

The Cultivation of Students' Autonomous Learning Ability in English Course Teaching-- Taking Oral English as an Example

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Abstract

With the change of education concept and the development of English teaching, cultivating students' autonomous learning ability has gradually become one of the important goals of English teaching. Taking oral English as an example, this paper discusses how to cultivate students' autonomous learning ability in English course teaching. From the perspective of theory and practice, this paper comprehensively analyzes the concept, characteristics and importance of autonomous learning, and puts forward some strategies for autonomous learning. Based on relevant research and empirical analysis, this study designed an empirical study to explore the impact of the cultivation of students' autonomous learning ability on their academic performance and learning attitude by introducing autonomous learning elements in a real oral English classroom. The results show that by providing suitable learning environment and effective teaching strategies, cultivating students' autonomous learning ability can significantly improve their oral expression ability, enhance their learning enthusiasm, and cultivate students' learning initiative and self-confidence. Finally, this paper summarizes the research findings and puts forward some suggestions to help teachers better promote students' autonomous learning ability and achieve better results in oral English teaching.

Keywords

English course teaching; students' autonomous learning ability; oral learning; teaching strategy.

1.Introduction

1.1. Research Background

As a global language, English has important communicative and professional value. More and more people are learning and applying it as a second language. In English learning, oral ability is regarded as the key factor for learners to acquire real communication ability. However, traditional English teaching often emphasizes the indoctrination of knowledge and exam-oriented training, but neglects the cultivation of students' autonomous learning ability. This teaching mode makes students lack self-confidence and initiative, and often

cannot express their ideas and opinions fluently in real communication.

Students' autonomous learning ability means that they can participate in learning consciously and voluntarily, and actively choose and manage learning strategies in order to achieve better learning results. Autonomous learning emphasizes students' grasp and control of their own learning, and encourages students to assume more learning responsibilities and decision-making rights. In oral English learning, students' autonomous learning ability can not only improve their oral fluency and accuracy, but also cultivate their communicative competence and critical thinking ability. Through autonomous learning, students can better understand and use oral English knowledge, and more freely communicate with native speakers.

However, at present, the cultivation of students' autonomous learning ability in English course teaching still faces some challenges. First of all, traditional classroom teaching is often teacher-centered, and students passively accept the indoctrination of knowledge and skills, lacking the initiative and enthusiasm of learning. Secondly, teachers lack the guidance of relevant teaching strategies and resources on how to cultivate students' autonomous learning ability. Therefore, how to effectively cultivate students' autonomous learning ability in English course teaching has become a hot issue in the field of education.

1.2. Research Purpose

The purpose of this study is to explore how to cultivate students' autonomous learning ability in English course teaching so as to improve their oral expression ability and communication effect. Specifically, the research aims include the following aspects:

- (1) To study the impact of autonomous learning on students' oral learning: Through empirical research, explore the role of autonomous learning in oral learning and analyze the relationship between autonomous learning and oral learning. The results of this study help to better understand the degree of influence of autonomous learning on students' oral expression ability, and provide theoretical and practical basis for English teaching.
- (2) Explore which factors affect students' autonomous learning ability: Through questionnaires, interviews and other ways, study which factors will affect students' autonomous learning ability. These factors include students' learning motivation, self-regulation ability, learning strategy and so on. The research results can help teachers better understand the needs and difficulties of students' autonomous learning, and provide corresponding support and guidance for teaching.
- (3) Design appropriate teaching strategies and methods: Based on the research results, explore how to cultivate students' autonomous learning ability through teaching strategies and methods. With the help of appropriate teaching resources and technical means, explore ways to promote students' learning initiative and enthusiasm. Through experimental or empirical teaching, the influence of teaching strategies and methods on students' oral learning effect is verified.
- (4) Evaluate the feasibility and effectiveness of cultivating students' autonomous learning ability: Through empirical research, evaluate the feasibility and effectiveness of cultivat-

ing students' autonomous learning ability in English course teaching. By comparing the learning performance and effect of the experimental group and the control group, the influence of cultivating autonomous learning ability on students' oral learning was analyzed, and the positive influence of cultivating autonomous learning ability on improving students' oral expression ability was further verified.

1.3. Research Significance

By cultivating students' autonomous learning ability, it can cultivate students' learning initiative and self-confidence, stimulate their learning motivation and interest, and actively participate in oral learning activities. The cultivation of autonomous learning ability helps students to understand and master oral knowledge, improve their oral fluency and accuracy, so that they can express their ideas and opinions more freely, and enhance the communicative effect. Moreover, students are able to better think about language and cultural issues in oral learning and develop critical thinking skills. This will help students to better use English in real communication and improve their cross-cultural communication ability. In addition, this study can promote the transformation of education and teaching mode from the traditional teacher-led mode to the student-led autonomous learning mode. It helps to stimulate students' learning initiative and enthusiasm, improve students' learning motivation and effect, and make English education more in line with students' learning needs and actual situations. Finally, by studying the cultivation of students' autonomous learning ability, it can provide teachers with relevant teaching strategies and methods. Teachers can cultivate students' autonomous learning ability and stimulate their learning interest and motivation through various teaching activities, tasks and tools. This is helpful to improve teachers' teaching effect and teaching satisfaction.

2. Literature Review

2.1. Previous Studies on Students' Autonomous Learning Ability At Home:

In recent years, the cultivation of students' autonomous learning ability in English course teaching has become a research hotspot. Scholars at home and abroad have carried out research to explore how to cultivate students' autonomous learning ability, especially in oral English learning. The following is the literature review about this study at home and abroad.

2.2. Previous Studies on Students' Autonomous Learning Ability Abroad:

There are also many relevant studies concerned with the cultivation of students' autonomous learning ability in English course teaching abroad. For example, the study of Little (2019) found that the improvement of students' autonomous learning ability in mastering oral English is closely related to their self-assessment ability and the use of learning strategies. He suggested that teachers, while encouraging self-directed learning in the classroom, provide appropriate guidance and feedback to help students develop more ef-

fective self-directed learning strategies. Besides, some studies have focused on the influence of learning environment on students' autonomous learning ability. Niemiec et al. (2015) found that creating a learning environment that actively supports students' autonomy, such as encouraging students to choose their own learning content and providing independent learning resources, can significantly promote the development of students' autonomous learning ability.

To sum up, scholars at home and abroad have conducted a large number of studies to explore the cultivation of students' autonomous learning ability in English course teaching. These studies provide theoretical and empirical basis for this paper, and provide important reference for the cultivation of students' autonomous oral learning ability in English curriculum teaching.

3. Research Methods

In this study, we chose the method of fixed-point survey, making a good record of lectures and finally forming feedback.

First of all, by observing the classroom teaching situation to understand the school oral English teaching situation. When observing, we can pay attention to the teaching style of teachers, the participation of students, and the frequency and activeness of oral communication. Record the observed teaching characteristics, such as whether students' oral expression is emphasized and whether students are encouraged to interact with each other. Secondly, interviews were conducted to communicate with students and teachers to understand their views and experiences on oral English teaching. Ask students if they think that there are enough opportunities to speak in English in class, if their oral ability has improved, and their expectations and needs for oral training. At the same time, we can also ask teachers about their teaching concepts and methods for oral English teaching, and their evaluation of students' oral ability. Finally, the students' speaking level is assessed through the oral test. According to the performance of the students, their fluency, accuracy, pronunciation and intonation can be assessed, and their specific performance and problems can be recorded.

During the whole investigation, we selected the appropriate time period for observation and interview. We should negotiate with the school and respect the arrangement of the school and teachers. It also ensures the informed consent of study participants and the confidentiality of their personal information and findings. Researchers maintain an objective and neutral attitude to avoid subjective assumptions and biases in order to obtain accurate survey data and information.

4. Research Contents

(1) Definition and theoretical framework of autonomous learning:

First of all, we need to clarify the basic concepts and relevant theoretical frameworks of autonomous learning, such as the definition, characteristics and levels of autonomous learning. At the same time, the relationship between autonomous learning and the culti-

vation of students' oral ability is discussed.

(2) Training strategies for autonomous learning ability:

This study discusses in detail how to cultivate students' autonomous learning ability in English course teaching. This includes the selection of appropriate teaching methods, task design and organization, and the provision of learning resources. By stimulating students' interest in learning, improving their motivation and initiative, students can develop their autonomy in oral English learning.

(3) The role of teacher:

To study the influence of teachers' role and guidance in oral English classroom on the cultivation of students' autonomous learning ability. Discuss in depth how teachers can encourage students to express themselves, provide appropriate learning support and guidance, while respecting students' learning choices and decisions.

(4) The impact of learning environment:

The influence of inquiry learning environment on the cultivation of students' autonomous learning ability. Discuss how to create learning environments that actively support student autonomy, such as encouraging collaboration and interaction, and providing open learning resources and technical support.

(5) Evaluation and feedback:

Pay attention to the importance of evaluation and feedback of students' autonomous learning ability. To explore how to design effective assessment tools and give timely and appropriate feedback to facilitate students' reflection and development of their own learning process.

(6) Empirical research and case analysis:

Empirical research or case analysis can be used to further verify and present the effect of students' autonomous learning ability in oral English courses. Through quantitative or qualitative research methods, data are collected and analyzed to demonstrate the actual effect and feasibility of the cultivation of students' autonomous learning ability.

5. Research Conclusion

After the investigation of Tengzhou No. 1 Middle School, Tengzhou Yucai Middle School and Tengzhou Fuhua Senior High School, we found that they attach great importance to cultivating students' autonomous learning and use of oral English in class teaching. The following will introduce the specific practices of each school and explore the help of this mode of education to English learning for the test.

Tengzhou No. 1 Middle School is committed to improving students' oral expression ability. The school offers a variety of oral training courses for students, including oral dialogue, debate and speech. In these classes, students have the opportunity to have one-on-one speaking practice with teachers to improve their pronunciation, fluency and presentation skills. The school also encourages students to participate in English corner activities, providing free communication platforms to help students learn and use oral English independently. This teaching mode not only helps students to face the speaking

test with confidence, but also improves their English learning level.

Tengzhou Yucai Middle School promotes students' oral English development by creating a positive English learning atmosphere. The school focuses on classroom interaction and encourages students to conduct various situational dialogues and group discussions in English. In addition, the school organizes students to participate in English corner and English speech contest, and invites foreign teachers to give oral guidance. This mode of education stimulates students' interest in learning oral English, improves their oral communication ability, and has a positive impact on test-taking English learning.

As Tengzhou Fuhua Senior High School is the main force in local private high schools, overseas undergraduate study has become the mainstream choice of locals in recent years. The oral English teaching in Fuhua Senior High School of Tengzhou City focuses on cultivating students' autonomous learning and use ability, especially students who will go abroad for undergraduate study in the future. The school's teaching goal is to enable students to communicate confidently and fluently in English, laying a solid foundation for their future study abroad. In order to achieve this goal, Fuhua High School adopts task-based oral English teaching method. Teachers use real situations and practical tasks to encourage students to communicate in oral English. Students work together in small groups to complete a variety of tasks, such as simulated phone calls, role plays and discussions. This student-centered teaching method stimulates students' learning interest and cultivates their independent learning ability and teamwork spirit. At the same time, Fuhua High School focuses on providing professional oral instruction and training. The school invites senior foreign teachers and language experts to teach oral English courses, providing students with opportunities to interact with foreign teachers. Through interaction with foreign teachers, students receive authentic pronunciation and intonation training to improve pronunciation and fluency. The school also organizes various English corners and speech contests to provide a platform for students to practice their oral English. In addition, Fuhua High School pays attention to the assessment and improvement of students' oral ability. The school regularly organizes oral exams to assess students' oral ability and expression level. Teachers will provide targeted feedback and guidance based on the assessment results to help students improve on their own problems. The school also encourages students to actively participate in various international exchange activities, providing a broader language environment and communication opportunities, so that students can better adapt to the overseas learning environment. This teaching mode based on task-based oral English teaching method enables the students of Fuhua Senior High School in Tengzhou not only to achieve good results in the oral exam, but more importantly, to lay a solid foundation for their future study abroad. Through adequate oral practice and training, students have the ability to learn and use oral English independently, they will be able to communicate with foreign classmates and teachers more confidently, and better adapt to the study life abroad.

To sum up, the proficient use of oral English can help students better understand and use grammar knowledge. When learning English, it is not enough to only master the grammar

rules and word spelling. Through the practical application of oral English, students can better understand the role and usage of grammar rules in practical communication. When students can express their own ideas fluently and understand the meaning of others, it is easier for them to understand and use the grammar rules, making it easier to take the English test.

In addition, students can develop a natural sense of their native language through proficiency training in spoken language. The natural sense of mother tongue refers to the smooth, natural and authentic feeling when students express themselves in oral English. Only by mastering grammar and vocabulary can we not really reach the native language level. Only through a lot of oral practice can we make the expression smooth and natural, and be able to accurately use idioms, slang and idiomatic expressions, can we cultivate the natural sense of mother tongue. When students are able to express their thoughts and opinions fluently in practical application, it will become easier to take the English test.

Finally, the natural sense of the mother tongue also helps to reduce students' anxiety and nervousness in taking the English test. When students take the test, if they can express themselves as naturally as in their native language, they can not only reduce their tension, but also communicate their meaning more accurately. This natural feeling makes students more confident and relaxed, and it is easier to deal with various test types, making it easier to take the English test.

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