

# *Research on Teaching Strategies for Cultivating College Students' Self-regulated Ability of English Learning in a Web-based Learning Environment*

Li Xiaojing<sup>1</sup>, Luo Haijun<sup>2</sup>

<sup>1</sup>Zhejiang Yuexiu University, Shaoxing, 312000, China

<sup>2</sup>Yiyang Vocational and Technical School of Health, Yiyang, 413000, China  
532285006@qq.com

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**Abstract:** Based on the theory of autonomous learning, this paper discusses and summarizes the teaching strategies for the cultivation of self-regulation ability of English learning for non-English majors under the network learning environment from the perspective of the cultivation of self-regulation ability of English learning. Teachers should focus on praise and encouragement, take a multi-pronged approach to stimulate students' motivation for independent learning, provide a variety of online learning methods and tools, teach students to formulate learning plans and goals, cultivate their self-learning ability, teach students self-learning strategies (cognitive, metacognitive, refinement, and regulation strategies, etc.), and guide students to correctly attribute, reflect and summarize. Self-monitoring of teachers' teaching should also be strengthened.

## **1. Autonomous Learning**

Autonomous learning is a cognitive process in which students perceive, understand, memorize, process and store the materials they learn. In this process, students set learning goals, formulate learning plans, select learning materials, choose learning strategies, execute learning activities, monitor the learning process, evaluate and feedback learning results, adjust learning strategies, etc., which fully exercises and improves students' judgment, thinking, decision-making and execution skills. Zimmerman has constructed a systematic framework for autonomous learning, and he believes that self-regulation of autonomous learning is "the process by which learners strive to stimulate and control their cognitive, affective, and behavioral abilities in order to achieve their personal goals".[1] According to Chinese scholar Liu Dianzhi, learning strategies are the procedures, rules, methods, skills and regulation of effective learning in learning activities. It can be either an implicit system of rules or an explicit operational program and steps. Learning strategies include cognitive, metacognitive and resource management strategies.[2]

(1) Planning strategies for autonomous learning: they include setting learning goals, previewing reading materials, predicting results, asking questions and setting doubts, analyzing and making decisions, allocating and managing time, setting up the learning process, evaluating effectiveness, and formulating rules. Learning goal orientation can significantly improve the efficiency of

autonomous learning. Students who are accurately and steadily oriented to learning goals firmly believe that effort is an effective way to activate existing abilities and that relentless effort brings success, and therefore spend a great deal of time and energy on learning. They regulate the learning process independently, utilize learning strategies and means flexibly, and process the learning materials in multiple and deep layers. They are naturally interested in learning, can actively participate in the learning process, and are able to take on important tasks at critical moments. They dare to use English to communicate with others and be good at mastering English knowledge in practice, dare to challenge, do not fear failure, can persist and have responsibility, be able to give immediate feedback on learning results and problems, and adjust independent learning strategies in a timely manner. The autonomous learning plan should be detailed, specific and practical, with the content of extracurricular learning materials, learning time, place, environment, methods, strategies, objectives, analysis of students' personal characteristics (intelligence level, learning ability, learning habits, learning style, motivation level, emotional state, personality traits, self-awareness, independence and autonomy, creativity, previous learning successes and failures and lessons, physical condition, etc.).

(2) Learning environment: The learning environment in a broad sense includes factors of the physical environment (learning place, time, learning tasks, learning materials, etc.) and the social environment (head teacher, subject teachers, classmates and schoolmates, learning styles, classroom culture, parents' and families' educational philosophy, etc.).

(3) Learning motivation can effectively promote students' autonomous learning. When students' intrinsic motivation to pursue success is strong, their self-efficacy, sense of value, goal orientation, and interest in learning can be improved accordingly.

(4) Learning methods and learning strategies: they are important factors in students' autonomous learning of English. Students choose appropriate strategies according to the characteristics of the learning task, envision a variety of learning methods to solve the problem, and strictly follow the plan to execute them in the autonomous learning cognitive activities, and then implement evaluation, testing and adjustment. The strategy of utilizing learning resources is expressed in the following ways: controlling the study time, will control management and academic help management.

(5) Learning strategy teaching is a kind of teaching based on the original experience through the teacher's introduction and guide and the learners actively accept, internalize, and apply specific strategies in specific learning activities to experience the effectiveness of the strategy, enjoy the pleasure of learning, and then generate new strategies in the process.

Under the web-based learning environment, it is of great significance to study the teaching strategies for cultivating the self-regulated ability of college students in English learning. In the long-term practice of college English teaching, the authors observed that the teaching of college students' English learning strategies has not yet been generally emphasized, mobile network learning resources have not been fully integrated with traditional independent learning strategies, and the self-regulation ability of college students' English learning needs to be improved. In the practice of college English teaching, English teachers should closely integrate the teaching of independent learning strategies and turn macro strategies into specific application strategies in the form of disciplines. Teachers and students work together to develop learning strategies and jointly find out the solutions to time-consuming and inefficient college English learning.

## 2. Suggestions on teaching strategies

### 2.1. Teaching style

The teaching language should be clearly expressed, the attitude is kind, enthusiastic, warm and full of emotions. Teachers should care for students, often use praise, encouragement, appreciation

and other means to let students have enough time to learn and understand the teaching materials. They should be rich in teaching methods and instructive, and their teaching design should be novel and appropriate to stimulate students' strong desire for knowledge. In the teaching process, teachers should be skilled at designing question scenarios, and the questions should be novel, interesting and inspiring, which fit the students' life and trigger their new learning needs. Teachers emphasize emotional communication, promote mutual cooperation, encourage new and different thinking, and form an autonomous and interactive classroom atmosphere, which harmonizes the relationship between teachers and students.

## **2.2. Praise and Encouragement**

Teachers learn about the students and learning situation as soon as possible through entrance tests, classroom performance and homework to determine the students' nearest development zone and tailor teaching to the students' needs; discover the students' strengths and specialties and make their strengths fully displayed and utilized in the learning tasks. Teachers find ways to find students' shining points in classroom teaching, expand the scope of affirmation and praise, and try to give students encouraging evaluations, so that students are full of confidence, and they can obtain the experience of success and enhance their sense of self-efficacy. Let students with weak learning foundation and low self-efficacy participate in group discussions, and avoid asking questions individually as much as possible, so as to create a relaxing and low-pressure classroom atmosphere, reduce psychological anxiety, and improve their motivation to participate in the activities. Based on the actual situation of teaching, teachers reduce the learning difficulty and homework requirements of some students with weak learning foundation, praise and encourage their little progress in time.

## **2.3. Motivation**

The direction of English learning motivation and the level of motivation have far-reaching effects on students' learning behavior and academic performance. Teachers should adopt a variety of measures and strategies to teach with appropriate teaching methods, such as regularly recommending English movies and English songs to students, teaching English and American cultural background knowledge, and enhancing students' interest in English learning. Teachers should constantly emphasize the importance of students' English proficiency and ability for choosing a career and the importance of the English subject; give play to students' subjectivity, stimulate students' motivation, enhance their autonomous learning ability, and cultivate and stimulate students' intrinsic motivation for learning. Teachers try to cultivate student's independence, creativity and initiative, and promote students to take the initiative to complete learning tasks; focus on the education of students' achievement goal orientation, and pay attention to individual differences; set up role models in the local context (the teacher himself/herself or students in the same class), so that students can empathize with the situation and can learn and imitate better. Teachers motivate students' learning behaviors with their own or some students' personal learning experiences or give students recommended inspirational books in order to improve the students' sense of self-efficacy; the popularity of the Internet promotes the domestic and international academic exchanges, teachers should guide students to check the relevant information materials from libraries, Internet sources of information, and to collect learning. Teachers should teach students to consult relevant information materials and collect learning materials from libraries and online information sources in order to create a good learning environment and stimulate students' motivation to learn English; strengthen student's self-monitoring, feedback and regulation of learning behaviors; and teachers can further strengthen students' intrinsic motivation for learning by giving them spiritual incentives and material rewards according to students' learning progress.

## **2.4. Teaching students to make plans and goals**

Independent learning plans include previewing and understanding the learning materials, formulating learning tasks, setting learning goals, familiarizing with and choosing learning strategies, and reasonably allocating learning time, etc. Therefore, the individual students' ability to plan independently is reflected in the setting of learning goals, the choosing of learning strategies and the planning of learning time. Before classroom learning, students should set specific learning behavioral goals or performance improvement goals, strictly execute the plan and check the learning results against the predetermined goals. Teachers should provide students with clear goal statements, step-by-step instructions and timely feedback, and encourage students to reflect and summarize systematically. Teachers should help and guide students to set appropriate short-term or long-term learning goals according to their own circumstances, and should avoid putting forward too high goals and requirements for students with a weak learning foundation. Teachers should provide students with diverse methods and multi-contextual learning strategy training to consolidate the firmness of their strategy mastery, improve the flexibility of knowledge transfer, and ultimately improve students' individual strategy selection ability. During the learning process, teachers recommend students who can persist in learning and have good learning effects to share their learning experience.

## **2.5. Cultivating self-regulated learning ability**

Teachers should cultivate and improve learners' self-regulated learning ability through activities such as syllabus and curriculum, classroom teaching and learning strategy training, multimedia-assisted teaching and English dormitories. Teachers teach students to construct their own questions to be asked before or during autonomous learning to guide their learning process and check the quality of learning. Through self-questioning, students can realize the progress of learning, grasp the trend of learning in time, focus on the current learning priorities, and guide themselves to complete the learning tasks in an orderly manner in accordance with the plan and goal planning.

## **2.6. Teaching students learning strategies**

Teachers explain specific learning strategies to students, so that they can clearly understand the methods, time and occasions of using learning strategies. Learning strategies include cognitive strategies, regulatory strategies (metacognitive strategies), memorization strategies, living strategies and resource management strategies. In the teaching of learning strategies, cell phone mobile technology, computer-mediated information exchange technology, social media, and large-scale open online courses in languages have greatly increased the ways and means of independent learning of English, and teachers should pay attention to the local conditions and teaching according to the needs of the students.

### **2.6.1. Cognitive Strategies for English Learning**

Teachers instruct students to imitate the speech, intonation and tone of native English speakers, to memorize words according to their sounds, to learn English words and vocabulary with the help of dictionaries and information, to record key information in listening and reading materials, to learn and memorize vocabulary by applying linguistic rules (block memorization, associative memorization, word formation, Ebbinghaus' amnesia curve, etc.), to comprehend vocabulary in concrete contexts, to guess and understand new vocabulary, statements and chapters, solving difficult problems with the help of self-questioning and questioning by others, multi-sensory

combination to memorize vocabulary, stage-focused review, memorization (repetition of memorization, memorization in context, retelling) .[3] Teachers' recommended mobile apps for English word learning for students are: word frequency memorization, BaiCiZhan, Hujiang Happy Words, Fanbei Words, etc.

### **2.6.2. Writing Strategies for English Learning**

Teachers guide students to understand the English writing tasks and familiarize them with the teaching objectives and scoring criteria; guide students to understand metacognitive strategies and help them to understand and identify writing strategies; set writing goals; make specific plans for writing; self-monitor the English writing process and activities; self-evaluate and revise their compositions; engage in self-conversation with complete sentences, complex sentences, subordinate clauses, and improve the content richness of writing. Teachers' recommended mobile apps for English writing for students are: Critique.com, Youdao Writing, Microsoft Love Writing, etc.

### **2.6.3. Reading strategies for English learning**

Teachers guide students to scan the headings, pictures, and subheadings, guess the core information, skim the highlights and the whole text, go back and forth to find information, and sort out the structure of the text. Then students combine extensive reading with intensive reading, read by meaning groups (silent and aloud), look for topic sentences and important details, read carefully and read between the lines for meaning, and accumulate common English expressions. Teachers' recommended mobile apps for English reading are: Cocoa English, Fanbei Reading, Reeder, Seed, Love Onion, Mint Reading, English Reading, Save English and so on.

### **2.6.4. Listening Strategies for English Learning**

Teachers guide students to learn accurate English pronunciation and listen to a large number of English words in the basic stage, general listening to the corpus, intensive listening and following (shadowing), combining fast and slow listening speeds to practice listening, and simultaneous practice of listening, reading and dictation. Teachers' recommended mobile apps for English listening are: Daily English Listening, Ted, English Listening Speaking Pass, Fanbei Listening, Light Listening English, etc.

## **2.7. Metacognitive strategies**

Teachers should train students in metacognitive strategies before the teaching process. Explain the knowledge of metacognitive strategies, improve students' metacognitive awareness, and enhance their ability to use metacognitive strategies.

Metacognition is a knowledge entity about cognitive abilities and cognitive activities. Metacognition is the process of recognizing, regulating, and monitoring current cognitive activities. Metacognition is the center of cognitive activity and plays an important role in cognitive activity. Metacognition contains three aspects: metacognitive knowledge, metacognitive experience and metacognitive monitoring.[4] Metacognitive strategies are expressed as: selectively acquiring useful information in specific language materials; monitoring the process of language activities and adjusting learning strategies according to the actual situation; and self-evaluating the gains and losses of learning activities. The metacognitive strategies are characterized by activation, planning, feedback and self-regulation. Metacognitive monitoring plays a role in the learning process of recognizing the learning object and one's own cognitive characteristics, determining learning goals, choosing learning strategies, planning the learning process, evaluating the learning results, and

adjusting the learning goals or strategies, and it is a necessary condition for effective learning. Students identify cognitive deviations and adjust or modify learning strategies in time according to the monitoring results.

## **2.8. Refining strategies**

Refining strategies are used by students to effectively link the old and new knowledge they have learned by analogy, comparison, imagination, derivation, summarization, theory and practice, etc. The addition, construction, generation and enrichment of such knowledge can deepen student's understanding and memory. Teachers guide students to practice such things as giving examples in the context of reality, adding details to the text, associating, imagining, questioning, reasoning, identifying key points, and synthesizing the thematic ideas of the text, so as to practically improve students' ability to refine their processing. Teachers use information transfer tools (e.g., audio/video, boards, cell phone applications, etc.) to set up English classroom activities that simplify the difficulty of reading text content and transform language input into effective language output. After class, teachers set up classroom activities such as group performances, speeches, presentations, writing, etc., to flexibly use content schema and language schema to consolidate language knowledge, deepen understanding of text content, and cultivate comprehensive language skills. Teachers should enhance the teaching and training of the students' learning strategies, and adopt the teaching methods of "problem-solving teaching" and "inquiry teaching" to train students' thinking and cultivate innovative ideas.

## **2.9. Regulating strategies**

During the teaching process, teachers should cultivate students' self-control of interest, willpower, academic expectations and personal emotions, teach students to control and regulate learning attitudes, motivation, self-efficacy, self-confidence, anxiety and other factors related to psychology, and set up multiple independent learning monitoring by teachers of the class, learning peers, academic departments, teaching supervisors, classroom teachers, and network technology monitoring. Teachers advocate self-monitoring and cultivate students' ability to monitor their own learning behaviors, and if necessary, students can ask for teachers' help to intervene. Teachers should obtain and analyze feedback information in a timely manner during teaching and constantly regulate students' cognitive process. Self-regulated ability is reflected in the students' initiative to stimulate and maintain learning motivation, learning behavior, find learning methods and skills, and the learning effect can be correctly attributed. Individual students carry out self-management in various aspects of thought, psychology, behavior and life through motivation, organization and constraints, and ultimately improve their self-regulation ability and academic performance. Teachers should actively cultivate students' self-management ability and sense of ownership to lay a good foundation for their lifelong learning and long-term development.

## **2.10. Teachers' self-monitoring**

Teachers in the classroom focus on improving the level of education, teaching research, theoretical training and professional teaching ability, and consciously strengthen the self-monitoring of teaching. At the later stage of the teaching process, teachers themselves are urged to objectively recognize, evaluate, reflect on and improve the teaching process and teaching effect through various forms of feedback from teachers, feedback from students and feedback from leaders; they actively seek the guidance and help of education and teaching experts and teaching supervisors to improve their teaching strategies and methods; and they learn from others through the forms of teaching and

research in teaching and research groups, observing lectures, etc., in order to improve the ability of monitoring teaching; Improve teachers' self-efficacy through various means. Students' academic performance, motivation, learning status and learning effect are closely related to teachers' teaching reform efforts, classroom management strategies and teaching modes, and the more students' autonomy in the learning process, the better the teaching effect.

### **2.11. Guiding students to make correct attributions**

Teachers should guide students to carry out attribution training and make correct attributions in order to maintain their good learning status and improve their participation in English independent learning. In helping students to accurately analyze the completion of their learning tasks, teachers should affirm the strengths and correctly attribute the weaknesses to weaken the adverse effects of learning failure experiences on students. For students with academic excellence, teachers should emphasize the success of their personal efforts (internal, controllable factors) to further strengthen their sense of self-efficacy; for students who are temporarily lagging behind in their learning, teachers should downplay the internal, controllable factors (learning ability) and emphasize the lack of their efforts (external, uncontrollable factors) to maintain their sense of self-efficacy and their self-confidence to continue to work hard.

### **2.12. Teacher evaluation and self-evaluation**

For students with weak learning foundations, teacher evaluation should be as friendly, tolerant or delayed as possible to give students feedback. Students are allowed to conduct self-evaluation first and are encouraged to make objective, realistic and accurate evaluations. Teachers should reinforce learning feedback and assessment when students' self-assessment is consistent with teacher assessment. Teachers provide specific learning requirements and outcome standards prior to the learning process so that students can judge performance against the standards. Students should focus on analyzing the reasons for learning failure under the guidance of teachers, take remedial measures to address the crux of learning problems, adjust learning strategies, re-plan and re-arrange learning, and ultimately meet or exceed the original learning goals. The objects of self-evaluation are the progress of learning behaviors (the speed and interval of learning, the duration of learning, the completion rate of learning tasks, etc.), the overall performance of behaviors (the degree of goal attainment, whether or not they have given their best effort, their learning attitudes and attentiveness, etc.), and the accuracy of self-monitoring (focusing on certain aspects of specific behaviors, whether or not the focus is sufficient, and the degree of commitment to learning, etc.).

### **2.13. Guiding students to reflect and summarize**

In teaching and learning, students are guided to examine and analyze the whole process of personal independent learning, focusing on their own cognitive style, thinking characteristics and learning process. Teachers guide students to think deeply about the process of understanding the meaning of the question, solving the problem and the thinking process, related methods of solving the problem, related knowledge points, etc., and test whether the results of self-learning are correct through a wide range of multi-angle analysis and comparison, reflect on the experience and lessons learned in the process of learning in a timely manner, summarize their own unique learning rules and cognitive characteristics, grasp the efficiency of the use of learning strategies, and seek for a better solution to the problem, learning methods and learning strategies, regulation of the psychological state of learning, so as to obtain a good learning state. For example, teachers ask students to write a learning record sheet during the learning process or a learning summary sheet

after the learning is completed to record the number of times, frequency, intervals, and duration of specific learning behaviors that occurred. Self-recorded behavior should be frequent, timely and accurate, so as to effectively improve students' self-monitoring awareness in the learning process.

### 3. Conclusion

(1) The comprehensive popularization and rapid development of wireless network and mobile terminal technology promote the widespread application of autonomous English learning mode among college students. The intelligent detection system of the mobile learning platform (cell phone mobile APP) detects the existing knowledge structure and cognitive level of college students, who formulate learning goals and plans according to their own actual situation, and choose learning resources for autonomous learning. The mobile learning platform records and analyzes the learning process of the learners and guides them to choose the subsequent learning content according to the learning process. The process of self-regulated English learning in the mobile network environment can give full play to the learners' initiative and meet their personalized learning needs.

(2) English learning apps are interesting and interactive, can instantly evaluate and store students' learning results, help college students arrange personalized learning independently, and effectively improve the efficiency of English autonomous learning. Teachers should recommend suitable English learning software to college students in terms of learning content, functions, effectiveness, and students' existing level, track students' learning progress throughout the process, and grasp the English teaching process as a whole to ensure that students learn efficiently and independently.

(3) The teaching strategy of cultivating self-regulated ability of English learning in the network learning environment requires teachers to focus on praise and encouragement in their teaching style, and to stimulate students' motivation to learn independently through a multi-pronged approach. Students are guided to make study plans and goals to cultivate their autonomous learning ability. Teachers train students' autonomous learning strategies (cognitive, metacognitive, refinement, regulatory strategies, etc.), and guide students to correctly attribute, reflect and summarize. And the self-monitoring of teachers' teaching should be enhanced, too.

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