Strategies of Improving English Learning Ability of Non English Majors in Hunan Colleges and Universities Under the Network Environment

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Abstract

Cultivating students' autonomous learning ability is the inevitable trend of modern education in the information age and lifelong learning. This paper briefly introduces the concept of Autonomous English learning, and puts forward how to cultivate students' autonomous learning ability. Students actively participate in the learning process and experience learning process can greatly promote the learning effect. The cultivation of autonomous learning ability is an important guarantee for success in learning English. Therefore, how to improve the autonomous learning ability of English majors is a topic worth exploring. The experimental results show that these strategies can improve students' autonomous learning awareness, students' learning initiative and independence, and the ability of autonomous learning is gradually improving

Keywords: Network environment, autonomous learning, non-English majors

Introduction

With the rapid development of information technology, multimedia network teaching came into being. In many countries, English teaching has been strengthened and reformed. The theory and practice of network teaching has become a new field in the reform of English teaching. Network teaching system provides a broad space for college English teaching, creating learning environment of hypermedia English is rich and vivid, realize the effective organization and management of teaching resources, to enable students to improve English comprehensive application ability in autonomous learning is one of the conditions, to solve a series of problems in college English teaching in China of the plan. One of the features of network English learning is the self-regulated learning of English autonomous learning strategies for promoting learners' autonomous learning under the network environment, improve the ability of English autonomous learning has an important academic significance. Although one of the characteristics of network learning is the learning autonomy, learning strategies and autonomous learning is one of important factors, but the domestic scholars under the environment of network autonomous learning strategy research is still relatively small, the existing research on college students network autonomous learning ability present situation, training mode, autonomous learning ability of autonomous learning inefficient phenomenon as the main research contents. The above research does not involve the strategies used by college students to learn foreign language in the network environment. This paper intends to investigate the status of English autonomous learning strategies in non-English majors.

English is one of the most important information carriers, and has become the focus of social concern. However, the current situation of English teaching can't meet the needs of social development, the traditional concept of teaching and the traditional teaching mode still influences modern English teaching, many people still think that students learn English well and
bad mainly depends on the teaching level of teachers. Therefore, teachers are still the center of classroom activities.

Higher vocational English teaching is an important part of higher vocational education, and the cultivation of students' autonomous learning ability has become the focus of English teaching in higher vocational colleges. However, according to the characteristics of higher vocational students' learning, students can use various methods and strategies to complete the transition from dependent learning to autonomous learning. Although western scholars of the autonomous learning definition is different, but in terms of factors influencing autonomous learning basically reached a consensus: emphasize the decisive role of the learners in the learning process, learners can be responsible for their learning in the learning process, such as determining the learning objectives, learning content and progress, decided to choose learning methods and skills, self-monitoring learning process and evaluating the effect of learning, transfer of learning ability.

The Proposed Methodology

The present situation of autonomous learning. The quality of English teaching in higher vocational colleges has become increasingly prominent in recent years. Such as students, teaching materials, equipment, teachers, etc.. But it is undeniable that the teaching concepts and teaching methods lag is the cause of most of the student one-sided emphasis on the importance of English language itself, ignoring their own initiative and creativity, one of the main reasons for the practical use of English ability. The current situation of vocational college students' English autonomous learning is not optimistic.

Students lack the awareness of autonomous learning. The preparation of language learning methods includes the understanding and development of learning goals, the selection of self-learning materials, and how to prepare for class. Specifying the learning plan and implementing the learning plan is the primary condition for autonomous learning, according to the survey, only a few students will develop a learning plan and only a small number of students will adhere to the implementation of the plan. The English classroom is the main place of English teaching, the teaching materials used in the classroom are the main materials of
teaching. In addition to English classes and English textbooks, few students find ways of learning English and other materials, but English is a very practical subject, only limited classroom practices and conditions is far from enough. This means that the majority of students' English autonomous learning ability is relatively low.

The deficiency of traditional teaching mode. Autonomous learning is that learners can control their own learning. In addition to the preparation of learning methods, but also from the psychological aspects of preparation, that is, learners can grasp their own academic achievements and shortcomings, in order to further promote learning. Most of the students can clearly find out their weakness in English learning, and on the other hand, their results are not well understood, only a few students have a good understanding of our progress, which shows that the students have not yet learned how to properly evaluate their own learning, which will affect the students timely adjust the learning methods and plan own initiative.

Cultivation of autonomous learning ability. Cultivating students' autonomous learning ability is the requirement of learning society. Autonomous learning is the inevitable trend of educational development. In English teaching, it is necessary to cultivate students' autonomous learning ability. Students are the main body of learning, and the effectiveness of learning depends largely on the students' awareness of autonomous learning. Therefore, cultivating students' autonomous learning awareness is the key to improve their autonomous learning ability. In the process of teaching, teachers must highlight the dominant position of students give full play to their initiative and autonomy, to achieve the students' self-construction of knowledge. The emphasis on individual differences, the individual differences of students is the objective existence, so both in content and method and speed, to take care of all the differences on the level of implementation of the progress of flexible learning, to enable students to develop individual learning plans, help each student and their learning process, let them more Autonomous and effective learning.

The cultivation of students' autonomous English learning ability is not to allow students to learn by themselves. In this process, teachers should renew their teaching ideas, so that they can not only affirm the main body position of the students, but also play the leading role of the teachers.

In recent years, the rapid development of multimedia and network technology, changing the traditional mode of English teaching, provides advanced teaching methods for English teaching, provides a way to open outside, the real teaching activities. Teachers and students can make full use of cyber source to obtain the learning materials, students in the whole teaching process is no longer passive acceptance, but under the help of teachers take the initiative to learn the knowledge, self-development, and gradually develop the habit of independent learning.

Self-evaluation reflects the process of attaching more importance to learning. In the process of learning, students can record their own learning problems, and often control the learning plan self-reflection and summary, and so on. At the same time, in the foreign language teaching, the students hope that they can get an objective and fair evaluation. Because of the great influence of psychological teachers' evaluation of students and learning in the future, to enable students to experience the learning process, understand their own learning from, see results or insufficient and timely adjustment of plan and direction of learning, it will be counterproductive in the study, to further improve the students' autonomous learning ability.

Theory and essence of autonomous learning. In 1980s, the scholars and experts in the field of linguistics in western countries discussed the independent learning from different perspectives. Dickinson's autonomous learning theory holds that autonomous learning is a process in which the learner is responsible for all the decisions about the learning process and is responsible for the implementation of these decisions. He also believes that autonomous
learning is learner can identify the teaching goal of the teachers, they know what to learn, how to determine their own learning goals, and the construction of teachers' teaching objectives, to meet their own needs changing, they can choose and use appropriate learning strategies, and monitoring the strategy making the adjustment necessary to monitor the effect of learning.

Autonomous learning emphasizes play the main role of the learner and the importance of cultivating learners independent learning ability in language acquisition and learning process; emphasize the importance of language learning environment and interpersonal environment. Although western experts and scholars on the autonomous learning theory of the expression of different, but they think the main conditions of autonomous learning should have basically the same, these conditions include motivation, intention, choice, regulation, evaluation etc..

Network environment. Domestic research on autonomous learning started late, until 1970, domestic scholars began to focus on the study of autonomous learning. Early research mainly focused on cultivating students' autonomous learning ability and developing students' intelligence. The research on network autonomous learning mainly focuses on the meaning and structure of autonomous learning in the network environment, the mode of autonomous learning in the network environment, and the strategies to improve the effectiveness of autonomous learning in the network environment.

On the cultivation of autonomous learning ability. Many scholars put forward the design and conception of good, but most of the research results have shown that the autonomous learning ability of Chinese college students in the network environment is lack, especially in the network environment and how to improve college English autonomous learning ability has not formed a system of theoretical system.

Analysis of survey results. The basic situation, the network learning environment questionnaire mainly learners of English autonomous learning, cognitive understanding of the internal and external factors influencing autonomous learning and students on the four aspects of the Internet use of English learning websites.

The survey results show that the students' spare time to participate in community activities, the Internet or leisure, but learning time is only 9%, interested in English learning is only 36%, a week to learn English for more than 24 hours a week for 5%, English learning time accounted for only 1%; in addition to the layout of the teachers assignments have their own learning plan accounted for only 24%.

College students will devote their spare time to social practice, Internet or leisure, learning English is limited, lack of interest in English.

The students think that the internal factors that affect the autonomous learning are learning attitude and learning interest. Teacher supervision is an important external factor which influences the autonomous learning. The results show that the teacher's supervision to the students in the network environment is not enough, and needs to be further strengthened.

Students are more recognized in the network learning environment, and can adapt to the network environment of the screen learning. However, the effect of autonomous learning is not ideal, and the use efficiency of English learning websites has to be further improved.

In recent years, the state investment in education has increased year by year, many colleges and universities through the way of bidding and purchasing for foreign language learning platform, provides the national English four, six level simulation training system, original English movies, listening materials, English textbooks and other rich learning resources for students, but the platform is not particularly optimistic, the survey results also proved this point. So the school should strengthen propaganda, through the home page, in the campus public room posting information, public English teacher publicity and other means, to let each student know the URL of the website, understand the use of the website.
At present, many colleges and universities public foreign language teaching reform, the implementation of grading teaching, break the professional restrictions for all students, in full accordance with the college entrance examination English score students divided into A, B, C three grades, the implementation of teaching materials and different methods to treat each grade. Students' autonomous learning ability is uneven, should refer to the level of teaching, according to the actual level of each student in accordance with their aptitude. The school should dig deep network learning platform function in the acquisition of foreign language learning platform, develop bidding function module according to the actual needs of students, to realize autonomous learning platform according to each student's English level to provide a set of autonomous learning program. The process evaluation method: let the students do a questionnaire on the platform, test the ability of students, according to the score evaluation of students are lacking, the system will automatically recommend to students targeted content, over a period of time to test, and then provide the learning scheme, until you reach the ideal learning effect.

Monitoring the learning autonomous learning is very important in the process of means to improve the learning effect and quality, achieve the purpose of studying and learning activities of planning, inspection, evaluation, feedback, control and regulation of a series of process.

Conclusion

Higher vocational students have different learning objectives and learning motivation, and learning basis, learning ability, learning habits and learning strategies are different, so teachers should first analyze the individual differences of students in teaching, it proposed the unified requirements or the same way of teaching and learning task arrangement should be based on the characteristics of higher vocational students, which takes targeted measures to guide students to learn self-learning ability, make them master of lifelong learning.

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References