

Research on “Learner Autonomy” in College English Teaching

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Abstract: The concept of autonomy of college English learners has had a significant impact on the education sector when it first appeared. The reason is that most of the theory of this concept conflicts with university education indicators. Education focuses on teachers’ teaching, guidance, subject characteristics and so on. The concept of learner autonomy lies in that scholars have their own theoretical certification, criticality, and decision-making. Teachers have very few positions in it. This article focuses on analyzing the actual situation of college English teaching, discusses the issue of learner autonomy, and draws suggestions on the cultivation of this type of student for reference.

Keywords: College English; Learner autonomy; Analysis

The current college English teaching is mainly composed of “teaching and learning”. Many educators believe that the theory of self-learning is a new learning concept that is due to the influence of modern technology, economy, and social development. The significance of self-learning is that the teacher’s role in it is only a guiding role, and the role of teaching is subsequently weakened. Instead, students themselves have a high degree of desire for theoretical knowledge, and have clear discrimination and learning capabilities. As early as 1981, Holer introduced this learning method into the field of foreign language teaching in European schools. my country clearly stated in the “University English Course Teaching Requirements” issued in 2007 that the teaching goal of universities should be to train students to have a lot of In terms of learning and coping skills, various teaching methods are used to enhance students’ autonomous learning ability and attitude. This policy has undoubtedly promoted the development of the concept of autonomous learning, making it more popular and applied on university campuses. Later, some schools responded to this guiding policy. Teachers reformed their own teaching strategies, improved teaching beliefs and goals, and converted them to assist students in autonomous learning and reduce teachers’ teaching tasks. The research of this topic is based on the views and practices of teachers in Chinese college English classrooms regarding this learning concept, and real-time investigation of students’ learning conditions at this stage, and concludes that English teachers’ teaching beliefs are an important factor in promoting the development of students’ autonomous learning concepts. . As mentioned above, it can be clearly and clearly understood that learner autonomy represents that students have relatively firm beliefs and abilities in learning, and are able to improve and be responsible for their own learning conditions without resorting to too much external force. Self-supervision of English subjects, development of special progress plans, strong self-discipline, independence to improve their own learning ability, and pave the way for future development.

1. The concept of learner autonomy

Some people think that the concept of learner autonomy is not a kind of educational decision-making, but the subsequent theoretical verification refutes it. According to the theory, although self-directed learners have strong learning ability and self-discipline, they still need the guidance of teachers fundamentally. Only when teachers provide certain knowledge reserves, learners can carry out deeper research on them. Learning autonomy comes from the students’ own firm belief in learning, they can choose their own learning goals, formulate relevant plans and implement them, make full use of the Internet to evaluate their own learning achievements, and have extremely high demands on themselves, and they have the ability to carry out learning plans. Ability, single-handed spirit, self-confidence, independence, etc. Due to their age characteristics, college students must have a sense of responsibility for their actions. Therefore, some educators define self-directed learners as: strong sense of responsibility, strong implementation ability, able to draw correct conclusions through self-reflection on mistakes, and the teacher’s guidance is not great. This is also the fundamental index and the desired goal of current university teaching, so as to cultivate the independent ability and learning ability of university students.

2. Analysis of the Problem of “Learner Autonomy”

This article mainly selects two undergraduate classes from a certain university in 2016, with a total of 70 students as the research objects. At the same time, these students are all voluntarily enrolled in various majors. These students have different degrees of advantages in each subject, but their English learning scores are generally low. The common feature is that these students have strong learning autonomy and perform well in college English courses.

2.1 Training objectives

Targeted training and training goals were proposed for these 70 students to exercise their English expression skills and expand

their knowledge reserves. It is hoped that the students will have the ability to deal with all things in society without being surprised and master after the phased training. Accurate and efficient English learning ability and methods, so that its potential and enthusiasm can be fully realized, and pave the way for future social interactions.

2.2 Training method

Pay attention to students' self-study in the teaching process, give top priority to students' ability to learn independently, and formulate syllabus and self-management measures at the same time. In teaching, we should pay attention to the student-oriented education policy, put English learning under the framework of quality education, and realize the improvement of students' English level and comprehensive quality by cultivating students' independent learning ability. We must attach importance to the orientation of teachers and students as the main body. Teachers guide students to formulate learning goals and plan everyone's learning. In this way, students have clear goals and motivation to work hard.

2.3 Teaching diversity

Although the teaching materials used by teachers are uniform in the university learning environment and teaching, the development of the self-cultivation plan must encourage and encourage students to use extra-school textbooks and Internet materials to enrich their knowledge reserves. Specifically, you can use newspapers and periodicals. Contents or various works, teachers play a good guiding role among them, reply and answer the professional knowledge put forward by students, this method can effectively improve students' learning enthusiasm and autonomy. In addition, it is necessary to adjust the classroom atmosphere, eliminate the past teachers' chattering teaching methods, let students ask more questions and answer more, exercise students' English communicative skills, and use multi-faceted and multi-dimensional language and methods to nurture teachers when communicating. Be brought into play to improve students' English logical thinking ability and learning enthusiasm.

2.4 Integrate comprehensive skills

Classroom design should be able to directly reflect the teaching concept, and the method used to achieve the teaching goal is the basic concept of the designer. In designing college English classes, the main focus is on goals, tasks, strategies, and evaluation. Through these measures, students can use English to gain professional knowledge and communicate with others in English in future work. In order to accomplish this goal, the holistic language approach is the more commonly used teaching method. It mainly believes that the learning process is from the whole to the part. At the same time, it is believed that English learning must go through the same process. The process from overall learning to learning details should also reflect this law in the entire classroom. In teaching, English listening and listening-reading are converted to dictation, comprehensive reading and speaking, in order to achieve comprehensive development. The whole learning can be summarized as a process from input to absorption to output and feedback. The advantage of using integral skills curriculum design is that it can highlight the practicality of language teaching. Students do not simply passively accept knowledge in learning, but actively participate in the design of the entire learning activity, and it can be reflected in the process of learning foreign languages. The input, absorption and output of the product. This solves the problem of insufficient input and output in the traditional teaching process, especially for English writing. Teachers and students can make timely adjustments in the classroom and give full play to their value after timely feedback evaluation is introduced into the classroom.

2.5 Focus on learner autonomy

As a university educator, we must first make it clear that the source of autonomous learning is not innate, but the learning experience accumulated by students in their own learning and growth environment, and the independent learning thinking that has been exercised. Then students who are highly dependent on teachers should start with cultivating student independence, so that each student can experience their own abilities and can establish a group learning style, and students exercise their communicative skills through intense discussion and exploration. Carry out more extracurricular activities, such as English expression evenings, to give students plenty of time to communicate and exercise their communicative and imitative skills. When grouping, students with strong autonomy can be arranged as the group leader, so that they can infect the group members through their own learning atmosphere and enhance the participation of each student.

3. Evaluation Strategies of Learners' Autonomous Learning

Self-assessment can promote learners to take their own learning seriously, but also allows learners to clearly recognize the gap between their own strength and others. Through evaluation, students can find the shortcomings of their learning ability, so as to continuously develop their own comprehensive abilities, so that learners gain motivation. The ability of students to evaluate themselves is also a basis for testing their degree of autonomy in learning. The self-evaluation conducted by scholars in this study is mainly in preview, class, summary, plan making and plan modification. In teaching, students should be guided to conduct self-assessment, formulate their own learning plans, make weekly journals, understand and recognize the characteristics of learning, the characteristics of teachers in teaching, and the strategies of autonomous learning. Throughout the learning process of scholars, teachers should promptly supervise and guide students to develop a plan that suits them.

3.1 Concept Appraisal

In the entire collection of survey data, it is found that most college students do not rule out self-directed learners, but have admiration for them. After interviews, they learned that they have a strong envy mentality for students with strong self-discipline and strong independence. This survey result can fully show that in our country's university campuses, students have a strong identity with the concept of learner autonomy, and they hope that they can also have extremely high decision-making capabilities like learner autonomy. The teaching model does not agree. They also have respect for their own English teachers. These points can prove that students have a clearer self-awareness and correct values and outlook on life. After knowing this result, teachers can fully implement the training methods of autonomous learners in the classroom, exercise students' learning enthusiasm and motivation, design classroom content that students are interested in, and carry out extracurricular activities to exercise students' expression ability.

3.2 Study plan evaluation

Teachers need to pay attention when making independent learning plans for students. The formulation and implementation of the plans must be set according to the students' learning level and thinking logic ability, so as to avoid topics beyond the scope of students' understanding and hurt the students' enthusiasm for autonomous learning. Due to the wide spread of test-oriented education in our country and a long period of time, the shadow of test-oriented education can still be found in the learning habits of college students, which not only affects the cultivation of independent learning ability, but also hinders the reform of teaching methods. Therefore, English teachers should adopt this factor in the training process. Exam-oriented education is not all disadvantages. Therefore, it can develop independent learning ability based on its advantages and quality education under the core literacy.

3.3 Evaluation of Learning Ability Development

Different innate factors and acquired experiences of students determine their cognitive styles. These individual differences should be considered when training and guidance according to individual differences of students, so the strategies adopted should also be different. Learning strategy training consists of two parts: cognitive strategy training and multiple cognitive strategy training. The training of cognitive strategies can encourage students to know and master some learning strategies and skills, such as listening skills, reading skills, writing skills, etc.; through the training of multiple cognitive strategies, students can develop learning plans and choose learning methods. The habit of monitoring the learning process and assessing the achievement of learning tasks, so as to promote students to learn from passive learning to autonomous learning. The "learner autonomy" in college English teaching based on the Internet age plays a very important role in the reform of college English education. It plays an important role in the cultivation of college students' autonomous learning ability and the promotion of their comprehensive quality. However, under the current circumstances, the development of this new form of teaching mode cannot be smooth sailing. It must be gradually improved and grown in difficulties, but this will definitely be the future development trend of college English teaching.

4. Concluding remarks

Learner autonomy in college English teaching is not the task of the teacher alone, but the result of the joint efforts of the teacher and the student. The role and position of teachers must be clear, and their guiding role must be fully exerted. While training students' autonomous learning ability, they must cultivate students' sense of autonomy in accordance with the teaching goals, and finally cultivate and shape high-quality talents.

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