

## **Analysis of Public English Learning Strategies for Higher Vocational College Students from the Perspective of Score Improvement**

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**Abstract:** In recent years, with the deepening of economic globalization and cultural integration, the relationship between China and other countries in the world has become closer. As a common language of international communication, English is very important for both countries and enterprises. However, at present, English education in China is still too theoretical, which greatly affects the cultivation of English professionals. In this paper, the author stands in the perspective of improving scores, focusing on the methods and Strategies of public English learning for higher vocational college upgraded students. Firstly, this paper briefly introduces the connotation of public language learning strategies, and expounds their importance and classification. At the same time, it explores the differences between low-achievers and high-achievers in social strategies, cognitive strategies, emotional strategies and metacognitive strategies. Finally, it puts forward specific learning strategies for reference according to the key contents of the National English Level Examination.

### **1. Introduction**

At the end of the last century, in order to more standardize the assessment of students' English competence, the National English Level Examination (PETS), which we often call PETS, was introduced by the national examination authorities. The reason why China has established this system is to change the traditional examination system in the past so as to better meet the social needs. The content of the National English Level Examination includes five aspects: listening, speaking, language knowledge, reading and writing.

Since entering the 21st century, China's economy has developed rapidly, and exchanges and cooperation with developed countries have become more frequent. Therefore, China's demand for professional and technical personnel is also more urgent. As an international common language, English is frequently used. However, at present, the English competence of the upgraded students in Higher Vocational Colleges in China needs to be improved generally. This is due to the lack of basic English and self-learning ability of these students, on the other hand, because they lack effective methods and strategies in public English learning.

### **2. The importance and basic connotation of learning strategies**

There is not much difference in students' innate intelligence. Therefore, students' academic performance mainly depends on whether the use of learning strategies is scientific and reasonable. Usually, the learning strategies of high-score students are better than those of low-score students. In English learning, students should not only pay attention to the autonomy of learning, but also learn to control their learning ability and learning state in real time. In modern teaching, students are the main body of learning and should also be at the center. Only when students seek the best English learning strategies, can they help to improve their scores.

As early as the middle of last century, many scholars have devoted themselves to the study of English learning strategies. Among them, Tarone and Bialystock have tried their best to explain learning strategies, believing that the purpose of learning strategies is to constantly improve their social linguistic competence and basic linguistic competence. Reuben has proposed that the

development of language systems is an important reason for constructing learning strategies, and learning strategies to a large extent. Chamelt points out that learning strategies refer to the learning skills that students adopt in order to strengthen their knowledge memory and optimize their English learning. In China, English learning strategies are defined in the National English Curriculum Standards, that is, learning strategies refer to the relevant steps and actions taken by students to ensure the effectiveness of learning development.

From the above points of view, we can see that the main purpose of English learning strategies is to help students better learn and master English knowledge. This strategy specifically refers to the procedures, steps, methods and self-regulation adopted in the process of learning English. Learning strategy is not only a specific method and skill, but also a rule system for students to make arrangements for their learning behavior. It can be said that compared with learning skills, learning strategy not only stays outside the performance, but also a higher level of methodology, which is the guidance and guidance for students how to use learning skills.

### **3. Classification of public English learning strategies**

There are many criteria and methods for the classification of public English learning strategies, but the essence and connotation of each classification method are the same. The author mainly talks about the classification of public English learning strategies into cognitive strategies, affective strategies, metacognitive strategies and social strategies.

#### **3.1 Cognitive strategies in public English learning**

The so-called cognitive strategy aims to help students better grasp and apply public English knowledge. Its contents mainly include two aspects: one is to summarize and memorize the public English knowledge learned; the other is to learn from the past and learn from the new. Of course, in the process of using cognitive strategies, we must avoid the phenomenon of rote memorization and emphasis on theory rather than application. Usually, cognitive strategies are more suitable for high-score students, and they can also make good use of this strategy. For low-score students, they tend to be ignorant. For example, as high-scoring students, they are often able to grasp the new knowledge proposed by teachers at the first time and plan their own English learning effectively. At the same time, they strictly monitor their own implementation of the learning plan and pay attention to the characteristics and functions of English actively so as to avoid confusion between English learning and Chinese learning. However, as low-scoring students, they can also plan their English learning effectively. Cognitive acceptance, but there are often problems in the persistence of strategies and skills. Although relatively effective learning plans can be formulated, the lack of effective implementation will cause low-level students to lose confidence, which will have an important impact on English learning and English achievement.

#### **3.2 Metacognitive strategies of public English learning strategies**

The so-called metacognitive strategy refers to a highly efficient way of autonomous learning. Specifically speaking, students first make clear plans in English learning, then adjust the learning plans dynamically according to the specific conditions to enhance their feasibility, especially to control and organize their own learning process. In the application of metacognitive strategies, high-score students are also different from low-score students. As high-score students, most of them can arrange their learning tasks reasonably, and optimize their learning methods according to their own situation and task difficulty. They can effectively divide English learning tasks into short-term tasks and long-term tasks, and ultimately complete long-term tasks one by one through the completion of short-term tasks. Even if they encounter obstacles or fail to achieve good results in English learning, high-scoring students can evaluate and reflect on their own learning, so as to find deficiencies, make up for them, and ensure the competitiveness of learning strategies. Compared with low-scoring students, they have relatively poor goals in English learning and are easy to lose their direction in the process of learning.

### **3.3 Emotional strategies of public English learning strategies**

The so-called affective strategies refer to the affective factors that have an impact on students' public English learning. If students can ensure good learning mood and correct learning motivation, it will naturally contribute to the study of public English. As a matter of fact, the basic knowledge and English skills of higher vocational college students are relatively weak, so although they spend a lot of time in English learning, they often have problems such as poor results, which will impact students' mood and confidence. If these problems are not solved in time, it will easily affect their English learning results.

In fact, the reason for anxiety is that students have to face the double pressures of academic performance and job hunting. Once the examination results decline, it will increase the degree of anxiety, so that they cannot get the sense of conquest and achievement of public English. However, the author believes that we should treat anxiety dialectically. As a higher vocational college student, appropriate learning pressure and anxiety will promote students to learn better, but cannot be deeply anxious. As high-score students, their learning attitude is relatively good, and they can effectively detect and adjust their emotional fluctuations in time, so as to constantly enhance their self-confidence and sense of achievement in learning; while as low-score students, when they encounter anxiety, they often lack reasonable treatment, thus forming a vicious circle, affecting English learning performance.

### **3.4 Social strategies in public English learning**

The so-called social strategy is to encourage students to use English in daily life to communicate, while constantly finding deficiencies in the process of communication to make up for deficiencies. English, as a language, belongs to one of the communicative tools. Therefore, only by strengthening its application in daily life, can it be helpful to the in-depth understanding and utilization of English. Whether high-score or low-score students, they should create opportunities for English communication in life learning. They can not only express their opinions in English, but also engage in daily chat in practical English. Through these English social activities, they can find shortcomings, adjust problems, praise and encourage each other, and enhance their motivation and interest in learning.

## **4. Specific strategies of public English learning for upgraded vocational college students from the perspective of score improvement**

### **4.1 Vocabulary learning strategies**

In the process of public English learning, vocabulary is the core and basic part. If students cannot grasp vocabulary accurately, it will affect students' writing, reading, speaking and other English skills and English achievements. Although most of the students pay great attention to vocabulary memory, the forgetting rate is also high. At the same time, this kind of rote memorization will reduce students' interest and effect in English learning.

In the aspect of English vocabulary learning, we should adopt specific strategies according to its characteristics. This strategy integrates internal consciousness and external behavior. Of course, students should not only confine themselves to one strategy, but also make comprehensive use of various strategies. At the same time, students can also use phonetic strategies, dictionary strategies, reading strategies, note-taking strategies, repetition strategies, guessing strategies, context strategies and associative strategies.

As an upgraded student in Higher Vocational colleges, we should make a special plan for public English vocabulary learning, do a good job of self-evaluation and reflection, find and remedy shortcomings in time, and fully combine their own situation to determine the future learning goals and basis. At the same time, social strategies can also help students master vocabulary, such as multi-person word search, competitive recitation and so on, which can help to enhance the interest of English vocabulary learning.

## **4.2 Listening learning strategies**

Compared with the undergraduate students, the higher vocational college students are relatively poor in English listening, which is mainly due to their less vocabulary, inaccurate pronunciation and poor basic grammar, and the poor listening also brings some anxiety to the students. Therefore, based on metacognitive strategies, students should find weak links and formulate special plans and goals. In grammar, semantics and phonetics, cognitive strategies such as memory should be further strengthened.

Specifically, in the process of listening, students should adopt the following strategies: first, attention strategy, that is, selective listening to important information; second, construction strategy, that is, based on what they hear, to construct a certain listening scene for in-depth understanding; third, retelling strategy, to further process the information they hear; fourth, emotional strategy, that is, doing it. In the process of listening, we should calm down the mood by deep breathing and self-encouragement, relieve the pressure, and improve the ability of information reception. Fifth, we should use social strategies to further understand the methods and Strategies of listening learning through teacher-student communication.

## **4.3 Reading learning strategies**

Most of the advanced students in higher vocational colleges have some problems in English reading, such as slow reading speed and lack of comprehension ability. This is mainly due to the students' lack of good reading habits and effective reading skills, large vocabulary and poor concentration.

Specifically speaking, students can adopt the following strategies for reading learning: first, in cognitive strategies, they should learn to master reading skills, as long as they master certain reading skills, timely reading is more difficult, they can also do part of the topic; second, in metacognitive strategies, students should formulate planning objectives for weak links, and do a good job of self-monitoring and self-evaluation; third, emotions. In terms of strategy, we should build up learning confidence and avoid reading fear and anxiety. Fourthly, other strategies, including reading, questioning, pre-reading and skimming, should be constantly adjusted in the process of reading so as to make better use of transcription strategy and background knowledge strategy, summarize experience and improve ability.

## **4.4 Oral language learning strategies**

Poor oral English ability is one of the common problems among Chinese students. Even some students with good English foundation will have this problem, which is mainly due to the students' bad habits and embarrassment to speak English. In fact, spoken English is the process of choosing, reorganizing, processing and expressing knowledge in the brain. Students can use emotional strategies to avoid the problems of fear of oral English, shyness to speak and self-confidence. At the same time, they can use social strategies to actively create situations and opportunities for oral English communication, further consolidate oral skills and improve oral English ability. In addition, students can also use the strategy of enhancing cultural awareness to actively learn western culture, thus contributing to the further improvement of oral English ability.

## **4.5 Writing learning strategies**

On the one hand, students should use cognitive strategies, that is, learning to memorize, extract, summarize and use commonly used words and sentences; on the other hand, they should also use social strategies to constantly improve and improve their writing ability through comments and suggestions from teachers and classmates.

## **5. Conclusion**

To sum up, the society is demanding higher and higher English competence of students in Higher Vocational Education institutes. Therefore, they must strengthen their English skills in terms of vocabulary, listening, reading, speaking and writing, and constantly improve their English

proficiency and achievement through the comprehensive use of cognitive strategies, metacognitive strategies, social strategies and affective strategies.

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