

English learning motivation, strategies, and information technology capability among Chinese tourism students

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Abstract

This descriptive study determined the English learning motivation, learning strategies, and information technology capabilities among Chinese tourism students in China. Specifically, it described the profile of the respondents in terms of tourism English learners in Chinese higher vocational college in terms of sex, grade level, and colleges; determined the respondents' English learning motivation in terms of internal and external motivations; identified the respondents' English learning strategies in terms of cognitive, regulatory, communicative and resource strategies; investigated the respondents' information technology capability in terms of gathering, filtering, and integrating information; tested the differences in response among the English learning motivation, learning strategies and students' information technology capability when grouped according to their profile variables; established the correlation among English learning motivation, learning strategies and information technology capability in tourism English learning; and lastly, proposed an English language learning program for tourism students based on the results of the study. The participants were 400 Tourism Service and Management students from three higher vocational colleges in China, namely, Jinan Preschool Education College, Shandong College of Tourism and Hospitality, and Shandong Yingcai University. The reliability of the surveys showed that all sections of the instrument exhibited acceptable to excellent levels of reliability. It employed the Likert scale and was evaluated using Cronbach's alpha. The gathered data were analyzed using a one-way ANOVA, t-test, and a quantitative descriptive study technique. According to the study's findings, majority of the respondents are females in their second year in Jinan Preschool Education College. Additionally, the results indicated that the respondents agreed on the indicators of English learning motivation in terms of intrinsic and extrinsic motivation. When it comes to English learning strategies, the respondents agreed on the indicators pertaining in terms of cognitive, regulatory, communicative and resource strategies. In terms of information technology capability, the respondents concurred with the indicators such as gathering, filtering, and integrating information. As to the relationship among English learning motivation, English learning strategies, and information technology capability, results showed

highly significant relationships. A language learning program to enhance the learning motivation, strategies and IT capability of Chinese Tourism students was proposed. The tourism sector is a globally interconnected economy, in which English functions as a universal language. This research may help educators and institutions develop more focused language programs that correspond with students' interests, enhance their capacity to engage with international tourists, and increase their employability. Recommendations for further research on the influence of various digital tools and platforms on students' capacity to collect, filter, and synthesize information and make a comparative analysis that may yield information regarding the most effective techniques for enhancing these abilities were recommended

Keywords: English learning motivation, learning strategy, information technology capability

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1. Introduction

In today's globalized landscape, mastery of English has emerged as a critical skill, particularly for students enrolled in tourism programs. The expansion of the international tourism business necessitates proficient English communication to provide superior services, manage varied cultural contacts, and promote professional achievements. Chinese tourism students may encounter the combined difficulty of acquiring proficiency in English as a second language, while simultaneously cultivating the technical expertise necessary for the tourism and hospitality industries. Inspiring these students and providing them with suitable learning methodologies and information technology (IT) skills may be vital for improving their engagement and competency in English. The crucial role of information technology competencies in language acquisition is paramount. In an era in which technological literacy is indispensable, students must acquire proficiency in English communication and effectively utilize technology to augment their learning experiences. For Chinese tourism students, who will be working in a sector where English serves as the primary language, the capacity to effectively collect pertinent information, assess its reliability, and assimilate it into practical applications is essential. It is essential to address the deficiencies in IT abilities and comprehend the correlation between IT capability and English learning approaches to enhance both the learning experience and outcomes.

According to Wong (2022), English learning motivation is crucial in education, as it guides students' behavior towards objectives, improves cognitive processing resulting in dedication and perseverance in learning activities, and dictates the learning behaviors that should be reinforced, ultimately influencing learning outcomes. A significant number of instances where students do not receive learning materials from their instructors' stem from insufficient interaction or involvement between the instructor and the students. This suggests that when a teacher conveys knowledge to students effectively, every subject, including citizenship, will be readily comprehended (Sakka et al., 2022). Chen (2024) examined the English learning motivation of candidates sponsored by the Chinese government for international academic visits participating in a government-sponsored intensive English preparatory program. Their study constructed an SEM model for the entire sample and four parts for its portions, elucidating the intricate interplay of the components influencing this population's English learning motivation within the context of China's overarching socio-educational aspirations. It also discloses nuanced distinctions in the path coefficients of this motivational complex across its two sub-sample groups: applicants with social science and humanities backgrounds compared to those with science backgrounds and applicants from a program or university within China's Double First-Class initiative versus those outside of it. Their findings may enhance our understanding of the English-learning ecosystem in contemporary China. The learning strategies and English language play a pivotal role in teaching and learning within the EFL context. Ramasari (2021) identified English learning strategies, which encompass memory strategies, cognitive strategies, compensatory methods, cognitive strategies, affective approaches, and social strategies. Wang et al. (2023) examined the learning strategies employed by university students in Hong Kong for acquiring English language skills. The results suggested that native Cantonese speakers predominantly employed cognitive techniques in their English acquisition, whereas memory strategies were utilized the least. Furthermore, the application of memory methods among males exhibited considerable variation, whereas minimal differences were noted in the utilization of cognitive strategies by females. The utilization of cognitive strategies was markedly correlated with grade level, as fourth-year students employed cognitive strategies more frequently than fifth-year students did. Ultimately, the correlation between daily study duration and cognitive methods revealed that students who studied over 0.5 hours daily employed cognitive strategies more frequently than those who studied under 0.5 hours daily.

In a study conducted by Zha et al. (2023), they examined the learning strategies of successful EFL (English as a Foreign Language) students in Chinese colleges and analyzed the categorization of English learning strategies to assist EFL students in their English acquisition. Moreover, the essence of effective tactics employed by English learners was generalized: to understand and acquire English thoroughly within complete settings, succinctly and holistically. This concept aligns with the universal predominance effect. On the other hand, Marei et al. (2024) asserted that information technology capability positively influences business success, and the mediating role of information technology has a beneficial effect on both managerial skills and the performance of businesses. The significance of entrepreneurial talent and information technology capabilities has escalated in recent decades because of the strategic role of entrepreneurs. Accessing and utilizing electronic tools, internet-based databases, instructional platforms, and multimedia content is essential for students to enhance their English proficiency. For tourism students, proficiency in ICT is crucial to successful competence, as it allows them to be informed about industry developments, engage with worldwide marketplaces, and communicate effectively with a diverse clientele. Increasing data indicates that the desire for learning English, encompassing both inner and external factors, influences students' engagement and success. Furthermore, their selection of learning strategies, including cognitive, regulatory, and communicative methods, significantly influences their language acquisition. Nevertheless, there is a paucity of research on the intersection of these learning methodologies and students' IT competencies, especially within the context of tourist education. Recognizing these intersections can yield significant insights into formulating more focused educational approaches. While information technology is acknowledged as an effective instrument for language acquisition, there may be gaps and issues found in the study, including a lack of research on the integration of IT competencies with conventional English learning methodologies, such as cognitive, communicative, and regulatory strategies. This gap may limit students' comprehension of how efficiently they integrate both to enhance their language proficiency.

Cheng (2024) examined the impact of learning motivation on English acquisition through three empirical investigations analyzing the motivation of various age demographics in learning English. Cheng asserted that in contemporary civilization, English has emerged as a global lingua franca spoken by a growing population. China, the most populous nation, mandates compulsory English education and college admission examinations. English proficiency is an essential competency for academic pursuits, advanced education, employment, and daily living. Examining successful English learning strategies is essential, with motivation serving as a pivotal aspect impacting the efficacy of the learning process. The results of her study demonstrated that students' motivations for studying English differed according to their age group. For instance, younger children are predominantly driven to learn English through intrinsic motivation, which is readily affected and regulated by their parents. Consequently, educators can foster intrinsic motivation in their pupils by incorporating cartoon drawings into their teachings or employing meta-linguistic tactics.

This study differentiates itself from prior research by focusing on Chinese tourism students, highlighting the significance of information technology in language acquisition, correlating motivation with career-specific results, and employing a cross-disciplinary methodology that integrates language education, technology, and the requirements of the tourism industry. These distinctive perspectives may enhance the practical and vocational significance of the study and fill gaps inadequately examined in current literature. Chinese higher vocational colleges and universities have become important platforms for cultivating tourism professionals. With the rapid development of China's tourism industry, the employment demand for tourism majors has become more and more urgent. However, simple professional knowledge is no longer enough to meet the diversified market demand. In this era of globalization, tourism professionals not only need to understand the local culture, but also need to be adept at cross-cultural communication to meet the needs of tourists from different countries and regions. English, as a vital tool for international communication, plays an essential role in promoting Chinese tourism on the global stage. Fluent English communication may not only help to solve the communication barriers in cross-cultural communication, but also may enhance the quality and level of tourism services.

Objectives of the Study - This study aimed to determine English learning motivation, strategies, and

information technology capability among tourism students in China in order to propose a language learning program to enhance the learning motivation, strategies and IT capability of Chinese Tourism students. Specifically, this study determined the respondents' English learning motivation in terms of internal and external motivations; identified the respondents' English learning strategies in terms of cognitive, regulatory, communicative and resource strategies; investigated the respondents' information technology capability in terms of gathering information, filtering information and integrating information; established the correlation among English learning motivation, learning strategies and information technology capability in tourism English learning; and lastly, proposed an English language learning program for tourism students based on the results of the study.

2. Methods

Research Design - The descriptive method was used in this study. According to McCombes (2022), descriptive research seeks to methodically and precisely characterize a population, circumstances, or phenomena. It can respond to inquiries on what, where, when, and how, but not to why questions. A descriptive study design may employ many research methods to examine one or more variables. In contrast to studies that are experimental, the researcher neither controls nor manipulates any factors, but just observes and evaluates them. The descriptive research is optimal for this study because it is recognizing patterns, trends, and features without altering these factors. The researcher collected data on students' English learning motivations, learning strategies, and information technology capability using surveys, questionnaires, or interviews, offering a precise overview of their current behaviors and viewpoints.

Participants of the Study - For the study, the researcher selected Tourism Service and Management students at three higher vocational colleges in China. The total number of students from each college were as follows; 460 from Jinan Preschool Education College; 300 from Shandong College of Tourism and Hospitality; and 300 from Shandong Yingcai University. The researcher used the Raosoft calculator application to find the total sample size of 400. These students were invited to participate in the study by responding to a comprehensive questionnaire tailored specifically to their field of study. The confidence level of this study was 95% and the margin of error was 5%. Simple random sampling techniques was used to select the students to be surveyed.

Instrument of the Study - This study utilized a reliable modified questionnaire as the instrument to gather quantitative data. The instrument questionnaire has four parts. In Part I, respondents were asked to provide demographic information such as sex, grade level, and college, which made it possible to characterize the sample and analyze any demographic background. Part II focused on determining the English learning motivation of the participants in terms of intrinsic and extrinsic motivation both having 10 items each with wherein respondents were asked to rate their level of agreement on a scale ranging from Strongly Agree (4) to Disagree (1). The items were adapted from Wang (2013). In Part III, respondents determined their level of agreement regarding their English learning strategies in terms of cognitive, regulatory, communicative, and resource strategies with a total of 32 items using the same rating scale. The items were modified from Zhao (2022). In Part IV, participants gauged their level of agreement on information technology capability in terms of gathering information, filtering information, and integrating information with 24 items included in the questionnaire. The questionnaire was adapted from Xie (2011).

The contents of the instrument underwent rigorous verification and validation processes to ensure its reliability. The instrument was first examined and validated by a panel of experts in the field to ensure that it adequately measures the intended constructs. Reliability test results of the questionnaires were indicated below. The table shows that all sections of the instrument exhibited acceptable to excellent levels of reliability. These results indicated that the instrument consistently measured the intended constructs and can be relied upon to provide accurate and consistent data. The questionnaire was derived from George and Mallery (2003). Cronbach's alpha values suggested that the items in each section are interrelated and contribute to measuring the variables effectively. Thus, the reliability of the instrument strengthened the credibility and legitimacy of the

research findings.

Reliability Test Result

| Indicators | Cronbach Alpha | Remarks |
|--------------------------|----------------|------------|
| Internal Motivation | 0.733 | Acceptable |
| External Motivation | 0.865 | Good |
| Cognitive Strategies | 0.836 | Good |
| Regulatory Strategies | 0.904 | Excellent |
| Communicative Strategies | 0.890 | Good |
| Resource Strategies | 0.937 | Excellent |
| Gathering Information | 0.767 | Acceptable |
| Filtering Information | 0.907 | Good |
| Integrating Information | 0.913 | Excellent |

George and Mallery (2003) provide the following rules of thumb: “ $> .9$ – Excellent, $> .8$ – Good, $> .7$ – Acceptable, $> .6$ – Questionable, $> .5$ – Poor, and $< .5$ – Unacceptable”

Data Gathering Procedures - The initial stage prior to beginning actual testing was to obtain approval and a letter of agreement to conduct research at three higher vocational institutions in China: Jinan Preschool Education College, Shandong College of Tourism and Hospitality, and Shandong Yingcai University. Upon receiving approval, the researcher collected the request letter and engaged with the administrators of several institutions. The researcher also disseminated the link to the Google form for completion by the students. The management and retrieval were conducted online via Google Forms. The surveys were disseminated to 420 participants. The students were allotted sufficient time to respond to the questions. The data collecting process in this study entailed gathering information from respondents through a validated survey questionnaire featuring rating scales. Upon collecting the data, the researcher compiled the responses, verified for any omissions, and entered the data into SPSS software for analysis and statistical treatment pertinent to the study.

Data Analysis - This study employed quantitative analysis to interpret the data. This methodology utilized quantitative data, rendering it transferable to other fields via analytical techniques such as regression models or probability distributions. The weighted mean and rank were computed to assess the students' English learning motivations, learning strategies and information technology capabilities. Pearson's r was employed to examine the significant correlations among the variables of English learning motivations, learning strategies and information technology capabilities. All statistical analyses and data processing were performed utilizing SPSS version 26, a commonly employed statistical software package.

Ethical Consideration - To protect the confidentiality of participants, the researcher abstained from revealing any personal identities. The researcher maintained confidentiality regarding personal interactions with the participants, honored their privacy, and secured consent prior to accessing any sensitive information. The analysis was executed with a focus on prioritizing participant well-being and ensuring an accurate representation of their data in the study. The researchers refrained from articulating their personal opinions and exclusively presented information and findings based on the obtained data. Respondents were guaranteed anonymity of their responses and informed that the survey would exclusively serve the goal of this study. The study underwent a stringent ethics review and received permission.

3. Results and discussion

Table 1 presents the summarized results of English learning motivation. According to the data, the respondents generally agreed with the indicators, as evidenced by the composite mean of 2.91. Item 2, extrinsic motivation, had the highest rank, with a weighted mean of 2.94. This was seconded by Item 1, intrinsic motivation, with a weighted mean of 2.88. Both these indicators resulted an agree rating among the participants.

Intrinsic and extrinsic motives may collaborate to maintain learners' engagement and perseverance. Intrinsic motivation may be essential for sustained engagement and enjoyment, whereas extrinsic motivation may offer concrete objectives and incentives to maintain effort in the short term. Individuals with intrinsic motivation are more inclined to perceive English learning as an ongoing endeavor, perpetually pursuing enhancement and

appreciating their experience. Collectively, they may establish a comprehensive motivating framework that enables learners to relish their experiences while striving to achieve significant external accomplishments. Conversely, obtaining benefits, such as career advancement, grants and loans, or social standing, may serve as significant motivators. Individuals requiring proficiency in English to succeed in their professional or academic pursuits may possess distinct external criteria to fulfill, offering them a sense of purpose and direction.

Table 1*Summary Table on English Learning Motivation*

| Indicators | Weighted Mean | Verbal Interpretation | Rank |
|----------------------|---------------|-----------------------|------|
| Intrinsic Motivation | 2.88 | Agree | 2 |
| Extrinsic Motivation | 2.94 | Agree | 1 |
| Composite Mean | 2.91 | Agree | |

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

In a study conducted by Janah et al. (2022), they examined the motivation of higher education students in online English learning and identified the factors influencing their motivation. In response to the extensive proliferation of the coronavirus illness (COVID-19) in Indonesia, educators are required to design prompt strategies for online instruction. Online instruction seeks to preserve educational quality while enhancing students' motivation to study. Research explicitly examining how students foster motivation for distant English learning remains scarce among the different studies on motivation and its impact on their English acquisition. The findings indicated that students exhibited a moderate degree of positive motivation in online English learning. Factors that significantly impact motivation levels include learning attitudes, such as a strong desire to acquire English, self-confidence, the capacity to engage effectively in online English learning, and the influence of others, including family members and instructors. Meanwhile, Xing et al. (2019) utilized a narrative methodology to examine the spoken motivation for learning English among Chinese overseas students with limited oral English proficiency by analyzing their academic acculturation narratives. The expectancy value theory provided the theoretical basis for the study's design and data analysis. The findings indicated that all participants' motivation for spoken English learning heightened due to the newly established, highly perceived worth of spoken English throughout their educational adaptation. They encountered substantial emotional strain during their educational settling because of their limited conversational English proficiency. Moreover, participants' anticipated success in learning oral English diminished as their academic adaptation advanced, adversely affecting their motivation to learn oral English. Additionally, Permangil (2024) evaluated motivation and proficiency in English language acquisition among indigenous college students at the Kapalong College of Agriculture, Sciences, and Technology in Kapalong, Davao del Norte. The results indicated a significant drive for language acquisition and competency in English among the participants. Additionally, the research revealed that motivation for language acquisition substantially affects indigenous college students' English competency. The qualitative analysis revealed six topics pertaining to the opinions of the participants in learning English: enhancement of communicative ability, diverse tactics, problems faced, intrinsic and extrinsic motivation, and obstacles to learning English.

Table 2 summarized the results of English learning strategies. The composite mean of 2.86, showed an overall agreement with the indicators mentioned. The indicators were ranked as follows; Item 1, cognitive strategies, was ranked first with a weighted mean of 2.92; the second highest indicator was item 4, resource strategies, with a weighted mean of 2.88; and lastly were Items 3, communicative strategies, and 2, regulatory strategies with an equal weighted mean of 2.81. These indicators recorded an agree rating from the participants.

English learning strategies encompass the methods, tactics, and approaches employed by learners to enhance their comprehension, communication, and general competency in English. The importance of these tactics lies in their ability to assist learners in effectively navigating the obstacles of acquiring a second language, thereby enhancing the process to be more efficient, tailored, and pleasant. These strategies may encompass intellectual and mental processes and interpersonal, emotional, and linguistic approaches, each serving a vital function in enhancing the learning process. By implementing targeted tactics, learners may have zero deficiencies and

optimize their study time. Employing time-management tactics enables learners to allocate their time effectively, balancing attention to aspects such as grammar, sentence structure, or language proficiency.

Table 2
Summary Table on English Learning Strategies

| Indicators | Weighted Mean | Verbal Interpretation | Rank |
|-----------------------------|---------------|-----------------------|------|
| 1. Cognitive Strategies | 2.92 | Agree | 1 |
| 2. Regulatory Strategies | 2.81 | Agree | 3.5 |
| 3. Communicative Strategies | 2.81 | Agree | 3.5 |
| 4. Resource Strategies | 2.88 | Agree | 2 |
| Composite Mean | 2.86 | Agree | |

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Wang (2023) examined the influence of instructor care attitude on EFL learning anxiety, together with the mediating effects of learning engagement and learning strategies. The findings indicated that teacher care behavior directly influences EFL learning anxiety and has a strong negative predictive effect. Learning engagement and English learning strategies served as mediators and chain mediators between teacher-care behavior and EFL learning anxiety. Consequently, it is evident that these elements can alleviate EFL learning anxiety, reflected in dimensions such as the state of mind, mental processes, feelings, and conduct. This study offers recommendations for mitigating college students' EFL learning anxiety, enhancing English teaching and learning design, and developing effective English learning methodologies for college students.

Thanh et al. (2024) established a comprehensive understanding of the preferred English language acquisition strategies among self-identified extroverted learners in Vietnam. The findings indicated that extroverted students preferred cognitive, compensatory, and meta-cognitive strategies. Their study has major implications for language instruction, especially in areas in which English competence is crucial for economic competitiveness and academic success. By identifying the preferred learning tactics of extroverted students, educators can create engaging classes, provide focused feedback, and promote effective techniques to foster self-awareness, development, and progress. This may result in a more tailored and efficient language-learning experience, enhancing motivation and performance in language acquisition. Furthermore, Peishan et al. (2023) suggested that for the promotion of autonomous and lifelong learning, learners must acquire and successfully employ English learning methodologies. Exerting the functions of English learning strategies is a critical issue that requires further resolution. This study used the revised Strategy Inventory for Language Learning (SILL) to create a questionnaire, and interviews were conducted to assess the current state of English learning strategies employed by junior high school students. Their study recommended six strategies to enhance students' initiative in employing learning methodologies grounded in cognitive load theory. Initially, the internal cognitive burden was diminished by minimizing items and connecting existing knowledge with new information. Second, external cognitive burden is mitigated by establishing objectives and minimizing redundancy. Third, relevant cognitive load should be augmented by enhancing learning motivation and employing multi-modal training.

Table 3 presents the summarized results of information technology capability. The composite mean of 2.88 indicated an agreement among respondents. The indicators were ranked in order: On the highest spot was item 1, gathering information, had a weighted mean of 2.98; Item 2, filtering information, took the second highest rank with a weighted mean of 2.89; and finally, item 3, integrating information, had a weighted mean of 2.77. These indicators recorded an agree rating among the respondents.

Table 3
Summary Table on Information Technology Capability

| | Weighted Mean | Verbal Interpretation | Rank |
|-------------------------|---------------|-----------------------|------|
| Gathering Information | 2.98 | Agree | 1 |
| Filtering Information | 2.89 | Agree | 2 |
| Integrating Information | 2.77 | Agree | 3 |
| Composite Mean | 2.88 | Agree | |

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

Information technology solutions may streamline data collection processes, thereby substantially decreasing the time required to amass extensive data sets. This may be vital for sectors where prompt data are required, including banking, medical care, and logistics. IT systems may enable users to establish filters tailored to certain requirements, preferences, or corporate goals. This guarantees that the collected data are customized to specific objectives, thereby augmenting the relevance and usability of information. Simultaneously, combining information can facilitate more robust data analytics by amalgamating various data sets to yield deeper insights. The amalgamation of collecting, refining, and synthesizing information using IT capabilities may establish a basis for efficient information management.

Kassymova et al. (2023) examined master's students' perceptions of their digital competence by assessing the frequency, proficiency, and satisfaction associated with the use of information and communication technologies (ICT) in how they learned during university studies and English as a foreign language (EFL) instruction within the framework of online education. Digital competence has emerged as an essential skill in education, the workplace, and personal communication. The results indicate that most respondents possess digital competence; however, there exists a group of master's students who demonstrated inadequate ICT abilities essential for teaching and acknowledged the need for enhancement. Furthermore, the data indicate that the respondents' frequency, knowledge, and pleasure regarding their digital competence required for learning surpassed those related to teaching. Furthermore, according to Rahman et al. (2023), incorporating digital literacy into the teaching and learning process in English Language Teaching (ELT) classes is a considerable challenge for educators in the 21st century. Digital literacy has transcended simple technical competence and fundamentally altered learners' approaches to education. In response to this change, many English learners, particularly secondary school students, increasingly depend on sophisticated utilities and online tools to generate and disseminate meaning. Their study used a graphical form to subjectively illustrate the advanced stages of English language acquisition. These domains include expertise in equipment and software, command of data and information, proficient communication and collaboration, computer-based content creation, online security assurance, problem-solving capabilities, and career-oriented skills.

Table 4

Relationship Between English Learning Motivation and English Learning Strategies

| Intrinsic Motivation | r-value | p-value | Interpretation |
|--------------------------|---------|---------|--------------------|
| Cognitive Strategies | .777** | 0.000 | Highly Significant |
| Regulatory Strategies | .633** | 0.000 | Highly Significant |
| Communicative Strategies | .766** | 0.000 | Highly Significant |
| Resource Strategies | .696** | 0.000 | Highly Significant |
| Extrinsic Motivation | | | |
| Cognitive Strategies | .782** | 0.000 | Highly Significant |
| Regulatory Strategies | .647** | 0.000 | Highly Significant |
| Communicative Strategies | .797** | 0.000 | Highly Significant |
| Resource Strategies | .754** | 0.000 | Highly Significant |

Legend: Significant at p-value < 0.01

Table 4 displays the association between English learning motivation and English learning strategies. The computed r-values indicated a strong direct correlation and the resulted p-values were less than the alpha level. This meant that there was a significant relationship that existed and implied that the more motivated students are in English learning, the better is the English learning strategies. Highly motivated learners may be inclined to exert the efforts necessary to implement a variety of learning strategies. Motivation may propel learners to consistently implement cognitive strategies such as note-taking, summarizing, and self-monitoring as well as cognitive strategies such as planning and self-monitoring. Learners may be considerably more motivated to implement strategies that facilitate the attainment of their objectives when they possess explicit ones. Intrinsic motivation, such as the acquisition of one's own benefits or interests, may motivate students to pursue strategies consistent with their learning goals. For example, students driven by the aspiration to communicate effectively in English are more likely to employ communication strategies, such as participating in discussions with native speakers or practicing speaking.

Teng et al. (2023) measured the interrelationship between English learning achievement, self-efficacy belief, language learning motivation, and meta-cognitive strategies. To achieve success in online or remote learning, it is essential to possess meta-cognitive strategies, motivation for language acquisition, and a sense of self-efficacy. It was discovered that the achievement of English language learning is predicted by self-efficacy beliefs. In particular, the forecasting impact of self-efficacy beliefs on English learning success is mediated by language learning motivation and meta-cognitive strategies. The results demonstrate the potential to improve the achievement of online English learners by cultivating their self-efficacy beliefs, drive, and intellectual ability.

Moreover, Tai et al. (2024) asserted that proficiency in English as a second language (L2) significantly benefits university graduates in personal development and job progression. Few studies have investigated the impact of English-Medium Instruction (EMI) on students' academic English abilities in non-Anglophone universities. Their findings indicated that the medium of instruction in secondary education does not significantly influence students' academic English language competency at the university level. The findings indicated that university students who had previously attended secondary schools using a language of instruction other than English did not experience disadvantages in enhancing their academic English ability.

Table 5

Relationship Between English Learning Motivation and Information Technology Capability

| Intrinsic Motivation | r-value | p-value | Interpretation |
|-------------------------|---------|---------|--------------------|
| Gathering Information | .801** | 0.000 | Highly Significant |
| Filtering Information | .714** | 0.000 | Highly Significant |
| Integrating Information | .759** | 0.000 | Highly Significant |
| Extrinsic Motivation | | | |
| Gathering Information | .779** | 0.000 | Highly Significant |
| Filtering Information | .724** | 0.000 | Highly Significant |
| Integrating Information | .752** | 0.000 | Highly Significant |

Legend: Significant at p-value < 0.01

Table 5 shows the association between English learning motivation and information technology capability. The computed r-values indicated a strong direct correlation and the resulted p-values were less than the alpha level. This meant that there was a significant relationship that existed and implied that the more motivated the students are in English learning, the better is the information technology capability.

Learners may access an extensive collection of resources, such as free dictionaries, linguistic tools, interactive applications, language instruction videos, podcast through information technology. To optimize the utilization of these resources, learners must implement a variety of English learning strategies, including systematic practice of language skills, identification of pertinent content, and organization of information. Additionally, these strategies may entail planning, monitoring, and evaluation of learning. Learners with a higher level of IT proficiency may employ technology to establish learning objectives, monitor their progress through software or applications, and modify their strategies as necessary. For instance, learners may utilize data from language learning applications to monitor their performance and adjust their strategies accordingly.

Usmonov (2022) addressed the necessity and significance of innovative technology in foreign-language education. It also elaborates on multimedia technology as a means of facilitating specialized intellectual engagement. This technique offers several advantages over traditional information technology teaching methods. Innovative learning technology fosters optimal conditions and dramatically enhances motivation for foreign language acquisition. The acquisition of foreign languages without the utilization of multimedia educational resources is inconceivable. Significant tasks in foreign language instruction include facilitating opportunities to demonstrate authentic communication processes in English and establishing an educational atmosphere that offers genuine conditions for acquiring the target language and its culture.

Technology is inextricably linked to teaching and learning processes, as per Kirovska-Simjanoska (2022). Technology assists instructors; however, it also transfers accountability to students. By engaging in online/hybrid

learning, students can direct their progress, lead their education at an individual speed, and access the course content. These are the reasons why digital abilities are indispensable in contemporary education and society. It is now more important than ever for all individuals involved in education to have digital literacy and confidence. They presented the findings of a one-semester English for Information Technology school at the South East European University in Macedonia to ascertain whether the core curriculum items serve as an incentive for students enrolled in an online or hybrid course.

Table 6*Relationship Between English Learning Strategies and Information Technology Capability*

| Cognitive Strategies | r-value | p-value | Interpretation |
|--------------------------|---------|---------|--------------------|
| Gathering Information | .664** | 0.000 | Highly Significant |
| Filtering Information | .666** | 0.000 | Highly Significant |
| Integrating Information | .681** | 0.000 | Highly Significant |
| Regulatory Strategies | | | |
| Gathering Information | .597** | 0.000 | Highly Significant |
| Filtering Information | .639** | 0.000 | Highly Significant |
| Integrating Information | .680** | 0.000 | Highly Significant |
| Communicative Strategies | | | |
| Gathering Information | .716** | 0.000 | Highly Significant |
| Filtering Information | .713** | 0.000 | Highly Significant |
| Integrating Information | .775** | 0.000 | Highly Significant |
| Resource Strategies | | | |
| Gathering Information | .744** | 0.000 | Highly Significant |
| Filtering Information | .737** | 0.000 | Highly Significant |
| Integrating Information | .748** | 0.000 | Highly Significant |

Legend: Significant at p-value < 0.01

Table 6 presents the association between English Learning strategies and Information Technology Capability. The computed r-values indicated a strong direct correlation and the resulted p-values were less than the alpha level. This meant that there was a significant relationship that existed and implied that the better is the English learning strategies, the better is the information technology capability. Cognitive strategies may entail active processing of information, including the application of newly acquired language abilities in real-world contexts, summarizing, or analyzing. Interactive environments in which learners can engage in cognitive strategies are provided by IT tools such as language learning applications, online tests, and interactive materials. The more proficient the learners are with IT, the better they can utilize these resources to bolster their learning strategies. These strategies may encompass planning, monitoring, and evaluation of learning. Learners with a higher level of IT proficiency may use technology to establish learning objectives, monitor their progress through software or applications, and modify their strategies as necessary. For instance, learners may utilize data from language-learning applications to monitor their performance and adjust their strategies accordingly. Immediate feedback is a feature of numerous IT tools that enables learners to evaluate their performance and modify their learning strategies as necessary. This feature may improve learners' capacity to track their progress and adjust strategies in real-time, resulting in more effective language learning.

Hrynova et al. (2023) investigated and verified the unique characteristics of incorporating podcast and video cast into English language classes to enhance students' listening ability. A novel approach to listening activity is made possible by the use of podcast episodes. The diversity of podcast episodes and their subjects is remarkable, making them suitable for use in various phases of language acquisition. They demonstrated the efficacy of incorporating this teaching method into the learning process and emphasize the primary innovative potential of podcasting.

Ultimately, learners are capable of distinguishing between podcast and video casts when perusing and listening, while still obtaining valuable information. It is hypothesized that educational audio blogs are specifically designed to target the development of listening and comprehension skills for coherent audio text, whereas genuine podcast offer data for either written reflection or discussion.

Table 7

Proposed Language Learning Program to Enhance the Learning Motivation, Strategies and IT Capability of Chinese Tourism Students

| Key Result Areas | Objectives | Strategies | Success Indicators | Persons involved |
|---|---|---|---|--|
| English Learning Motivation 1.1 Intrinsic Motivation | To encourage students to explore their personal interests through the medium of English, including the study of topics related to travel, culture, and hospitality that are relevant to their prospective careers in the tourism industry. 2. To nurture the use of English in a meaningful and authentic manner and Develop autonomy and self-directed learning | Arrange English-language activities, such as virtual excursions, guest lectures from tourism professionals, or travel blogs, to foster a connection between English learning and their enthusiasm for the industry. Create personalized learning paths to foster self-directed learning opportunities. This will allow students to select English materials and projects that are in accordance with their interests in tourism and hospitality. | 90% of students have an elevated student engagement in English-language tourism-related activities both within and outside of the classroom. 90% of students have a full understanding of what their career paths would be | School Administrators Faculty and Tourism Students |
| II. English Learning Strategies 2.1 Regulatory Strategies | 1. To foster self-regulation as in the study of English 2. To sharpen English language critical thinking and problem-solving ability | 1. Train students on the establishment of specific, measurable, attainable, pertinent, and time-bound (SMART) objectives for learning the English language 2. Offer students the opportunity to evaluate their progress and identify areas for refinement by utilizing tools such as digital progress trackers and learning journals. 3. Present case studies in tourism, which require students to analyze situations and provide solutions in English. This has the potential to encourage a more profound cognitive interaction with the language. | 1.90% of students are able to set SMART objectives in learning the English language. 2. 90% of students are able to make use of the available resources to help them in learning the language | School Administrators Faculty and Tourism Students |
| III. Information Technology Capability 3.1 Integrating Information | 1. To promote the utilization of different tools and industry newsletters to automatically acquire the most recent information on tourism trends, market research, and language learning resources. 2. To educate students on utilizing keyword search features in online resources to efficiently filter extensive material. | 1. Train students in the utilization of diverse online research tools, databases, and search engines to obtain information from reputable sources. 2. Create an accessible room for students to access different tools to collect relevant information related to their learning | 1. 90% of students are able to utilize the tools provided to be up to date with the current industry and market trends. 2. 90% of students are able to properly use keywords and use search engines to gather information. | School Administrators Faculty and Tourism Students |

4. Conclusions and recommendation

The respondents agreed with the indicators of English learning motivation in terms of intrinsic and extrinsic motivation. The respondents agreed with the indicators pertaining to English learning strategies in terms of cognitive, regulatory, communicative and resource strategies. The respondents agreed with the indicators on Information Technology Capability in terms of gathering information, filtering information and integrating information. There were highly significant relationships on responses on all indicators in terms of English learning motivation, English learning strategies, and information technology capability. This implied that the better the motivation and strategies in learning the English language, the better the capacities in information technology. A language learning program to enhance the learning motivation, strategies and IT capability of Chinese Tourism students was proposed.

School/university administrators may include technology-enhanced learning into the curriculum by prompting students to utilize online resources, databases, and digital tools such as search engines and digital libraries for knowledge acquisition to enhance students' information literacy competencies. Teachers may incorporate collaborative projects and activities that necessitate students to synthesize information from diverse sources, including tourism research and case studies to enable students to practice synthesizing

information in practical contexts. Department Heads of the University may guarantee that educational institutions possess modern technological resources, including high-speed internet, digital libraries, and computer laboratories to assist students to effectively collect, filter, and synthesize information via digital tools. Future researchers may conduct studies on the influence of various digital tools and platforms on students' capacity to collect, filter, and synthesize information and make a comparative analysis that may yield information regarding the most effective strategies for enhancing these abilities. The proposed language learning program to enhance the learning motivation, strategies and IT capability of Chinese Tourism Students may be implemented and evaluated for its effectiveness.

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