

Cultivating the Autonomous Learning Ability in College English based on Outcome - Based Education

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Abstract: Outcome-oriented education, pays attention to the actual output in the learning process, has clear teaching goals, flexible teaching modes, and high teacher-student participation. College English teaching, guided by the OBE concept, has changed the traditional education model. Students become problems in the process of teaching autonomous learning for college English. This paper proposes strategies for developing college English autonomous learning ability based on orientation-oriented education: training students' autonomous learning consciousness, give play to the promotion role of information technology, cultivate students' English learning interest, establish a outcome-oriented autonomous learning environment, and open up a second classroom to expand autonomous learning channels.

1. Introduction

Outcome-Based Education (OBE) is a teaching model widely used in basic education in Western countries such as Australia and the United States. It pays attention to the actual output in the learning process, and reversely plans the teaching structure and related evaluation mechanisms to promote teaching quality in a short time within promotion. The goal of OBE instructional design and instructional implementation is the learning outcomes that students have achieved through the educational process. OBE has the following implementation principles: clearly focus on the final output of the learner; reverse design around the expected output; expand the opportunity for student success and provide help; have high expectations for student success. Acharya proposed four steps to implement OBE: define learning outcomes, realize learning outcomes, evaluate learning outcomes, and use learning outcomes. OBE has the following characteristics: First, the teaching results are clear. During the teaching process, teachers clearly know what kind of knowledge or skills need to be imparted to students. Both teachers and students are very clear about the final results that the curriculum needs to achieve. The Second is the teaching mode flexibility, the teaching mode guided by outcome-based education concepts, there is no fixed teaching method, as long as the students are willing to accept and the learning effect is good, they can be used. The third is to improve the teacher-student participation and students learn independently participation is higher than before, and teachers can participate in the assessment mechanism to a greater extent.

Autonomous learning, the academic community basically advocates defining from the eight dimensions of learning motivation, learning content, learning method, learning time, learning process, learning environment, learning result, and learning sociality, that is, if the learning content is self-selected, the learning strategy is autonomous regulation, self-motivation of learning motivation, self-planning and management of learning time, students can actively create material and social conditions conducive to learning, and can make self-summation and evaluation of learning results, then learning is fully autonomous. Autonomous learning is not a negation of classroom teaching, but a necessary supplement. The autonomous learning advocated in this article is to create a certain space in the school education environment to meet the needs of learners of different levels and personalities, stimulate learning motivation, improve learning effectiveness, and cultivate autonomous learning ability. Therefore, autonomous learning is not a neglect and negation of classroom teaching. Schools are still the main place for learning when implementing autonomous

learning. Emphasizing autonomous learning does not negate the role of teachers. If necessary, students still need guidance and guidance from teachers. .

College English is guided by the theory of foreign language teaching, with English language knowledge and applied skills, cross-cultural communication and learning strategies as the main content, and integrates a variety of teaching models and teaching methods into one teaching system. The teaching goal of college English is to cultivate students' comprehensive English application ability, especially the listening and speaking ability, so that they can effectively communicate in English in future study, work and social interaction, while enhancing their autonomous learning ability and comprehensive cultural literacy to meet the needs of China's social development and international exchanges. The traditional teaching mode of "teacher-led teaching and passive learning of students" has been unable to meet the needs of higher education that keeps pace with the times and constantly changes, hindering the cultivation and development of students' autonomous learning ability. College English teaching guided by the OBE concept has changed the traditional education model, focused on learning effects, and adjusted teaching ideas. It is not only a change in original teaching content and methods, but also a change in ideas and roles. Active participants, strengthen students' subjective consciousness, and cultivate students' autonomous learning behaviors. At the same time, college English teaching under the concept of OBE can also enhance the interaction of the teaching process, increase the enthusiasm and participation of students, and ultimately improve the efficiency and effectiveness of learning.

2. Cultivating Problems the Autonomous Learning Ability in College English

The survey found that the current problems in the cultivation of college English autonomous learning still have the following problems:

(1) Insufficient motivation for autonomous learning. Learning motivation is the driving force behind learning, and it is also an incentive for learning, which directly affects the learning effect. Students have different motivations for autonomous learning in English. Some students love English, some students are affected by parents and society, some students study abroad or get employment, and some students pass exams. Different motivations lead to different learning processes and learning effects. Students with high self-study efficiency have a strong desire for knowledge, like to think, and are eager for English knowledge. Students who love English have good learning strategies, proper methods, and easy learning. Conversely, students who lack interest in English are passive learners and are accustomed to the requirements of teachers. English learning is only a task, not a pleasure, and sometimes a burden.

(2) Lack of strategic and methodological guidance. Autonomous learning still needs teacher guidance, guiding student behaviors, helping students find rules, enhancing students' autonomous learning consciousness, and improving students' autonomous learning ability. In the teaching process, current English teachers do not guide students to use scientific learning methods, do not pay attention to the cultivation of English application ability, do not change the teaching method of "full house", do not leave enough time for students to think, and do not pay attention to students through reasoning to analysis and generalization to obtain answers, most of them are mechanical repetitions. Students do not have the opportunity to actively participate, contrary to the original intention of language teaching. Students lack scientific and systematic learning strategies and are not good at induction, analysis, summary and improvement. Most students have no learning plan and their learning goals are ambiguous.

(3) Lack of autonomous learning awareness. Learning consciousness restricts the learning effect. Autonomous learning is an effective method for college English learning. Students with strong self-learning ability have a sense of autonomous learning and clear learning goals. Based on the tasks assigned by the teachers, these students formulate suitable learning plans, find suitable learning methods, and continuously try, reflect, and gain new gains in the process of autonomous learning. Some students have relatively weak autonomous learning consciousness, do not realize the importance of autonomous learning, and do not know how to learn autonomously, they still stay at the vocabulary and grammar level in English learning. They are used to following the teacher's

thinking in the classroom, and they should cope with the homework assigned by the teacher after class. There is no plan for learning, and the choice of learning content is not targeted or targeted.

(4) Lack of guidance in the autonomous learning process. At present, college English autonomous learning activities are mainly based on the network environment. Faced with the massive amount of information on the Internet, students cannot select content suitable for autonomous learning. The lack of pertinence in the learning process has affected learning enthusiasm and interest. Many students are not good at collaborative learning through the network. Although the network provides a good platform for information exchange and resource sharing, it is still limited to independent learning by them and is not good at using the network for learning and communication. Most students lack a high degree of self-discipline. In the process of using the Internet to develop autonomous English, they cannot resist the temptation of the Internet and use it as an entertainment tool. It often occurs learning while entertaining, which seriously affects the effect of autonomous English learning.

3. Cultivating Strategies the Autonomous Learning Ability in College English based on Outcome - Based Education

Guided by related theories such as outcome-oriented education and autonomous English learning, aiming at the problems in the cultivation of autonomous learning ability in college English, drawing on previous research results and combining the author's years of college English teaching experience, this paper proposes outcome-oriented education. The strategies for developing college English autonomous learning ability are as follows:

(1) Cultivate students' autonomous learning consciousness. Consciousness determines action, action determines results, and autonomous learning must have a sense of autonomous learning. Consciousness comes from the subconscious, which comes from everything in the growth process. Therefore, as a college English teacher, in addition to imparting English language and cultural knowledge, we must also emphasize the importance of autonomous learning and lifelong learning for English learning, so that students understand the difference between college and middle school learning, and the importance of autonomous learning guide students to change their learning styles, cultivate a positive and correct view of learning, and autonomously arrange corresponding knowledge content learning, build learning styles and learning plans that suit their own learning situations, and cultivate students' autonomous learning consciousness. Focus on imparting the knowledge and system of learning strategies, so that students have a holistic grasp of learning strategies, while giving correct guidance in the practice of using strategies. Guide students to overcome their dependence and make students truly realize that English learning is their own business. You must find the problems, think about them, and solve them by yourself, in order to have greater attraction and gradually grow into autonomous learners.

(2) Bring into play the role of information technology. While information technology is changing the way people live, it is also quietly changing the way they teach and learn. Information technology provides favorable conditions for autonomous learning and plays an important role in cultivating autonomous learning ability. As college English teachers, students should be guided out of the traditional classroom, make full use of various information resources, and carry out autonomous learning. Can take advantage of the characteristics of students' love of the Internet, encourage students to use various English learning APPs and We Chat applets, etc., to promote autonomous learning. For example, use "speak English fluently" to practice speaking, use "scallop words" to recite words, use "English dubbing" to increase learning interest, and use "Long Listening" to practice listening. Use online learning platforms, QQ groups or We Chat groups to communicate online to solve difficult problems and share learning experiences. Use text, sound, pictures, images and animations to make students feel immersive, generate emotions and imaginations in autonomous cooperative learning, and explore, discover and acquire knowledge. Through information technology to expand English learning and knowledge applications channels, in order to help students conduct self-inquiry and cultivate students' autonomous learning ability in English.

(3) Cultivate students' interest in English learning. Interest is the best teacher. A strong interest in learning can arouse strong learning motivation and cultivate students' ability to learn autonomously in English. The first is to stimulate students' interest in learning, improve students' initiative and enthusiasm, and enable students to develop self-improvement and the spirit of enthusiasm. Classroom is the main place for English learning. Teachers should firmly occupy this position, use vivid and accurate language, frustrated tones, and exquisite expressions to gather students around themselves, and work together with students to create a relaxed and happy classroom atmosphere and generate resonance "teaching" with "learning", which will achieve more effective teaching results. By creating a real language environment, students can hear, see, and feel about the theme of English learning, fully mobilize the students' whole body senses, fully experience the real situation, express the true feelings, and study passionately in a pleasant and harmonious atmosphere. Reach the teaching purpose of situational communication and complete the established teaching tasks. English teaching based on outcome-oriented education, with more emphasis on language outcome, can not only stimulate internal learning motivation, but also enhance self-confidence. Only when students have self-confidence and their intrinsic motivation for learning are stimulated, will they be subjectively willing to integrate themselves into English teaching activities.

(4) Construct an outcome-oriented autonomous learning environment. The main characteristics of outcome-oriented education are clear teaching goals, flexible teaching methods, and high teacher-student participation. The longer the student stays in the language environment, the better the language sense and the better the learning effect. Therefore, it is very important to build a suitable autonomous learning environment, which mainly starts from three aspects: First, define the learning output, and determine the personalized teaching goals you want to achieve based on the individual needs of the student's English level, interests and goals. You can focus on academic exams, career development, study abroad and future employment, choose learning content according to your needs, and have stronger motivation for autonomous learning. The second is to achieve learning output, formulate different learning plans according to individual needs, and use any method at any time for real-time learning. Teachers make full use of online and offline resources to follow up the student's learning process in a timely manner and give the necessary Care, encouragement and urging. The third is to evaluate and use learning outcomes. Teachers use a variety of methods to assess the autonomous learning situation of learning, to timely check the learning records and learning content of students, to achieve the purpose of monitoring, and to provide guidance for the learning situation of students. You can also use the autonomous learning platform to conduct daily tests, assign homework or tasks, and monitor the completion of students in time to achieve the unity of teaching and autonomous learning.

(5) Open a second classroom to expand independent learning channels. The second classroom is an effective extension of classroom teaching. It focuses on students' extensive participation and experience. It combines teacher's teaching with autonomous learning, and enhances the ability of autonomous learning through organic interaction inside and outside the classroom. In practice, students often find that thinking conflicts or cognitive conflicts with existing knowledge are conducive to expanding the learning space, motivating students to explore freely and gain understanding of new knowledge. In the process of inquiry, build confidence, strengthen courage and gain a sense of accomplishment. Therefore, carrying out the second classroom activities can effectively improve the autonomous learning ability. Schools should flexibly design college English second classroom activities according to the situation, fully consider students' learning abilities and teaching characteristics, and encourage students to consciously, actively and independently participate in each link of the activity. The specific methods include: First, the English corner. The English Corner is the most common second classroom activity, which meets the needs of English teaching in line with international standards and enriches campus cultural life. The second is an expert lecture. It can be an authoritative professor at the school, or a well-known expert at home and abroad, who systematically teaches a certain topic to improve students' understanding of English. The third is competition activities. Students are devoted and win in the fierce competition, which is conducive to improving their confidence in using English to communicate. The fourth is online

self-learning. Colleges reasonably set up a second classroom activity for online autonomous learning, guide students to choose suitable learning content and testing standards, and continuously improve information technology capabilities in the process of autonomous learning.

4. Conclusion

With the advancement of the localization of English teaching, it is a practical need to combine receptive language learning with language use, and outcome orientation is an effective way to solve the "separation of teaching and learning" in English education, which points out a new path for autonomous learning. The cultivation of college English autonomous learning ability based on outcome-oriented education needs to create a good language learning environment and set an excellent learning model, so that students can actively participate in English teaching activities in a positive and interesting environment, fully stimulate learning interest and learning enthusiasm, and enhance autonomous learning awareness, improve the quality of English teaching, stimulate learning thinking under a broader thinking platform, and better serve English teaching and social development.

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