A Study on the Autonomous Learning Model of College English in the New Media Era

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Abstract

The rapid development of new media technology provides an open environment and rich resources, convenient learning methods, and a personalized and interactive learning mode, which provides opportunities for autonomous learning of college English. This paper firstly expounds on the concepts related to new media and autonomous learning, analyzes the current status of autonomous learning of college English in the new media era, and constructs a model of autonomous learning of college English to provide a reference for college English teaching.

Keywords

1. Introduction

In recent years, new media has developed rapidly as an emerging form of media communication, which is widely accepted by the public for its rich resources, timely information feedback, and strong interactivity, and also provides a new model for college students to learn English independently.

College English teaching should make full use of the new media technology, reform the teaching mode and pay attention to students' autonomous learning ability. Teachers should use the latest technology to stimulate students' motivation for autonomous learning and become the guide and monitor of students' independent learning. Students become active gainers of knowledge and practitioners of autonomous learning, so as to improve the efficiency of autonomous learning of college English. In this paper, we analyze the current situation and problems of college students' autonomous learning and construct a model of autonomous learning of college English in the new media era.

2. The Overview of New Media and Autonomous Learning

2.1. New Media

In the 1960s, American scholar P. Goldmark firstly proposed the concept of "New Media". Compared with traditional media such as TV and newspapers, new media relies on the Internet, wireless communication networks, and satellites, and the terminals are TV, computers, tablets, and smartphones, which can provide users with a large amount of information and multifaceted services. New media includes electronic newspapers and magazines, broadcasting and television, online media, and mobile media.

The main function of new media is to be able to send multimedia information in a targeted way to achieve all-around communication with specific groups. Compared with traditional media, it has the following characteristics. The first is plurality. In the new media era, users can participate in diversified ways, and they only need one interface to receive a colorful and massive amount of information. The second is timeliness. The new media is not limited by time and space and can release news anytime and anywhere. The third is interactivity. Interaction

can be formed between the platform and the audience, and the audience can express their own views at any time to exchange.

2.2. Autonomous Learning

Autonomous learning is a modern learning concept based on humanistic psychology and cognitive psychology. It mainly emphasizes students' active participation in learning, so as to cultivate students' awareness and habits of autonomous learning and improve students' ability to learn independently. This will enable students to become individuals who can learn on their own and have a subjective personality. Autonomous learning emphasizes that students must first set learning goals and plans that are consistent with their own situations, then follow reasonable and scientific learning methods and approaches. Teachers monitor the process and effects of students' self-learning, provide feedback, and give full play to the student' autonomous learning.

The new media age has expanded the ways in which students can learn by themselves, freeing them from the constraints of time, space, and learning content. Students can study or review anytime and anywhere according to their actual situation and needs, which is a kind of ubiquitous learning, and this convenient and effective way of learning has brought great opportunities for college students to learn English independently.

3. The Analysis of the Current Situation of Autonomous Learning of College English in the Age of New Media

3.1. Lack of Motivation

It is pointed out in The Guide to College English Teaching that college English teaching should be teacher-led and student-centered, and special attention should be paid to cultivating students' autonomous learning ability in the teaching method. Learning is a process in which learners explore and discover knowledge by themselves. Motivation is what drives students to learn and is necessary to motivate and guide them in their learning. Generally speaking, most students are motivated to learn in order to find a job, and those who really use new media to acquire knowledge account for a small percentage. Students' autonomous learning ability in English is relatively weak, and once students encounter difficulties in learning, they will give up their initial learning goals and cannot continue learning, so they cannot achieve their English learning goals and fail to achieve the effect of English learning.

3.2. Unclear Learning Objectives

At present, students use new media for learning, mostly without goals and purpose. Students' motivation for using new media is still mainly searching for answers to tasks and assignments. Their learning goals are still unclear and lack the motivation to learn, so they need to use new media for English autonomous learning guidance. Students are not very clear about their learning goals, and even if they set goals, either long-term or short-term, only a few of them can achieve them. Therefore, students can only improve their learning effect if they set clear learning objectives and follow them to conduct autonomous learning by making full use of new media tools.

3.3. Fragmented and Unsystematic Resources

Many students think that although there are abundant learning resources, there are not many resources that can be effectively utilized. This fragmented learning, which cannot be continuous and uninterrupted, will distract the students' attention. Learning is an activity that requires a high degree of concentration for thinking, but students often encounter various distracting things and factors in the new media era, thus making their attention unfocused. In addition, with the massive resources of the new media, students are also faced with varied learning

resources, and some of them are even wrong or misleading, which will reduce the effective learning resources for students. If teachers cannot do effective supervision during students' learning, students tend to chat, watch movies, play games, and so on during learning time, which will make the online courses a formality and students' autonomous learning less efficient.

3.4. Lack of Monitoring and Effective Evaluation Mechanism

When college students use new media to learn English independently, their self-monitoring and self-feedback abilities are generally lower than those of traditional learning methods. On the one hand, students are easily disturbed when they use the new media to learn, and the new media are also unable to check the effect of students' autonomous learning and complete feedback on their learning effect in time. The reason for this phenomenon is that the current college English teaching is still using the traditional lecture method, which does not focus on cultivating students' independent learning ability, not to mention monitoring. This causes learners to use the new media resources with unclear learning goals and unable to control their own learning ability, which may instead lead to low learning efficiency and failure to achieve learning goals.

4. The Autonomous Learning Strategies for College English in the New Media Era

The massive resources of new media provide new ways and means for college students to learn English. Teachers should try to help students raise their awareness of autonomous learning so that they can overcome their fears and thus increase their interest in learning. Teachers can provide encouragement and guidance to improve students' learning enthusiasm by strengthening supervision and management so that they can accomplish effective autonomous learning in the new media environment.

4.1. Developing Students' Philosophy of Autonomous Learning

To develop students' effective autonomous learning, the first thing is to foster the philosophy of self-learning among students. Autonomous learning means that students can learn independently, and the learning process is not the traditional idea of passively receiving instruction from the teacher. Students must first change their mindset and take initiative to learn so that learning becomes "I want to learn or I must learn". Teachers should clarify students' learning purpose according to their condition, and then help students set up English learning goals and explore suitable learning methods and modes. College students must pay attention to overcoming blindness and arbitrariness, refining learning goals, strictly following the learning plan, conducting effective self-management learning, actively carrying out autonomous learning activities, and finally becoming independent learners.

4.2. Stimulating Students' Autonomous Learning Motivation

In the era of new media, students can obtain the information they need from abundant learning resources and stimulate their intrinsic learning motivation. By giving full play to their subjective initiative, students can improve their self-learning ability and complete the construction of meaning. Teachers must take students as the center, change the traditional way of teaching, stimulate students' main learning consciousness, and continuously improve students' intrinsic and spontaneous learning motivation. Students should clarify their learning goals and correct their learning motivation before they learn. The most fundamental thing for students to learn independently is their motivation, and correct motivation and accurate learning goals can improve the efficiency of autonomous learning. Teachers should actively foster students' interest in learning English, give full play to their subjective initiative, enable

them to be creative, and encourage them through various incentive mechanisms so that they can understand the importance of autonomous learning and become active learners.

4.3. Creating a Sound Atmosphere for Autonomous Learning

Teachers must create a favorable learning environment in order to improve students' autonomous learning ability. Schools should invest more in construction to create an enabling learning environment for students in order to better promote students' autonomous learning ability. Teachers also need to create opportunities for students to learn independently and guide them reasonably by helping them to set appropriate learning goals, refine, improve their learning plans, and give them the necessary support for their learning so that they can effectively complete their autonomous learning. Teachers can also guide students to find suitable online learning platforms and resources from multiple channels by holding class meetings, lecture activities, and study groups so that students can share their learning experiences and thus improve the efficiency of their autonomous learning.

4.4. Playing Teachers' role as a Guide and Supervisor

In the new media era, teachers use various resources to guide students in autonomous learning through teacher-student and student-student interaction. To help students learn English effectively, teachers should change their philosophy and stop being the instructor of knowledge, but become equal to students and participate in their learning activities as a guide. Teachers must give full play to the role of a guide and supervisor when conducting learning activities. They should not only help students find the appropriate learning resources but also make them realize the importance of autonomous learning and that only by relying on themselves can they eventually make progress. In addition, if students are not very self-disciplined, they will deviate from their learning goals. Teachers must do a good job of supervision and be responsible for students' self-directed learning, and it is through the supervision and assessment of the learning process that students can develop the habit of autonomous learning. Teachers should also focus on students' learning process and make reasonable and fair evaluations of students so as to improve their learning motivation and English proficiency.

5. The Design of Autonomous Learning Model of College English in the New Media Era

For the implementation of autonomous learning of college English, teachers should constantly develop students' concept of self-learning, stimulate students' learning motivation, strengthen the supervision and management of students, and promote students' new media literacy, which can be practiced through the following steps.

5.1. The Preparation Phase

Teachers should set and clarify students' learning objectives before class according to students' conditions, and make teaching contents concrete. They can also make micro lectures, post them through the online platform, and assign learning tasks for students. Teachers should encourage students to develop good pre-study habits before class, and if they encounter difficulties in learning, they can post their questions and suggestions on the learning platform for autonomous learning through student-student and teacher-student discussions.

(1) Posting Learning Suggestions

With the vast amount of learning resources in the new media era, such as various official accounts, WeChat groups, and microblogs about English learning, students may be very confused and unable to distinguish between good and bad and will become at a loss, making it difficult to find learning resources that are suitable for them. Teachers should help students identify these resources, and based on the teacher's recommendation, students then choose the

appropriate learning resources for their own situation to improve their learning efficiency. In addition, teachers can also use WeChat or microblogs, and so on, to send students some learning materials such as text, audio, pictures, and videos related to learning content. This allows students to receive timely tasks and instructions issued by the instructor, which improves students' motivation and learning efficiency.

(2) Making Learning Plans

Students can study their own personalized learning materials and make detailed autonomous learning plans and goals that suit their needs. They can finish the learning tasks posted by their teachers. The student's entire plan includes learning strategies, conducting phase studies, and scheduling. Students can set learning goals, complete learning tasks, and summarize themselves at each stage.

5.2. The Implementation Phase

(1) Independent Learning

In autonomous learning of English, college students can use the platform to assist their learning according to their own needs. Teachers assign and post tasks on the online platform, and students learn independently through the platform. Teachers can also release assignments through the online platform and set the time for students to complete them. Moreover, with the current online learning platform, some objective questions have been able to be machine-reviewed, saving teachers' time in correcting assignments and allowing students to timely and effectively view their learning effects. During students' independent learning, teachers can also give students online real-time guidance and discuss with them, thus enhancing students' language exploration and autonomous learning skills.

(2) Collaborative Learning

In addition to communication with teachers, students can also collaborate with their classmates. In the new media era, students can use the new media platform to form groups for effective writing and knowledge construction, so that students can learn in groups anytime and anywhere, thus improving communicative ability. For example, students can establish class learning groups through QQ and WeChat, and work together to complete learning tasks through a reasonable division of tasks. If students' collaborative learning is completed, group members can then discuss and summarize, and evaluate their groups' learning and members' performance for better learning.

5.3. The Evaluation Phase

Students conduct autonomous learning evaluation by combining online and offline evaluation, which is a formative assessment involving pluralistic elements such as teachers, students, peers, and study groups. When conducting autonomous learning evaluations, students can use the evaluation platforms such as the school's supporting independent learning APP, U-Campus APP of Foreign Language Teaching and Research Press, i-write platform, and so on for self-improvement, and teachers can also grasp the status of students' autonomous learning.

(1) Self-assessment

Self-assessment is very important in testing students' learning achievements. Students should reflect on themselves in self-learning, such as whether they complete their learning plan efficiently so that they can better complete the learning tasks. Students can improve the quality of their self-learning by analyzing and summarizing appropriately and adjusting their learning strategies according to their learning results. Teachers can also make timely feedback and evaluation.

(2) Feedback Assessment

Feedback assessment can be said to be an important part of testing the effectiveness of students' autonomous learning. This assessment refers to the use of various methods such as online

assignments, discussions, and personal comments on the new media platform to test the efficacy of students' autonomous learning under the guidance of the teacher. Teachers can also set exams as part of the final assessment. In addition, teachers can also establish an online communication platform to find out the difficulties students encounter in their studies in a timely manner. Students can post their learning experiences on the platform, which is also conducive to students' independent problem solving and improving their autonomous learning ability.

6. Conclusion

The massive learning resources and convenient learning tools in the new media era provide new opportunities and channels for college students to learn English independently. To improve college students' autonomous learning ability, teachers should change their traditional concepts, pay attention to motivating students' autonomous learning, find online resources suitable for their autonomous learning, and strengthen guidance and supervision. In autonomous learning, teachers should pay attention to actively guiding students to participate in self-directed learning and cultivating their autonomous learning ability, so as to ultimately improve students' new media literacy and their learning efficiency.

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