

English Learning Motivation of Students in Chinese-foreign Cooperative Education Programs in Chinese Universities

Meng Xiong

Hubei University, Wuhan 430062, Hubei China

Abstract: With the development of globalization, English is playing an increasingly important role in international communication and has become a universal language. Chinese universities have also gradually realized the importance of English education, and have cooperated with foreign universities to carry out a series of Chinese-foreign cooperative programs to cultivate more outstanding talents with international vision and English ability. However, in these programs, students' English learning motivation varies, which directly affects their English learning effect. Through an in-depth analysis of the English learning motivation of students in Chinese-foreign cooperative schools in Chinese universities, this paper puts forward effective strategies to improve students' English learning motivation, in order to provide reference for the English teaching of Chinese-foreign cooperative education programs in Chinese universities.

Keywords: Chinese-foreign cooperative programs; English learning motivation; Internal motivation; External motivation

In the current context of globalization, English has become an international language. Mastering English is not only conducive to personal academic development and career planning, but also can promote the communication and integration of different cultures. Therefore, more and more Chinese universities begin to attach importance to English education, and cooperate with foreign universities to carry out Chinese-foreign cooperation program, aiming at cultivating excellent talents with international vision and strong English ability. These programs usually use English as the main language of teaching and require students to have strong English listening, speaking, reading and writing skills. However, due to various factors such as personal interest, learning environment, family background and so on, students have different English learning motivation, which is directly related to their English learning effect. Therefore, understanding and improving students' English learning motivation is of great significance for improving their English level and cultivating international talents.

1. Overview of the Chinese-foreign cooperative education programs in Chinese universities

In recent years, Chinese universities have actively responded to the national "going global" strategy, and constantly cooperated with foreign universities to carry out Chinese-foreign cooperative programs in order to cultivate high-quality talents with an international vision. These programs not only provide students with opportunities to receive international education, but also promote the exchange and integration of Chinese and foreign educational cultures. First of all, there are many types of Chinese-foreign cooperative programs in University level. Chinese-foreign cooperative university is the most common form, which refers to the independent legal person school jointly funded by Chinese and foreign countries. In addition, Chinese-foreign cooperatively-run projects and institutions are non-independent legal person educational institutions jointly organized by both Chinese and foreign countries, which usually rely on Chinese universities to carry out cooperative schools of majors or courses. Chinese-foreign cooperation in running schools is specific educational programs jointly carried out by Chinese and foreign universities, usually carried out in the form of curriculum cooperation and joint training. Secondly, Chinese-foreign cooperation in running schools has developed rapidly in Chinese universities, covering all parts of the country, forming a cooperative network with the eastern coastal areas as the main body and covering the central and western regions. These programs not only provide more international educational resources for Chinese students, but also provide opportunities for foreign universities to understand and integrate into Chinese culture. Finally, the management and operation of

Chinese-foreign cooperative school-running projects are gradually standardized, forming a management mode led by the government and assisted by market operation. At the same time, in order to ensure the quality of cooperative school projects, the Ministry of Education has also formulated a series of evaluation standards and supervision measures to standardize the management of Chinese-foreign cooperative school projects.

2. English learning status of students in Chinese-foreign cooperative school programs

In the Chinese-foreign cooperative school program, English is the main teaching language, and students' English level is directly related to their academic performance and future career development. However, due to various reasons, there are some differences in the current situation of students' English learning. First of all, the overall English level of the students shows a trend of polarization. Some students have strong English listening, speaking, reading and writing ability, and can communicate fluently with foreign teachers and students, and successfully complete their academic tasks. However, another part of the students have a relatively weak English level, facing great learning difficulties, and even encounter obstacles in understanding the course content and completing academic tasks. Secondly, students have different English learning methods and methods^[1]. Some students use traditional learning methods, such as memorizing words and doing exercises, while others tend to use modern technology, such as online courses and online learning, to improve their English skills.

3. English learning motivation of students in Chinese-foreign cooperative schools

3.1 Intrinsic motivation

3.1.1 Interests and hobbies

For students with interests and hobbies, English learning is no longer a passive acceptance, but an active exploration and discovery. In the learning process, students can better understand and understand foreign cultures and enhance their communication ability with the international community through the contact and learning of English. Therefore, interests and hobbies can stimulate students' enthusiasm for learning, enhance their learning motivation, and improve their learning effect. Interests and hobbies can also help students to better overcome their learning difficulties. In the process of learning, students will inevitably encounter some problems and challenges, and interests and hobbies can provide strong psychological support, help students to maintain a positive attitude towards learning, encourage students to actively face difficulties, and strive to overcome challenges, so as to achieve better learning results.

3.1.2 Sense of achievement and self-actualization

The sense of achievement can help students build up self-confidence and enhance their motivation to learn. In the process of learning, students gradually master English listening, speaking, reading and writing ability through continuous efforts, so as to achieve success in academic and professional development and realize their life value. This successful experience can bring students a great sense of achievement, stimulate their enthusiasm for learning and enhance their learning motivation. In the process of learning, students gradually realize their academic and professional goals through continuous efforts, so as to realize their self-value and achieve the state of self-realization^[2]. This process of self-realization can stimulate students' enthusiasm for learning, enhance their learning motivation, help students better adapt to the teaching environment and learning requirements of Chinese-foreign cooperative school programs, and lay a solid foundation for their future academic development and career.

3.2 External motivation

3.2.1 Need for study and career development

With the continuous advancement of internationalization, English, as an international language, is playing an increasingly important role in academic research and career development. By learning English, students can not only better adapt to the international academic environment, but also accumulate valuable language resources for their future career. In terms of academic research, English is the main language of many international academic journals and conferences. Mastering English can help students to better read international academic literature, obtain the latest academic information, enhance their academic research ability, and improve their academic level^[3]. In terms of career development, with the deepening of international cooperation and exchanges, more and more enterprises and institutions need talents with good English communication skills. Mastering English can enable students to have more advantages in job-hunting, increase employment opportunities and enhance their professional competitiveness.

3.2.2 Expectations of families and society

Parents of university students usually have expectation on their children and hope they can enhance their international vision and improve their academic and professional competitiveness through learning English. Therefore, they will give students support and encouragement to learn English, which will become an important driving force for students to learn English. In the social environment, the importance of English is also increasingly prominent. The society generally believes that mastering English is a reflection of the

ability, and those with good English communication skills will be given more attention and recognition. Therefore, in order to gain recognition and respect from the society, students will also actively devote themselves to English learning and strive to improve their English level.

4. Strategies to improve the English learning motivation of students in foreign cooperation programs

4.1 Optimize the course design and teaching methods

In order to improve the English learning motivation of students in Chinese-foreign cooperative schools, the curriculum design and teaching methods should be optimized first. The course content should be combined with the actual needs and interests of students, pay attention to practicality and interest, and enhance students' interest in learning. For example, the relevant course content can be designed according to the students' career planning and future development direction, so that the students can feel the practical application value of learning English. In addition, the choice and use of teaching methods is also the key to improve students' motivation to learn English. In the teaching process, a variety of teaching methods can be used, such as situational teaching method, task-based teaching method, project-based teaching method, etc., to enable students to learn English in the actual context and improve their learning interest and learning outcome. At the same time, teachers can also use modern information technology, such as multimedia teaching, online courses, etc., to enrich the teaching content and stimulate students' learning motivation.

4.2 Create a good learning environment and atmosphere

Universities need to create a good learning environment for students, including a quiet and comfortable learning place, appropriate learning equipment, etc., so that students can fully devote themselves to learning. In addition, universities also need to advocate a positive learning atmosphere, encourage students to learn from each other, cooperate with each other, and form good learning habits. Teachers should also actively guide students in the teaching process, create a relaxed and happy learning atmosphere, and stimulate students' interest in learning and learning motivation.

4.3 Provide effective learning resources and support

Chinese-foreign cooperative programs need to make full use of resources and advantages to provide students with effective learning resources and support to help students better learn English. First of all, the school should provide students with rich learning resources, including high-quality teaching materials, books, multimedia materials, etc., so that students can more easily obtain learning materials and meet their learning needs. Secondly, universities also need to provide effective learning support for students, such as organizing English corners, opening English salons, holding English competitions, so as to give students more practice opportunities and improve their English application ability. In addition, schools can also provide an online learning platform, a virtual learning environment, so that students can learn English anytime and anywhere, to achieve the convenience and flexibility of learning.

5. Conclusion

In conclusion, the English learning motivation of students in Chinese-foreign cooperative programs in universities is affected by many factors, therefore, schools and teachers should start from multiple aspects, take effective measures to improve English learning motivation of students, help students to better learn English, improve students' English application ability, for the students to lay a solid foundation for the students' future development. At the same time, it also provides valuable experience and reference for colleges and universities in other countries and regions, so that they can better carry out Chinese-foreign cooperation programs and improve the English learning effect of students.

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About the author:

Meng Xiong , (1994-) , female, Han Nationality, Wuhan city, Hubei Province, master, research direction: Higher Education English education.