

# Characteristics and Change of College English Learners' Concept

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**Abstract:** *In college English teaching, it is necessary to analyze students' learning beliefs based on their learning beliefs, and provide effective English education to students on this basis. English major college students have both internal and external motivation for learning English knowledge, and both internal and external motivation are closely related to their specific learning concepts. The "Characteristics and Changes of the Concept of College English Learners" is a paper on the concept of English learners. The article explores problem attribution, object analysis, and process from three aspects, hoping to provide some reference for teachers and relevant field workers.*

**Keywords:** *university; English; learner concept; characteristics; change*

The learning perspective is the result of the combined influence of factors such as learners' experiences, personal personality, education, and cultural environment during the learning process. Generally speaking, it is a learner's perspective on the knowledge they have learned. In the learning process of English major students, the "learning philosophy" places more emphasis on students' general understanding of themselves, the influence of various aspects in the learning process, and the essence of the teaching process. That is to say, the concept of English learners is often closely related to their own personality traits, development goals, and learning influencing factors, such as "management concept", "formal training concept", "functional training concept", etc., which are all related to various factors of learners themselves, development, and learning. This is the main factor that affects English learning, and it is also the main factor that affects learning. At the same time, drawing on the research results of Wen Qiufang (1996-2001) and other scholars, this paper analyzes the common learning concepts and various motivational factors of college English students, and provides a detailed analysis of the development of hierarchical learning in the university stage, providing a solid basis for further research and teaching.

## 1. Project

In recent years, Chinese scholars have conducted extensive research on the concept of English learners, especially the research on the concept of English learners conducted by Wen Qiufang in 1996 and 2001. Through the study of two questionnaires, the aim is to identify the problems in English teaching and better guide college English teaching. However, due to the fact that both tracking questionnaires were conducted for freshmen and sophomores, the research in this article is not complete. Based on this, in order to continuously improve learners' learning concepts, motivation, and exploration factors, this paper will use methods such as sampling questionnaires, concept quantification, homework and mean, standard deviation calculation, and specific analysis of learners and grades to study the relationship between learning motivation and gender, targeting different research subjects from first to fourth grade in university. The aim is to provide reference for relevant research and teaching practice.

## 2. Subject investigated; object of study

This study focuses on college students majoring in English in Shanghai, Liaoning, and Jiangsu. The selection of different regions and universities is mainly aimed at making the research subjects more extensive, comprehensive, reliable, and representative. The specific distribution of respondents is shown in Table 1.

Table 1: Overall information of the survey respondents

Grade number Colleges and universities category	A	B	C	tote
	English	English	English	
first grade	50	43	53	<b>146</b>
second grade	49	45	53	<b>147</b>
junior class	42	41	45	<b>128</b>
senior class	41	47	47	<b>135</b>
amount to	182	176	198	<b>556</b>

### 3. Data collection and statistics

#### 3.1 Tool

There are two main types of concepts for English learners: management concepts and foreign language learning concepts. Its management philosophy is to make students understand the establishment of goals, the selection of strategies, and the adjustment of strategies; Language learning refers to students' understanding of language knowledge, skills, and communication skills. More specifically, it can be divided into formal practice (knowledge mastery is crucial), functional practice (the use of language knowledge is crucial), and reliance on the mother tongue (translation is a shortcut to learning a foreign language) [1]. This idea by wen Qiufang, content emphasizes management idea, language learning concept hierarchy relationship: the latter is lower than the former, and the design of the English learners concept questionnaire, the questionnaire has a strong internal validity (Wen Qiufang, 2003), is of great significance to the current research, this paper is adopted the questionnaire form, the above several college English major students were investigated. Combined with the current social foundation and the foundation of university running schools, individual questionnaire items are deleted and modified, and three options A (disagree), B (disagree) and C (agree) are set after each question.

This article uses the "internal consistency reliability" method to test this process based on the significance level Alpha ( $\alpha$ )  $\geq 0.50$ . This article analyzes the reliability of concept items and obtains the following tables for the reliability of concept items, and provides their values in Table 2. And exploratory factor analysis was used for research. Through the analysis of the structural validity of the survey questionnaire, it was found that the dimensional composition is consistent with the design concept of the survey questionnaire [2].

Table 2: Investigated the questionnaire reliability

Variable name	Questionnaire topic	Alpha( $\alpha$ )
Management concept	10	0.7912
Form practice concept	6	0.7832
Functional exercise concept	6	0.7521
Use concept of mother tongue	5	0.7643

#### 3.2 Data

This information is from November 2022 to February 2023 (the end of the first semester of the first grade, in the middle of the first grade). By conducting a sampling survey of English major students in three universities, it can better reflect the actual situation of English learning concepts in each grade. After collecting the survey questionnaire, the parts that did not meet the statistical requirements were excluded, and 524 survey questionnaires were obtained.

This study used SPSS statistical software to analyze the research results: ① Questionnaire A, B, C, 1,2,3; ② Statistical analysis of variables, replacing the corresponding unanswered questions with the average of the questions, and statistical analysis of each variable (concept); ③ Using the internal consistency reliability analysis method, test the reliability of each category and eliminate the categories with smaller reliability coefficients; ④ Compare the differences in academic performance among students in different classes and grades through tests such as T and F [3].

#### 4. Research discussion

##### 4.1 Concept level and stage change

Table 3: Mean of learners concept variables in each grade

sense	grade	mean value	standard deviation
manage	one	2.74	0.36
	two	2.69	0.35
	three	2.62	0.42
	four	2.54	0.40
	ensemble	2.75	0.41
Form practice	one	2.73	0.35
	two	2.57	0.45
	three	2.49	0.50
	four	2.52	0.50
	ensemble	2.59	0.44
Functional practice	one	2.75	0.38
	two	2.68	0.46
	three	2.58	0.43
	four	2.53	0.50
	ensemble	2.76	0.42
Dependent on mother tongue	one	1.69	0.55
	two	1.64	0.54
	three	1.52	0.57
	four	1.64	0.59
	ensemble	1.57	0.67

Table 4: Mean means of learners in each grade

grade	sense	mean value	standard deviation
one	manage	2.74	0.36
one	Functional practice	2.75	0.38
one	Form practice	2.73	0.35
one	Dependent on mother tongue	1.69	0.55
two	manage	2.69	0.35
two	Functional practice	2.68	0.46
two	Form practice	2.57	0.45
two	Dependent on mother tongue	1.64	0.54
three	manage	2.62	0.42
three	Functional practice	2.58	0.43
three	Form practice	2.49	0.5
three	Dependent on mother tongue	1.52	0.57
four	manage	2.54	0.4
four	Functional practice	2.53	0.5
four	Form practice	2.52	0.5
four	Dependent on mother tongue	1.64	0.59

After the above methods and the results of the sample questionnaire survey are reliable, the distribution of students' learning concepts (management concept, formal training concept, functional exercise concept and mother tongue concept) is calculated and analyzed using the methods of arithmetic mean and standard deviation, as shown in Table 3. After the T-test, the average values of the concepts of "management oriented" and "functional exercise" were 2.75 and 2.76, respectively, with no significant difference (0.01). This indicates that in the process of learning English, the preference for management concepts and functional practice concepts varies. Compared with the average values of other conceptual variables, this difference is significant and statistically significant. In addition, we also found that compared to management and functional approaches, relying on native language is the most popular approach.

#### 4.2 English learners' concept differences

Through the above tests and analysis, the results show that there is no significant difference in the understanding of mother tongue dependence between the three universities and students of different genders, but there are significant differences in the understanding of mother tongue dependence. In addition, among the three universities, boys and girls have different tendencies towards language dependence. Relatively speaking, boys are more dependent on girls, and there are fewer girls. This is closely related to the language and cultural beliefs between boys and girls. Through analysis of other relevant data, it was found that men are more susceptible to language and cultural influences than women, which is consistent with the results of this study<sup>[4]</sup>.

### 5. Conclusion and revelation

#### 5.1 Conclusion

① There is no significant difference in the preference of English learners for management, formal, and functional internships, and their dependence on their mother tongue is the lowest. From first grade to fourth grade, the overall trend of these concepts is: management concept, formal practice concept, and functional practice concept, showing a decreasing trend year by year. Moreover, based on local beliefs, the situation in each grade is relatively stable without significant changes.

② In terms of overall distribution, there is a certain correlation between the four conceptual variables, with only two factors having little to do with the two main factors.

In addition, in English learning, in addition to the management concepts and formal training concepts mentioned above, students' cognitive and emotional factors, learning environment and atmosphere, learning methods, as well as their own abilities and interests, all play a significant role in their learning. Due to their varying levels of understanding of English language and culture, there are also differences in their understanding of English language and culture among students in grades 1-4. Among them, students in grades 1-2 exhibit higher levels of learning anxiety than those in grades 3-4, and this anxiety plays a significant role in English learning<sup>[5]</sup>. For example, English classes in the first and second years of high school mainly focus on "learning knowledge" and "practical skills", while in the third, third, and fourth years of high school, emphasis is placed on "expansion", emphasizing the role of English teaching in expanding thinking abilities, and also emphasizing the role of English expansion teaching in future development.

The result is a greater investment in different types of courses and specific teaching methods. Their learning motivation is relatively stable, and they will judge things based on their own situation to learn English knowledge. They prefer to improve their language skills and interpersonal communication skills, and they hope that the school can provide more open and practical courses to train their English expression and application abilities<sup>[6]</sup>.

#### 5.2 Inspiration

① This article believes that in English teaching, emphasis should be placed on cultivating students' value orientation and learning concepts to enhance their positive learning motivation. In the process of learning, consolidation, expansion, and application promotion should be the prerequisites for learning, and one should determine their own learning goals to improve their learning abilities.

② Teachers should update their teaching strategies in a timely manner, adopt different learning strategies according to different grades and students, provide them with learning support, guide them with ideas, and provide them with a better learning method, so that they can participate in learning independently, thereby improving their English expression ability and knowledge application ability<sup>[7]</sup>.

### 6. Conclusion

In summary, through the above research and in the past two years, students' motivation for English learning has shifted from a simple tool oriented approach to a comprehensive approach in college English teaching. However, with the continuous development and updating of English teaching methods, it will also have a significant impact on the thinking of English students. The above analysis

and research are not many. However, based on the relevant situation of English teaching methods and recent development, we can understand that various methods in English teaching, especially the use of teaching methods, have greatly improved students' learning motivation and personal interests and hobbies. The results show that first-year students have the greatest interest and motivation in English learning, and the majority of students are willing to participate in English learning. However, in my sophomore year, there was a significant change in this situation, especially after some CET-4 and CET-6 exams, students' learning enthusiasm began to decline, and their learning motivation began to shift towards self-development and functional training. At this stage, students pay more attention to teaching methods, learning methods, teaching adaptability, and other issues. Under the control of "rational thinking", they can combine their knowledge with future development, have high teaching expectations, and have a strong sense of learning achievement. During this process, students are more interested in diversified teaching methods, and their motivation to interact with teachers is more stable. The interaction effect is more obvious, and students' awareness of independent practice in listening, speaking, reading, and writing has also been strengthened. So, English learners have an increasing demand for foreign teachers' courses and practical activities, and at the same time, the demand for foreign teachers to teach in English is also increasing, which greatly helps their overall English proficiency.

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