

Research on English Teaching Based on “Learner Autonomy”

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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 the completion of autonomous learning. English teachers in schools and colleges should provide corresponding assistance for students’ autonomous learning.

1. Introduction

The topic of “self-directed learning” was put forward by Western educator and scholar Hurley in the 1980s. Once it was put forward, it quickly attracted widespread attention from the global education community. Everyone realized that self-directed learning has a significant effect on the efficiency and results of learning. Very important influence. The autonomy of learning in foreign language learning also plays an important role in the efficiency of foreign language learning. In the 1990s, some scholars in my country put forward the subject of autonomous learning, and vigorously promoted its advantages among colleges and universities, and advocated the integration of existing teaching methods and autonomous learning. The two complement each other so that students can learn foreign languages. It is more efficient and the spread of knowledge is faster. After more than 20 years of development, Chinese colleges and universities have some experience in cultivating students' autonomous learning ability, but there are still some shortcomings. Through investigation and analysis of the actual situation of a certain college, we have listed the shortcomings and listed them. Provide reference opinions and suggestions for the “learner autonomy” in college English teaching in colleges and universities, with the intention of helping colleges and universities better deal with related issues. 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: (1) a clear foreign language learning goal; (2) a scientific learning plan; (3) the correct way to learn a foreign language; (4) the ability to self-discipline; (5) Check the learning process regularly. The proposal of the subject of “learner autonomy” denied the previous indoctrination teaching method and shifted the subject of learning from teachers to students. Hurley’s proposition caused huge controversy in Western countries at the time. After in-depth discussion 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 that learner autonomy should have supplemented and revised Hurley’s ideas. Leete believes that autonomous learners should regularly reflect on their own learning methods and be independent. 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 our 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 our country, it was greatly affected. 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 conforms to the concept of “Teaching people to fish is worse than teaching people to fish” in our traditional culture, and greatly accelerates the speed of popularization of this concept in China. Littlewood’s definition of “learner autonomy” is based on his predecessor, adding “regularly adjust his own 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 Status Quo of “Learner Autonomy” in College English Teaching in My Country

Under the current background, the process of college English teaching in our country should have the following characteristics: 1. Establish a dual-core teaching model composed of students and teachers. Teachers can upload 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 prepared 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, when 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 a 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 proficiency, students' learning ability, students' self-discipline ability, students' spare time, students' 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.

3. Research on Learner Autonomy Methods

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 loose 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 satisfied with autonomous learning They expressed satisfaction with the way they study, but they did not implement the plan of autonomous learning in their usual study, 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.

Learner autonomous behavior can be said to have a close connection with self-evaluation. From the perspective of student self-evaluation, it can promote the formation of a strong sense of responsibility for students, and allow students to see the gap between reality and ideals, and Reflect on the problems in your own English learning process from the perspective of deficiencies, and stimulate the motivation of English learning. The learner's self-evaluation is an important basis for measuring the degree of autonomy, so we conducted a questionnaire survey among 60 research subjects. The survey found that 97% of students are totally unwilling to receive a duck-filling education, and most of them do not think that their progress is dependent on the teacher in charge. On the contrary, they think that their progress is the promotion of self-consciousness, and it is their own credit. At the same time, more than 90% of them have the good moral character of respecting teachers and students, but on the other hand they refuse to accept a word from the teacher. Therefore, as a college English teacher, we need to create more opportunities for students to give full play to their own advantages, and actively cultivate students' autonomous learning awareness and ability. Secondly, there is a certain connection between the cultivation of learner autonomy and quality education. In the survey, 30% of the students believe that our current education is a complete quality education; 47% of the students think that the current education in China is a comprehensive model of quality education and test-oriented education; 23% of the students think that although there is a certain quality The element of education, but at present, it is still unable to completely get rid of the influence of test-oriented education. This shows the necessity and deep human nature of our college English teaching reform and development, and requires teachers to eliminate the development misunderstandings of exam-oriented education and implement quality education under the cultivation of the goal of “learner autonomy”. Just like the cultivation of students’ sense of responsibility, teachers themselves must also have strong responsibility behaviors, actively thinking about how to develop student autonomy, and do a good job of teaching “learner autonomy”.

4. Conclusion

Through the investigation of the “learner autonomy” in college English teaching in my country's colleges and universities, the selection of survey objects, the training goals of the survey objects, the teaching methods of college English, the teaching plan of college English teachers, and the realization of “learner autonomy” Some of the methods and students’ perceptions of “learner autonomy” expounded on the survey methods and results, describing the status quo of “learner autonomy” in college English teaching in my country, and hope that relevant educators will respond to these status quo. Corresponding improvements will be made to enhance the teaching quality of college English teaching.

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