Research on the Problems and Countermeasures of "Learner Autonomy" in College English

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Abstract: With the update of educational concepts and the continuous enrichment of Internet learning resources and platforms, the concept of "learner autonomy" has been widely promoted and applied, and learners' personalized learning methods and needs have been met. However, due to the differences in learners' autonomous learning ability, their learning effects are also different. Combined with the practice of college English teaching in our school, the author tries to explore the problems of "learner autonomy" and put forward some corresponding teaching strategies.

Key words: "Learner autonomy"; teaching strategies; college English

With the establishment of the people-oriented educational concept, learner autonomy has become the focus in the field of education. Hunan University of Arts and Science has been actively advocating and implementing teaching reforms, encouraging students to learn actively and autonomously under today's developed network teaching conditions, and has achieved some obvious teaching results. Yet, there are also some problems with teachers' teaching and students' autonomous learning. Therefore, we need to further investigate and analyze the problems of "learner autonomy" in college English teaching, and propose more effective strategies to improve teachers' teaching effect and students' learning ability.

1. The Concept of "Learner Autonomy"

Since the 1980s, educational researchers have begun to pay attention and attach importance to self-directed learning. In 1981, Henry Holec published his book *Autonomy and Foreign Language Learning*, which first proposed the concept of "learner autonomy", and was the first to introduce the concept of "autonomous learning" in the field of foreign language learning. Heloc believes that autonomous learning is "an ability to be responsible for one's own learning", and language autonomous learning refers to "In a language learning environment, learners have absolute autonomy. Learners have the right to choose the most suitable learning materials, learning style and learning speed for themselves." Although scholars have different definitions of learner autonomy, the concept of "learner-centered" is the consensus they have reached. The working definition adopted in this paper is that English learner autonomy is a multi-dimensional ability of learners to consciously plan the learning process, use learning strategies, monitor learning results, and conduct self-examination, self-summary, and self-evaluation in the process of English learning.

2. The Current Situation of "Learner Autonomy" Teaching in China

In January 2004, the Ministry of Education officially promulgated the "College English Course Teaching

Requirements (Trial)", and at the same time approved 180 colleges and universities as the first batch of "College English Teaching Reform Pilot Colleges". The Ministry of Education gave financial support to each project school, which was mainly used to promote the new teaching model of college English based on computer and multimedia with students as the main body. After more than ten years of funding investment and teaching reform, as well as the continuous maturity of information technology, college English teaching equipment and various network teaching platforms based on computer and network technology have developed to an advanced stage that can fully provide students with all-round personalized teaching.

2.1 Introduction to independent-learning resources and platforms

The primary condition for students to learn independently is the learning resources and the learning platforms. Foreign language learning resources is divided into two types: Internet foreign language learning resources and LAN foreign language learning resources. Under the current conditions of developed information technology, the rich network resources have opened up new ways and new worlds for students' foreign language learning, and provided students with broad learning channels and resources. For example, some mature and high-quality foreign language learning websites can provide students with a large number of online English learning resources; some major publishing houses have also developed online learning platforms that are synchronized with the textbooks. Learners can supplement their learning and practice through the platforms in addition to traditional classrooms, and can also use the network platforms for real-time communication, such as email, WeiBo, QQ, WeChat, BBS, forums and download services, etc.

At present, the resources and platforms for English self-study that college students can obtain on-campus mainly include: a. On-campus excellent course website; b. E-books and courseware of various college English teaching materials; c. "We learn" accompanying-classroom APP; d. "New World Interactive English Audio-visual" learning platform; e. WeChat "Word Master" applet for word learning. These learning resources provide learners with convenient access, sufficient information sources and scientific and rational management. Learners can choose their own learning content and progress according to their actual English level and learning needs. The resources and platforms are also supplements to traditional English classroom teaching, in which students can also participate in their interesting online courses. The biggest feature of these platforms is to provide students with strong listening and speaking training support. The listening and oral training courses are basically human-computer interactive learning. All these teaching conditions provide strong motivation for English learning, greatly mobilize initiative in learning English.

2.2 Problems

In recent years, the author found in teaching that although schools and teachers have high expectations for students' autonomous learning behavior, it has not achieved the desired effect. It is mainly because some students have adapted to the long-term cramming teaching or the teacher's step by step teaching, their self-learning awareness is low, and they do not realize the importance of self-directed learning. Firstly, in the learning process, students will not choose a reasonable learning method and learning content according to their own situation, and they will not be able to make full use of these learning resources and platforms. Secondly, in the process of practical application, some teachers rarely guide students on how to learn independently, and do not pay attention to the problems encountered by students in autonomous learning.

3. Countermeasures to Improve Learners' Autonomy

3.1 Strengthening the cultivation of students' self-awareness of "learners"

Teachers should encourage students to abandon their complete dependence on teachers. First of all, teachers should actively guide students to formulate reasonable learning goals according to their specific circumstances, formulate learning plans in stages, and determine learning priorities and difficulties in the learning process. Afterwards, they will select

corresponding learning resources and platforms, collect learning materials and start independent learning. Students are advised to find a learning method that suits them, and they are required to learn on time and in quantity, to be their own life mentors, and to carry out self-discipline and supervision. After that, teachers need to make a consideration and evaluation of each learning stage, so as to check the effect of students' autonomous learning in time, and improve the effect of autonomous learning.

3.2 Paying attention to the subjective initiative of learners in the classroom

In order to cultivate students' autonomous learning ability, teachers should change their roles as soon as possible, from information providers to classroom organizers, learning facilitators, learning consultants, and supervisors. The purpose of school education is not only to give students knowledge, but more importantly to develop their ability to learn. Therefore, teachers need to promote the abilities, processes, beliefs and strategies to help students achieve self-directed learning. The traditional role of the teacher is the designer, organizer of classroom teaching, and the manager of student learning. This traditional role is not only to complete teaching tasks, but more importantly, to guide students to complete knowledge construction independently and reduce the one-way transfer of knowledge by teachers to students, to increase students' independent participation, teacher-student interaction, and student-student interaction.

3.3 Enriching teaching strategies

In the modern society where the Internet is so developed, the media for obtaining information is highly developed, and a large number of free learning resources make the channels for knowledge acquisition more diversified. Teachers should also make full use of current Internet technology and resources to enrich teaching strategies and teaching methods.

Cultivating students' ability to study independently before class. Before learning a new unit, teachers provide relevant video, micro-class or MOOC resources on the topic of this unit for students to watch and complete the corresponding preview tasks before class which helps students to actively build knowledge. Various forms of learning activities are carried out in the classroom: such as group cooperative learning, peer evaluation, etc. Teachers should use questions or assign tasks to inspire students to think independently and mobilize students' enthusiasm for learning. Especially in the classroom practice session, teachers should avoid blindly explaining and instilling knowledge. Students should be allowed to think and practice actively, discuss and solve problems with each other when they encounter problems, with teacher guiding them to summarize their English knowledge. This approach enriches the students' learning experience, makes them truly masters of the classroom and discoverers of knowledge, and improves their English self-learning ability. Therefore, the main tasks of teachers in the classroom are the facilitators, managers and supervisors of learning.

4. Conclusion

In actual English teaching, teachers should be good at discovering and solving problems, so that "learner autonomy" can be more effectively implemented in actual learning to achieve the important goal of English teaching.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

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