

# *Exploration on the Teaching Reform of English Linguistics Course based on Network Autonomous Learning*

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**Abstract:** With the rapid development of information technology, the integration of network information technology and college English course has fundamentally changed the English teaching. College English classroom teaching has changed from the traditional classroom to the modern network environment. It is an urgent issue to use network information technology to promote the English language teaching methods reform. English language course plays an extremely important role in the students' language ability cultivation. And at the same time, it is also a compulsory course for English majors in colleges and universities. Based on the actual survey data, this paper firstly analysis the basic theory of students' autonomous learning based on network autonomous learning. And then this paper analysis the problems and disadvantages of traditional English language courses. Combined with the actual situation, this paper puts forward some suggestions.

## **1. Introduction**

The foundation of language is communication. Language learning is a slow and gradual process, which is more like an ordinary art. It is a bridge of communication and also a bond of relationship between people. From the aspect of language learning, it is extremely important to find out a simple, easy and effective method. As the most widely used language in the world, English is an independent subject in colleges and universities. English language courses not only help students master the basic linguistic theories, but also play a role in shaping students' independent thinking ability and communicative expressive ability. However, there are still many problems and drawbacks in the traditional English language teaching model.

## **2. The basic theory of autonomous learning in the network era**

### **2.1 Autonomous learning theory**

In 1981, Henri Holec first introduced the concept of "learner autonomy" into language teaching which is shown in his book "autonomy and foreign language learning". In this book, learner autonomy means that language learners are spontaneously and consciously interested in learning without the help of external forces. Language learners independently choose strategies to solve problems encountered in learning, and they will dynamically adjust and control the learning process and fully master learning. The concept of "learner autonomy" has aroused the research interest,

traditional teaching methods have been challenged, such as Humanistic psychological theory, Operationalist theory, Will theory, etc. Autonomous learning is derived from the "learner autonomy" theory, and it integrates the humanistic psychological concept, which is that the individual's self-realization is fully respected based on its subjectivity, initiative and organization. The specific performance is as follows three points. First, in the teacher-student teaching relations, we should take the student as the center. Second, in the process of teaching, learners should be responsible for their own learning and have certain rights to intervene in teaching activities. Third, teachers play the role of "scaffolding". Teachers should provide necessary guidance and create a good environment for students learning.

## 2.2 The importance of autonomous learning in the Internet era.

Outline of National Medium-and Long-Term Educational Reform and Development Plan 2010-2020 especially emphasizes the importance of autonomous learning, which constitutes the three directions of educational mode reform together with cooperative learning and research-based learning. Autonomous learning is also the inevitable choice of The Times, information technology profoundly changes the mode of education. In the teaching of the network age, teachers and students can retrieve a large number of learning resources through the Internet. Through multimedia teaching tools, students and teachers can communicate with each other anytime and anywhere without space restrictions. Network provides diversification and informatization for educational means. At the same time, students must have network awareness and fully grasp network technology. The Internet era makes it possible for students to learn independently, which is also the challenge and opportunity for English majors and teachers to face together.

## 3. Problems in the teaching of English linguistics

### 3.1 The difficult course content

The difficulty of the course is one of the main problems in English language courses. This problem can be divided into the following aspects: the boring content of the course, too much theorization, too many specialized terms, etc. Based on the analysis of 128 students studying English linguistics in a university, the following conclusions are drawn. 62% of the students think linguistics is a dull and abstract subject. 59% of the students think that linguistics has more branches, covering a wide range of knowledge and professional terms. Only 12% of students think linguistics is an art of speaking and are full of curiosity about it. Students' knowledge of linguistics is shown as the figure 1.

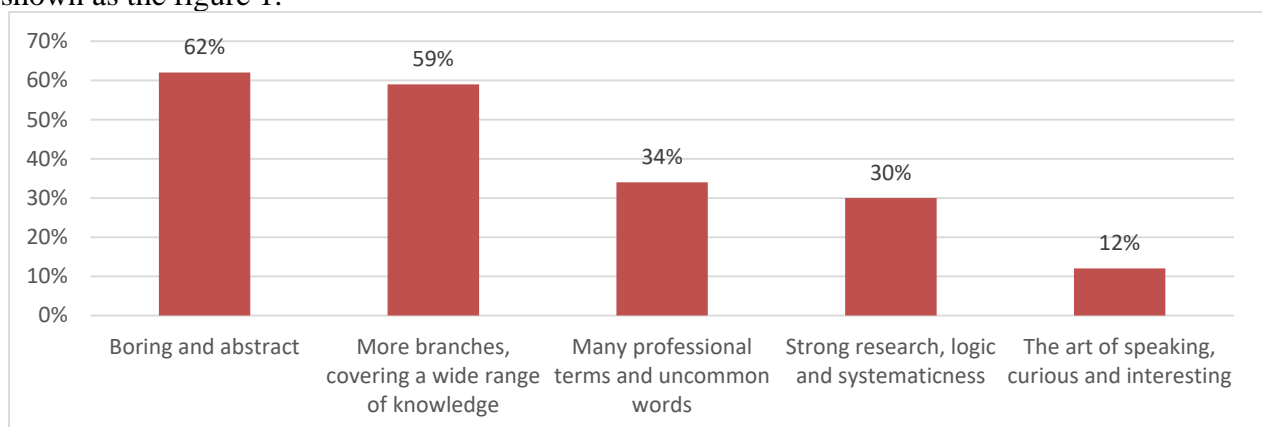


Figure 1: Students' knowledge of linguistics

### 3.2 Single and backward teaching methods

At present, English language education still follows the traditional teaching mode, which is the teacher-themed indoctrination teaching. The traditional teaching method can not arouse the students' subjective initiative and independent learning spirit. This important teaching method is nothing more than the teacher's teaching and students' notes, which will naturally lead to the boring classroom atmosphere. The new demands for teaching methods is shown as the figure 2.

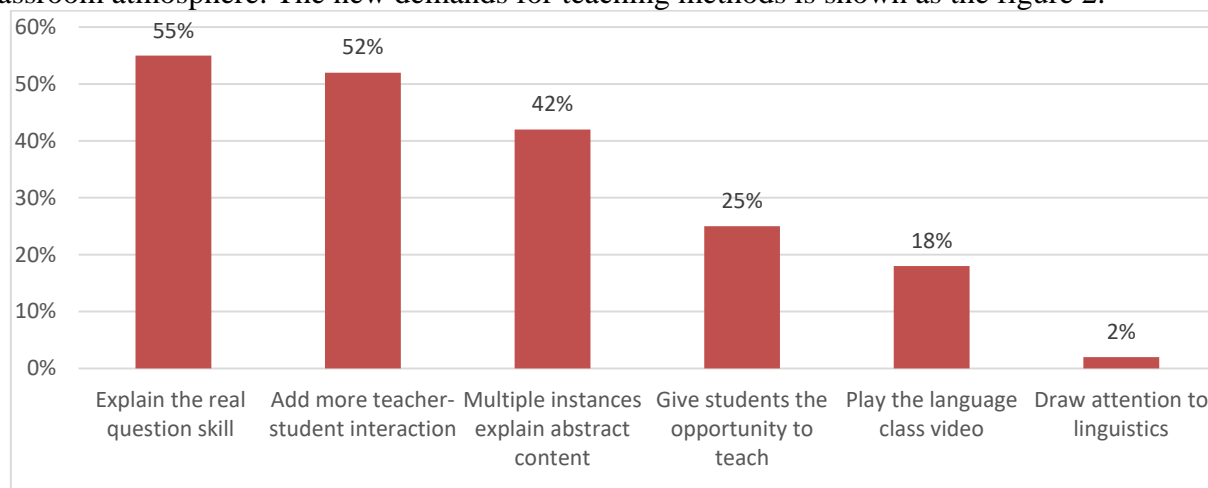


Figure 2: The new demands for teaching methods

## 4. The teaching reform of English linguistics course

### 4.1 Curriculum system and teaching content reform

We should adopt the self-selecting credit system training mode, implement credit system and self-selecting system. Training mode is heavy foundation, wide caliber and strong quality. The course is divided into four levels. First, general education. Each discipline should broaden the curriculum of students' professional knowledge. Its courses mainly include politics, philosophy, mathematics, logic, computer science, physical education, etc. This is credited to the foundation course. Second, the level of discipline basic courses. We need to train the basic skills needed for the discipline. The courses mainly include listening, speaking, writing, reading, grammar, phonetics, etc. Third, professional knowledge education. We have to learn general knowledge and general skills in the professional field. The courses mainly include culture, linguistics, literature, general situation of target language countries, mass media, etc. Fourth, work skills. We must offer courses in the subject's expertise and skills. The courses mainly include international trade practice, foreign trade correspondence, business English, business negotiation, business culture, TMT, customs clearance practice, documentation practice, etc.

### 4.2 The principle of student-centered participation

Students are the main body of learning, both teaching and evaluation should be based on the comprehensive language ability of students as a starting point. The evaluation should help students to know themselves and build up self-confidence. Which helps students reflect. In our traditional English class, we often see such a picture. Some English teachers ask students to memorize new words. After waiting for the teacher's correction, the teacher began to teach the new lesson. This is a typical case without the participation of students. In this evaluation, there is no mobilization,

inspiration and induction of students' subjective participation consciousness. If the teacher can make the students to comment on each other after the dictation, and then discuss the new words which are easy to be wrong in groups, students will have an easier time remembering new words that are difficult to remember. This process will become a motivation for everyone to participate, at the same time which let students master the learning methods and strategies.

## 5. Conclusions

Individualized learning is the basic characteristic of autonomous learning and also the basic premise to realize autonomous learning. We must attach importance to the learner's learning subject status. Only in this way can we fully implement and embody the principle of "learner-centered". This paper suggests that in the demand analysis and curriculum design, the language learning needs should be considered the intellectual and non-intellectual factors of learners. Only in this way can we meet the individual differences needs of learners. We need to provide and create favorable material and social conditions, which are the basis of creating and optimizing the foreign language learning environment.

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