Research on Cultivation of College English Autonomous Learning Ability in the New Media Era

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Abstract. Due to the rapid development of information technology and the increasing requirements of modern society for college students' comprehensive English application ability, it has become an inevitable trend to apply online new media to college English teaching to improve students' autonomous learning ability. Based on the relevant theories of autonomous learning and new media, this paper analyzes the current situation of college English autonomous learning in the new media era, explores the construction of the teaching mode of college English autonomous learning, and puts forward some suggestions on how to help students improve their autonomous learning ability.

Introduction

As one of the main approaches of foreign language learning, autonomous learning has gradually attracted the attention of foreign language scholars since the 1980s. The College English Course Teaching Requirements issued by the Ministry of Education in 2004 clearly stated that: The aim of college English teaching is to cultivate students' comprehensive application ability, enhance their autonomous learning ability, and improve their comprehensive cultural literacy to meet the needs of social development and international exchange in China. Emphasis is placed on the extensive use of advanced information technology and the promotion of English teaching based on computers and networks, so that English teaching is not limited by time and place, and it is developing towards individualized learning, independent learning, and autonomous learning. Cultivating autonomous learning ability is an important part of improving comprehensive learning ability of foreign languages. The emergence of new media technology provides an open environment and rich resources for college students' autonomous learning, and promotes the continuous development of education and teaching mode. With the advancement of network technology, the renewal of educational concept and the popularization of online courses, autonomous learning has become a new learning trend. Constructing college English autonomous learning model is of great significance to improve college students' autonomous learning ability.

Theoretical Basis

Autonomous Learning

The concept of autonomous learning originated from educational psychology. The early academic circles studied the methods, strategies, psychological mechanisms and influencing factors of autonomous learning, which are prerequisites for autonomous learning of English. In the 1980s, Holec first introduced the concept of autonomous learning into the foreign language teaching circle. Holec defined autonomous learning as an ability to be responsible for one's own learning [1]. Autonomous learning requires two prerequisites. First, learners must be able to take charge of their learning. Second, there must be a learning institution in which students can control their own learning. In short, autonomous learning focuses on cultivating students' subjective initiative, consciously making learning goals and plans, arranging learning content and progress, self-reflection...
and self-supervision, and making self-evaluation of the whole learning process, being responsible for the whole learning process.

Since the 1990s, foreign language autonomous learning has become a research hotspot in foreign language circle. Researchers have explored the nature, influencing factors, and ability cultivation of autonomous learning and have achieved some achievements. Based on the current situation of foreign language learning in China, the famous Chinese scholar Shu Dingfang gave a general overview on autonomous learning from the following three aspects: (1) Attitude, that is, learners voluntarily adopt a positive attitude towards their own learning, be responsible for their own learning and actively participate in learning. (2) Ability, that is, learners have autonomous learning ability and strategic ability to complete their own learning tasks independently. (3) Environment, which means that learners should be given the opportunities to exercise and learn. The external environment (such as teachers, teaching facilities and learning materials) is a guarantee of cultivating learners' autonomous learning attitudes and abilities. To sum up, foreign language autonomous learning ability is based on the exchange of learning attitude initiative, learning ability independence and learning environment interaction [2].

New Media

For traditional media, new media is a relatively broad concept. New media covers almost all types of digital media, using a variety of advanced means, such as digital network technology, the Internet, digital technology, broadband LAN and other means, using devices such as tablets, computers, smart phones and other devices to send information to users. Compared with traditional media, new media has four advantages. (1) It is free from the restriction of time and space and can interact with scientific research at any time. (2) People can make use of spare time to learn and play. (3) More and more people choose to use new media. (4) More personalized in the use of media and selection of content. In the new media era, the individualization of teaching forms can be realized, which greatly promotes students' independent learning [3].

In the era of new media, China's colleges and universities should change their original teaching attitudes, teaching methods and teaching modes, and apply advanced multimedia technology in daily classroom teaching, and focus on cultivating students' autonomous learning ability. In the classroom, teachers can use advanced teaching equipment and teaching methods throughout the classroom, guide students with appropriate theories, exert their subjective initiative, and carry out autonomous learning.

Current Situation of College English Autonomous Learning in the New Media Era

Lack of Learning Initiative, Poor Self-discipline

At present, students generally have problems such as low learning initiative, insufficient motivation and improper attitude. Due to students' weak awareness of autonomous learning, lack of rigorous learning attitude and great inertia, once interfered by external factors, they will have low learning efficiency and poor learning effect. Most students use the Internet mainly for chatting, listening to music, playing games and watching video, and turn a blind eye to the valuable resources that really help to learn. Many students lack the ability of identification and self-discipline, and are prone to indulge in social networks and online entertainment activities. It can be seen that college students' autonomous learning awareness is weak, lack of internal motivation as well as interest in English learning, and tend to have a casual negative attitude, unable to meet the expectations of autonomous English learning.

Weak Autonomous Learning Ability and Lack of Guidance

At present, most of the students are still in the "high pressure" state of high school, they are accustomed to the traditional and passive teaching methods, cannot adapt to the information environment of autonomous learning. They look forward to assignments from their teachers, relying on their teachers to tell the way to complete the problem, don't care about the mastery of learning
methods and the application of learning strategies, relying entirely on teachers to measure the effectiveness of learning, which lead to students' lack of learning efficacy and school-weary psychology.

**Lack of Regulatory Environment and Effective Evaluation Mechanism**

Under the environment of new media, information resources are numerous and complicated, and students' autonomous learning is easy to be interfered and affected by external factors, and their ability to control learning behavior is weak. Some students lack interest in English, which will lead to inferiority and exclusion. In addition, problems encountered in the process of autonomous learning cannot be corrected and solved timely and correctly. Except in the classroom, teachers and students seldom interact with each other and students are prone to learning difficulties, resulting in procrastination. Over time, students only regard autonomous learning as a heavy burden, which results in negative emotions such as low efficiency and poor effect [4]. In addition, the way to evaluate students' learning situation is single and one-sided. It is difficult for students to conduct self-evaluation and feedback on learning effects in an objective, timely and effective manner. They will not expand their knowledge scope and make up for the deficiencies according to their own learning progress and level, so that the autonomous learning will get half the result with twice the effort.

**Construction of College English Autonomous Learning Teaching Model Based on New Media**

In the new media era, the reform of college English teaching is unprecedentedly active. In order to better cultivate students' autonomous learning concepts, overcome their fear of English, stimulate their autonomous learning interest, and mobilize their enthusiasm for autonomous learning, we can combine students' autonomous learning attitude, learning ability and learning environment to construct a foreign language autonomous learning mode. This model consists of foreign language autonomous learning comprehensive ability literacy, interactive online learning environment, and output-driven foreign language autonomous learning process.

Comprehensive foreign language ability literacy is the core ability for college students to achieve autonomous foreign language learning, which mainly includes the technical ability adapted to new media, language ability, thinking ability and cultural quality. The interactive online learning environment is a conditional guarantee for successful foreign language autonomous learning in the new media environment. It provides learners with access to resources, real-time interaction and feedback, and guarantees the conditions for successful autonomous learning from the external environment. The output-driven foreign language autonomous learning environment is the guarantee for improving the quality of foreign language autonomous learning. By increasing the output task, it can make up for the lack of online learning interaction and improve the quality and efficiency of the learner's language output.

**Cultivate Students' Comprehensive Foreign Language Ability**

The comprehensive ability literacy of foreign language autonomous learning in the new media environment mainly includes four aspects: technical ability, language ability, thinking ability and cultural literacy. Technical ability refers to the ability to acquire new media information, set learning goals, utilize learning resources, create an appropriate online learning environment, and self-evaluation ability. Language ability is the ability to do things with language, involving language knowledge, language awareness and language sense, language skills, communication strategies, etc. Thinking ability is the ability of thinking and discrimination, including analysis, reasoning, judgment, rational expression, multi-thinking in English. Cultural literacy includes understanding the cultural connotation of different countries, comparing similarities and differences, absorbing the essence, respecting differences and so on.

The essence of autonomous learning is independent learning. In order to comprehensively cultivate students' foreign language ability literacy, teachers should start from the following aspects: (1) Cultivate students' autonomous learning concept, let the students have a clear cognition to their own
learning level, help students define their English learning goals, formulate learning plans and timely adjust learning strategies, enable students to consciously learn self-management, overcome and solve difficulties encountered in learning, and actively carry out autonomous learning activities [5]. (2) To stimulate students' interest in autonomous learning, teachers should help students to restrain their nervous and anxious emotions, arouse their high attention to the content of learning, so that they can fully exert their subjective initiative. In the process of autonomous learning, students are the subject of learning, and teachers are only the guide for students' growth, helping students adapt to the role transformation, leading them to explore, and make them become active learners. (3) Create environment and strengthen guidance. In the process of autonomous learning, students are not only the executors, but also the monitors and evaluators. Therefore, schools and teachers should construct and improve the strategic platform of autonomous learning, so as to facilitate students to conduct English school anytime and anywhere to promote their efficient and autonomous learning.

Interactive, Multi-interactive Online Learning Environment

Autonomous learning emphasizes collaboration, socialization and personalization, and focuses on the interaction between learners and the environment. The nature of social communication of language determines that foreign language learning cannot be separated from the interaction between human beings. Foreign language autonomous learning is not a separate learning, it strengthens autonomous learning in interaction with each other. Therefore, foreign language online learning should strengthen interaction and collaboration, and promote the ability of autonomous foreign language learning by creating a multi-interactive online environment.

Create teaching platforms and improve the monitoring process. Teaching platforms support autonomous learning from two aspects: (1) Provide online learning video and resources through MOOC, micro-class and other teaching platforms to help students obtain relevant course resources. (2) Strengthen the monitoring of learning process and cultivate students' self-feedback ability. Computer network technology provides a diversified learning environment and facilitates students to give full play to their potential. However, due to the poor self-control of some students, their autonomous learning is still inseparable from the supervision and guidance of teachers. The computer network platform records the students' online learning in detail, and the teachers track and check the learning situation of the whole class or a certain student, timely discover the main problems in learning, and guide the students to develop self-monitoring ability [6].

Output-driven Foreign Language Autonomous Learning Process

Krashen's input hypothesis [7] and Swain's output hypothesis [8] respectively emphasize the importance of input and output in second language acquisition. Wen Qiufang puts forward the "output-driven second language teaching hypothesis" for English majors, which is an adaptation and improvement to the classical hypothesis in the new era [9]. The "output-driven hypothesis" breaks the traditional teaching method of "input first and output later," takes output as the starting point and goal of foreign language teaching, focuses on activating the "inert knowledge" accumulated in previous learning to improve the efficiency of foreign language learning.

From the input content, online learning has obvious advantages over traditional classroom teaching. Dickinson pointed out that in the computer-aided teaching environment, the amount of language input is large and learning content is vivid and interesting, which is conducive to enhancing learners' interest in learning and effectively stimulating learning [10]. Output-driven foreign language teaching hypothesis is essentially the same as foreign language autonomous learning. Both emphasize that learners exert their enthusiasm and potential for learning on the basis of sufficient language input, and pay attention to language output ability and English ability development.

In the new media environment, output-driven foreign language autonomous learning process includes the following aspects: (1) Set communicative language output tasks with appropriate difficulty before class, such as pre-class speech and group discussion. (2) Provide rich and interesting foreign language listening and speaking materials consistent with the content and theme of the output task for learners to learn and imitate. (3) Assign peer review homework, strengthen oral and writing
practice, and guide students to carry out independent and cooperative output training. (4) Arrange discussion questions through teaching platforms, encourage students to participate in answering, and teachers give feedback and evaluation in a timely manner.

Conclusion

The current form of education, the nature of foreign language teaching itself and the individual differences of learners determine the importance of implementing autonomous learning. Autonomous learning is the main way of learning for students. In order to adapt to the rapid development of society, everyone should constantly improve themselves through autonomous learning. Based on the current situation of college students' autonomous learning in the new media era, this paper puts forward some suggestions on the construction of college English autonomous learning teaching mode, hoping to stimulate college students' enthusiasm for English learning and improve their autonomous learning ability.

References