

Research on “Learner Autonomy” in English Teaching

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Abstract: The subject of “learner autonomy” is the research field of educational philosophy. We conducted an in-depth study on the issue of “learner autonomy” in college English teaching through the investigation of the actual situation of English teaching in a certain college and through statistics and analysis. In the end, the following conclusions are drawn: students themselves should be the main body of learning, and students’ personal behavior is the key factor in completing autonomous learning. English teachers in schools and colleges should provide corresponding assistance for students’ autonomous learning.

1. Introduction

Hurley first combined the subject of learner autonomy with foreign language learning in the early 1980s. He believes that learner autonomy in foreign language learning means that learners can learn a foreign language based on their ability to master the foreign language. The ultimate goal is to be able to resist the interference of external factors in the learning process and be responsible for their own behavior. The specific performance in learning behavior can be summarized as the following points: Clear foreign language learning goals; Scientific learning plan; Correct way of learning foreign languages; Self-discipline ability; Check the learning process regularly. The proposal of the subject of “learner autonomy” negated the previous indoctrination method and shifted the main body of learning from teachers to students. Hurley’s proposition caused huge controversy in Western countries at the time. After in-depth discussions and a period of practical proof, it began to be generally accepted by the education community. But facts have also proved that when Hurley proposed the application of “learner autonomy” in foreign language learning, he ignored the influence of students’ subjective factors on the learning process. It is natural that most students have sufficient self-discipline ability to Make independent learning can be carried out smoothly.

In the 1990s, Leet’s three characteristics of learner autonomy suggested that he supplemented and revised Hurley’s ideas. Leete believes that autonomous learners should reflect on their own learning methods on a regular basis. Learners should be able to make correct choices in the learning process, and autonomous learners should be able to learn effectively without relying on the help of others. Although the characteristics of autonomous learning proposed by Lit are more complete and scientific than those proposed by Hurley, at the time, this view was not generally accepted by domestic educators, because the method of autonomous learning continued to be thousands of years in my country. There was a severe conflict between the teaching methods of preaching and teaching profession in Nian, and it was incompatible with the traditional thinking of “respecting the teacher and respecting the Tao”. Therefore, when the concept of “learner autonomy” entered my country, it was greatly Hinder. In order to remove these obstacles, Littlewood changed the definition of “learner autonomy” to the ability of students to apply the acquired knowledge reasonably after being free from the tutoring of the teacher. It is in line with the concept of “Teaching people to fish is not as good as teaching people to fish” in our traditional culture, and greatly accelerates the spread of this concept in China. Littlewood’s definition of “learner autonomy” is based on his predecessor, adding “regularly adjust his learning methods according to the results of the examination of the learning situation”, which is more comprehensive and scientific. A highly regarded definition of “learner autonomy”.

2. The Necessity and Feasibility of the Cultivation of Learner Autonomy

Xu Jinfen and Zhan Xiaohai integrated a large amount of research literature and combined with the characteristics of English teaching in China, and summarized learner autonomy in my country's English teaching environment into five aspects: Understand the teaching purpose of teachers and requirements; Establish learning goals and make learning plans; Use learning strategies effectively; Monitor the use of learning strategies; Monitor and evaluate the English learning process. This summary has practical guiding significance for us to develop students' learning autonomy. Traditional English education in our country often only emphasizes "teaching" instead of "learning". It unilaterally emphasizes the unilateral input of teachers and ignores the individual differences, initiative, initiative and creativity of students, resulting in a disproportionate proportion of the input and output of English teaching.

It can not achieve the desired results. Only when we truly attach importance to and cultivate students' autonomy in English learning, and give full play to the main role of students in English learning, can English teaching be more effective. It is particularly important to cultivate students' autonomous learning ability and enable them to master efficient learning methods so that they can continue to learn effectively after completing formal school education, and constantly master new knowledge to adapt to the complex and changing modern social needs.

At the same time, with the popularization of higher education in my country in recent years, colleges and universities have continued to expand their enrollment scale in successive years, and the number of students has increased sharply, but the increase in the number of English teachers has not kept up, which will inevitably lead to the increasing size of English teaching classes, teachers and students the average time of contact is relatively reduced, which makes cultivating students' autonomous learning ability an urgent task of current English teaching.

Although the concept of Learner Autonomy (LA) first put forward in the West includes the concepts of independence, freedom from external constraints, and self-development, but autonomy is not absolute isolation and autism, it has an indelible sociality. This is in common with the Confucian ideology of emphasizing group and group cooperation that has always been advocated in Chinese traditional culture. We cannot simply and arbitrarily think that learner autonomy is only applicable to Western students. Peng Jinding gained inspiration from research: Chinese students not only do not reject the concept of "learner autonomy", but also welcome it.

Zhang Lixin and Li Xiaoxiang conducted a comparative study on the autonomous learning abilities of Chinese and Western European students. They conducted a detailed analysis of social factors, cultural psychological factors, language ability, teaching management and other aspects, and concluded that: in general, the autonomy of Chinese students is similar to that of Western European students; the view that Chinese students have poor autonomy is one-sided. They believe that it is feasible to cultivate learner autonomy for Chinese college students. The wide application of modern high technology, especially computer technology and information network technology, provides favorable material conditions for students to develop their independent learning ability.

The most basic knowledge of the teacher profession is the ontological knowledge, that is, the knowledge of the subjects taught by the teacher. Foreign language teachers should master systematic language professional knowledge and skills, as well as linguistics knowledge and related classification subjects such as pragmatics, language acquisition theory and sociolinguistics, master the content of their subject, and grasp the subject Development context is a necessary condition for teacher growth. Abundant subject knowledge is not the only condition to become a good teacher, but conditional knowledge and practical knowledge are important factors that determine the level of a teacher's professional level. Conditional knowledge refers to the knowledge of pedagogy and psychology possessed by teachers. It is a prerequisite for guaranteeing teachers' success. Foreign language teachers must be familiar with these subjects, understand the laws of education, teaching principles and methods, follow the learning characteristics and psychological characteristics of students, and teach students in accordance with their aptitude. Practical knowledge is the classroom background knowledge and related knowledge that teachers have when facing the classroom situation. It comes more from classroom practice and is the accumulation of teacher experience.

Practical knowledge plays a decisive role in the professional development of teachers. Foreign language teachers should deepen their predecessors' experience into their own knowledge through practical research, and promote their own experience to the rational stage.

3. Study on Learner Autonomy in College English Teaching

Under the current background, the process of college English teaching in my country should have the following characteristics: 1. Establish a dual-core teaching model composed of students and teachers. Teachers can upload and teach knowledge in the classroom and provide conditions for students to learn independently after class. As the main body of learning, students should make precise plans for themselves and implement them accordingly. 2. The teaching schedule should be flexible. Teachers should not follow the text in the classroom and teach based entirely on the well-developed teaching plan. Instead, they should formulate corresponding flexible teaching plans based on the students' ability to master different knowledge. For difficult knowledge points, you can spend more class hours, and for relatively simple knowledge points, you can require students to master them through self-study. In addition, in teaching, we must pay attention to the targeted teaching according to the level of students' English ability. 3. Abundant teaching methods. Teaching should focus on the designated college English textbooks, but not limited to the textbooks. Teachers can use English reading materials in teaching. English movies and televisions are used as tools to help students learn English, making the teaching method more Enrichment, while allowing students to have greater interest in learning English. Fourth, the classroom atmosphere should be active. A positive classroom atmosphere can effectively arouse the enthusiasm of students in learning, so that every student can participate in the classroom. Teachers can organize students to discuss relevant teaching content in English. And by asking questions at any time to test the effect of students listening to the class. College English classroom should not be a teacher's one-man show, but a classroom with the teacher as the leader and all the students as the main body of learning.

The teaching plan of college English teachers directly affects the quality of college English teaching and students' learning goals. English teachers should fully consider various factors when formulating their own teaching plans, including a series of factors such as students' English level, students' learning ability, students' self-discipline ability, students' spare time, students' English learning goals, etc. To enable students to receive English teaching that is more suitable for them, and ultimately to master the ability to acquire the required information in English and the ability to communicate with the outside world in English. College English teaching should follow the principle of "combination of whole and part" that all teaching follows. When students learn English, they should be based on the whole of the language subject on the one hand and have a thorough grasp of the characteristics of English. On the one hand, all parts of English learning, including spelling, pronunciation, translation, etc. must be used proficiently. According to our statistics, most schools currently adopt English listening classes plus English intensive reading classes. We believe that this method has certain shortcomings, and to a large extent it neglects to cultivate students' ability to read English. , So that many college students in our country have greater defects in spoken English. In response to this phenomenon, college English teachers should allow students to have more opportunities to speak English when making teaching plans, and train students to correct their English pronunciation through listening and phonetic transcription.

Although college students generally have received long-term education and have a certain degree of autonomous learning ability, most college students have limited autonomous learning ability. In the face of relatively relaxed university learning environment, many students do not have sufficient self-discipline ability, It is difficult to achieve true "learner autonomy" in English learning. In addition, in our country's test-oriented education, students have been in the process of passively accepting knowledge, and they have not formed the habit of independent learning in middle schools, which further increases the difficulty of achieving "learner autonomy". To help students develop the ability and habits of independent learning. In the work of college English teaching, we can use the following methods: 1. Set up study groups between students, cooperate and discuss topics, and jointly supervise and make progress together. 2. Students can communicate and learn

through the way of reading aloud to improve their English oral and presentation skills.

Students' perception of "learner autonomy" largely affects the initiative of students' autonomous learning and the efficiency of autonomous learning. After students have made self-assessment of their own autonomous learning achievements, they can learn about their own learning methods. Make adjustments accordingly. According to our survey and statistical analysis, we have the following results: 40% of students are satisfied with the way of autonomous learning and have achieved better learning results through autonomous learning; 50% of students are They expressed satisfaction with the way they study, but they did not implement the plan of autonomous learning in their usual studies, and ultimately failed to achieve satisfactory results; and 10% of the students showed serious failures in the process of autonomous learning. Adapted to the situation, and ultimately failed to achieve the desired learning results. Based on the above analysis, we can see that most students still hold an attitude towards autonomous learning, but if they want to better exert the effect of autonomous learning, they need to make corresponding adjustments and improvements to their learning methods.

4. Conclusion

The teacher's participation in the specific learning process of students or the amount of teacher participation is just a representation. The essence of learner autonomy is to use these strategies in a certain autonomous learning environment after students have mastered certain autonomous learning strategies Come to plan, manage, monitor and evaluate your own learning process. If students simply reduce teacher participation when students do not master certain autonomous learning strategies, it will only make students more at a loss and disoriented after reducing teacher participation, and autonomous learning is even more impossible to talk about As a result, the goal of learner autonomy is even more unachievable. The learning required by modern society is a lifelong task. The task of foreign language education in formal schools is no longer simply to teach learners a few language skills, but should pay more attention to the mastery of learners' learning methods. Only by cultivating learners' autonomy in learning and guiding them to use learning strategies that suit them can help students become autonomous learners and truly masters of learning.

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