

How to Train Students' English Autonomous Learning Ability Effectively

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ABSTRACT. *Autonomous learning has become a hot topic in foreign language teaching and research. The newly issued curriculum standards in China also regard the cultivation of students' autonomous learning ability as the goal of course teaching. The cultivation of autonomous learning ability is greatly promoted in China. In this thesis, the author analyzes the necessity and feasibility of high school students' autonomous learning ability in English. It is hoped that this study can cause middle school English teachers to attach importance to students' autonomous learning, and explore ways to cultivate students' autonomous learning ability in English.*

KEYWORDS: *Autonomous learning; High school students' English; Ability improvement*

1. Introduction

In China, the newly-issued English Course Standard also requests that Autonomous learning ability should be an aim for foreign language teaching. In high school English teaching should help to improve students' studying methods. Students should hold active attitudes toward studies by observing, experiencing and researching. In this way, students can develop their potential, effective studying strategies and Autonomous learning ability. Besides, Autonomous learning can help students learn how to use computers and information resources. Thus students are guaranteed to have more ways to learn and develop their own learning styles. However, in current situation of foreign language teaching, English teachers have been greatly influenced by traditional concepts, which leads to students' poor Autonomous learning ability. So the students do not know how to carry on Autonomous learning, also do not know the methods of Autonomous learning. According to the teaching researches have showed that Autonomous learning is very important to students. Autonomous learning ability plays an active part in education. English teacher should realize that it is an important duty to develop students' Autonomous learning ability. Because proper Autonomous learning methods can train a person's will, cultivate a person's patience and learning interest, can not be bound to study, is an effective supplement to classroom learning. To improve their English learning, cultivating students' self-learning ability is the priority.

2. Literature Review

2.1 Definition of Autonomous Learning

Humanistic learning theorists believe that learning is the study of people with unique qualities; the needs, emotions, and wishes of learners must be fully valued and met. Although humanistic thought has also received a lot of criticism (Zhang Dajun, Zhang Qi, 1999), its view of learning that attaches importance to the emotional factors of learners cannot be overstated. It can be seen that the concept of autonomous learning starts from the humanistic learning theory, and the self-directed learning strategy centered on individuals is the most direct reflection of humanistic thinking.

Bruner and Ausubel are both well-known contemporary educational psychologists in the United States. They believe that learning is the process of forming cognition through cognition, gaining meaning and intention, and that learning is the organization and reorganization of cognitive structures (Zhang Dajun 1999). They emphasize the role of existing knowledge and experience (that is, the role of the original cognitive structure), as well as the inherent logical structure of the learning materials themselves. Regarding how to obtain a new meaning process, the views of the two people are quite different: Ausubel (according to Zhang Qi 1998) emphasizes that students' learning should be based on meaningful acceptance of learning, and cognitive learning theory includes early cognitive learning theory and modern Learning the points of theory. Early cognitive learning theories include "The Epiphany Theory, also known as Gestalt Theory," by Kohler et al., And the "Cognition-Expectation

Theory,” by Tolman. Since these theories are based on the research of animal psychology, they explain Is actually cognitive level of perception, so it has little significance for practical teaching.

2.2 Researches on Autonomous Learning Both At Home and Abroad

The concept of autonomous learning has been proposed for nearly 20 years, and many aspects of its definition have not been unified so far. The first is its name. Foreign language teaching circles abroad include “learner autonomy”, “autonomy learning”, “independence learning”, “self-access learning” and so on. When the domestic and foreign linguistic circles introduced this concept, there was no fixed translation. For the literature I searched for, there were “self-learning”, “learner autonomy”, “self-learning”, and “learner autonomy”. At the same time, there are many definitions of this concept. There are no less than ten definitions of this concept in foreign linguistic circles. Domestic scholars' definitions of this concept are generalizations or integrations of definitions made abroad. Some scholars such as Wei Yuyan (2001) summarized it as “capable of learning”, “want to learn”, “communicative learning” and “persistent learning”. Although many definitions are a bit dazzling, “From an academic perspective, it is normal for learners to have no unified concept right now, because it is a new topic, and there are many questions for those interested Looking for answers.

During the teaching process, the cultivation of junior high school students' self-learning ability cannot be realized immediately. Shen Hua studies how to Effectively Cultivate Students' English Autonomous Learning Ability. The so-called autonomous learning is to use students as the main body of learning, and to achieve learning goals through independent analysis, exploration, practice, questioning, and creativity. In English teaching, teachers should take the goal of cultivating students' autonomous learning as the goal of English teaching, so that “I want to learn” becomes “I want to learn” (Shen Hua, 2013). Although the definition of Autonomous learning varies, all researchers emphasize the transfer of learning responsibility from teacher to student. Many factors play a key role in this transfer, so scholars have carried out research in these areas. Such as the impact of learner attitudes and beliefs on autonomous learning. Li Hong (1998) analyzed that foreign linguistic circles have given new meanings to autonomous learning since the 1990s, and that autonomous learning in a broad sense is moving towards multiple levels.

3. The Status Quo and Problems of English Autonomous Learning in China

The study of Autonomous learning in China's foreign language community started more than ten years later than abroad. Although in the past two decades, great progress has been made in the study of autonomous foreign language learning in China, but there are also some problems that deserve our further investigation.

3.1 Insufficient Studies on English Autonomous Learning in China

Foreign research on English autonomous learning began in the mid-1970s, and theoretical research has achieved fruitful results over the years. There are more than ten representative monographs on Autonomous learning, such as “Brookes & Grundy”; “Learner Autonomy: Learner Training in Language Learning” (Dickinson); “Language Learning “Benson & Voller” and others (according to Gaugli 2005). However, domestic research and discussion on autonomous learning began in the mid-to-late 1980s, and so far no monographs have been found. Moreover, the theoretical research is mostly an introduction to foreign theories and translations of foreign theories, and no theoretical system has been formed that combines the actual situation of English learners in China.

3.2 Restrictive Factors Affecting Autonomous Learning of Middle School Students in China

For a long time, in teaching, teaching and learning have been defined as two levels of opposing factors, and teachers and students have become opposites. In this contradiction, because the teacher has the absolute authority of knowledge and important social status, naturally, the teacher becomes the representative of society, the authority of knowledge, and the embodiment of morality. Therefore, in teaching activities, teachers have naturally become managers and educators, and become representatives and executors who implement the behavior of turning social requirements into educated people. In this process, teachers ignored the students' needs, emotions, and personalities, and deprived them of opportunities for English Autonomous learning. However, this deprivation directly led to the loss of students' English Autonomous learning consciousness, which caused them to rely heavily on teachers in their studies. As far as English subjects are concerned, in order to improve students' test scores, teachers tend to instill grammatical knowledge in the classroom and arrange a

large number of exercises. They rarely let students think independently and sort out the main points of knowledge. No students take the initiative to answer the problem is that the teacher teaches purely to complete the teaching task, and the student learns purely for the score. This kind of teaching law that does not conform to the language is mechanical memory in a pure sense. The teaching effect of English and the students' ability to use the language can be imagined. This is why high school students have not studied English for more than ten years but have basic communication in English.

4. Cultivate High School Students' English Autonomous Learning

4.1 Stimulate Students' Interest in Learning English

No student's learning behavior is affected by emotional factors. Especially high school students, due to the constraints of age and psychological characteristics, they often directly reflect personal interests, hobbies, and emotional changes in daily learning. Therefore, teachers should consider the psychological and physical characteristics of students and their needs, hobbies, interests, etc., to fully mobilize the enthusiasm of students to participate, and enhance their subjective consciousness. Only if they have the subject consciousness can they better learn and think autonomously, and actively participate in various education and teaching activities. Therefore, in English teaching, teachers must make every effort to increase their interest in learning English, encourage them to solve problems in learning independently, improve students' subjective functioning, and focus on training students to learn English.

4.2 Emphasizing the Guidance of Learning Methods and Self-Learning Ability

Teaching students learning methods is an important principle for optimizing education. Whether the learning method is good is English learning ability, the key to success. English teachers should teach students to learn in the teaching, strengthen the guidance of learning methods, so as to cultivate students' ability to learn English independently. According to the age characteristics of students, the basic knowledge and rules of learning psychology such as transitional learning, motivation enhancement, and learning transfer should be introduced, and students' ambitions and motivations for learning, interests and curiosity, emotions and attitudes, making students have a good mentality and good English learning ability.

4.3 Develop Students' Planning Ability

Planning ability is an issue that teachers cannot ignore in English teaching. We help students develop personal English learning plans from the beginning, including helping students set their own English learning goals. Learning goals include long-term goals and short-term goals. Short-term goals, such as learning content and learning schedule to be completed in recent weeks. A summary of the implementation of the plan after a period of time, and plans for the next stage of efforts. Because students have their own goals in their hearts, learning is motivated. Teachers also often discuss the completion of learning plans with students. Help students analyze the quality of completion, or even the reasons for not completing. From the beginning, students have relied on the teacher to slowly learn to make their own plans, check their completion, analyze the reasons themselves, and truly cultivate the planning ability that students should have for autonomous learning. Long-term goals, such as those achieved in the coming months or this semester or academic year, can be adjusted appropriately based on actual conditions. Teachers can give appropriate guidance when students make plans, make students' plans have a certain feasibility, and communicate more with students about plans.

5. Conclusion

This study was conducted in an attempt to investigate the difficulties in teaching and learning English. First, students face significant segmental and suprasegmental problems in their English. Second, the-suprasegmental problems are more complicated, and the problem-causing factors include the communication anxiety.

The researches findings theoretically prove the effectiveness of the mechanical practice while give some suggestions of new teaching methods for English study. To achieve the goals of this study, much hard work was done with the participating subjects in this study. Yet, despite its many useful findings, the present study suffers from a few flaws. According to the limitations above, the researcher hopes the studies of the same field could be found in the near future. A longer study time should be involved in the future experiment, since it could make

the result representative.

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