

Original Research Article

Study on the English Learning Motivation and Learning Strategies

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Abstract: Learning motivation and learning strategies are the important factors that affect English learning, which has an important impact on the students' learning English. In the 1970s, Chinese scholars mainly studied the transfer to students' autonomous learning, which resulted in individual differences of learners, such as age, gender, motivation, strategy, etc. However, learning motivation and strategy are the most important issues, which need our research. Based on the real data, this paper makes SPSS software statistics, which can analyze the correlation between learning motivation and learning strategy. Through the study of English learning motivation and Strategies of vocational college students, vocational college can better improve the quality of English teaching.

Keywords: Learning Motivation; Learning Strategies; Higher Vocational Colleges

1. Introduction

Since the 1970s, China has begun to study English motivation and strategies, which has shifted to the study of learners' individual differences. Through the analysis of many factors, including learning environment, gender, age, motivation, attitude, strategy, personality, cognition, emotion, many scholars think that learning motivation and learning strategy are the most important factors in English learning, and it has formed various theories. For example, Gardner finally divides learning motivation into "tool motivation" and "integration motivation", which has become a classic social education model. Ryan puts forward self-determination theory, expectation motivation theory and goal motivation theory. In addition, a large number of foreign studies have proposed a variety of learning strategies, such as the nature of learning strategies, strategy classification, strategy selection factors, strategy training, etc. Through quantitative analysis, many scholars have made empirical studies on English learning motivation and strategies. Many studies have shown that students with higher motivation will improve their English scores, which will lead to more successful foreign language learning experience. Learning motivation is the activity that causes and maintains students' learning, which will tend to the psychological process set by teachers. Learning motivation is a potential psychological process, which will determine students' willingness to devote themselves when they encounter difficulties. Therefore, learning motivation has become the key for students to eliminate difficulties. Better learning strategies will improve learners' learning mentality, which will make the learning process more relaxed, effective and rich, which will be better put into the new environment.

2. Questionnaire research

2.1 Problems and methods

This paper selects 500 vocational college students, including 250 boys and 250 girls. By analyzing the form of

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questionnaire, this paper randomly selects English majors from higher vocational colleges. Then, the survey results were analyzed by SPSS 11.0.

2.2 Test results

Based on the Pearson correlation analysis of the survey data by SPSS 11.0, the statistical results of English learning motivation are shown in **Table 1**.

	Minimum	Maximum	Mean	Std. Deviation
Internal motivation	1.67	5.00	3.4883	.59894
Achievement motivation	1.75	4.75	3.3650	.58433
Motivational intensity	1.11	4.78	3.2889	.68293
External motivation	1.75	4.25	2.9892	.47550

Table 1. Statistical results of English learning motivation

Through the Pearson correlation analysis of the survey data by SPSS 11.0, the statistical results of learning strategies are shown in **Table 2**.

	Minimum	Maximum	Mean	Std. Deviation
Metacognitive strategies	1.00	5.00	3.5800	.71283
Compensation strategy	2.00	5.00	3.5520	.59229
Social strategy	1.00	5.00	3.1350	.89712
Affective strategies	1.17	4.60	3.1000	.57978
Memory strategy	1.00	4.50	3.0900	.63652
Cognitive strategy	1.13	4.62	3.0213	.67958

Table 2. Statistical analysis results of English learning strategies

2.3 Correlation analysis

The sps11.0 social statistics software package can be used to make a correlation analysis of the subjects' motivation and strategies. The results of the correlation analysis are shown in **Table 3**.

	Metacognitive strategies	Compensation strategy	Social strategy	Affective strategies	Memory strategy	Cognitive strategy
Internal	.368**	.142	.215**	.338**	.308**	.407**
motivation	.000	.161	.032	.001	.002	.0000
Achieveme nt motivation	.288** .004	.219** .206	.184 .065	.352** .000	.398** .000	.345** .000
Motivationa	.661**	.259**	.442**	.442**	.671**	.671**
1 intensity	.000	.009	.000	.000	.000	.000
External	019	129	.163	.148	.149	1.171
motivation	.864	.202	.106	.142	.136	.0.092

Table 3. Correlation analysis results

The subjects' internal motivation and memory strategy, cognitive strategy, metacognitive strategy and emotional strategy were significantly correlated at the 0.01 confidence level, and social strategy was significantly correlated at the

0.05 confidence level, only there was no significant positive correlation with compensation strategy.

3. English learning strategies

3.1 Diversified curriculum

More attention should be paid to the combination of short-term and long-term learning objectives of higher vocational students, which requires diversified curriculum. In the context of lifelong learning, the long-term and short-term goals of vocational students' participation in education should be taken into account in the development planning of vocational students' foreign language education. The results of this study show that the motivation of vocational students' foreign language learning mainly includes interest in learning, career progress, social relations, avoidance or stimulation, external expectations, social services, among which cognitive interest and Vocational development is a long-term goal, while social stimulation and social contact are short-term goals. Therefore, when formulating the development plan of higher vocational students, Not only to set up long-term courses to make higher education truly popular, but also to meet the short-term goals of higher vocational students, such as setting up leisure and current affairs curriculum, should be taken into consideration.

3.2 Diversified teaching methods

The teaching methods of higher vocational colleges should be diversified, which will meet the needs of students' participation in learning. According to the research results, the types of learning motivation of vocational college students are diverse. Therefore, higher vocational English education should be diversified, which will enhance students' enthusiasm for learning. Social relations will improve students' motivation for English learning, such as avoidance, stimulation, *etc.*, which needs to pay attention to the diversity of teaching methods, such as group discussion, debate, presentation, *etc.* Through a variety of flexible ways, teachers can avoid the stereotype of teaching methods, which will change the traditional stereotype. By satisfying the English learning motivation of vocational college students, their learning motivation will be better maintained and enhanced.

3.3 Respect for individual differentiation

Higher vocational colleges should respect students' individual differences, which will establish a positive learning situation. There are big differences among vocational college students, such as age, family background, English level, etc. Therefore, there are obvious differences in English learning motivation among students of different genders and ages. For different individual differences, teachers should carefully observe each student's learning behavior in class. By mastering the learning psychology of different vocational college students, a positive learning situation in foreign language classroom can be created. Through the setting of teaching content, vocational students can learn competent content, which will create a good interpersonal environment. Through active interaction, learners' enthusiasm for English learning can be improved, which will enhance their motivation for English learning.

3.4 Pay attention to gradual learning

Teaching work should be arranged in a systematic way, which requires us to pay attention to learning step by step. Students should rely on textbooks for listening, speaking, reading and writing, which will improve the accuracy of the language. At the same time, teachers should arrange English teaching systematically. By paying attention to the step-by-step learning, teachers can teach in an all-round way, which will highlight the teaching focus. By focusing on the analysis and guidance of key errors, higher vocational students will set a reasonable learning goal. By constantly informing the learning situation, higher vocational students will gradually reach the gap between learning level and setting goals. Through understanding in every link of learning, vocational students can understand better and clarify their own learning situation, which will improve their foreign language learning in the future. Higher vocational students should be advocated to study independently, which will improve the flexibility of learning methods. The frequency of functional training strategies used by vocational college students is the least, which shows that the current

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foreign language learning of vocational college students mainly depends on the classroom and teachers' teaching.

4. Conclusion

This paper analyzes the definition of learning motivation and learning strategy in detail. Then, through the research data, this paper analyzes the correlation between the two, which can help to better understand the relationship between the two. Empirical research shows that different learning motivations will have different effects, which requires us to improve our learning strategies. Through the positive influence of learning motivation on English autonomous learning, this motivation can be improved and enhanced, which will enhance the learning enthusiasm of higher vocational students. Through different learning strategies, higher vocational students will improve their academic performance, which will improve their learning motivation. In College English classroom teaching, vocational colleges should pay attention to the stimulation of students' learning motivation, which will improve the training of students' learning strategies. By attaching importance to learning motivation, students' English learning strategies can be improved, which will improve the relationship between them. Therefore, through targeted motivation and strategies, higher vocational English classroom teaching can be trained, which will promote students' autonomous learning.

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