

Research on Autonomous Learning Model in College English Teaching

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Abstract: Influenced by traditional teaching concepts and models, the current learning situation of learners is not optimistic. This paper proposes countermeasures to change the current situation from the connotation and significance of self-study, that is, to enhance learners' self-learning awareness, to teach learning strategies, to strengthen independent learning monitoring, and to evaluate learning effects reasonably, in order to help learners recognize their abilities, clear learning objectives, improve the effectiveness of language learning through reasonable channels, objectively evaluate learning effects, enjoy the joy of learning success, enhance the interest and confidence of learning, generate motivation for learning, truly be responsible for their own learning, and become independent lifelong learners of ability.

1. Introduction

So far, most colleges and universities in China have implemented college English teaching reform, and established a large number of networked college English autonomous learning laboratories. The wide application of computer and network technology in university foreign language teaching has extended college English teaching in both time and space, and promoted the development of personalized teaching, feedback of teaching information and interaction between teachers and students. What follows is a change in teaching concepts, learning methods, teacher-student relationships, etc. Teachers and students need to be repositioned. As a college English teacher, we should have a conscious understanding of college students' learning strategies and help students form a learning strategy that suits them. At the same time, monitoring through effective evaluation of teachers helps to improve the efficiency of English learning, promote the formation of students' independent learning ability, and lay the foundation for lifelong learning.

2. Self-learning Ability

There are many kinds of definitions about the definition of autonomous learning ability. Little believes that autonomous learning refers to the process in which learners consciously determine learning objectives, choose learning methods, monitor learning processes, and evaluate learning outcomes; Professor Zimmerman of Washington Metropolitan University believes that when students are in meta-cognition, motivation, and behavior, they are all When active participants, their learning is independent; Warwick believes that autonomy is both a learning process and a product of learning. Learners cannot rely solely on teachers, but should assume greater responsibility for their own learning. It is very difficult to summarize the definition of "learner autonomy" in one sentence. At the same time, simply judging these arguments is not good or bad, because scholars elaborate concepts from different angles and levels.

Self-directed learning is a process in which students make self-determination, self-selection, self-regulation, self-evaluation and self-evaluation in their learning activities, and develop their own subjectivity. Autonomous learning has three basic characteristics: initiative, independence and asynchrony.

The initiative of self-learning: Autonomous learning is based on the initiative of human beings. It

is based on the premise of respecting, trusting, and exerting human initiative. The manifestations of initiative are: conscious (self-discipline) and initiative (positive). Self-discipline learning is a kind of self-discipline learning, an active learning. This transformation shifts out the unrecognizable subject responsibility of the students, and also turns out the wisdom that cannot be decided by oneself or judged by itself when it is in a state of depression. Self-directed learning has fundamentally changed the learning state of students: from the law to the self-discipline, from passive to active, from negative to positive, not only developed the potential of students, but also cultivated the responsibility of students to learn.

Independence of self-directed learning: Self-directed learning builds on the basis of human independence. The essence of independent learning is independent learning. Independence is the soul of independent learning. Students are required to independently and independently rely on teachers and others.

Asynchrony of self-learning: Autonomous learning respects the individual differences of students. On the basis of fully understanding their own objective conditions and conducting comprehensive evaluation, students develop specific learning objectives according to their own needs and select relevant learning content. And self-assess the learning outcomes. The asynchronous nature of learning has made many students stand out, so that students who are temporarily behind can catch up with the guidance and help of teachers.

3. Status of Independent Learning

College English autonomous learning has the characteristics of “subjectivity, initiative, independence and criticality”, and advocates learners to become the main body of learning behavior and become the active constructor of knowledge. However, influenced by the traditional education model and the teacher-centered teaching philosophy, learners are accustomed to passively accepting knowledge and show strong passiveness and dependence in the process of English learning. According to the survey of Jiang Wei 3, more than half of the freshmen in the school mainly listened to and took notes in the English class, and rarely participated actively in the classroom activities. Nearly one-third of the learners hoped that the teacher followed the middle school classroom model and paid attention to the vocabulary. It can be seen that learners are not fully aware of their main responsibility for learning, and the awareness of independent learning needs to be strengthened.

Learning strategies are special insights and behaviors that learners use to help them understand, learn, or retain new information. The language learning strategy is the action or behavior that the learner takes to make the language more successful, more autonomous, and more enjoyable. However, the researchers found that learners generally showed a strange feeling about self-learning strategies. Most learners still stayed in the simple mechanical memorization stage during the learning process. Some learners realized that their learning methods were not cut. In fact, other strategies cannot be changed in time, and other more effective learning strategies are not known. The lack of learning strategies has greatly hindered the development of autonomous learning ability, making learners feel at a loss in their own learning.

Effective monitoring of the learning process and the use of learning strategies is an inherent requirement for autonomous learning. Due to the individual differences of learners, the self-monitoring situation is very unsatisfactory in the process of autonomous learning. According to the researchers, only a few learners can consciously monitor and evaluate their own learning. Most learners admit that learning plans are often not completed due to inertia and lack of perseverance.

Self-assessment is also an important manifestation of self-learning ability. Self-assessment is a reflection of learning outcomes, and scientific assessments help learners make timely adjustments to their learning plans. Affected by the traditional education model, many learners still rely on teachers to test their learning through exams or tests. Just look at the knowledge mastery and ignore the assessment of the implementation of the learning plan and the use of learning strategies. At the same time, teachers' evaluation of the learner's independent learning effect is not in place. Some teachers still tend to adopt the traditional model, with scores as the evaluation criteria, while others are

completely let go, and the learners' independent learning is not evaluated. Without proper self-evaluation and teacher evaluation, it is difficult for learners to improve their self-learning ability.

4. The Necessity of Cultivating Students' Independent Learning Ability in College English Teaching

The traditional English education model only emphasizes “teaching” and does not “learn”. It emphasizes the input of teachers one-sidedly, emphasizes uniqueness and standardization, and ignores individual differences. The teaching method is teacher-centered. Moreover, Chinese traditional culture emphasizes respect for teachers and teachers as the authority, which causes most students to rely on teachers and lack the enthusiasm and ability to learn independently. Therefore, although we have invested a lot of manpower and material resources in college English teaching, the results are always unsatisfactory. Every student has spent more than 2,000 hours in foreign language learning from junior high school, even from elementary school, until college graduation. However, there are very few people who can actually communicate in English and read English majors after graduating from college. After graduate students continue to learn foreign languages, the number of people who can actually write professional papers in foreign languages is probably no more than 10%. Many college students spend half of their time in foreign languages in order to pass the 4th and 6th grade exams, and almost 70% of the college graduates who pass this exam are not proficient in using verbal and written communication in English. It can be seen that the students' independent learning ability is one of the important factors that determine the success or failure of college English teaching.

Teachers are the leaders of independent learning. First, teachers should guide students to establish autonomous learning awareness. Teachers should embody the awareness of cultivating students' self-directed learning in daily teaching, and let students be responsible for their own learning. Second, teachers should guide students to set learning goals and develop learning plans. To learn to learn, students must first learn to set learning goals and develop learning plans. Finally, guide students to self-monitoring and evaluation, and adjust learning objectives and strategies as needed. Evaluate learning from a development perspective and evaluate learning in an inspiring way. Teachers are promoters of self-directed learning. In the self-learning classroom mode, the teacher's responsibility is not only to input the language to the students, but also to the output of the students' creative language skills. As an intermediary, teachers must have the ability to stimulate students' initiative, help students learn to adapt, adapt to various cultural situations and social changes, and the knowledge, skills and strategies needed to cope with various challenges.

5. Cultivation of Autonomous Learning Ability in College English Teaching

Enhancing the learner's sense of independent learning is the basis for the learner to change from passive learners to active learners. Therefore, in the university stage, the cultivation of self-learning awareness of learners should be started as soon as possible. College English teachers can compare the differences between middle school English and college English and pedagogy so that learners understand the tasks and purposes of English learning at the university level, that is, apply what they have learned. Transforming language knowledge into language ability requires learners to actively try and experience. Autonomous learning is an effective way to achieve this process. Teachers should also make learners realize that having the ability to learn independently is not only the need to complete university study, but also the need to cope with the fierce competition and changing environment in the future. Only those who are good at active learning can grasp new knowledge as soon as possible and keep up with the development of the times. Teachers should help learners to fully understand themselves, examine and reflect on their original learning concepts and habits, point out their progressive space, establish confidence in learning, and encourage learners to take responsibility for independent learning. The development of teaching activities should also focus on learners, so that learners can feel the transformation of learning roles and experience the joy of independent learning.

Learning strategies can be divided into meta-cognitive strategies, cognitive strategies, and social/affective strategies. Among them, the meta-cognitive strategy plays a role in the management, planning, monitoring and evaluation of the use of cognitive strategies and social/affective strategies. Cultivating learners' conscious use of meta-cognitive strategies in the learning process is tantamount to "giving them to fish". Only by using the necessary meta-cognitive skills to help them decide which strategy or change strategy to use in a given situation, learners can succeed in current and future learning. The use of meta-cognitive strategies by learners is mainly reflected in self-planning, self-monitoring and self-evaluation. Self-planning refers to the individual's prior planning and arrangement of learning activities. Self-monitoring refers to the individual's monitoring, correction and adjustment of learning activities. Self-evaluation refers to the individual's evaluation and feedback on actual learning activities. It can be seen that only by actively using meta-cognitive strategies, learners can actively set learning goals, solve problems, analyze the ways to complete learning tasks, and correct learning behaviors, adjust learning plans, and reflect on learning effects in the learning process. Make a reasonable evaluation of your own learning. Learners actively use meta-cognitive strategies to manage their own learning, which will change their dependence and passiveness in learning and become the active constructor of knowledge.

Cognitive strategies are directly applied and applied to specific learning tasks. Therefore, relevant cognitive strategies should be consciously taught in specific learning processes, and learners should be understood through examples, demonstrations, exercises, etc., familiar with and use correct cognitive strategies. Solving the problems in learning can improve the learning efficiency of learners and increase their sense of accomplishment in learning, thus enhancing the interest in learning.

Through the cultivation of meta-cognitive strategies, learners can have certain ability to learn and monitor, and make reasonable adjustments to their own learning process. At the same time, teachers should also give full play to the monitoring function, keep abreast of the learner's learning situation, and urge the learners to overcome the inertia and complete the learning content as planned. In addition, teachers should also provide professional guidance to learners during the monitoring process. The plan for learners' non-conformity should be adjusted to help learners choose the content that suits their language level and arrange their learning process reasonably. To cultivate learners' ability to learn independently, we should also improve the evaluation system. The traditional summative evaluation only statically evaluates the learner's learning effect, and lacks a comprehensive evaluation of the learner's learning effect. Learners often lose interest in learning and even fear because of the unsatisfactory results of summative evaluation. Therefore, in order to improve the learner's ability to learn independently, it is necessary to reform the existing evaluation system, and use the final evaluation while focusing on the use of formative evaluation, combining learner self-evaluation, learner mutual evaluation and teacher evaluation; Reasonable evaluation of the performance of the whole learning process, the achievements and the development of attitudes, emotions and strategies reflected. At the same time, in the process of self-evaluation and mutual evaluation, learners can more clearly define their own advantages and disadvantages through longitudinal and horizontal comparisons, learn goals, and gradually develop a habit of reflecting on their own learning process, and make an objective evaluation of their own learning. Make a correct understanding of your abilities and achieve greater progress in language learning.

6. Conclusion

Cultivating learners' independent learning ability is the requirement of the era for college English teaching. Influenced by traditional teaching concepts and models, learners' self-learning awareness is generally low. Therefore, it is a long way to train learners' independent learning ability. Educators can transform learners' learning concepts, teach learning strategies, and use formative evaluations to gradually help learners recognize their abilities, clarify learning objectives, improve the effectiveness of language learning through reasonable channels, objectively evaluate learning outcomes, and enjoy Learning the joy of success, enhancing the interest and confidence of learning, generating the motivation for learning, being truly responsible for their own learning, and becoming a lifelong

learner with independent learning ability.

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