

Research on the Effective Application of Autonomous Learning in College English Teaching

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Abstract: Autonomous learning has attracted more and more attention in the field of subject education research. Some people even put forward that the cultivation of independent learners is the fundamental goal of education. The research on autonomous learning can be traced back to the 1990s of this century; The idea of autonomous learning goes back even further. However, in the educational environment before the entrance of our country, complete autonomous learning is still our ideal teaching standard. China's current social and environmental education determines the autonomous learning in the classroom teaching in our country is limited in the autonomous learning, the current college English teaching should give priority to with the classroom instruction, autonomous learning is complementary, take the classroom instruction, the second classroom and independent learning outside the means of combining hierarchical and phases to improve the level of autonomous learning, to gradually realize completely autonomous learning.

1. Introduction

Franklin once said, "Tell me, I forget; Teach me, I remember; This sentence involves me, I learn. "is also of great reference significance to college English teaching. It can be understood that to bring students into the teaching initiative, so that they are also involved in the teaching process, it is possible to produce a good learning effect. This point coincides with the student subjectivity advocated by independent learning. Autonomous learning refers to a kind of active and self-conscious learning behavior of students in the learning process. Specifically in college English teaching, learners should be able to make a plan and carry out learning in strict accordance with the plan. And self-examination and assessment after a period of time. To master the essence of autonomous learning and apply it effectively in learning depends on teachers' guidance to a large extent.

2. The Classroom Teaching

2.1 Role Orientation in the Classroom

Harmer (2000) defined the roles of foreign language teachers as: controller, assessor, participants and resources. That is to say, in classroom teaching, a teacher should not only be an organizer, a guide, an enlightener, and a critic, but also have multiple identities of learners and participants. However, in the traditional classroom teaching, teachers appear in the classroom as controllers: they not only have the right to speak about the teaching content, but also control the allocation and use of teaching time, which has a certain negative impact on students' initiative and learning efficiency. So, how to make students learn to study independently, improve the ability of students' independent learning has become a problem to be solved in teaching. The majority of teachers have realized that the cultivation of college students' independent English learning ability and the implementation of independent teaching mode in college English teaching reform cannot be achieved in a day, but is a step-by-step process. However, the complete change of learners' attitude from passivity to initiative cannot be easily achieved by relying solely on two years of college English courses. Therefore, as a teacher, it is necessary to lead students to understand the connotation of autonomous learning, and create an extensible autonomous environment for them, so

that students can become independent learners.

2.2 Self-Directed Learning in the Classroom

In classroom teaching, teachers to guide students in autonomous learning, to understand the connotation of independent learning, mastering the autonomous learning strategies laid a good foundation, in the early stages, consciously choose readable content questions in the textbooks, lets the student reading with questions, answer, discuss explains the problems of the teaching material, to guide the students to read. In the next stage, the preview outline can be given before class, so that students can read the outline before class and solve the related problems. At the last stage, let the students read the textbook by themselves and analyze the language points and what they do not understand. In addition, teachers should try to design a variety of activities to stimulate the atmosphere and enthusiasm of students' participation. For example, in oral English class, try to ask students to be introducers, to other students on a unit of content to explain some of their interest in the topic or some personal experience, so that students' enthusiasm and autonomy are mobilized, will be prepared in advance to carefully relevant materials.

However, it should be pointed out that there are many constraints to fully autonomous learning in the classroom. First of all, in terms of teaching materials, teaching content cannot be completely decided by students, and the arrangement of teaching schedule indirectly determines that most of the teaching time is still controlled by teachers. Moreover, from the perspective of learning, the most basic part of independent learning is preview. At present, most students do not develop a good habit of preview before class, but in a blind and random state; Therefore, in the classroom teaching, a very important link is to develop good preview habits; Another point to be pointed out is that overemphasis on learner freedom and autonomy without corresponding authoritative demands from teachers will result in significant reductions in effort and learning outcomes, and often lead to dissatisfaction among learners. (UR, 1996:279) For example, students should be given complete autonomy in the selection of topics and the progress of writing exercises.

The end result may be nothing. Teachers should actively create a classroom environment for students to learn independently, and outside the classroom is also a broad environment for independent English learning. Therefore, teachers should actively guide students to organize various English second class activities.

3. The Second Classroom in the School

3.1 The Objective Causes and Conditions of Autonomous Learning

The objective conditions of autonomous learning include hardware facilities that learners can freely choose, such as learning materials, activity places, learning methods and means. The English classroom teaching of four class hours per week not only fails to meet students' practical time in terms of the length of time, but also the learning place is limited to the classroom. Therefore, in order to make up for the limitations of classroom teaching, the second classroom came into being.

3.2 Second Classroom

English second class is another form of English learning, and it is also a powerful supplement to English classroom teaching. The second lesson has to do with classroom teaching. The second English class refers to the learning activities related to classroom teaching outside the teaching time of English class. From the point of view of teaching content, it is the supplement and consolidation of the content given by classroom teaching. In form, it is lively and colorful. The teaching space of the second class is much more flexible than that of the classroom: the second class is not confined to the classroom, it can be on the playground, in the auditorium, in the lecture hall, or anywhere on campus where you can study. Secondly, classroom activities have great freedom and flexibility in the choice of time and space, which can help students to deeply understand and master the language knowledge and information acquired in class, and consolidate the results of classroom teaching. Second, there are rich and colorful learning resources available for classroom

activities. Students can choose and carry out special training of basic language skills such as listening, speaking, reading, writing and translating. The second class takes many forms. For example, students can be organized to introduce western customs, especially traditional western festivals, such as Christmas and Halloween. Students can also be organized to hold a special dance costume party, so that students can learn and feel the profound western culture in the process of participation. By participating in the related activities of the second English class, many students' initiative in independent learning will be significantly improved and their independent learning ability will be bright. Obviously enhanced, gradually from the original "I want to learn", into "I want to learn".

4. Extracurricular Independent Practice

The ideal mode of autonomous learning is the openness of learning. Independent learning is not restricted by time, place, textbooks and other conditions. It attaches great importance to students' independent choice of time and place, method and content, learning plan, learning feedback and evaluation, and learning is more open. This has made great progress in both classroom teaching and the second class, but to achieve the best results, independent learning outside the school should not be ignored. At present, the more popular way for students is the combination of independent learning and electronic multimedia network technology. The main reason is that online teaching does not limit time and place and can learn whenever and wherever you want. It can not only give play to students' initiative, cultivate students' ability to acquire, transmit, process and apply information, but also make up for the single defect of teaching time and place. The combination of independent learning and multimedia network teaching forms a multi-dimensional learning time and space, giving students a full play of the space and stage, they can conduct in-depth and multi-angle research and study on the topics they are interested in, can maximize the enthusiasm and potential of students to learn. Use a lot of media and network resources, develop a good independent learning habit, complete the transfer of learning.

5. Conclusion

Independent learning in school is an active and selective learning activity conducted by students under the guidance of teachers in various ways and ways. With the implementation of off-campus independent learning, students' learning space is also extended from classroom teaching to the second classroom on campus, and further extended to off-campus. On the contrary, a variety of carriers and forms in the second classroom and outside the school can also promote students' independent learning in class and improve their self-learning ability. This will also have a positive impact on students' understanding of the connotation and extension of autonomous learning. We advocate independent learning, not only in the school education environment to create a certain space for independent learning, in order to meet the needs of different learners, stimulate learning motivation, improve learning effect, and cultivate the ability of independent learning so that learners can continue to learn after leaving school.

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