

The Cultivation of College English Autonomous Learning Ability Based on Obe

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Keywords: Obe concept, College english, Autonomous learning

Abstract: To cultivate students' Comprehensive English application skills, especially their listening and speaking ability, so that they can effectively carry out oral and written information exchange in their future work and social interaction. In order to achieve this goal, it is necessary to improve the self-study ability of college students in English language courses. As an international communication language, English has aroused widespread concern in China's university education and education. At the same time, with the deepening of education reform in the new era, the educational objectives of College English education have gradually changed, aiming at cultivating students' autonomous ability. Improve the ability of learning and inquiry, promote English culture, literacy and knowledge. In this paper, the concept of OBE is taken as a breakthrough in the construction of self-study mode of College English education.

1. Introduction

Since the reform and opening up, China's college English teaching has made remarkable achievements, and college students' English level has been greatly improved as a whole. In the early 1980s, college students' English level was generally low, but now, college students have made great progress in listening, speaking, reading, writing and translation. Most college students not only have a certain reading ability, but also can write and translate, understand English lectures or simple English programs, and communicate in English on a certain topic, and have a certain communicative ability [2]. However, in recent years, with the continuous expansion of enrollment in various universities, the number of college students is increasing day by day, while college English teaching in many schools adopts large classes, ranging from 40 to 50 students, with more than 100 students in the same class [3]. At present, colleges and universities are gradually establishing a training mode of "thick foundation, wide caliber, high quality and strong adaptability", but there is still a long way to go between the current training status and the requirements of the society, especially the exam-oriented education leads to the low autonomous learning ability of college students. Most students are passive learners, unable to arrange their time reasonably, and are not good at using learning resources and environment [4]. Facing the needs of society for independent and innovative talents and students' growth, cultivating students' learning autonomy has become an important task for all disciplines, and college English teaching is no exception. OBE concept is an innovative teaching concept formed under the background of educational reform in the new period, which can provide a strong motivation and basis for students' autonomous learning ability and the improvement of their language innovation ability [5].

2. Obe Education Concept and Autonomous Learning

2.1 Overview of Obe Education Concept

OBE concept, that is, "results-oriented education", takes the teaching design and the implementation of teaching links as the basic goals. With the active help of professional teachers, students take the way of independent learning and practice, and effectively obtain all kinds of learning results. On the basis of the implementation of the current educational policy, each school really sets up an effective and suitable teaching work plan and teaching work goal according to the actual teaching ability and the conditions of teachers. At the same time, according to the diversified advanced teaching activities, it can effectively help students achieve all kinds of predetermined

teaching objectives and effectively promote students' continuous development [6].

2.2 Overview of Autonomous Learning

The concept of autonomous learning originated from the theory of developing lifelong learning skills and cultivating independent thinkers in the 1960s. Based on different theoretical positions and perspectives, researchers have given different definitions of autonomous learning. At present, there are many terms related to autonomous learning. “Self-directed learning”, “self-access”, “self-access learning”, “self-monitoring”, “self-instruction”, “independence”, “language awareness”, “self-direction” and “independent learning” ,and other popular sayings. Among these concepts, scholars have discussed the two most: learner autonomy and autonomous learning. There are different views on the exploration of the two and the definition of the concept [7]. English autonomous learning ability refers to the ability of non-English major college students to control their own college English learning, that is, they can independently determine college English learning goals, learning content, learning progress, choose appropriate learning strategies, conduct self-test and self-evaluation based on their own characteristics. Seek self-development ability. However, we found that different people use different tools in different environments to produce different interpretations of autonomous learning. Table 1 below summarizes the definition of autonomous learning by different researchers in the language education field.

Table 1 Definition of Autonomy in Language Learning

Author	Definition
Holec	“Self-responsible learning ability”
Dickinson	“This term describes the situation where learners are fully responsible for all decisions related to learning and how to implement them.”
Little	“An ability to reflect objectively and critically, make decisions and act independently. The learner will develop a special psychological connection with his learning process and content, which is an advance assumption and inevitable. Autonomous learning ability will be presented in a broader context through the way learners learn and the knowledge they have learned. “
Broady&Kenning	“Therefore, autonomy means that learners control their own affairs, rather than learners relying on other people's decisions or being controlled by others.”
Littlewood	“If we use educational terms to define autonomous learning, such as students mastering the ability to use knowledge independently of teachers, then autonomy is undoubtedly the goal that every learner should have. If we teach language for communication, this goal is to cultivate the ability of autonomous communication.”
Benson	“The ability to control self-learning is a multi-dimensional ability, which takes different forms for different individuals, even for the same individual in different environments and at different times.”

Domestic scholars have done a late study on Autonomous English learning, but the discussion on autonomous learning is also very warm. Cheng Xiaotang has a broader definition, including three aspects: autonomous learning is a kind of ability including the attitude, learning ability and learning strategy use of learners. Autonomous learning is a condition in which learners have the right to freely choose the content, learning methods and learning strategies. Autonomous learning is a learning mode in which learners complete their own learning goals and learning plans under the guidance of teachers. Some researchers emphasize the attitude of autonomous learning, such as learning initiative, learning enthusiasm, learning independence, etc. Some researchers emphasize the self-management, self-monitoring, self-organization and self orientation of learners in the process of learning. Therefore, Zimmerman 1994 proposed a systematic framework for autonomous learning research as shown in Table 2.

Table 2 Research Framework Of Autonomous Learning

Scientific question	Psychological dimension	Task conditions	Essence of autonomy	Autonomous process
Why learn	Motivation	Choose to participate	Memory or self-excited	Self-goal, self-efficacy, values, attribution, etc
How to learn	Method	System of	Planned or automated	Use of policies, etc

		selection		
When to learn	Time	Select time limit	Timed and effective	Time planning and management
What to learn	Learning content	Control the learning content	Self-awareness of learning content	Self-monitoring, self-judgment, behavior control, will, etc.
Where to learn	Environment	Control material conditions	Sensitivity and random strain to material environment	Choose and organize the learning environment
And who learn together	Social	Control society	Sensitivity and random response to social environment	Choose role models and ask for help

3. The Cultivation of Autonomous Learning Ability of College English Based on Obe Concept

The purpose of language learning is not to master language knowledge, but a process in which learners comprehensively use various abilities to process information in the process of communication and interaction, so as to use language naturally. Stimulating students' enthusiasm for learning and the enthusiasm of participating in language practice is an important prerequisite for improving the comprehensive ability of English. The process of language learning requires learners to choose appropriate methods in the accumulation and application of language knowledge, and invest enough time and energy to learn and practice. College English teaching is more based on the students' Autonomous Learning under class, so the cultivation of autonomous learning ability is an important prerequisite for students to learn English well.

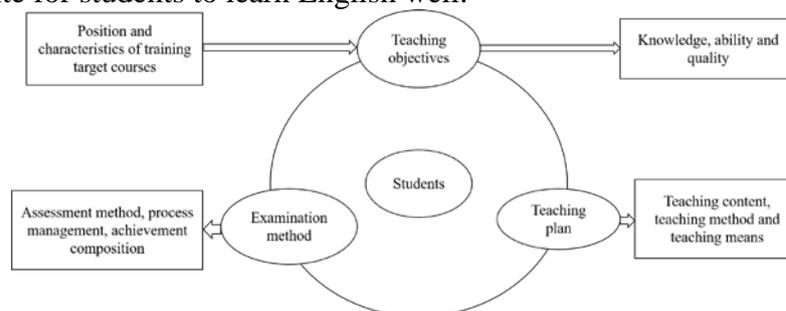


Fig.1 English Teaching Following Obe Concept

One of the core elements of OBE concept is student-centered, which is mainly reflected in the student-centered teaching design. The classroom teaching goal under OBE concept emphasizes taking students as the center and constructing the trinity curriculum system of “knowledge, ability and quality”. Classroom not only focuses on teachers' explanation, but also promotes students' comprehensive and effective participation in classroom teaching. In terms of teaching content, the center of classroom teaching is what students want to learn, so that students can learn actively and learn actively in the classroom. When teachers are designing teaching, they start from the actual needs of students, so that students can finally obtain corresponding learning results through the process of self-learning. Actively cultivate students' basic abilities in self-exploration, self-evaluation and self-reflection. The majority of teachers should continue to encourage students to put forward the actual needs of self-improvement, continue to guide students to find and analyze problems in various kinds of rich information resources, effectively extract the actual needs of information, build an effective understanding of objective things and the way to deal with problems, and effectively cultivate students' basic ability of self exploration.

3.1 Expand the Autonomous Learning Model

There must be individual differences in college students' English learning process. Not only do every student have individual differences, but teachers must pay attention to the development of student-centered second classroom in the face of the mismatch between needs and goals.

“ Comprehensive training of knowledge structure and language organization, as well as oral communication and English writing skills. At the same time, we should also pay attention to the establishment of students' self-study mode under the concept of OBE. Through the development of the second classroom, it should be diversified and interesting, and it should be able to attract students. On the one hand, the content of the second classroom should be related to the content of the English classroom, on the other hand, it should be expanded at more levels, so as to achieve the goal of education, meaningful content and deep expansion of knowledge. The application of network information technology in College English education meets the needs of students' self-study mode under the concept of OBE. From the perspective of cognition, the development of Internet has driven the integration of many fields. Because they are not only learners, but also actors participating in the future social development, the application of network model helps to expand students' knowledge and improve their English learning ability.

4. Conclusions

The overall situation of College Students' English autonomous learning ability is general, cognitive strategies, social affective strategies and learning motivation are slightly higher than the median, and the core metacognitive strategies do not reach the median. Students' awareness of learning subject is enhanced. Students actively participate in learning activities, learn to think independently, dare to question, dare to innovate, and ask for the initiative of teaching. Interaction is the essence of education and teaching, and it is the eternal theme of education. Teaching without interaction can not be called real teaching, and teaching can not be separated from interaction. Through the understanding of OBE concept and related concepts and principles of autonomous learning, this paper explores an effective learning mode, in order to create an autonomous learning environment for students, so as to stimulate students' enthusiasm for English learning, Fundamentally promote the overall improvement of students' English language ability and comprehensive quality.

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