

## Independent Learning Ability in College English Class

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**Abstract:** In the context of informationization and internationalization of higher education, the cycle of knowledge renewal is shortening day by day, and all countries in the world have realized the importance of autonomous learning ability in talent training. In fact, as one of the important educational objectives of modern education, autonomous learning ability has been highly concerned in college English teaching. In order to reform the traditional English teaching mode to improve college students' English autonomous learning ability and English achievements, multidimensional design theory in public English classroom teaching, interaction hypothesis, experience philosophy and under the guidance of constructivism theory related to construct the "more than a lesson outline" experience type teaching mode, to better cultivate students' autonomous learning ability.

### 1. Introduction

With the acceleration of globalization and internationalization, the rapid increase of international exchanges, higher requirements for the cultivation of public English classroom talents, the inevitable demand for English classroom teaching reform in China is more urgent. College English teaching reform has entered a new stage in order to adapt to the growing international background of "English classroom fever". Due to the extensiveness of English teaching and the improvement of talent training quality, The English teaching level of Our country has been constantly improved. The new teaching mode should take the modernization as the support information technology, especially the network technology, makes the teaching and learning Of English to a certain extent can not be restricted by time and place, and develop towards the direction of personalized independent learning.[1-4]

#### 1.1 Construction of Mcet Model

The interaction hypothesis of MCET model is constructed as Stern's multi-dimensional curriculum view, which embodies the learning theory of philosophy and constructivism (see Figure 1). In the implementation process, the model is divided into three stages, namely, pre-class construction stage, classroom experience stage and after-class promotion stage. Whether it is a lesson or a lesson teaching unit should be taught according to three stages, which is the main line of the theme. The overall objective of this model is the language syllabus, namely the communicative syllabus, the cultural syllabus and the general language syllabus. The activity mode is to complete group work and combine classroom teaching with students' extracurricular self-study activities, so that students can experience the communicative and authentic tasks in the process of language use. The teaching mode should embody the principle of combining practicality, knowledge and interest in English teaching to arouse the enthusiasm of both teachers and students, especially the students' dominant position in the teaching process and the teachers' leading role in the teaching process. The model not only makes full use of modern information technology, but also makes full use of the excellent parts of modern information technology to inherit the traditional teaching mode, and gives full play to the advantages of traditional classroom teaching.[5-12]

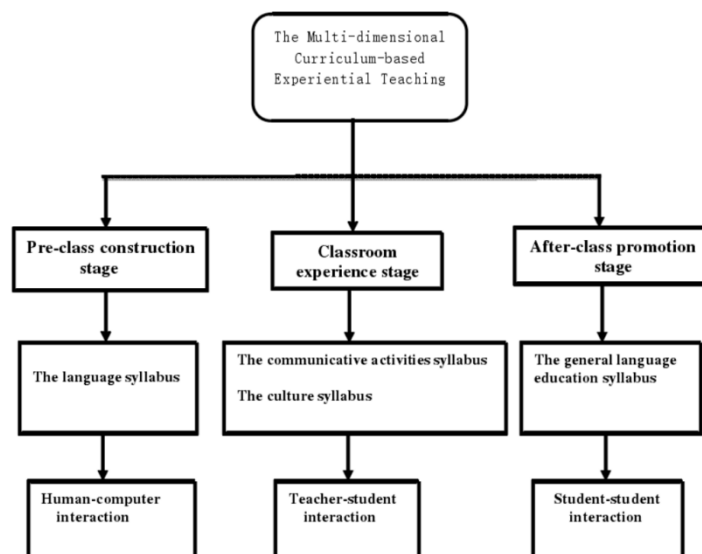


Fig.1 Mcet Model

Based on Zimmerman's self-learning theory and linguists Holec and Dickinson's description of self-learning ability, the “Self-learning ability” Questionnaire for College Students' English Listening Is designed. (See Table 1)

Table 1 Questionnaire Composition Chart

	Content
1.Student's basic information	Gender, age, English level
2.English listening self-learning ability	Learning Attitude to English Listening
	Learning Motivation in English Listening
	Learning Content of English Listening
	Learning Environment for English Listening
	Self-evaluation of English Listening
	Learning Strategies of English Listening

On the level of college students' autonomous learning ability in the six dimensions of English public English class, thus determining whether MCET teaching mode affects college students' autonomous learning ability in English learning. These six dimensions are learning attitude, learning motivation, learning content, self-evaluation, learning environment and learning strategy respectively.

## 2. Methods and Approaches for Cultivating Autonomous Learning Ability

### 2.1 “Learner-Centered” Strategy

In traditional teaching, students are the objects of knowledge infusion and the passive recipients of external stimuli. In autonomous learning, students are new learners, the subject of knowledge, the subject of information processing and the active constructor of knowledge. Teachers should care, inspire and induce students, cultivate students' subjective consciousness, and help them acquire the skills and knowledge needed for planning, implementing and evaluating. As shown in figure 2, to do this, teachers must first change the traditional teaching idea and mode, enriching learning content, save more time for students in the classroom, providing students with a degree of freedom of time and space, so they can play their subjective initiative and enthusiasm, increase their participation consciousness, create is given priority to with students' autonomous learning classroom atmosphere. Teachers' ideas have changed, teaching methods have become more flexible, the classroom atmosphere has become more positive, and students' autonomous learning ability will naturally gradually be improved.

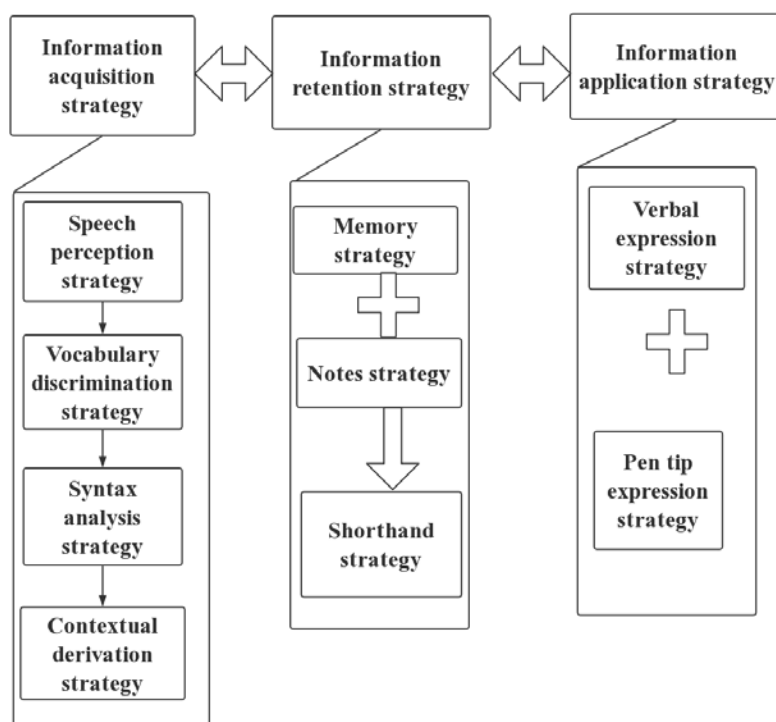


Fig.2 Shows the “Learner-Centered” Strategy Pattern



Fig.3 Constructivist Learning Theory

## 2.2 Use Constructivism to Cultivate Independent Learning

As shown in Figure 3, constructivism holds that learning is not a transfer of knowledge from teachers to students, but a process in which students actively construct their own knowledge. Teachers should take every opportunity to introduce the importance and necessity of independent learning to students, so that they can realize that learning independent learning is equivalent to laying a foundation for lifelong learning, which means mastering the ability of sustainable development. The cultivation of autonomous learning habits can promote the improvement of students' learning ability, and also be conducive to the improvement of college students' English level, which is

conducive to the long-term development of college students. Learners take the initiative to understand and deepen what they have learned from different angles and connect it with a variety of situations. Only in this way can knowledge be transferred positively, students' cognitive structure can be further integrated, flexible and profound, and their ability of independent learning can be enhanced.

### **2.3 Web-Based Autonomous Learning Model to Assist Teaching**

With the popularization of the Internet, its benefits are gradually recognized. Public English classroom workers have also made active exploration and practice. The enhanced effect of online learning on student autonomy is conducive to improving learner autonomy, promoting equal communication among all kinds of learners and mastering learning skills. In college public English classes, the Internet can be used to conduct extensive communication in multiple ways, such as between teachers, teachers and students, students of the same grade, students of different grades, etc., so as to develop learners' ability of independent learning. In addition, with the great development of science and technology, multimedia technology is widely applied in public English classroom teaching. It can not only stimulate students' interest, but also help students to acquire the ability of independent learning to a greater extent. Many studies have shown that independent learning centers based on the Internet and multimedia work well and are very popular with teachers and students.

### **3. Conclusion**

Independent learning is a new trend of college English classroom teaching and the ultimate goal of language teaching. We should strive to be learner-centered, and at the same time, teachers should play their own role and make full use of existing resources to cultivate and promote the formation of students' autonomous learning ability. Finally, it is hoped that the teaching mode of "autonomous learning" can effectively cultivate high-quality autonomous learners and adapt to the requirements of the era of knowledge economy and learning society.

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