Research on "Learner Autonomy" in College English Teaching

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Abstract: The concept of "learner autonomy" belongs to the category of educational philosophy. From the perspective of pedagogy, this paper combines the practice of English teaching reform in science and engineering universities to explore how to cultivate and develop learner autonomy in the process of college English teaching. The paper argues that, just as students should learn to be responsible for their own learning, teachers and teaching management should also think about how to create conditions for developing and developing learner autonomy.

1. Introduction

Since Henri Holec's book Autonomy and Foreign Language Learning was published in 1981, the issue of learner autonomy has begun to attract the attention of the Western EFL (English as a foreign language) community. By the end of the 1990s, the discussion and practice of learner autonomy in Western foreign language education was almost in line with the popular "communication method" of the 1980s. In China, Fan Wei (1999) discussed the necessity of advocating autonomous learning, and proposed an autonomous learning model that combines traditional forms of teaching with self-study. However, from the perspective of pedagogy, not just from the perspective of teaching, there is little research on how to improve the quality of teaching by cultivating the autonomy of learners' English learning. This paper combines the practice of college English teaching to explore how to cultivate and develop learner autonomy in the process of college English teaching [1].

2. The Three Definitions of "Lear Learner Autonomy"

The concept of learner autonomy belongs to the category of educational philosophy. Some scholars and researchers have tried to define this, but they have actually introduced this concept to Henri Holec, the first in foreign language teaching. Holec (1981:3) believes that learner autonomy is that learners are "responsible for their own learning" in the learning process, that is, they are responsible for making decisions about all aspects of learning. He believes that this decision-making activity is reflected in the following five aspects: 1. Determining the learning objectives; 2. Determining the learning content and progress; 3. Choosing learning methods and techniques; 4. Monitoring the learning process; such as rhythm, time, place, etc.; 5. Evaluate learning outcomes. Holec boldly proposed that students be responsible for making decisions about their own learning. It is a great challenge to the traditional teacher-centered teaching model and has received wide attention. However, Holec seems to be too optimistic about the decision-making ability of learners to learn independently.

Little (1991) defines learner autonomy as three abilities: "the ability to conduct objective, critical reflection, the ability to make decisions, and the ability to take independent actions". Compared with the Holec definition, the Little definition not only notices the avoidance of being too radical, but also notes the different characteristics of learning autonomy in different learning processes. Despite this, there are still many teachers, especially those who teach in Asia (Jones 1995; Ho & Crookall 1995). The "learner autonomy" originating from Western culture is also endowed with a unique cultural value. It is difficult to implement other cultures that worship individualism (such as Eastern culture). In order to eliminate possible cultural barriers, Little-wood (1999: 73) defines learners as "the ability of learners to use what they have learned without relying on teachers". The

"learner autonomy" defined in this way has no special or no potential cultural load, because no matter where the learner is, it is impossible to follow the teacher for a lifetime [2].

Littlewood is defined by the author of this article, because in our research, learners are adult college students who already have the ability to make decisions on their own and should learn to be responsible for their own learning. To this end, we believe that the concept of learner autonomy should cover the following five aspects: 1. Have a sense of responsibility; 2. Define the purpose of learning; 3. Develop a learning plan; 4. Evaluate learning progress; 5. Adjust learning strategies . These five points are interrelated and constitute the main framework for how to cultivate students' self-learning in the process of college English teaching [3].

3. The Study of "Learner Autonomy" in College English Teaching

The school's overall training objectives for these students are: engineering talents, science training; cultural and economic engineering penetration, advantage accumulation; strong computer skills, high English proficiency, breeding talents for the 21st century non-ferrous metals industry. The so-called high level of English, in our research, mainly reflects the students through two years of basic English teaching, not only to obtain a solid basic knowledge of English and strong English communication skills, more importantly, "mastery of good language learning The method", to obtain a potential for self-development and sustainable development, "to adapt to the needs of social development and economic construction."

In its report on Learning to Survive, the UNESCO International Commission for Education Development stated that "future schools must focus on the "self-study" principle of the education and learning process, not the teaching principles of traditional pedagogy" "Education should strive to find ways to gain knowledge." To this end, we have put the ability of students to acquire independent learning from a very beginning, and have developed a dynamic curriculum syllabus and student self-management learning measures, and implemented a five-step two-way teaching reflection dynamic in the teaching process. Complementary practice model.

"People-oriented", the curriculum syllabus of English teaching under the premise of quality education is dynamic, aiming at achieving the goal of comprehensively improving students' English proficiency and quality by cultivating and developing students' independent learning ability. The main features of the outline are [4]:

Emphasize the leading role of teachers and the main role of students. Teachers guide students to develop practical near-term learning goals and long-term development plans. In this way, students will have a motivation for their own learning goals.

Implement a flexible system of teaching progress, and do not make a one-size-fits-all approach. The teaching should take care of the group goals as much as possible, pay attention to individual differences, and allow students with different English levels and different professional backgrounds to make individual learning progress while referring to the overall teaching progress, so that students learn to be responsible for their own learning.

The use of teaching materials is diversified. While using uniform textbooks, teachers are encouraged to use other textbooks or read original works, English newspapers and magazines, and provide consultations at any time according to their own level and interest. This is conducive to cultivating students' self-consciousness.

Interactive classroom teaching. In the teaching process, the teacher-student exchange is multi-directional, and the teaching feedback is two-way. This is conducive to giving play to the leading role of teachers and the main role of students, which is conducive to cultivating students' positive thinking in the classroom and becoming passive and active.

4. Measures that Reflect Learner Autonomy

The course design directly reflects the designer's teaching philosophy and the basic attitude towards the teaching methods to be achieved. When designing English classes, we mainly consider the five aspects of the learner's learning objectives, learning process, learning tasks, learning

strategies, and past evaluations. In order to achieve the common goal of making students not only "use English as a tool to obtain professional information", but also "can exchange information in English", we draw on the basic principles of whole language approach (black language), and agree that "the learning process is from the whole Partial" (YS Freeman & D E Freeman 1998) argues that English learning also goes through the psychological process from the whole to the part and back to the whole. English teaching should reflect this objective law as much as possible. Therefore, we changed the past two English teaching modes of English listening class and English intensive course into a comprehensive class of listening and speaking, reading and writing.

The main advantages of using the integrated and integrated skills curriculum design are: 1. Highlight the practical characteristics of language teaching, students can not only passively accept knowledge, but must always be prepared to participate in and even design related learning activities, learning in activities. 2. Highlights English as a foreign language to teach three complete language learning steps that must be experienced: input – inhalation – output. It better solves the problem that traditional foreign language teaching only considers language input, does not consider or rarely considers language output, especially writing in English. 3. Introducing feedback assessment into the classroom, which is beneficial to both teachers and students to adjust, adapt and best play. 4. Following the basic principles of language learning from the whole to the part, the learners use different language materials to deepen the understanding of the theme from different aspects of the theme teaching. Because the learning objectives are clear, the learning is more meaningful, and the students are motivated to learn [5].

Learners are not born to know self-management and self-determination, especially Chinese students who have grown up in the traditional culture of unconditional obedience to authority (Liu 1998) tend to rely on the help of others rather than taking initiatives on their own initiative (Yang 2001).). Learner autonomy is a concept in educational philosophy, and autonomous learning is an act involved in pedagogy. The concept needs to be instilled and the behavior requires action. We have taken such measures in cultivating and developing learners' self-learning ability: 1. Students will correct each other's homework and then submit it to the class teacher for review; 2. Set up a learning interest group to carry out various forms of extracurricular activities; 3. Evaluation Publish "Student's own excellent English composition A Collection ofOur Own Composition; 4. Teachers and students to find materials, self-editing materials, for example: Com-municative English we have written and used; 5. Develop a study plan at the beginning of the school, semester comparison Plan self-reflection and summarize the assessment at the end of the semester. Students' performance in these activities is included in the usual grades. Those who perform well are recommended to exchange experience with the class and department. In the two years of basic English study, four essays were exhibited in the activities organized by the student union of the whole school.

5. The Cultivation of "Learners' Autonomy" Ability in College English Teaching

Interest is the best teacher. Teachers should work harder and harder on the "learning desire" of students to achieve the goal of laying a good foundation for their independent learning, lifelong learning and development. Teachers can make full use of the first class and the introduction time of each class to create a relaxed and interesting English atmosphere, attracting students' attention. First, let the students fall in love with the teacher and fall in love with English classes. The so-called "pro-teachers, believe in their way." Interspersed with words, idioms, idioms, proverbs, allusions or short stories in the process of vocabulary, grammar and text explanations can not only improve students' interest in learning, but also make students impressed with the content they have learned. In terms of vocabulary memory, reading comprehension and written expression, teachers should give students method guidance to provide students with a support, so that students can be happy in the cooperative learning and discovery learning, experience success, and finally achieve the goal of "teaching is not to teach". .

Let students understand the classroom teaching objectives and teaching content is the primary condition for students to learn independently. Students should develop appropriate self-learning goals based on the teacher's classroom goals and choose appropriate learning content and learning

materials. The development of a learning plan must be detailed, specific, and scientific and operative. The study plan generally includes a study schedule, a time allocation table, and a schedule. Students can evaluate their own learning plans according to the actual situation, and then constantly correct and improve, and constantly recognize themselves, so as to cultivate the awareness and ability of independent learning.

In the actual English learning process, most students have little knowledge of learning strategies and rarely use learning strategies. The main reason is that traditional teaching only focuses on the transmission of knowledge and despise the guidance and training of learning strategies. The purpose of students' learning knowledge is mainly to cope with various examinations. The cultivation of communicative competence is easily ignored. Therefore, students often lack communication with others in English. Motivation, thus lacking the motivation to learn English.

English learning mainly includes four basic skills of listening, speaking, reading and writing. Students who want to learn English must master these basic skills and are indispensable. However, the status quo indicates that most teachers only pay attention to the accumulation of students' English knowledge in teaching practice, and rarely provide opportunities and guide students to train listening, speaking, reading and writing skills, especially listening and speaking training. As a result, most students have poor English proficiency, poor writing skills, and poor communication skills. Students can't communicate well in English and can't serve the society well. This requires teachers to strengthen the guidance and training of learning strategies in daily teaching, create opportunities for students to master various learning strategies and use these learning strategies flexibly in the English learning process.

Only by applying the learning strategy flexibly to English learning practice can the learning effect be more effective. But no matter what language you study, only the learning strategy is far from enough. Learners must also study hard and persevere. Good English is not taught by teachers, but students are constantly accumulating and constantly training. Cooperative learning is an effective way to cultivate students' English learning ability.

6. Conclusion

Cultivating and developing "learners' autonomy" is conducive to quality education, but it must eliminate the interference of exam-oriented education and get out of the misunderstanding of exam-oriented education. Just as students should learn to be responsible for their own learning, teachers and teaching management departments should also think about how to create conditions for cultivating and developing students' learning autonomy.

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