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The Review of Learner's Autonomy towards Learning English as a Foreign Language among College Students in China

Hui Zhang

zhanghui@outlook.com

Abstract. Learner's autonomy has changed many aspects of society. At the same time Learner's autonomy has become one of the most popular issues in education, especially in language learning. A large number of countries come to realize the importance of the learner's autonomy in colleges and the significance of mastering the knowledge and basic skills of it in education. China is no exception. Since China has a considerable amount of English learners, more and more teachers, experts and organizations begin to pay attention to learner's autonomy in the language teaching and learning process, which has been regarded as some kind of improvement and reform in the field of education. Therefore, research on learner's autonomy towards learning English as a foreign language among college students in China is very important. This paper is divided into seven parts: the first part is the background of College English learner's autonomy in China; the second part explains the main factors influencing the learner's autonomy; the third part describes the different approaches to increase learner's autonomy; the fourth part focuses on the current problems in learner's autonomy; the fifth part is about solutions to solve the problems; the next part states the application of learner's autonomy; the last part is the conclusion. All in all, this paper attempts to contribute to the growing understanding of learner's autonomy, especially towards English teaching and learning among college students in China, which will be extremely beneficial for the improvement of quality of English education, and hopefully offer some references for the future researches in this area.

Keywords. learner's autonomy, English teaching and learning, College

1.1 The background of College English learner's autonomy in China

Learner's autonomy refers to the "ability to control self-learning" (Holec, 1981), that is, someone can make decisions on all aspects of the learning process, which is an active constructive learning process. Holec (1981) believes that such decisions include: setting learning goals; Determine the content, pace and method of study; and the monitoring and evaluation of the learning process and effectiveness. In other words, learners can consciously undertake the tasks that originally belong to teachers, such as goal setting, method selection, monitoring and evaluation. Zimmerman (1989) summarizes three characteristics of autonomous learning: 1) emphasizing the use of self-regulation strategies such as metacognition and motivation; 2) It is a self-directed process; 3) Autonomous learners know when and how to use a particular learning strategy. Shen (2020) further clarified the definition and category of autonomous English learning ability based on the characteristics of college English learners in China, believing that autonomous English learning ability includes different aspects, such as the establishment of learning goals, the use and monitoring of learning strategies, and also the monitoring and evaluation of learning process.

Learner's autonomy is influenced by both external environmental factors and learners' inner factors, such as motivation, strategy, self-efficacy and so on. It can be changed through the acquired efforts of individuals, which is the key to improve the ability of autonomous learning. A previous study (Hu, 2017) shows that learning motivation and self-efficacy are usually considered to be relatively important factors in autonomous learning. Self-efficacy was proposed by the American psychologist Bandura (1977), which refers to "people's confidence in whether they can use their skills to complete a certain work behavior". Also, it is an individual's expectation, perception, confidence or belief in the ability to successfully achieve a given goal. Moreover, Self-efficacy affects individual achievement through selection process, cognitive process, motivational process and emotional response, which is the core of human self-regulation system. Pintrich & DeGroot's research (1990) found that self-efficacy was related to the use of cognitive strategies, and at the same time affected the use of metacognitive strategies for self-regulation. Zimmerman (2000) believes that self-efficacy influences learning motivation through autonomous learning processes such as goal setting, self-monitoring, self-evaluation and strategy use. As a conclusion, self-efficacy plays a corresponding role in the planning stage, behavior performance stage and self-reflection stage of autonomous learning, and is also a predictor of learners' successful use of various learning strategies in the process of autonomous learning.

2.1 The main factors influencing the learner's autonomy

2.11 School factors

Since in the student's whole life, school plays an important role which can have a certain impact on the autonomous learning, such as the teaching mode of the school, the content of textbooks, educational technology, classroom management mode and so on (Ou, 2017).

Teaching mode refers to the relatively stable teaching structure and activities established under the guidance of certain teaching ideas or theories. Due to the diversity of the theoretical basis of teaching mode, it also presents diversified forms of expression. And as we all know, different teaching modes will have different effects on students' autonomous learning, but what kind of teaching mode is conducive to learners' autonomous learning? Humanism and constructivists believe that it is beneficial to the learners' autonomous learning based on students as the center, teachers' role need to change from organizers to the mentor, facilitator and helper, and also, teachers need to use a variety of learning environment in the process of teaching to stimulate learners' enthusiasm and initiative. Hao (2016) also pointed out that teachers should aim at cultivating students' autonomous learning ability in the teaching process. Teachers should let students monitor their own learning, and require students to set learning goals and choose learning strategies on the basis of self-monitoring learning results, so that students can take responsibility for their own learning. Therefore, in fact, the teaching mode conducive to learners' autonomous learning not only requires the change of the role of teachers, but also needs some special structures and operating procedures of their own.

Textbooks refer to the teaching materials according to the curriculum standards and the actual needs of teaching. It is not only the material for teachers to teach, but also the material for learners to learn, and also, the content of the textbook has an important impact on students' autonomous learning. Generally speaking, the more vivid the content of the textbook is, the more it can relate to the reality of learners' life, so, it can arouse learners' interest and meet the needs of social production and development, moreover, it will be beneficial to stimulate learners' willingness to take the initiative to learn. Because the textbook can meet the psychological needs of learners and the characteristics of students' ability level, thus it will be helpful for learners to study by themselves.

Modern education technology has already well been developed, especially in recent years due to the increasingly diversified learning content, the status of the computer aided teaching is becoming more and more prominent, the network technology, multimedia technology is widely used in the process of teaching, which not only makes the classroom communication between teachers and students, in addition, learners can go beyond the limitations of classroom knowledge to easily acquire knowledge that meets their own needs (Lai, 2019). To a large extent, under such circumstance, it enables learners to choose, arrange, formulate and monitor everything related to learning according to their own perspective.

Classroom management means all the activities taken in the teaching and learning process in order to establish and maintain a good learning atmosphere and teaching environment. A helpful classroom management can not only promote teaching, but also help learners to acquire a kind of self-monitoring ability in the group. In the management of the whole classroom, educators play an extremely important role, because the management style of educators determines the learning style and quality of students to a certain extent. Among them, collaborative learning is the most conducive to students' autonomous learning, because this kind of mode can better promote learners' independent learning, enable learners to form the habit of self-discipline in class, reduce dependence on teachers, and manage their own learning.

2.12 Family factors

A previous study (Wang, 2020) has shown that family factors are also important factors affecting students' autonomous learning. Among many family factors, parents' education style is the typical one that has an impact on learners' autonomous learning. For example, parents' education of their children is usually in a state of neglect, without care or attention. Under the long-term influence of this mode, students tend to be self-centered, and lack of self-control in the process of learning will affect their learning autonomy. Or, parents dote on their children too much, and always satisfy their children's request. Under such circumstance, learners themselves will be more dependent on others, and they will rely too much on teachers, parents and friends in learning. It will result in reducing autonomous learning of themselves. There are still some examples showing that, parents do not consider the real needs and will of their children, forcing their children to follow parents' ideas, and often set the high standards on their children. At that time, learners will be easy to yield, and feel fear in the process of learning. In the end, students will follow the requirements of teachers and parents and also, lack the real spirit of self-exploration and the ability to solve problems independently, which is also detrimental to learners' own autonomous learning. In the current modern society, the most popular way of education is that parents encourage and support their children's active learning with equal chances and no basis. Under the influence of this way of education, learners themselves will be more independent and confident. In the process of learning, they will usually think and solve problems independently. When they encounter academic difficulties, they will actively seek help from various aspects to solve problems, which is very beneficial to learners' autonomous learning.

2.13 Social factors

Students under the influence of different social backgrounds have different characteristics in autonomous learning. It is usually manifested in three aspects: Firstly, people have different views on the value of education; secondly, people have different attributions for academic success; thirdly, families provide different learning support to learners. From the view of culture, learners often think that there is a direct relationship between success and habits, and parents are more willing to offer learning support for children, such as guiding learning, strengthen supervision and extracurricular counselling and so on. Moreover, in the aspect of

self-control in learning, parents' requirements, expectations and support for learners are more conducive to the enhancement of students' learning autonomy (Basri, 2020).

2.14 Learner's inner factor

There are many inner factors that affect learning autonomy, such as the sense of self-efficacy, attribution, goal setting, learning method and the degree of self-control. Inner factor is the most crucial factor which influences on learners' autonomous learning because it is basic from the learner's own. Some other external factors, such as family factors, school factors and social factors are the external factors, which can be influenced from the outside. In other words, internal factor is to determine whether learners themselves have a stronger learning autonomy by themselves. Among them, learners' self-efficacy will firstly affect their choice of learning goals, and then affect their efforts on learning tasks, as well as their choice of learning methods. In terms of setting goals, it is generally believed that the goals set by learners are relatively specific rather than vague, short-term rather than long-term, and suitable degree of difficulty rather than too easy or too difficult, then it can better promote learners' autonomous learning. As to learning methods, it is generally believed that the more learning methods learners master and are able to choose appropriate methods at appropriate times in the learning process, the stronger their autonomy will be. Then, from the aspect of degree of learners' self-control, students' learning motivation may weaken when the difficulty of learning tasks increases. At this time, learners' own control level can support them to continue to study hard (Little, 2017). Therefore, from this aspect, it is also a factor influencing learners' autonomous learning.

To sum up, there are many factors affecting learner's autonomy, including school, family, society and learners' inner factors. However, these factors are interrelated. Therefore, the improvement of students' learning autonomy does not emphasize on one or two certain factors, it requires the comprehensive cooperation of family, school, society and learners' own.

3.1 Different Approaches to increase learner's autonomy

From the perspective of learning process, the essence of foreign language autonomous learning is that learners have the opportunity and ability to control all kinds of aspects of their learning and thus, improve their language proficiency. To promote autonomous learning is to take certain measures to create a favorable social environment for autonomous learning, provide suitable material conditions for autonomous learning, and do everything possible to provide such opportunities and conditions. Generally speaking, there are six approaches as follows:

3.11 Resource-based Approach

Resource-based Approach will promote autonomous learning through self-access learning centers. As we all know, self-access learning centers provide most suitable services and guarantees for students. In other words, learners have the opportunity to control their learning plans, learning materials and evaluation of learning results. Namely, according to students' own situations, they can make learning plans, choose learning materials, and participate to evaluate learning outcomes no matter in a collaborative way or independent way. Freedom of choice is critical to the development of autonomous learning abilities because learners improve their ability to manage their own learning through independent interaction with learning resources. In recent years, various schools have successively established self-access learning centers with different scales and forms, in order to provide convenience for students to carry out their autonomous learning. Hao (2016) showed that the self-access learning center only provides the environment and conditions for autonomous learning, but it may not promote effective autonomous learning and may not help learners improve their language level. There are still many conditions and prerequisites that need to be provided.

3.12 Technology-based Approach

The Technology mentioned here must be related to education. It refers to educational Technology, which is now commonly referred to as information Technology. Generally speaking, all the means of recording and disseminating knowledge and information can be called educational technology. Educational technology is a dynamic process of development, the content of which is constantly changing with the development of society. In ancient times in China, bamboo slips and silk books play an important role which can also be known as the education technology, as a means of knowledge dissemination. In the late twentieth century, tape recorder, video recorder in the language teaching process is also the advanced education technology, at present, modern information technology such as smart phones, MP3, MP4, iPad, computers and the Internet have generally entered our lives and become an important means of teaching and learning.

Technology-based Language Learning is that we often called computer-assisted Language Learning (CALL); sometimes we called it as computer-assisted Instruction (CAL). Computer technology is also the important means to improve learner's autonomy (Warni, 2018). Compared to resources-based approach, there are some similarities. However, there are some differences between them which are mainly on the different ways of original provided resources. Self-access learning centers (Resource-based approach) provide learning resources mainly include: audio tapes, video tapes, computer software and a variety of paper learning materials; also, the self-access learning center also has its own website, which provides Internet services. In addition, self-access learning centers usually have areas for collaborative learning, group discussion, and teacher counseling and guidance.

As we all know, computer-assisted language learning can be used in both classroom and extracurricular learning environments. However self-access learning centers basically provide places and necessary conditions for students to conduct autonomous learning outside the classroom.

3.13 Learner-based Approaches

Learner-based Approaches refer to the training of language learners with language Learner strategies as the main content, so as to improve learners' ability to manage their autonomous learning. Also, we can call it "learner development". The main purpose of language learner strategy training is to help learners succeed in language learning. A study has shown that strategy training in a specific context with appropriate methods can indeed improve learning outcomes (Wei, 2018). Therefore, the enhancement of learning strategy ability is often taken as a teaching goal in many language course designs. It is believed that teachers will guide students in the process of real learning experience and feelings, timely and properly give necessary inspiration and encouragement, so that students can conduct the discussion, reflection, summary and explanation by themselves. As for teachers, they need to design some projects and activities in teaching activities to repeatedly strengthen the learning strategies that students have been exposed to, so as to improve students' awareness of strategies and ability to use strategies. Language learners' strategic awareness and the ability to use strategies are the internal conditions which should be possessed by autonomous learners themselves, and it is the important criteria for forming the autonomy of language learners.

3.14 Classroom-based Approaches

Classroom based Approaches means that in the process of language learning, teachers dominate the classroom and highly control the classroom learning, which is bound to seriously weaken the value of learners' classroom learning experience. Learners are always in a state of passive acceptance, so they cannot form the consciousness and ability to actively manage their own learning, and their learning autonomy cannot be developed. Phil Benson (2013) cited some

empirical studies to illustrate that learners' participation in organizing and managing classrooms is conducive to cultivating learners' autonomous learning ability and improving learning effects. The research of Shi (2019) found that autonomous learning in a group can enhance students' learning motivation. Because teacher-controlled classes often make students feel restrained, and the presence of other classmates makes them feel competitive pressure. However, without teachers, they can speak freely, no longer worry about making mistakes, also, they are more willing to share their experiences, and more likely to have a desire for support when they meet difficulties.

3.15 Curriculum-based Approaches

Generally speaking, there are three types of Curriculum-based Approaches. They are Communicative Approach, Process Syllabus Approach, and Task-based Language Teaching.

Communicative approach, also known as Communicative Language Approach, is a method of teaching a foreign language or second language. It emphasizes communicative competence (CC) as the goal of language learning and advocates that meaningful communication and language use be at the center of all classroom activities. The main principles of the communicative approach are as follows: (1) learners should use language through meaningful communicative activities; (2) Real and meaningful language communication should be the goal of classroom activities; (3) Fluency and accuracy are both important goals in language teaching; (4) Communication involves the integrated use of different language skills and strategies; (5) Language learning itself is a creative construction process. Communicative approach causes people to re-examine and think about the objectives, outline, teaching materials and classroom activities of language teaching, and has a far-reaching impact on language teaching. Some of the principles of communicative language approach have been absorbed by other communicative methods (such as task-based language approach, cooperative language learning approach and content approach).

The process syllabus approach, in general, it details the learning experiences and processes a student is likely to encounter while studying a course, rather than the learning outcomes. It can be regarded to explain the content and function of the syllabus from two aspects: classroom activity design method and course decision-making mechanism (Pu, 2020). From the perspective of classroom activity design method, process setting target is called the process of teaching outline, usually use two kinds of forms of classroom activities to achieve: class discussion, learners listen to others, at the same time they express their own views, the purpose is to provide real communication for language learners, and realize the meaning negotiation in the interaction. In addition, the process outline suggests that learners should be given the opportunity to reflect on their own learning strategies in order to improve their language learning ability and effectiveness. From the perspective of curriculum decision-making mechanism, the process outline provides a framework for classroom decision-making, advocating that decisions on issues related to curriculum implementation should be made on the basis of the consultation between teachers and students.

Task-based Language Teaching (TBLT) is a kind of teaching method, which advocates the design and implementation of teaching content by using communicative tasks and interactive tasks as the center. Task-based language teaching method is to create real situation for learners to have the opportunity to learn without having to "deliberate" learning a language, because of the specific task provides learners with the chance of a meaningful communication and meaning negotiation.

3.16 Teacher-based Approaches

The "teacher-based approach" mentioned by Phil Benson (2013) is actually to discuss the role of teachers in autonomous learning. There are many words describing the teacher's role

in autonomous learning, such as facilitator, helper, coordinator, and counsellor and so on. Generally speaking, teachers should do the following three things: 1) help learners to analyze their learning needs and language needs, set short - and long-term goals, develop learning plans, select learning materials, and organize interactions, so as to help learners to conduct autonomous learning; 2) To help learners assess the basis of the language, monitor the learning process, and conduct effective self-assessment and peer assessment so that learners can evaluate themselves; 3) In order to accomplish the above tasks, teachers should train learners, improve their language awareness and learning awareness, and help learners to identify their own learning style and use appropriate learning strategies. From the perspective of technical and psychosocial support, teachers should have three abilities: 1) basic qualities of facilitators (such as benevolence, patience, tolerance, willingness to approve others, easy to resonate, and positive energy); 2) Ability to motivate learners, including encouraging learners to take responsibility, encouraging learners to devote themselves to learning, resolving uncertainties, helping learners to overcome difficulties, being willing to engage in dialogue with learners and not acting arbitrarily; 3) It has the ability to enhance learners' consciousness, guide students not to presuppose the role of teacher and learner, guide learners to realize the necessity of autonomous learning, and make them carry out autonomous learning consciously. In this sense, in the teaching context that promotes autonomous learning, professional freedom directly affects learner autonomy in the course of curriculum implementation. For this reason, teacher autonomy derives from the need to guide learners in autonomous learning and it is also an important prerequisite for student autonomy. There are two basic prerequisites for teachers to enjoy professional freedom: first, teachers must have the quality and ability to promote effective autonomous learning; second, teachers must also have the active willingness to use these abilities in teaching.

4.1 The current problems in learner's autonomy

4.11 The problems on the value consciousness of autonomous learning and students' sense of self-efficacy

The value of consciousness refers that students pay more attention to the importance of learning. If they just regard the learning as less value, then maybe they wouldn't use a good way to learn, or they don't have motivation to learn. So to some extent, it is the first thing for us is to let students understand that autonomous learning is important.

4.12 The problems on learning attribution and learning goal orientation

Specifically, learning attribution means that the explanation or the reasons to show what the students' perspective on why they fail in learning. The influence of autonomous learning is shown in the following aspects: If individuals bring their success to the learner's own learning ability, the learning failure due to not enough hard work, it would be easier to stimulate autonomous learning. However, if learners themselves attributed his academic success to external uncontrollable factors, such as luck, environment and so on, the academic failure due to the shortcomings of their own capabilities. Then the outcome will affect the learner's autonomy.

4.13 The problems on learning plan and learning method

Learning plans and learning methods have a profound impact on learner's autonomy. Generally speaking, if learners decide their own learning plans automatically, their level of learning autonomy is high. On the contrary, if their learning plans are made by others or under the supervision of others, their level of learning autonomy is relatively low. Similarly, learners themselves use learning methods to a high degree, their level of autonomy is high, on the contrary, learners themselves use learning methods to a low degree, their level of autonomy is

low. Therefore, if learners themselves do not pay enough attention to learning plans and use some unscientific learning methods in learning, their learning autonomy will be affected to a certain extent over time (Liu, 2017).

4.14 The problems on self-monitoring

Autonomous learning is mainly through the students to complete the planning, monitoring and regulation of learning, so the learner's own self-monitoring is an indispensable condition for the learner's autonomy. Self-monitoring refers to the process of self-realization in which students actively master their own psychology and behavior and adjust their own motives and actions to achieve the predetermined pattern or goal. As for students, we should have a strong self-monitoring ability, because only with a considerable self-monitoring ability, learners themselves can more consciously use learning strategies, and also create a learning atmosphere actively.

4.15 The problems on learning resource

Learning resources refer to the information that support learning, such as learning places, book resources, learning appliances, internet and so on. In addition to some internal factors, there are also some external factors that affect learners' autonomous learning, and the learning resources provided by schools are one of the external factors that affect learners' autonomous learning as well. It is not difficult to see that students tend to solve academic difficulties with their own ability, which further highlights the importance of learning resources provided by the school for students. Only with these necessary learning resources can students better "use" their autonomy.

4.16 The problems on traditional teaching methods (Traditional teaching methods are not conducive to the development of autonomy)

Teaching method is the general term of the methods used by teachers and students in the teaching process in order to achieve the teaching goal and complete the teaching task. Although teachers can impart knowledge to students systematically in the traditional teaching mode, students are very easy to passively accept knowledge, which is not conducive to promote students' autonomy in classroom learning. Gradually, learners themselves will form the habit of relying on the teacher's knowledge, which is not beneficial for the formation of autonomous thinking, independent exploration and independent problem-solving ability (Jiang, 2006). As a result, internal reason is the key to promote the development, however external reason is only the condition. So learners themselves should take the initiative to learn, first of all, they should have the willingness to learn, and finally learners' autonomous learning will be promoted.

4.17 The problems on learning content (Learning content is not practical enough and students are not interested in it)

The lack of practical learning content is also an important reason for the lack of students' learning autonomy. The so-called poor practicality refers to the disconnection between the knowledge and the reality of life, which is not conducive to learners' personal participation in social life practice. The school attaches too much importance to the teaching of theoretical knowledge, and does not pay enough attention to the cultivation of students' practical ability, innovative ability and autonomous learning ability. These reasons directly lead to students' lack of interest in the current learning knowledge. Therefore, it is very important for schools to set up courses that meet students' needs and social needs to stimulate learners' interest in learning.

4.18 The problems on school learning support (School learning support is inadequate)

The lack of learning support from the school is also a major factor affecting the lack of learners' autonomy. In the process of learning, learners need not only strong self-learning

ability, but also some external resources, such as a good learning environment, abundant book resources, scientific lectures and the Internet. To some extent, these learning supports can promote the students' learning autonomy.

5.1 The solutions to solve the problems above

5.11 Change the traditional teaching method, pay attention to stimulate the student's learning initiative

Most students are accustomed to face to face teaching by teachers, however, the disadvantage of this teaching method is that it is not conducive to learners' exertion of autonomy and the formation of learning habits of autonomous thinking and independent exploration. Gradually, learners tend to over-dependence on teachers, which eventually leads to the lack of autonomous learning ability (Dwee, 2017). Therefore, it is necessary to improve teaching methods, guide students to explore, think and evaluate independently, cultivate students' autonomy and independence, so as to get rid of the habit of over-dependence on teachers and finally form the initiative of learning.

5.12 Teacher's role has to be changed

Autonomous learning is a long-term process, which can only be formed and improved under the guidance and help of teachers. In the process of students' autonomous learning, the teacher is not only the organizer, but also the instructor and promoter. So in the classroom, the teacher should set up the situation, organize the textbook, teach the learning strategy, carry on the speech tutoring, and also create all the conditions conducive to the students' autonomous learning. After class, teachers should assign autonomous learning tasks to students, and also provide help for the completion of these tasks, guide their learning methods, check and evaluate their learning effects. Therefore, the help of teachers should run through the whole process of students' autonomous learning (Jiang, 2006).

5.13 Improve the school's learning support for students, create a good learning atmosphere, and provide help for students' autonomous learning

First of all, institutions and organizations with "learning guidance" as the center should be established, aiming at helping learners to have a better understanding of their own learning on the basis of scientific theories, so that learners can freely choose suitable learning methods and learning objectives. Secondly, schools should treat every student equally and let every student have the right to enjoy equal educational resources. Also, it is essential to improve the construction of learning resources, such as the construction of library and academic database, also school should make sure to use the internet smoothly, which makes teachers and students to establish the equal relationship, and also create a good learning environment at the same time by teacher's encouragement, guidance and help, eventually form a positive learning attitude, only in this way can the autonomy of learning be brought into full play.

6.1 The application of learner's autonomy (Autonomous learning and flipped classroom)

With the rapid development of information technology, some kind of effective learning, such as mobile learning, distance learning, online learning, are becoming more and more popular which promotes English teaching gradually (Lv, 2016). The traditional college English teaching mode cannot meet the needs of modern society. So, the new teaching mode is appearing which is called "Flipped classroom". This kind of new teaching mode causes a series of changes in traditional teaching: Flipped classroom mode redistributes classroom time, changes the roles of teachers and students, and extends teaching and learning by maximizing the preview time. Teachers turn their role from the authority to the guide, and also students

become the controllers in the learning process. More importantly, flipped classroom gives students maximum learning freedom, and students have more time and energy for autonomous learning. According to the understanding of flipped classroom in college English, some researchers have tried to construct different types of flipped classroom teaching models and conducted feasibility analysis on them. The research found that the new teaching model has been accepted and recognized by learners. The analysis shows that the learner-centered flipped classroom mode is still in the groping stage and needs to be studied continuously. In a nutshell, flipped classroom teaching mode aims to provide solutions for the cultivation of college students' autonomous learning ability through the research on the construction and effectiveness of college English autonomous learning mode.

Flipped classroom teaching mode is based on the theory of blended learning theory and humanism, it is the combination of traditional classroom, online learning and mobile learning (Jiao, 2018). It can form the learning style and learning habits of student's themselves. Moreover, it reflects the respect for learners' personal value and the satisfaction of learning emotional needs which we can call that "autonomous learning".

7.1 Conclusion

Autonomous learning is still an important issue in education and it is widely used as learning method worldwide. In general, firstly students, parents, society and schools should have a better understanding on autonomous learning, and school plays an important role to motivate students' interest to learn autonomously. Also, the traditional teaching method should be changed to suit the students' standard and meet the society's needs. Moreover, attach importance to stimulate students' learning initiative, and enhance students' learning confidence. Furthermore, as for teachers, there is a need to change the teachers' role to guide, instruct and lead. Finally, as for schools, it is necessary to improve the school's learning support for students, and create a good learning atmosphere, so as to comprehensively promote the students' learning autonomy.

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