



On the Cultivation of College Students' English Autonomous Learning Ability Under the Mixed Teaching Model

Yangqian Lu

Changsha Normal University, Changsha, Hunan, China.

How to cite this paper: Yangqian Lu. (2023). On the Cultivation of College Students' English Autonomous Learning Ability Under the Mixed Teaching Model. *The Educational Review, USA*, 7(9), 1408-1412. DOI: 10.26855/er.2023.09.033

Received: August 31, 2023
Accepted: September 30, 2023
Published: October 31, 2023

Corresponding author: Yangqian Lu, Changsha Normal University, Changsha, Hunan, China.

Abstract

Under the background of China's new curriculum reform, the application of mixed teaching mode in college English teaching focuses on cultivating students' independent learning ability. Teachers pay special attention to this, according to the requirements of the new curriculum standards, combined with the performance of students' daily learning. Teachers play a strong guiding role, starting from the innovation of the teaching mode, the mixed teaching mode, emphasizing the teachers' scientific guidance, constantly strengthening students' autonomous consciousness, to meet the students' learning needs as the foundation. Drawing on modern technology and means, an intelligent platform is built to provide convenient conditions for teachers' teaching and learning, help students enhance students' awareness of independent learning, and improve their autonomy through integrated online and offline teaching. This paper analyzes the role of mixed teaching mode in teaching, to help teachers make better use of this teaching mode. The ultimate goal is to meet students' learning needs and improve students' subject ability and performance.

Keywords

Blended teaching mode, College students, English, Autonomous learning ability

Introduction

Regarding the setting of college English courses, it is also necessary to consider both classroom teaching and students' autonomous learning. Teachers need to choose more suitable methods for students' learning and development while vigorously innovating teaching models, interact and communicate with students in the classroom, and grasp their learning situation in multiple aspects. By applying internet technology again, guiding students to learn independently on online platforms and enriching teaching content can also meet their learning needs, exercise their academic literacy, and lay a solid foundation for their future learning and development.

1. Background of the application of blended teaching mode

Influenced by the Internet Age, China's education model has undergone great changes, showing the characteristics of modernization and informatization, and improving the effectiveness of education and technical level under the "Internet

plus" model. To cultivate students' autonomous learning ability in college English teaching, teachers provide students with rich and diverse learning resources through online teaching platforms, including teaching videos, PPTs, courseware, etc., so that students can learn online and review course content (Yujing Zhao, 2022). At the same time, teachers use online teaching platforms to provide interactive functions, engage in online discussions with students, help them answer questions and clarify doubts, further enhance students' participation, and improve their learning outcomes.

In addition, college English teachers can also help students learn and master more autonomous learning methods, recommend high-quality learning materials, guide students to use network resources correctly for autonomous learning, and provide study skills and methods so that students can learn independently in a targeted way. Therefore, students can change from passive learning to active learning, and can also learn resources and methods independently according to their own learning progress and interests. The entire process can be directly fed back on the online teaching platform, providing a reliable basis for teachers to formulate teaching plans, and timely understanding of their own learning situation, purposefully motivating students to actively learn (Xiaoqing Hong, 2022).

2. The Current Situation of Cultivating College Students' English Autonomous Learning Ability

2.1 Lack of targeted guidance

At present, some schools have adopted a blended teaching model for students' English teaching, but the practical effect is not ideal. The main reason is that students cannot fully grasp the functions, characteristics, and resources included in the learning platform. Teachers' online resource sharing is not in place and comprehensive, resulting in a lack of targeted guidance for students' autonomous learning. Considering the individual differences of students, students with poor subject abilities are still in a blind state when faced with the abundant resources on the platform, unable to choose and learn rationally. Instead, they waste resources and cannot actively communicate with teachers. Teachers pursue the completion progress of teaching tasks in a single way, neglecting the comprehensive analysis of students' actual situations, resulting in poor self-directed learning status for students. The mixed teaching mode and the role of information resources are not fully prominent, which affects the effectiveness of education.

2.2 The evaluation system needs to be improved

In college English classroom teaching, the blended teaching model is still a new thing, and the construction of its evaluation system needs to be improved (Huafang Pan, 2021). The main approach is to accumulate teaching experience through the teaching staff combined with actual situations, develop a fair and reasonable evaluation system, focus on each student's learning situation, purposefully create a good learning atmosphere and environment, and subtly influence students' autonomy and initiative. However, in the actual teaching stage, students often have a weak sense of autonomy and rely more on teachers for teaching. They are uncertain about their learning goals and content outside of class and do not have scientific learning strategies and methods in passive learning, which affects the smooth implementation of autonomous learning and cannot meet the learning needs of each student, resulting in poor academic performance of students.

2.3 The curriculum is not scientific

Compared with the development of education in developed countries, China's application of blended teaching mode started relatively late and faced various obstacles and impacts in the initial stage. The advantages of the blended teaching mode were not highlighted, resulting in some schools still adopting traditional teaching modes and methods in the education stage, unable to actively accept and implement the new mode, which is not in line with the requirements of the new curriculum reform (Hongxue Zhang et al., 2021).

In addition, some schools are still in the early exploration stage of the blended teaching mode curriculum design. Whether it is the design of course content or the selection of teaching resources, they lack professionalism, and a theoretical and scientific nature. In the practical teaching stage, they will face more problems, seriously dampening students' enthusiasm and unable to deeply stimulate their desire and initiative to explore, leading to students' lack of interest in learning subject knowledge. The quality of teaching is poor, especially in the stage of college English teaching, the curriculum design lacks scientificity and diversity and still focuses on the content in textbooks. It is difficult to improve students' autonomous learning ability, and it will also waste more learning resources (Hua Tian et al., 2020).

3. Strategies for Cultivating College Students' English Autonomous Learning Ability under the Hybrid Teaching Model

3.1 Emphasize scientific guidance and strengthen students' sense of autonomy

The cultivation of students' autonomous learning ability in English during the university stage emphasizes the correct selection and reasonable application of teaching modes by teachers. The main focus is on combining the detailed understanding of students' comprehensive situations in daily teaching processes to propose the implementation requirements and standards of blended teaching mode. Through the transformation of teachers' roles, they can always pay attention to the dynamics of each student. Especially in the process of blind learning, students will be guided to clarify their learning goals and directions promptly, gradually strengthening their sense of autonomy. Based on the relevant analysis data provided by online learning platforms, students' learning situations can be understood, and the learning process can be tracked promptly, which is convenient for teachers to understand students' learning habits, progress, and other information, and better guide students' autonomous learning.

For example, with the theme of "The Meanings of Colors in Western Culture" as the activity theme, the teaching materials introduced and explained by the teacher in the classroom can accumulate a solid foundation for students. It can also provide students with clear learning goals by asking questions. After class, students can gradually strengthen their awareness of self-directed learning by consulting books, collecting relevant information online, and expanding their knowledge. With the help of online platforms, students can independently complete learning tasks and submit them. Teachers can have a certain understanding of each student's task completion and learning progress on the online platform. On this basis, teachers use the interactive function of online platforms to discuss with students the meanings of colors such as "red, white, black, blue, green, yellow, purple, gray" in Western culture. Among them, "red" is a derogatory term that generates a color taboo through the association of "blood" and "fire". In Western culture, "red" represents the head of the devil, Satan, symbolizing a red battle, red revenge, red revolution, etc; "White" represents a pure mind, an honest spirit, and a faithful and reliable person, but it also has a derogatory meaning. There are few cases, such as white war, white feather, white flag, etc. It is convenient for teachers to adjust teaching strategies in time to better meet students' learning needs and improve teaching effects under the condition of mutual communication and learning between teachers and students, students and students. We need to clarify that the service subject is students, and flexibly adjust course content and teaching methods based on students' learning situation and feedback results, so that students can better learn and master subject knowledge, thereby improving learning effectiveness.

3.2 Adopting diversified evaluation mechanisms to improve students' autonomous learning ability

The application of diversified evaluation mechanisms in blended teaching mode will have a significant impact on teachers' teaching progress, students' learning ability, and task completion, helping teachers comprehensively understand students' autonomous learning situation and develop personalized teaching plans and measures based on this, providing targeted guidance and support for students' autonomous learning. At the same time, through detailed records of students' autonomous learning duration, completion status, and homework completion status on online platforms, teachers can promptly identify students' learning difficulties and problems, intervene and provide guidance in a timely manner, and improve students' learning effectiveness and subject performance.

For example, the autonomous learning task assigned by teachers to students on online platforms allows students to collect materials through various methods after class, and learn to put forward their own opinions or perspectives on different ways of living at home based on objective circumstances or personal interests (Hanbing Li, 2020). Among them, a student proposed "Minimalism Lifestyle", which mainly includes "Simplify storage", "Simplify clothing", "Establish a minimalist daily life", and "Choose high-quality items". After the student's content description is completed, the teacher asks online: "Do other students have any supplementary content, another student added, "A minimalist lifestyle includes building a streamlined home space, streaming one's time, focusing on health, and rejecting waste". Interactive learning between teachers, students, and students, can not only effectively cultivate students' self-learning ability, but also facilitate students' solid mastery of subject knowledge, deeply stimulate students' interest in learning, and have a significant impact on the improvement of students' subject abilities.

In addition, teachers can also compare the autonomous learning situation of different student groups through data statistics and analysis on the learning platform, understand the learning characteristics and needs of different student groups, and provide references for teaching. For example, through data analysis, teachers have found that some students have significantly shorter periods of self-directed learning on learning platforms, or their completion of self-directed learning is poor, which may indicate that these students have difficulties or lack motivation in learning. In response to this situation,

teachers provide targeted additional guidance and guidance to help students overcome more difficulties in self-directed learning, which can also further improve students' self-directed learning ability and subject performance.

3.3 Vigorously innovating teaching models, enriching course content and learning resources

In the blended teaching mode, universities enrich English teaching resources, compete with various learning platforms, improve teaching modes, enrich learning forms, update teaching resources, and build and improve English autonomous learning courses according to the needs of college students at different stages. Among them, through the guidance of teachers and students' autonomous learning, the learning effectiveness of students is improved. In school English teaching, we need to adopt a blended teaching model, and by introducing online teaching resources and online learning platforms, more learning paths and resources are provided for students.

(1) Develop a teaching plan for autonomous English learning for college students, clarify the learning objectives that students need to achieve, and design corresponding learning activities and evaluation methods, mainly including some autonomous learning tasks such as reading, listening, writing, oral practice, etc. At the same time, introduce some online learning resources and tools, such as online courses, learning communities, learning applications, etc.

(2) Continuous innovation and research of English learning methods, and teachers' exploration of different teaching methods and learning strategies, such as project learning, cooperative learning, and game chemistry, can stimulate students' interest in learning, mobilize students' enthusiasm, and strengthen students' initiative. In addition, technology means, teaching tools, and other applications, such as online discussion platforms, virtual laboratories, and learning management systems, further enhance students' learning experience and learning effect.

(3) To help college students develop the habit of self-directed learning, teachers guide students to actively participate in learning activities and provide more appropriate learning support and guidance, e.g., setting up study groups or learning communities to encourage students to collaborate and actively share learning experiences and resources. In addition, learning activities and lectures organized regularly provide students with more study skills to ensure better autonomous learning. They can also improve the characteristics of autonomous learning activities in college English and ensure that college students benefit from autonomous learning (Lan Wang, 2019).

A group collaborative teaching model ensures that each student can actively participate in practical activities, exercise their oral expression ability, and learn more subject knowledge through different ways and channels. Based on students' life experiences and collected relevant content, it first allows them to communicate and discuss with each other in the group. The discussion covers a wide range of topics, including "Transportation mode" and "Shopping methods", which expand students' thinking. On this basis, students are also assigned tasks for autonomous learning after class, which can deepen their learning impression and help them have clear goals for autonomous learning. It always focuses on cultivating students' autonomous learning ability, with outstanding educational effects.

4. Conclusion

By analyzing the current situation of cultivating college students' English autonomous learning ability, it is necessary to grasp specific problems and influencing factors, which should be highly valued by subject teachers. Starting from the innovation of teaching models, using blended teaching models, emphasizing the scientific guidance of teachers, continuously strengthening students' autonomous awareness, and conducting diversified evaluations of students' learning outcomes can improve students' autonomous learning ability, enrich course content and learning resources on online platforms, providing an important platform for teacher-student interaction and exchange. Teachers can dynamically grasp the learning situation of each student, adjust teaching plans and plans in a timely manner, and meet the learning needs of students, thereby improving their subject abilities and grades.

References

- Hanbing Li. (2020) The cultivation of English autonomous learning ability among college students during academic transition and its implications for teacher development [J]. *Overseas English*, 32 (05): 50-52.
- Hongxue Zhang, Wenting Tu. (2021). A blended teaching mechanism for college English guided by the development of autonomous learning ability [J]. *Journal of Zhaotong University*, 43 (03): 106-109+114.
- Hua Tian, Tao Li, Yang Shao. (2020). Research on the cultivation of autonomous learning ability of college English writing based on Flipped classroom [J]. *Journal of Changchun Normal University*, 39 (07): 186-190.
- Huafang Pan. (2021). Research on the Influence of Formative Evaluation on College English Autonomous Learning Ability [J].

Overseas English, 48 (15): 142-143.

Lan Wang. (2019). Exploration of Cultivating College Students' English Autonomous Learning Ability under the Informatization Teaching Mode [J]. Computer Knowledge and Technology, 15 (30): 137-138.

Xiaoqing Hong. (2022). Research on the Mixed Teaching Mode of College English in the Context of "Internet plus" [J]. Journal of Qilu Normal University, 37 (04): 33-38.

Yujing Zhao. (2022). Cultivation of College Students' English Autonomous Learning Ability in the Context of the Internet [J]. Internet Weekly, 6 (09): 43-45.