±0.56	3.84±0.49	28.517	.000**
Total	2.12±0.41	3.81±0.33	40.047	.000**

From Table 15, it can be seen that the mean values of the emotional exhaustion dimension for the high and low group students are 3.74 and 2.10 respectively, and the mean value of the high group is higher than the mean value of the low group ($p < 0.05$) indicating that there is a significant difference between the high and low group students' level of English learning burnout in this dimension, that is, the high group students are more emotionally exhausted than the low group students. On the inappropriate behavior dimension, the mean value of the high subgroup was 3.81 and the mean value of the low subgroup was 2.13, the mean value of the high subgroup was higher than the mean value of the low subgroup ($p < 0.05$) indicating that there was a significant difference in the level of English language learning burnout among the students of the school in the high and low subgroups, that is, the level of inappropriate behavior was higher among the students of the high subgroup than the students of the low subgroup. On the low achievement dimension, the means of the high and low subgroups were 3.88 and 2.12, respectively, and the means of the high subgroup were higher than the means of the low subgroup ($p < 0.05$) indicating that there was a significant difference in the level of English learning burnout between the high and low subgroups of students, that is, the level of low achievement of the high subgroup was higher than that of the low subgroup. On the alienation dimension, the means of the high and low subgroups were 3.84 and 2.15, respectively, and the mean value of the high subgroup was higher than the mean value of the low subgroup ($p < 0.05$) indicating that there was a significant difference in the level of English learning burnout between the high and low subgroups of students, that is, the level of alienation was higher in the high subgroup than in the low subgroup.

Overall, the mean value of the high subgroup in the English learning burnout status total is 3.81 and the mean value of the low subgroup is 2.12, indicating that there is a certain degree of English learning burnout among middle school students, and the overall level is moderate. In the English learning burnout total table and its four dimensions, the mean values of the high group students were generally higher than the mean values of the low group students ($p < 0.05$) indicating that there were significant differences between the low and high group students in the level of English learning burnout among the middle school students, and the level of English learning burnout of the high group students was generally higher than that of the low group students.

2.2.3. Analysis of the Causes of English Learning Burnout among Middle School Students

2.2.3.1 General Characteristics of the Causes of English Learning Burnout

To further investigate the causes of English learning burnout among three grades of students in S middle school, all valid data from the "English learning burnout causes questionnaire" were entered into SPSS25.0 for descriptive statistical analysis, the following table shows the specifics of the dimensions of the causes of students' English language learning burnout and the total table:

Table 16: Total table of causes of English learning burnout.

Dimension	Sample size	Minimum	Maximum	Mean	Standard deviation
Student factor	584	1.455	5	4.16	.772
Teacher factor	584	1.214	4.643	2.288	.694
Environmental factor	584	1.2	4.8	2.226	.795
Subject factor	584	1.286	5	3.959	.873
Total	584	1.5	4.595	3.042	.449

As can be seen from Table 16, the minimum value of the total table of English learning burnout causes questionnaire is 1.5, the maximum value is 4.595, the mean value is 3.042, and the standard

deviation is 0.449, which indicates that S middle school students have certain burnout problems in the process of English learning. First, the mean value of the student dimension is 4.16 and is the highest of the four dimensions, indicating that most students attribute to themselves the causes of some burnout problems in their English learning process. Secondly, the mean value of the subject dimension is 3.959, indicating that some students attribute their certain burnout problems in the process of learning English to the subject of English and may have some difficulties in learning English. The mean value of the teacher dimension was 2.288 and the mean value of the environmental dimension was 2.226, indicating that some students attributed some problems in learning English to the teacher and environment.

2.2.3.2 Analysis of Each Dimension of the Causes of English Learning Burnout

According to the analysis of the above data, it can be seen that S middle school students have certain problems in English learning. To further investigate how students attribute the problems in the English learning process, this study will use SPSS25.0 to further analyze and describe the student dimensions, teacher dimensions, environmental dimensions, and subject dimensions of the English learning burnout causation questionnaire and the causation questionnaire summary table.

(1) Student dimensional analysis

Table 17: Statistical table describing each question item of the student dimension.

Question item	Sample size	Minimum	Maximum	Mean	Standard deviation
Q1	584	1	5	4.241	.958
Q2	584	1	5	4.361	.963
Q3	584	1	5	4.37	.973
Q4	584	1	5	3.791	1.051
Q5	584	1	5	4.14	1.072
Q6	584	1	5	4.349	.956
Q7	584	1	5	4.401	.921
Q8	584	1	5	4.11	1.024
Q9	584	1	5	4.228	.995
Q10	584	1	5	3.969	1.052
Q11	584	1	5	3.798	1.122
Total	584	1.455	5	4.16	.772

From Table 17, it shows that the mean value of the student dimension is 4.16, which indicates that most of the S middle school students attribute their reasons for English learning burnout to themselves. The items with higher mean values in this table are question 7, 3, 2, and 6, with mean values of 4.401, 4.37, 4.361, and 4.349, indicating that most students think that these four items are more in line with or close to their actual situation. And the highest mean score for question 7 indicates that most students attribute some problems in the English learning process to their own poor English learning ability and lack of self-confidence, which reduces their motivation to learn English and leads to a weakened motivation to learn English.

(2) Teacher dimensional analysis

Table 18: Descriptive statistics of each question item in the teacher dimension.

Question item	Sample size	Minimum	Maximum	Mean	Standard deviation
Q12	584	1	5	2.812	1.177
Q13	584	1	5	2.649	1.212
Q14	584	1	5	2.558	1.226
Q15	584	1	5	2.476	1.228
Q16	584	1	5	2.399	1.154
Q17	584	1	5	2.281	1.139
Q18	584	1	5	2.286	.96
Q19	584	1	5	1.916	.938
Q20	584	1	5	2.014	.944
Q21	584	1	5	2.11	1.032
Q22	584	1	5	2.118	1.09
Q23	584	1	5	2.128	1.072
Q24	584	1	5	2.144	1.085
Q25	584	1	5	2.135	1.032
Total	584	1.214	4.643	2.288	.694

From Table 18, it can be seen that the mean value of the teacher dimension is 2.288, which indicates that most of the students believe that they have some problems in the process of learning English, and some of them attribute the cause to their English teachers. The items with higher mean values in the table are: question 12, 13, and 14, with mean values of 2.812, 2.649, and 2.558, indicating that most students think these three items are more in line with or close to their actual situation, The highest mean score for question 12, "The English teacher's boring class and inactive atmosphere are the reasons why I am tired of learning English," indicates that most students attribute their burnout in the process of learning English to the fact that English classes are uninteresting, which leads to burnout in learning English; Secondly, English teachers speak too fast and it is difficult to keep up with the teacher's pace, which also gradually makes students lose interest in learning English or even become negative.

(3) Environmental dimension analysis

Table 19: Descriptive statistics of each question item of the environmental dimension.

Question item	Sample size	Minimum	Maximum	Mean	Standard deviation
Q26	584	1	5	2.515	1.041
Q27	584	1	5	2.286	1.044
Q28	584	1	5	2.134	.99
Q29	584	1	5	2.092	1.014
Q30	584	1	5	2.401	.986
Q31	584	1	5	2.128	1.047
Q32	584	1	5	2.406	1.025
Q33	584	1	5	2.142	1.05
Q34	584	1	5	2.075	1.007
Q35	584	1	5	2.079	1.053
Total	584	1.2	4.8	2.226	.795

From Table 19,, it can be seen that the mean value of the environmental dimension is 2.226, which indicates that some students of S middle school attribute the cause of burnout in the process of learning English to the influence of the environment. The items with higher mean values in this table are questioned 26, 32, 30, and 27, with mean values of 2.515, 2.406, 2.401, and 2.286, indicating that most students think that these four items are more in line with or close to their actual situation. Question 26, "Many students in my class don't like English, so I don't like it either", has the highest mean value, indicating that most students attribute their burnout in the process of learning English to the influence of others. Therefore, they have negative emotions of aversion to English, which leads to the generation of English learning burnout. Secondly, they are influenced by the overall learning atmosphere of the school, which makes them lose their enthusiasm and initiative to learn English, and thus generate negative and negativity emotions.

(4) Discipline dimension analysis

Table 20: Statistical table of the description of each question item in the subject dimension.

Question item	Sample size	Minimum	Maximum	Mean	Standard deviation
Q36	584	1	5	3.656	1.26
Q37	584	1	5	3.803	1.206
Q38	584	1	5	3.943	1.143
Q39	584	1	5	3.825	1.167
Q40	584	1	5	4.098	1.102
Q41	584	1	5	4.236	1.044
Q42	584	1	5	4.149	1.028
Total	584	1.286	5	3.959	.873

From Table 20, it can be seen that the mean value of the subject dimension is 3.959, which indicates that S middle school students attribute the causes of English burnout to the influence of the English subject. The items with higher mean values in this table are questioned 41, 42, and 40, with mean values of 4.149, 4.236, and 4.098, indicating that most students think these three items are more or less in line with their actual situation. The highest mean value of 41 questions indicates that most students attribute their English learning problems to the fact that English is a subject with a lot of content, especially too many English words, which are difficult to remember and lead students to become bored with English learning.

2.2.4. Differential Analysis of the Causes of English Learning Burnout

2.2.4.1 Gender Differences

In order to further explore the causes of English learning burnout among students in S middle school, this study used SPSS25.0 to conduct independent samples t-test on the causes of English learning burnout and gender, as shown in the following table:

Table 21: Independent sample T-Test for the summary table of causes of English language learning burnout and gender.

Dimension	Results of t-test analysis			
	Gender (mean ± standard deviation)		t	p
	1.0(n=280)	2.0(n=304)		
Student factor	3.91±0.94	4.39±0.48	-7.786	.000**
Teacher factor	2.34±0.77	2.24±0.62	1.733	.084
Environmental factor	2.39±0.84	2.07±0.72	4.861	.000**
Academic factors	3.80±0.98	4.11±0.74	-4.301	.000**
Total	3.01±0.54	3.08±0.34	-1.849	.065

* p<0.05 ** p<0.01 "1" for "male" "2" for "female"

From Table 21, it can be seen that Sig=0.065>0.05 for the total table of causes of English learning burnout indicates that there is no significant difference in the causes of English learning burnout among S middle school students. The possible reason for the lack of significant difference is that there is no significant difference in the mental maturity and language learning ability of boys and girls in middle school.

2.2.4.2 Grade Differences

Table 22: Total table of the causes of English learning burnout and the One-Way Variance of each dimension and grade level.

Dimension	ANOVA results				
	Grade (mean ± standard deviation)			F	p
	1.0(n=200)	2.0(n=193)	3.0(n=191)		
Student factor	3.75±1.04	4.15±0.50	4.60±0.26	74.863	.000**
Teacher factor	2.74±0.79	2.15±0.50	1.95±0.48	88.936	.000**
Environmental factor	2.62±1.11	2.10±0.48	1.94±0.39	46.183	.000**
Academic factors	3.42±0.94	4.05±0.71	4.43±0.59	88.576	.000**
Total	3.09±0.69	2.98±0.25	3.06±0.23	2.964	.052

* p<0.05 ** p<0.01 "1" for the first year "2" for the second year "3" is junior year

As can be seen from Table 22, different grades showed significance (p<0.05) for all four dimensions of student factors, teacher factors, environmental factors, and subject factors, that is, different grades differed in all four dimensions of student factors, teacher factors, environmental factors, and subject factors. The specific analysis showed that in the student factor dimension, P=0.000<0.05, indicating that there was a significant grade difference in the causes of English learning burnout among the students of this school in the student factor dimension. At the same time, the mean values of the student factor dimension for the first to third grades are 3.75, 4.15, and 4.60, respectively, indicating that the student factor in the causes of burnout is higher in the third grade than in the first and second grades, indicating that the third-grade students attribute more of the causes of burnout to themselves and that it increases with the grade level, as shown in Figure 6. On the teacher dimension, p=0.000<0.05, indicating that there is a significant grade difference in the level of English language learning burnout among the students on the teacher dimension, with the mean values of this dimension for the first to third grades is: 2.74, 2.15 and 1.95 respectively, indicating that the teacher dimension is lower in the causes of burnout among the second-grade students than the first and third-grade students, as shown in Figure 7. On the environmental dimension, p=0.000<0.05, indicating that there are significant grade differences in the causes of burnout in English language learning among the students of this school on the environmental dimension, with the mean values on this dimension for the first to third grades being: 2.62, 2.10 and 1.94, respectively, indicating that the environmental factors in the causes of burnout among the second-grade students are lower than those of the first and third-grade students, as shown in Figure 8. On the subject dimension, P=0.000<0.05, indicating that there is a significant grade difference in the causes of English learning burnout among the students of this school on the subject dimension, and the means on this dimension for the first to third grades are: 3.42, 4.05, and 4.43, respectively, indicating that the means of the first-grade students on the subject dimension are lower

than those of the second and third-grade students, as shown in Figure 9.

Overall, $p=0.042 < 0.05$ in the total English language learning burnout scale, indicating a significant difference in English language learning burnout among students at grade level, as shown in Figure 10.

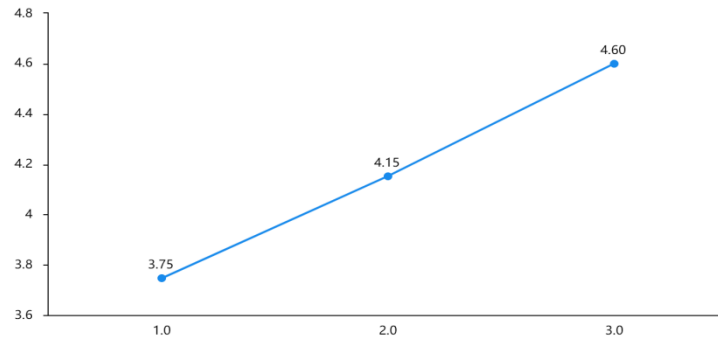


Figure 6: Comparison of grade and student factor ANOVA.

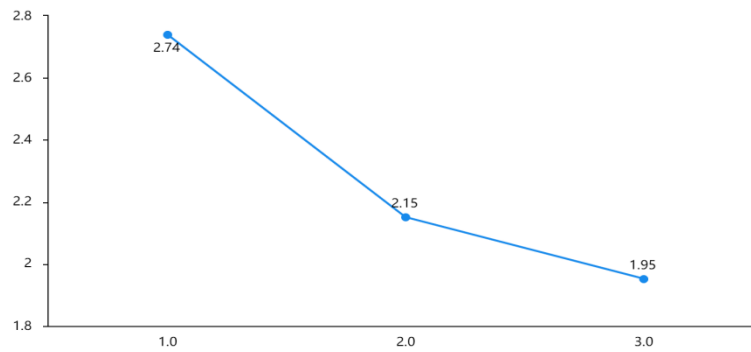


Figure 7: Comparison of grade and teacher factor ANOVA.

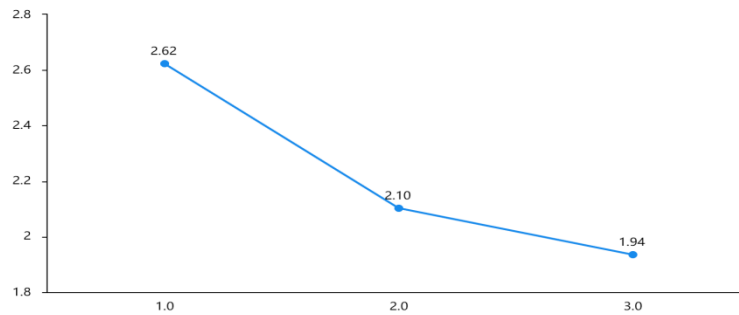


Figure 8: Comparison of grade and environmental factors ANOVA.

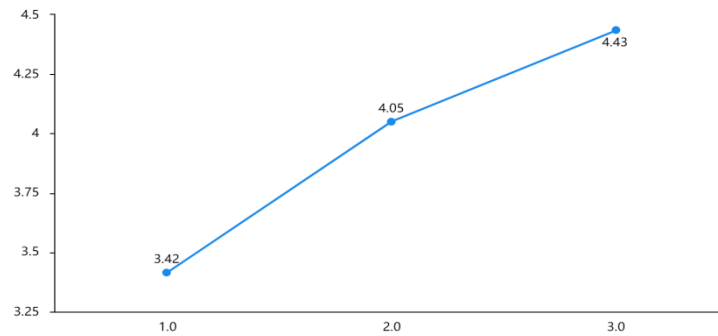


Figure 9: Comparison of grade and subject factor ANOVA.

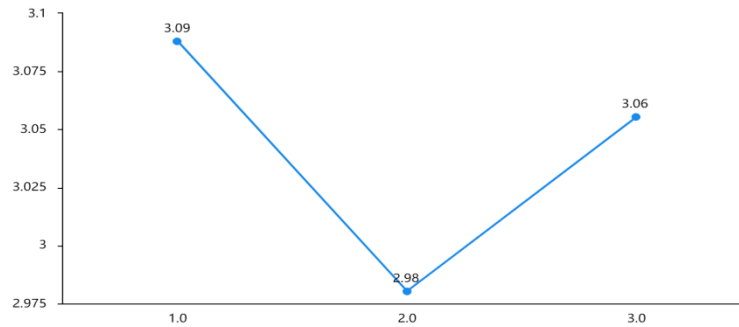


Figure 10: Comparison of grade and overall impact factors ANOVA.

2.2.4.3 Differences Between High and Low Subgroups

Table 23: Independent samples T-Test for the total table of English learning burnout and each dimension with high and low subgroups.

Dimension	Results of item analysis (differentiation) analysis		t(decisive value)□	p
	Group (mean±standard deviation)			
	Low subgroup(n=157)	High subgroup(n=157)		
Student factor	3.49±1.07	4.35±0.49	9.249	.000**
Teacher factor	2.02±0.46	2.96±0.78	12.965	.000**
Environmental factor	1.94±0.45	2.98±1.04	11.538	.000**
Academic factors	3.16±1.00	4.21±0.60	11.283	.000**
Total	2.58±0.38	3.54±0.36	23.018	.000**

* p<0.05 ** p<0.01

As can be seen from Table 23, the means of the high and low subgroups of students in the student factor dimension were 3.54 and 2.58, respectively, and the means of the high subgroup were higher than the means of the low subgroup ($p<0.05$) indicating that there was a significant difference between the causes of burnout in English learning between the high and low subgroups of students in this dimension, that is, the student factor in the causes of burnout of the high subgroup of students was higher than that of the low subgroup of students. On the teacher dimension, the mean value of the high group was 2.96 and the mean value of the low group was 2.02, the mean value of the high group was higher than the mean value of the low group ($p<0.05$) indicating that there was a significant difference in the causes of burnout in English learning between the high and low group students in this school, that is, the causes of burnout in the high group students were higher than the low group students on the teacher dimension. On the environmental dimension, the means of the high and low subgroups were 2.98 and 1.94, respectively, and the means of the high subgroup were higher than the means of the low subgroup ($p<0.05$) indicating that the causes of burnout in English learning among the students of this school were significantly different between the high and low subgroups, that is, the causes of burnout among the students of the high subgroup were higher than those of the low subgroup in terms of environmental factors. On the subject dimension, the means of the high and low subgroups were 4.21 and 3.16, respectively, and the means of the high subgroup were higher than the means of the low subgroup ($p<0.05$) indicating that there was a significant difference in the causes of burnout in English learning between the high and low subgroups of students in this school, that is, the causes of burnout in the high subgroup were higher than those of the low subgroup in terms of subject factors.

Overall, the mean value of the high subgroup in the English learning burnout status total table is 3.54 and the mean value of the low subgroup is 2.58, indicating that there is a certain degree of English learning burnout among students in this middle school. In the English learning burnout, total table and its four dimensions, the means of the high group students were generally higher than the means of the low group students ($p<0.05$) indicating that there were significant differences in the causes of English learning burnout between the low group and the high group students in this school, and the causes of English learning burnout of the high group students were generally higher than those of the low group students.

2.2.5. Correlation Analysis of the Causes of English Learning Burnout

To further verify whether there is a correlation between the current situation of English learning burnout and the causes of English learning burnout among S middle school students. In this study, the total table and dimensions of the current situation of English learning burnout were correlated with the total table and dimensions of the causes of English learning burnout using SPSS25.0, and the specific results are as follows.

Table 24: Correlations between the current situation and causes of English learning burnout.

		Emotional Exhaustion	Inappropriate Behavior	Low Achievement	Detachment	Total
Student factors	Correlation coefficient	.783**	.767**	.791**	.883**	.805**
	p-value	.000	.000	.000	.000	.000
Teacher factor	Correlation coefficient	.682**	.749**	.644**	.746**	.671**
	p-value	.000	.000	.000	.000	.000
Environmental factors	Correlation coefficient	.641**	.536**	.621**	.717**	.624**
	p-value	.000	.000	.000	.000	.000
Academic factors	Correlation coefficient	.691**	.744**	.835**	.738**	.754**
	p-value	.000	.000	.000	.000	.000
Total	Correlation coefficient	.829**	.715**	.746**	.781**	.816**
	p-value	.000	.000	.000	.000	.000

**Significantly correlated at the .01 level (two-sided).

According to Table 24, it can be seen that the correlation coefficient between the current situation of English learning burnout and the causes is 0.816, which shows that there is a significant correlation between English learning burnout and the causes in S middle school. The Pearson correlation coefficients for the dimensions of the current situation of English learning burnout questionnaire and the causes of English learning burnout questionnaire were 0.805, 0.671, 0.624, and 0.754, respectively, indicating that there were significant correlations between the degree of English learning burnout of middle school students and the student dimension and the subject dimension. There was a more significant correlation between the teacher dimension and the environmental dimension. The Pearson's correlation coefficients of the dimensions of the English learning burnout causal questionnaire and the state of English learning questionnaire were 0.829, 0.715, 0.746, and 0.781, respectively, indicating that there is a significant correlation with the causes questionnaire on the dimensions of emotional exhaustion and alienation, and a more significant correlation with the causes questionnaire on the dimensions of inappropriate behavior and low achievement.

According to the Pearson correlation coefficients between the English learning burnout status with each dimension and the English learning burnout causes with each dimension, it can be seen that there is a significant positive correlation between the English learning burnout status questionnaire and the causes questionnaire. It indicates that there is a certain amount of English learning burnout among middle school students and that students' English learning burnout is closely related to four dimensions: students themselves, English teachers, the learning environment, and English subjects.

2.2.6. Regression Analysis of the Causes of English Learning Burnout

To further explore whether there is a causal relationship between English learning burnout and its causes, this study uses linear regression to analyze the current situation and causes of English learning burnout. The following table shows the details:

From Table 25, it can be seen that the student factors, teacher factors, environmental factors, and subject factors were used as independent variables, while the current state of English burnout was used as the dependent variable for linear regression analysis, it can be seen that the model equation is: English burnout status = 2.283 + 0.107*student factor + 0.065*teacher factor + 0.001*environmental factor + 0.012*subject factor, and the model R-squared value is 0.019, it means that student factors, teacher factors, environmental factors, and subject factors can explain 1.9% of the causes of change of the status of burnout in English language learning. When F-testing the model, it was found that the model passed the F-test (F=2.830, p=0.024<0.05), which means that at least one of the student factors,

teacher factors, environmental factors, and subject factors would have an influential relationship on the current state of English burnout. where the value of the regression coefficient of the student factor is 0.107 ($t=2.277$ $p=0.023<0.05$), implying that the student factor will have a significant positive relationship with the status of English learning burnout. The value of the regression coefficient for the teacher factor was 0.065 ($t=1.110$, $p=0.268>0.05$), implying that the teacher factor does not have an influential relationship with the status of English learning burnout. The value of the regression coefficient for environmental factors is 0.001 ($t=0.022$, $p=0.982>0.05$), implying that environmental factors do not have an influential relationship on the status of English learning burnout. The value of the regression coefficient for the subject factor was 0.012 ($t=0.287$, $p=0.774>0.05$), implying that the subject factor does not have an influential relationship with the current state of English learning burnout.

Table 25: Linear regression table of the current situation and causes of English.

Results of linear regression analysis (n=584)									
	Unstandardized coefficient		Standardized coefficient	t	p	VIF	R ²	Adjusted R ² □	F
	B	Standard error	Beta						
Constant	2.283	.206	-	11.096	.000**	-			
Student factor	.107	.047	.12	2.277	.023*	1.636			
Teacher factor	.065	.059	.066	1.11	.268	2.058	.019	.012	F (4,579)=2.830, p=.024
Environmental factor	.001	.051	.001	.022	.982	2.037			
Subject factor	.012	.042	.015	.287	.774	1.662			

Dependent variable: Summary Table 1 D-W value: 0.327

* $p<0.05$ ** $p<0.01$

Summarizing the analysis, it can be seen that student factors can have a significant positive relationship with the status of English learning burnout. However, teacher factors, environmental factors, and subject factors do not have an influential relationship to the current status of English learning burnout.

3. Interview results and analysis

In this study, two students with high scores in each of the first, second, and third grades were selected as interviewees based on the scores of the "current situation of English learning burnout questionnaire, we also further explored the causes of burnout in English for these six students, taking into account the specific situation of the "English learning burnout causes questionnaire" for these six students. In this study, A, B, C, D, E, and F are used to represent each student.

Student A of the first year is in the middle of the class in English. It is clear from classroom observations that more gossiping in English classes and more general relations with English teachers and classmates. Combining the questionnaire responses and interviews, he pointed out that "I didn't like my English teacher, and I had some conflicts with him before, and after that, I felt that my English teacher was always against me, so I slowly became indifferent to learning English, and there are so many points in the English textbook that I can't remember them and can't make sense of them." These reasons make his interest in learning English gradually weaken, so it can be seen that this student has a certain degree of English learning burnout. He attributed most of the causes of English learning burnout to external factors such as teacher factors and subject factors and did not look for the causes in himself.

Student B of the first year is in the lower middle class in English. Through classroom observation, we found that he usually has less interaction with the English teacher in class, does not like to speak English, and the quality of homework completion is slightly poor. Combining the questionnaire and interviews: he pointed out that "middle school textbooks have too many words and long texts, which are difficult to memorize and difficult to understand grammar knowledge." This student had some degree of burnout in English and attributed the cause of burnout to disciplinary factors.

Student C of the second year is in the middle of the range in English. Observed through classroom observation: the English teacher seldom asks him questions in class, and he seldom takes the initiative to answer, sometimes listening carefully in class and sometimes making small movements. Combining the questionnaire and interviews: he thinks that "there are too many points to memorize in English, sometimes the points that need to be memorized in the last class are not memorized in time, and then a

bunch of points need to be memorized in this class, so I feel so tired."These reasons caused him to become tired of learning English. It can be seen that the student has a certain degree of English learning burnout and attributes the causes of English learning burnout to subject factors such as too much English knowledge and difficulty in understanding, and teacher factors such as the fast pace of the English teacher's classes.

Student D of the second year is a moderate grade in English. Through classroom observation, we found that she is sometimes serious in class and sometimes lazy, in a passive learning state. Combined with the questionnaire and interview content: She thinks that "every time I make a lot of mistakes in dictation, I feel tired because I can't memorize it; I can't finish my English homework or write it well, and most of the students in my class don't like learning English, so she doesn't like it either." For these reasons, her motivation to learn English has gradually weakened and her sense of English learning burnout has become more and more obvious. This shows that the student has a certain degree of English learning burnout and attributes the causes of English learning burnout mainly to teacher factors such as the English teacher assigning too much homework and environmental factors such as other students not liking English and therefore she begins to dislike it as well.

Student E of the third year is lower middle level in English. Through classroom observation, we found that she yawns in English class, looks tired, and likes to lie on her desk. Combining the questionnaires and interviews: she believes that "there are too many points to memorize in English, and the more she learns, the more impatient she becomes; she has no confidence in her English learning ability", which leads to her feeling of English learning fatigue. It can be seen that the student's level of English burnout is at a medium level, and the causes of English burnout are attributed to student factors such as their lack of effort and lack of confidence in themselves, and environmental factors such as the English learning atmosphere in the class is not strong enough, so they do not want to learn English.

Student F of the third year is slightly underachieving in English. Through classroom observation, we found that he does not listen carefully in class and likes to make small movements or sleep, so the teacher often reminds him. Combining the questionnaires and interviews: "maybe it's because of myself, I didn't have a good foundation when I was in the first and second year, and I couldn't keep up with too many knowledge points when I was in the third year, so I was too lazy to learn. And the English teacher always said that we must get into the best high school, making everyone very stressed, quite annoyed with her."These reasons have caused everyone's previous passion for learning English to fade away. It can be seen that the student's level of English learning burnout is moderately high, and the causes of English learning burnout are attributed to student factors such as their ability and poor foundation and teacher factors such as excessive pressure from English teachers.

The above analysis of the content of the interviews with the six students in the three grades reveals that:

First, there is a certain degree of burnout in English learning among S middle school students. And the degree of burnout among middle school students is lower than that of first and second-year students, which is consistent with the results of the questionnaire survey.

Second, there were significant grade differences in the way burnout was attributed to English learning, that is, there were differences in the four dimensions of student factors, teacher factors, environmental factors, and subject factors across grades. The mean value of the junior year is significantly higher than that of the first and second years on the student dimension and the subject dimension. The mean value of the junior year is lower than that of the first and second years on the faculty dimension and the environmental dimension. Weiner's attribution theory states that individual success or failure consists of four main aspects: individual ability (stable intrinsic factor), individual effort (unstable intrinsic factor), the difficulty of the task (stable extrinsic factor), and good or bad luck (unstable extrinsic factor). It can be motivating when individuals attribute success to stable intrinsic factors. In other words, when students attribute the causes of English learning burnout to stable intrinsic factors such as lack of personal ability and difficult tasks, it is beneficial for students to form correct self-attributions that may alleviate the level of English learning burnout by improving their ability.

Finally, internal factors often play a decisive role, and all six students interviewed attributed the causes of English learning burnout to internal factors such as their lack of effort and ability, as well as external factors such as the fact that the English subject itself is more knowledgeable and more complex. Therefore, only by helping students to find the main causes of their English learning burnout can we "prescribe the right medicine" to effectively alleviate students' English learning burnout, help them regain their self-confidence and sense of achievement, and make their English performance

gradually improve.

4. Conclusion

In this study, using the "English learning burnout current situation questionnaire" and "English learning burnout causes questionnaire", combined with the interview method, the study was conducted on the overall situation of the current situation and causes of English learning burnout among the students in S middle school, the differences and the causal relationship between English learning burnout and the causes, the results of the study are as follows:

4.1 The Current Situation of English Learning Burnout among Students in S Middle School

In general, students in S middle school have some English learning burnout and the overall level is moderate, and the dimensions of English learning burnout from high to low are alienation, low achievement, inappropriate behavior, and emotional exhaustion. It indicates that junior high school students' English learning burnout is evident in the alienation and low achievement dimensions, which means that most students' English learning burnout is mainly manifested in their distant relationship with teachers, inability to understand in class, and lack of self-confidence. And there was no significant difference in English learning burnout by gender and a significant difference by grade, with first-year students generally having higher levels of English learning burnout than second and third-year students. There was a significant difference between the high and low subgroups, that is, students in the high subgroups generally had higher levels of English learning burnout than students in the low subgroups.

4.2 Causes of Students' English Learning Burnout in S Middle School

The causes of English learning burnout among S middle school students can be attributed to four dimensions: students, teachers, environment, and subjects. There were no significant differences in the causes of English burnout by gender and significant differences by grade level, with middle school students attributing more of the causes of English burnout to their ability and to the subject of English itself than did of first and second grades. There were significant differences between the high and low subgroups, with students in the high subgroup attributing more of the causes of English burnout to their inability and the difficulty of the English subject than students in the low subgroup.

4.3 Causal Relationship between Burnout and Causes of English Learning among Students in S Middle School

The Pearson correlation analysis shows that English learning burnout has a significant positive correlation with the causes of students' English learning in S middle school. The linear regression analysis further verifies that English learning burnout has a causal relationship with the causes of burnout. It shows that the main reasons for students' burnout in English learning in this secondary school can be attributed to their weakness and lack of self-confidence. The failure of the teacher dimension, environmental dimension, and subject dimension to enter the regression analysis suggests that the direct influence of these three dimensions on middle school students' English learning burnout needs to be further investigated and the small sample in this study, it was not possible to analyze the direct effects of these three dimensions on English learning burnout.

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