

# A Study on the Influence of the Cultivation of Students' English Learning Ability on the Learning of Other Courses

Mohan Liu

Qingdao No.2 High School, Qingdao, China

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**Abstract:** Cultivating students' autonomous learning ability is a key task in college English teaching. However, to achieve this, teachers need to start from many aspects, among which the creation of information technology environment has a positive impact on students' autonomous learning. Teachers should attach great importance to this, flexibly apply information technology in normal teaching, and actively optimize classroom teaching design. The curriculum standard also emphasizes to stimulate students' interest in learning and guide them to turn their interest into stable learning motivation. Formative evaluation focuses on students' learning process, students and their learning itself, and the incentive, guidance, diagnosis and correction functions of process evaluation. It can timely and effectively detect and implement judgments on students' English study process, so as to effectively stimulate students' motivation to learn English in a targeted and timely manner, and encourage students to do better in English study. In order to further study the factors that affect English majors' oral autonomous learning ability, this paper, based on a large number of studies, establishes five main influencing factors and puts forward relevant hypothesis models. This study then uses stepwise regression analysis to verify the rationality of the hypothetical model.

**Keywords:** English study, Ability cultivation, Other courses, Impact Study.

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## 1. Introduction

With the development of science and technology, knowledge updates rapidly. The ultimate goal of education is no longer to teach students knowledge and pursue high scores, but to teach students how to learn [1]. In order to better adapt to the trend of social development, China's basic education must continue to carry out teaching reform and go out of the erroneous zone of exam oriented education. As one of the important information carriers, English has become the focus of social attention. However, the current situation of English teaching cannot meet the needs of the development of the times. Traditional teaching concepts and traditional teaching models still affect modern English teaching. Many people still believe that whether students learn English well or badly depends on the teaching level of teachers [2]. But in order to achieve this goal, teachers should consciously improve students' autonomous learning ability in addition to basic classroom learning. Especially in recent years, social information has been updated rapidly, and the wide application of information technology has made college public English teaching face new challenges. For this, college English teachers in the new era must be aware of the seriousness of the problem, take diversified means to penetrate the application of information technology in combination with actual needs, stimulate students' interest in participating in autonomous learning, and finally lay a good foundation for improving students' autonomous learning ability [3].

Nowadays, our country has begun to implement the important task of cultivating talents into the actual important work content. Cultivating talents through effective ways to ensure that they improve their autonomous learning ability can help them better solve various problems in their future work [4]. In recent years, although the new curriculum reform has made some progress, English education and teaching in

rural junior middle schools still hasn't come out of exam-oriented education, and still takes the senior high school entrance examination, college entrance examination and various national and social examinations as the goals. The traditional teaching mode of "teacher-centered" still prevails. Teachers cram into the classroom, which leads to students' learning initiative not being brought into play, and students' dominant position not being reflected [5]. In the actual learning process, students rely too much on teachers and neglect good English study habits. At the same time, the pressure of entering a higher school, the tense study life and the limited study time make students feel very nervous about their own study. It is students' learning process that affects students' learning results, and the most important factor affecting the learning process is the influence of teachers. There are many influences on students' learning process, but the influence on students' learning process should be the main role function of teachers [6]. Formative evaluation has a great influence on students' learning process, and plays a great role in students' development. Through evaluation, students can constantly experience progress and success, know themselves, build self-confidence, adjust learning strategies, and promote the all-round development of students' comprehensive language use ability [7].

Therefore, it is necessary for us to explore the concept, significance and strategies of autonomous learning, which plays a very important role in fostering students' autonomous learning ability and improving their English study effect. Therefore, formative assessment can help stimulate students' learning motivation.

## **2. The Situation of Cultivating Students' Autonomous Learning Ability in Senior English Teaching Under the Background of New Curriculum**

### **2.1. Student oriented**

Under the new curriculum reform, senior high school English teaching has definitely changed the subject of previous teaching. It regards students as the subject, and teachers mainly play a guiding role. In this case, in order to successfully carry out teaching activities, the first thing to do is to establish a good student-oriented thought. Teachers should actively encourage students to participate in teaching practice activities, and students and teachers should learn the chapter content together [8]. In the process of designing teaching activities and selecting teaching contents, teachers should respect students' interests and ideas, give priority to stimulating students' interest in learning, and then carry out follow-up classroom teaching. The purpose is to better cultivate students' awareness of independent inquiry and enthusiasm for classroom participation, and help students accumulate more learning experience and skills. For a long time, teachers have attached importance to the teaching of language knowledge, the analysis of grammatical structure, and the practice of Chinese-English translation, etc., resulting in problems: students' pronunciation and intonation are not very accurate, oral expression is difficult, their actual language communication ability is poor, and classroom teaching is boring [9]. Evaluation should enable teachers to get feedback information of English teaching, reflect and adjust their teaching behaviors, and constantly improve the level of education and teaching. Evaluation should enable schools to keep abreast of the implementation of curriculum standards, improve teaching management, and promote the continuous development and improvement of English courses ". At the same time, it is also pointed out that formative evaluation in senior high school should be suitable for students' age characteristics and knowledge level, and it should be comprehensive, pragmatic, cooperative and thinking, rather than just the evaluation of simple micro-language behaviors [10].

From the requirements and suggestions for evaluation put forward by the new curriculum reform and the high school English curriculum standards, we can easily find that formative evaluation is different from other evaluations. This evaluation focuses not on students' final learning achievements, but on students' gains and shortcomings in the whole learning process. It also provides students with constructive feedback, so that students can plan and complete the next learning task, so that students can finally better achieve their learning goals. There need to be different levels. Foreign language learning undoubtedly belongs to a higher level and is an acquired need. The need for foreign language learning is very different. People can engage in foreign language learning with various motivations. One is the direct motivation in a narrow sense, such as the need for knowledge, cognitive interest, etc. The other is the indirect motivation in a broad sense, such as regarding learning as one's own social responsibility, or to achieve a lofty goal, etc. In the long run, I believe that the quality of English teaching in senior high school will be improved. In other words, in the context of the new curriculum, in order to effectively cultivate students'

autonomous learning ability, the first thing to do is to take students as the standard.

### **2.2. Guide students to master correct ways in learning English knowledge**

To some extent, students' interest in learning English knowledge and learning ability will be more or less limited by learning methods. Good and effective learning methods will help students develop their independent learning ability and improve the learning effect. The selection and arrangement of learning resources greatly affect the quality of classroom teaching and students' enthusiasm for learning. In the past, teachers used to focus on themselves in classroom teaching. They required students to obey teachers' arrangements unconditionally, giving full play to teachers' authority and leadership. Students learned knowledge and solved problems under the guidance of teachers. There were few opportunities for independent questions and thinking, and there was no effective communication and interaction between them. In this regard, in the information environment, teachers can fully use the network to query relevant information in English teaching, and can also guide students to collect and select learning resources independently, and can obtain richer and deeper learning content through the Internet. To learn English well, one must master these four skills. However, the current situation shows that most teachers only emphasize the accumulation of students' knowledge, and rarely provide opportunities to guide students to train the four skills of listening, speaking, reading and writing, especially the training of listening and speaking skills.

During the learning process, students will constantly reflect on their own learning process and results, and judge whether their own learning process and results are perfect or not. Through analysis, hypothesis and other methods to find out the problem, determine the strategy to solve the problem after comprehensive analysis, and finally check whether the determined strategy is correct in practice. For example, when learners often misuse a certain grammar knowledge, they will find out the reason, take measures to solve the problem, and finally sum up their experience. From the perspective of the process of reflective learning, students will take metacognitive knowledge as the object of reflection, constantly reflect on what factors may affect their learning effect in learning, and adjust these factors in practice. Metacognition is the core of cognition and the main manifestation of reflective learning. In cognitive activities, learners consciously and actively monitor and adjust the learning process to achieve the predetermined goals. Only in this way can we adjust the learning style according to the characteristics of students' staged development, and at the same time improve students' learning ability as much as possible. To put it simply, before implementing teaching activities, teachers must plan the teaching activities into several major steps: early publicity, designing teaching methods and learning plans.

## **3. The Influence of The Cultivation of English Study Ability on Other Courses**

### **3.1. A Survey of Students' English Learning Motivation**

In the 1980s, scholars and experts in western linguistics

explored autonomous learning from different perspectives. According to the theory of autonomous learning, autonomous learning refers to that learners are completely responsible for all decisions related to learning and for implementing these decisions in the learning process. The purpose of the questionnaire used in the pretest is to understand the students' English study situation and their views and attitudes towards learning motivation before the research. Motivated foreign language learning has a better effect, while unmotivated foreign language learning is often a burden, and the learning effect is poor. Therefore, it is a very important link to stimulate students' learning motivation in teaching activities. Motivation is a prerequisite for learning. Students with strong motivation often have serious learning attitude and strong learning perseverance. The strength of students' dominant motivation will affect students' academic performance. Teachers must give up some monitoring of learners and allow them to make mistakes. Teachers need to learn new skills and

play new roles. Teachers should act as guides, evaluators, organizers and managers. From the above theories, we can clearly realize that autonomous learning emphasizes the importance of giving full play to learners' subjective role and cultivating learners' independent and autonomous learning ability in the process of language acquisition and learning; It emphasizes the importance of language learning environment and interpersonal environment. The questionnaire can help us understand the level of students' reflection. At the beginning of the teaching experiment, the researcher will conduct a questionnaire on students' reflective learning ability to understand the level of students' reflective learning ability. After the teaching experiment, use the same questionnaire to post test the students' reflective learning ability. The purpose is to understand how the students' reflective learning ability has changed after the teaching experiment by analyzing the data results of the two questionnaires before and after the teaching experiment. As shown in Table 1.

**Table 1.** Questionnaire content

Learning behavior	Non-reflective behavior	Habitual behavior	1, 6, 8, 12
		Understanding sexual behavior	2, 3, 5, 10
	Reflective behavior	Reflective behavior	4, 7, 9, 11
		Critical reflective behavior	13, 15, 16

After the teaching experiment, the author randomly selected 5 students from 35 students in the experimental class for semi open interviews. In the interview, the author will ask each student five questions designed in advance. Through the interview, we can better understand the changes of students' reflective learning ability and its impact on their English academic performance. In this experiment, the recovered paper data were counted by Excel, and the sorted data were statistically analyzed by using the analysis software SPSS19.0. The analysis methods mainly involved include paired sample T test, independent sample T test, Pearson correlation analysis, regression analysis, etc.

### 3.2. Stimulate interest in autonomous learning

For classroom teaching, students are the masters of the classroom, so teachers must pay attention to providing more opportunities for students to express themselves, creating a platform for independent learning, properly "leave blank" after completing the explanation of basic core concepts, and leave appropriate space for students to learn independently, so as to give full play to students' subjective initiative and let students actively participate in classroom English study, And actively participate in English speeches, English stories, English singing and other activities to better improve the ability of independent learning. Most students are heavily dependent, passively waiting for teachers' answers and conclusions, and lack the spirit of active and independent thinking in learning. This phenomenon is very unfavorable to

English study. Teachers should implement student-centered classroom teaching, give full play to the main role of students, actively create an atmosphere of independent learning, let students learn to find, think about and solve problems, stimulate students' motivation and interest in learning, guide students to take the initiative to learn, and gradually form the awareness of independent learning. By establishing their own archives of writing, painting, reading and speaking, students can constantly review and improve the contents of their archives, so as to find out their own learning methods. At the end of the semester, according to their best performance in a period of time, they will be given an evaluation of their comprehensive English study ability. The archives show the development and progress of students' learning attitude, efforts and academic achievements. By setting up their own study files, students can constantly review the contents of their files, and constantly improve them until they show their most satisfactory works, so as to find out a suitable learning style for themselves. The two classes I teach are parallel science classes, and they are divided into parallel classes according to the average grade in the next semester of senior high school. The English scores of the two classes are almost the same. All the students took the municipal school year unified examination in June, 2000. The test adopted the conventional standardized test form, with full marks, and tested the valid papers. After the test, the results were entered into the computer, and the data were analyzed. The results are shown in Table 2.

**Table 2.** Comparison of students' achievements between experimental class and control class

Project	Number of people		Average score		Passed number		Excellent number	
	Experimental class	Control class	Experimental class	Control class	Experimental class	Control class	Experimental class	Control class
Pre-test	50	51	65.5	64.5	36	38	28	15
Rear side	50	51	72.6	66.3	44	35	30	19

It can be seen from the above table that the academic performance of the students in the experimental class is

higher than that of the students in the control class. There was no significant change in the average scores, the number of

passing students and the number of outstanding students in the pre-test and post test of the control class 1, while the average scores of the experimental class were higher than those of the control class, and the number of outstanding students and the number of passing students also far exceeded the control class. It can be seen that the application of formative assessment in teaching can improve the performance of students, especially the poor students, which fully reflects the role of formative assessment in stimulating and guiding, and shows that formative assessment is more effective than traditional teaching methods. Of course, there are many factors to improve students' comprehensive English ability. However, there is no doubt that formative assessment has played a catalytic role.

Check the students' self-study. The above-mentioned teaching strategies have all been tried by the author, and they can promote students' autonomous learning awareness and autonomous learning ability to some extent. Because these strategies emphasize the student-oriented teaching concept, they provide a lot of room for students to make self-decisions, self-regulation, self-responsibility and interactive and cooperative learning. They fundamentally change students' passive acceptance of knowledge, thus enabling them to move forward in the learning direction of being active, exploring and innovating, and thinking independently. Teachers have also changed from "teaching" to "combining teaching with guidance" in the past, actively exploring new strategies, designing new classroom teaching to guide students' autonomous learning, and training students' autonomous learning ability.

#### 4. Conclusions

All in all, from the current educational reform in China, under the background of the new curriculum, English teaching in senior high schools should be optimized and implemented step by step, so as to cultivate students' ability to learn English independently step by step, achieve the goal of improving and perfecting students' English level, and realize the balanced development of students. For college English course teaching, the flexible integration of information technology into English classroom teaching can effectively enrich the teaching content and innovate the classroom teaching design, which is of great significance to stimulate students' autonomous learning enthusiasm. To learn English well, we can only achieve it by giving play to students' subjective initiative and autonomous learning ability

and combining classroom teaching. Autonomous learning ability is the key to English acquisition, because the formation of autonomous learning ability can greatly improve learning efficiency. Therefore, from this point of view, it is of great practical significance to improve the English classroom teaching activities in senior high school, which has an irreplaceable positive effect on students' future development and growth.

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