

# A Study on the Reform of English Classroom Teaching and Autonomous Learning Mode in Vocational Colleges

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**Abstract:** *In the current process of the reform and development of English teaching mode in higher vocational colleges, the reform of English classroom in higher vocational colleges and the students' autonomous learning mode show a highly integrated development state. Stimulating students' interest in English learning is the primary task of the current classroom teaching reform, which reflects the progressiveness development of teaching concepts and teaching models, and is of great significance to improving the efficiency of classroom teaching. This requires that when organizing and designing English classroom teaching, teachers should fully grasp students' learning interests, and explore the curriculum model suitable for the current English classroom teaching from the perspective of students' autonomous learning, so as to comprehensively improve students' comprehensive application ability, and provide application-oriented comprehensive talents for the development of the times.*

**Keywords:** *Vocational English; Classroom Teaching Reform; Autonomous Learning*

## 1. Introduction

Students' interest and initiative in learning, to a certain extent, reflect students' understanding of course learning, and to a certain extent, affect the cultivation and development of students' comprehensive English ability. Cultivating students' interest in learning and guiding students to learn independently is an important requirement of the current English classroom teaching reform in higher vocational colleges. Actively implement students' main learning status and give full play to students' main role in teaching and learning. This teaching idea has always been implemented in the reform of English classroom teaching in higher vocational colleges. Teachers not only require students to learn English, but also require students to learn English. It is particularly important to improve students' self-learning ability.

## 2. The concept of autonomous learning mode

Autonomous learning is a learning method based on metacognition. Autonomous learning refers to students' self-planning, self-adjustment, self-direction and self-reinforcement in the learning process. Before learning, students can determine their own learning objectives, make learning plans and choose learning methods. In the learning process, students can observe, review and adjust the learning process, learning state and behavior. [1]After completing the learning activities, students can conduct self-inspection, summary, evaluation and self-repair. Improving students' autonomous learning ability is the key to improving students' learning ability, and is also the key to the English classroom reform in higher vocational colleges in recent years.

## 3. Problems in the reform of teaching mode of students' autonomous learning

### 3.1 Lack of classroom control for students

In the classroom, the teacher plays a leading role in adjusting the speed of the classroom and the direction of discussion in a timely manner. In a good environment, students' thoughts will become more and their reactions will be more positive. In the process of teaching, teachers should take appropriate teaching strategies to control the teaching progress and give students sufficient learning and discussion space. However, in the traditional English teaching, teachers have become accustomed to the

"exam-oriented" indoctrination teaching in the past, trying to let students master a lot of knowledge in the shortest time, while ignoring how to arrange the time reasonably. In this context, teachers' ability to regulate and control the classroom is not enough, and it is difficult to give full play to students' autonomy, thus limiting the divergent nature of their thinking, so that their role in teaching cannot be played.

### ***3.2 Learning objectives are not clear***

In the relaxed and pleasant environment of autonomous learning, students can be more relaxed, more open to think, and actively answer questions. However, because the teacher is only a guiding role, in this case, students are likely to deviate from the topic in the discussion, resulting in the final result inconsistent with the teaching purpose and unable to achieve the teaching purpose. [2]When there is no limit, students will think wildly. In order to solve this problem effectively, we must give full play to the guiding role of teachers. In the process of discussion, if any deviation is found, it shall be timely guided and corrected to make it meet the teaching objectives and requirements. A clear learning purpose can effectively promote students' learning and reduce the waste of time and energy.

### ***3.3 Inappropriate teaching methods***

Although autonomous learning is highly praised by teachers, teachers have long been accustomed to the former teaching methods, so they still use the former teaching methods in many aspects, resulting in "cramming" education. The teaching structure and links of autonomous learning are not immutable. Teachers should constantly change in the classroom according to the actual listening results of students and the basic situation of students.[3] However, many teachers still use the former "cramming" teaching method instead of "autonomous learning" teaching method. Without optimizing the teaching methods, the autonomous teaching mode of English in higher vocational colleges can only be regarded as superficial work, but cannot really change the traditional "cramming" teaching mode. The single and outdated teaching methods will make students feel bored and lose interest in English teaching; If the teacher cannot innovate in the classroom, it is still difficult to keep students enthusiastic about learning and ultimately achieve teaching objectives in a relaxed learning environment.

## **4. Research on the reform of English classroom teaching and autonomous learning mode in higher vocational colleges**

According to the characteristics of English learning and the needs of vocational education, the teaching mode of English autonomous learning should be aimed at improving students' language use ability. According to different teaching needs, we should carry out personalized learning, individual counseling, group discussion, teacher-student discussion and other forms of English games, storytelling, situational drama, etc. The teaching content has also changed from a single textbook, audio-visual materials, network materials, newspapers and magazines, etc., to real English learning materials after the teacher's screening.

### ***4.1 Creating a positive and relaxed classroom atmosphere is a prerequisite***

We can create a "sense of security" in classroom learning and let students feel more love in English class. First of all, teachers should fully recognize the differences of students, not overly blame students for their mistakes, and encourage students at the appropriate time to avoid students' fear of classroom learning due to their lack of knowledge. Secondly, we can make motivational comments on students. Eliminate the inferiority complex of some students, and encouraging comments can make them have a sense of motivation and achievement; In addition, teachers should keep close contact with students after class. They can use their personal charm to gain a "sense of security" in class, and establish QQ groups or send e-mails with students.

Teachers should pay attention to the details of teaching, increase the vitality of the classroom and improve students' interest in learning. In the process of teaching, teachers should combine the subject teaching characteristics of higher vocational English, pay attention to the specific content of English, and make it integrate with the actual situation of the classroom to penetrate into all aspects of the classroom. In traditional classroom teaching, teachers often use Chinese to explain English texts and vocabulary, while students learn English by thinking in Chinese. In this context, students' understanding of English is not thorough enough. Therefore, in English class, teachers should really

turn the middle school classroom into "English teaching" and break the traditional way of speaking English in Chinese. In English class, teachers can improve their language sense by using English teaching method, and the language sense of a foreign language is an important guarantee for English learning. After the previous English courses in senior high school, vocational students have acquired certain English communication and oral skills. Teachers can use English questions and answers to communicate with students and carry out warm-up activities before class. For example, when explaining the Travel Journal, teachers can ask students. How are you going to spend your holiday? And guide students to discuss the holiday, so that the course content will naturally change to the direction of classroom learning, thus stimulating students' enthusiasm for learning.

Secondly, we can create a teaching environment to make the classroom atmosphere more active. Higher vocational students are faced with great pressure of employment, and they will have great pressure on their studies, which will affect their learning enthusiasm. Therefore, in higher vocational English teaching, teachers should use a relaxed and happy way to let students learn English in a confident and happy state, and actively participate in learning. Setting up a teaching scene is to turn the English classroom into a stage. The teacher organizes the English text reasonably, let students become "actors" on the stage, and show the content of the text through role playing. At the same time, each student can play different roles in the game by changing their roles. On this basis, students' English application and communication ability have been improved.

#### ***4.2 Interactive classroom teaching is the key to solving problems***

The implementation of classroom teaching requires both teachers and students to give full play to their subjectivity and achieve teaching tasks through the design of teachers and the participation of students. For example, in oral English teaching, teachers construct multi-level and three-dimensional classroom teaching through classroom guidance in the process of promoting students' communication and interaction. For example, in the classroom, through the oral teaching of "ordering and choosing foods", students can understand and find relevant words and phrases through the Internet or dictionaries in the classroom. In class, students will report common phrases to the teacher. The teacher will ask some questions and add some content to enable them to "input" the topic in time. Next, we can check the operation of Output. Assume the conversation between customers and waiters in a restaurant. Students revise and improve the dialogue according to the language they have learned and their preferences. Discussing in groups, and the teacher will supervise and guide the whole process. After class, consolidate the expression ability learned, find the situation, and make group video.

Students' interest in learning can well mobilize their enthusiasm for learning. The communication between students can find problems, analyze problems and solve problems. To strengthen classroom interaction and create a harmonious and relaxed classroom atmosphere, teachers should start from students' interests and discuss with students how to change teaching methods. As an effective means to enhance the communication between students and students, questioning has played a very good role in teaching. In the classroom, teachers can use the method of questioning to expand students' learning ideas, stimulate their thinking ability, and make appropriate adjustments to classroom teaching. For example, when teaching "Friendship", the teacher will ask a question: "Can you describe your friends' characteristics?" In addition to asking questions, the teacher can also divide students into groups, strengthen their communication, and judge the groups, so that each student can participate in the discussion and stimulate their enthusiasm and interest in learning.

#### ***4.3 Active participation is the key***

At present, students in higher vocational colleges have low enthusiasm for learning and the classroom atmosphere is relatively calm. Therefore, teachers should actively organize and guide students to participate in classroom learning, introduce learning motivation, and change learning evaluation and assessment methods, in order to improve students' learning scores at ordinary times, give students the option of evaluation, let them "earn" scores, and stimulate their learning motivation. We should change the way teachers ask questions, encourage students to ask or answer questions themselves and participate more, think more, make fewer mistakes, and speak more, which can greatly improve students' autonomous learning ability.

The monotonous organization of classroom teaching should be avoided, the organization form should be adjusted timely, and the classroom should be effectively evaluated. Teaching evaluation is an important teaching method, which can regulate and stimulate students' enthusiasm for learning, is an

effective way to improve the quality of English teaching, the basis of teacher evaluation and student evaluation, and is the basic element of constructing students' autonomous learning. The evaluation methods should be diversified and comprehensive, which should not only reflect the teacher's evaluation of students, but also take into account the students' own evaluation and mutual evaluation. While evaluating students objectively, we should also pay attention to their own evaluation and establish a scientific and reasonable self-evaluation mechanism. Students should evaluate themselves objectively and correctly, learn to compare with others, and know how to learn from each other to improve their learning level. English expression ability and knowledge application ability are all important aspects of self-evaluation for students. Teaching evaluation should run through the whole learning process of students. It can not only help students find problems, but also correct students' wrong behaviors in time. At the same time, it can also be used as a feedback to make an objective evaluation of students' oral and written writing abilities. At the same time, we should adopt diversified methods in teaching content, avoid too single teaching content, and evaluate students, so that we can better make timely and reasonable adjustments to students' autonomous learning methods and learning effects.

#### **4.4 Situational teaching is the key**

Situational teaching is to guide students to carry out independent exploratory learning through case or situation as a medium to improve students' ability to analyze and solve problems. In the classroom, we should not only talk about grammar points, but also actively use information technology to create situations, so as to eliminate the boredom of students in the learning process and improve the learning effect. For example, in the writing section, the topic is to design and fill in the resume. The teacher first asks questions to understand the students' understanding of Chinese-English curriculum vitae, and then consciously supplements and integrates them. In class, please present your basic information, such as birth, gender, marital status, educational background, etc. on the blackboard in Chinese. In addition, let students write their English resume on the blackboard. Other students also began to imitate and refer to the materials they learned. After completion, team members checked and learned from each other, actively looked for problems and solved them in time. The teacher should supervise and guide the whole process. Finally, each group will choose the best resume, and write it clearly and paste it on the "learning wall" to facilitate students' appreciation and learning, and help create a good atmosphere.

#### **5. Conclusion**

To sum up, in the reform of English classroom teaching in higher vocational colleges, teachers should know how to stimulate students' interest and initiative in learning and improve students' learning autonomy. Teachers should change their position in the classroom, from simply imparting knowledge to guiding students' learning, so that students can be more involved in the classroom. In order to truly achieve autonomous learning of English, we should take corresponding teaching strategies to solve the problems encountered in the process of learning, establish the way of autonomous learning, and mobilize students' enthusiasm for learning, so as to enable students to better learn independently and improve themselves in the process of learning. This teaching reform mode meets the needs of current social development and cultivates comprehensive and applied talents.

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