



# Research on “Learner Autonomy” in College English Teaching

Shaojie Wu

Enshi Polytechnic Enshi 445000 Hubei Provinces China

**Abstract:** With the continuous advancement of education and teaching reform in our country, people’s teaching concepts are constantly updated, and more and more people have realized the importance of guiding students to learn independently in education and teaching. In college English teaching, combining the relevant requirements of modern language teaching and applying the “learner autonomy” teaching strategy has a very positive significance for improving students’ overall quality and promoting their overall development. This article first discusses the problems of “learner autonomy” in college English teaching, and then puts forward some optimization strategies, hoping to provide some useful references to relevant teachers.

**Keywords:** College English; learner autonomy; existing problems; optimization strategies

At its root, the concept of learner autonomy belongs to the category of philosophical research. Applying it to college English teaching can effectively enhance students’ learning enthusiasm, guide students to form good autonomous learning habits, and are very positive in improving students’ comprehensive English ability. The promotion effect. However, in actual teaching applications, it is very difficult to implement the concept of “learner autonomy” perfectly, and it will be affected by various factors. Therefore, it is necessary to study and explore the role of “learner autonomy” in college English teaching. The application becomes very realistic.

## 1. The basic meaning of “learner autonomy”

“Learner autonomy” does not have a clear meaning up to now and at the academic level, but in a simple sense, learner autonomy is the ability of learners to learn independently, that is, learners can learn according to their own learning situation, independently choose goals and content that meet their own learning needs, and can evaluate and reflect on their own learning process and learning results, so as to improve their own learning methods and effectively enhance their own learning capabilities. Good self-learning ability can make learners more independent, and it has a very positive role in promoting learners’ innovative ability and flexible application of knowledge.

## 2. Problems of “learner autonomy” in college English teaching

Combined with the actual English teaching situation in colleges and universities, college English teaching has many problems in cultivating students’ autonomous learning ability. These problems are mainly manifested in the following points: First, college English teaching resources are too single, and the entire course content is basically around The textbook is not only not closely related to the students’ actual life, but also largely ignores the abundant English teaching resources on the Internet. Second, the teaching philosophy of college English teachers is too backward, and they still follow the traditional teacher-centered teaching philosophy, ignoring the dominant position of students in classroom teaching, and lack of effective communication with students. Third, college English teaching is difficult to stimulate students’ enthusiasm for English learning. Interest is the main driving force for students to learn independently. The content of college English itself is too rigid and rigid. There is a lack of interesting English practice activities both

---

Copyright © 2020 Shaojie Wu

doi: 10.18282/le.v9i8.1998

This is an open-access article distributed under the terms of the Creative Commons Attribution Non-Commercial License

(<http://creativecommons.org/licenses/by-nc/4.0/>), which permits unrestricted non-commercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

in class and after class. It does not form a good environment for autonomous learning on campus and cannot guide students. Take the initiative to learn independently.

### **3. “Learner Autonomy” Optimization Strategy in College English Teaching**

#### **3.1 Expand college English classroom teaching resources**

According to the current situation of college English teaching, expanding college English teaching resources is an important prerequisite for achieving “learner autonomy”. Teachers can learn and use the current advanced Internet technology to obtain high-quality and free English teaching resources from the Internet, and integrate these novel and interesting content into English classroom teaching, so as to stimulate students’ interest in learning and guide students Self-learning. In addition, teachers should also have an in-depth understanding of the specific situation of the students in the class, and design the course content according to the students’ hobbies. For example, you can add some interpretation and analysis of classic movie bridges to English teaching, and look at the dialogue between characters in the play from the perspective of English learning. This can enhance the classroom teaching atmosphere, and enhance the concentration of students in learning, and inspire students Interest in learning.

#### **3.2 Changing the teaching concepts of college English teachers**

The traditional test-taking teaching concept can no longer meet the current society’s needs for the cultivation of college students’ ability. Therefore, teachers should promptly update their own teaching concepts, reposition themselves in classroom teaching, and implement the new “student as the main body of teaching”. The teaching philosophy maximizes the motivation of students in classroom learning. For example, teachers can introduce layered teaching method into college English teaching, divide students into several study groups according to their comprehensive abilities, and set up some research topics of different difficulty in a targeted manner, so as to train students to discover problems and discover problems independently. The ability to analyze and solve problems can enhance students’ self-confidence in learning and at the same time promote the formation of students’ autonomous learning habits.

#### **3.3 Build a good autonomous learning environment**

A good autonomous learning environment has a very positive role in cultivating students’ learning autonomy. First of all, teachers should incorporate life-based teaching concepts into actual teaching, eliminate students’ fear of English learning, and encourage students to develop English thinking patterns. Secondly, organize various English practice activities during or after class, such as holding various themed English speech contests, English debate contests and English writing contests, and guide students to take the initiative to participate through generous rewards. Finally, English learning should be linked to the students’ majors, so that students can realize the importance of English learning for their own future development, so as to change students’ English learning attitudes and turn “I want to learn” into “I want to learn.” “, which in turn encourages students to develop good habits of independent learning.

### **4. Conclusion**

Cultivating interdisciplinary professionals has become an important goal of talent training in colleges and universities. Therefore, in college English teaching, the implementation of the “learner autonomy” teaching strategy is an important way to improve students’ comprehensive ability. Teachers should recognize the core concept of this teaching content and stimulate students’ enthusiasm for active learning by enriching teaching materials, changing teaching concepts, and building a good learning environment, so as to promote students’ overall development.

### **References**

1. Pu Yazhu. Research on “Learner Autonomy” in College English Teaching[J]. Horizon View, 2019, 000(011):1-1.
2. Zheng Xiaoyi. Reflections on the issue of “learner autonomy” in college English teaching[J]. Youth Times, 2019, 000(012):193-194.