A Study of Effective Acquisition through Self-Directed Language Learning Skills

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Abstract

ENHANCING SELF-DIRECTED LANGUAGE LEARNING SKILLS TO MAKE LEARNING MORE EFFICIENT

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This paper mainly talks about how to enhance the self-directed skills in foreign language learning as well as the importance and the barriers to improve self-directed skills. The methods for developing this kind of ability mainly include the learning atmosphere, learning contents, learning strategy or teachers. The barriers are also from the students themselves and the exterior environment. The combination of self-directed methods with the traditional methods is very important to have a good learning effect.
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CHAPTER 1
INTRODUCTION

1 Introduction

Self-learning (autonomous learning) was also known as self-directed learning. Just as Johnson, K. (2002) points our self-learning is a kind of modern learning theory that is based on the humanistic psychology and cognitive psychology and it is also an important issue in the current applied linguistics research. Learner autonomy is a kind of ability which can be acquired and closely connected with their own learning ability. Self-study should include establishing their own learning goals, developing a learning plan, using appropriate learning methods to monitor and evaluating learning processes.

Learning autonomy should be set under the principle of learning strategies. Teachers should guide students to get the maximum development in teaching methods, learners’ consciously setting of their learning objectives, choosing study methods, monitoring learning process, evaluating learning outcomes, in order to ensure the success of learning and achieve learning goals.

The essence of autonomy learning is that the learners can control their own learning. In this autonomy process, a learner constantly absorbs and internalizes the socio-cultural ideas, concepts and problem-solving methods. Xing xiucha (2003) found that grasping and using a range of knowledge, ideas, principles, theorems or theory could create the learner’s own thinking ability, thus change learning from passive into active.
Statement of the Problem

The problem expressed as a question is, “What is the relationship between self-directed learning and the improvement of learning efficiency?”

Definition of Terms

CALL: Abbreviation for the term Computer Assistant Language Learning

SDL: Abbreviation for the term self-directed learning

Teacher Autonomy. Teachers always autonomous in the sense of having personal responsibility for their teaching, individually and collectively, and take more control over their teaching in classroom and analysis the highest possible degree of affective and cognitive control of the teaching process. (Lamb&Reinders, 2009)

Delimitations of the Research

The research will be conducted in and through the Karrmann Library at the University of Wisconsin-Platteville, over ninety five (95) days. Primary searches will be conducted via the Internet through EBSCO host with ERIC, Academic Search Elite and Google/Google Scholar as the primary sources. Key search topics included “gender influence”, “learning strategy”, and “ESL”.

Methods of Approach

A brief review of literature on the studies of enhancing the ability of self-directed learning strategies will be conducted. A second review of improving methods about self-directed learning, including CALL, teacher autonomy, learning environment, student’s habits as well as traditional learning methods. The findings will be summarized.
CHAPTER 2

REVIEW OF RELATED LITERATURE

1  Constraining factors in self-learning

1.1. Differences of learners’ attitudes

  Gardner, D. and Miller, L. (2002) described that learners’ attitudes on the roles
  in the process of learning as well as the view on the practical ability are a form of
  meta-cognitive knowledge. However, learners’ own learning beliefs will promote and
  maintain their attitudes for their role and actual capacity. If a learner holds a positive
  attitude in the learning process, and for her own role and capabilities, it is easier for
  him to succeed; On the contrary, a negative attitude will lead to resentment and
  resistance which will reduce the chance of success.

1.2. Differences in learners’ motivations.

  Motivation is a psychological concept. It refers to the driving efforts to achieve
  goals. English Learning Motivation is the driving force for university students, the
  origin of intrinsic motivation for college students’ self-study, and also the fundamental
  factors affect self-achievements. Different motives will inevitably lead to different
  goals and interests. People who have different intrinsic motivation can actively pursue
  their interests. Learning is voluntary without pressure or restrictions. Motivation is
  one of the key elements for the second language learning. Calfee, R., &
  Hiebert,E.(1990) think that motivation provides initial impetus for the learners to start
  learning second language and then provides long time driving force to the
maintenance of the tedious process of learning. Intrinsic motivation affects the autonomy of university students’ learning methods and learning processes, and certainly affects their self-learning ability.

1.3. Differences of learner’s personality

Williams, M., and Burden, R. (2000) think that learners’ personality often affects their learning methods, and their attitudes towards the setbacks and success, thereby affecting the learners’ learning. The interest and expertise of learners can vary according their personality differences. Good response could help them to get more input and practice opportunities, and therefore seek more learning opportunities, but they must be recognized by the outside world to obtain self-esteem. However, the inward-looking person may be more adept at using its quiet character to give the limited input more detailed analysis. They may have lost a lot of training opportunities, but often they are very self-reliant, perseverant and strong or endurable.

1.4. Differences of self-efficacy

Self-efficacy is an individual judgment whether they have the ability to organize and carry out a particular behavior, also an incorporate of self-confidence in the specific task. Pang weiguo (2003) believes that if students have no confidence in their own ability to learn, they will not strive to improve their self-learning ability. A student with a strong sense of self-efficacy would not only set higher goals but also have strong self-regulation, self-observation, self-judgment, self-reactive capacity.
They never give up in the face of difficulties. Students with weak self-efficacy lack learning initiatives, easier to opt out difficulties, lack of perseverance in the face of failure. High self-efficacy students demonstrate a higher level of learning strategies, and more self-monitoring of learning outcomes than low self-efficacy students.

1.5 Differences of learning strategies.

Learning strategy guarantees the learning efficiency and development of autonomous learning ability. Learning strategy is a sign of knowing how to learn, a manifestation of individual learning ability, also an important factor to affect language learning. If we teach students to use the correct learning strategies, learners will benefit from it in a life-long time. The relationship between learners’ strategy training and self-study means methods and goals. Each successful foreign language learner has a set of effective learning methods and techniques. Because the traditional teaching methods just emphasize imparting knowledge rather than the teaching strategy training, the majority of students understands specific learning strategies poorly, and only follows the habit over the years. Xi Haifeng, Luo Yupin, Jiang Rui, Hu Dongcheng. (1999) did the research and show that in foreign language environments, the more successful learners are, the more they use learning strategies. Learning strategies mean a series of acts that the language learners apply in their learning process. Self-learning capability is inseparable from learning strategies, particularly the English language learning strategies. The methods that learners use have great influence on learning outcome. In fact, the learning strategy that a person adopts more
or less reflects the learner’s learning style and personal preferences. The frequency of each person use the same learning strategies would vary. Chen Changqing’s (2009) study shows that if the learners are banned from using their preferred learning methods, there wouldn’t be any highly efficient foreign language learning. This requires us to adopt a more flexible teaching method to provide students with more freedom and choices.

1.6. Differences of external factors

The external factors include the social environment, hardware and software facilities and the conditions of teaching staff. The social factors that affect self-learning ability of students mainly refer to the social factors that students contact in their daily lives, such as public places, posters, public service ads in English, English films and radio stations. The influence of them can be different through their own sensory perception, and exert influence on the students as well as stimulate their self-motivation to learn English. Constructivists Juan, C.H. (2007) hold the view that English language learners can acquire the target language through cooperative learning in an authentic language environment, but we still can not achieve the real English environment if your cooperative partner also uses English as a second language. In the modern teaching reform, independent learning ability can not be improved effectively without a number of necessary hardware facilities. Self-study needs to rely on computers, multimedia, internet and other modern technology to create the required language environments.
2. The need to develop self-learning ability

2.1 Self-learning capability

With the development of society and the era of knowledge and information explosion coming up, the rapid development of science, technology progresses at a very fast pace. Society has put forward higher requirements for people in all aspects. In order to adapt to the rapid development of modern society, a person must learn knowledge lifelong, and must constantly seek self-development and self-consummate in order to survival. Society requires education should not only teach knowledge on special areas but also cultivate independent thinking. Therefore, today's education should definitely provide self-learning ability for the lifelong learning.

2.2. Prerequisite to improve the efficiency of classroom teaching

Liu liqun (2005) believes that if a student can set clear targets in the learning process and seriously and actively identify the teaching purpose and contents, he will be able to maximize access to teaching information, input and internalization. In recent years, due to large university enrollment of universities in china, there has been an increase of larger classes. Teachers can not know all the students in a large English class, thus the language learning opportunities are also reduced. The best way to resolve this problem is to increase the students’ autonomy of learning ability to enable them to master their own ability to learn. Deep-rooted traditional teaching methods and teaching contents result in passive learning. We should change passive students
learning to active learning and turn the provision of learning into self-learning, and have open learning instead of closure learning.

2.3 The modern quality-oriented education

The objective of modern quality-oriented education emphasizes the improvement of human capabilities and the overall quality of learners. Lightbown, P. M and Spada, N. (2002) suggest that society in the future should be a continuous learning society which requires life-long learning, to continue self-development and to enhance skills of survival. So, we must re-examine the principles and practices of traditional teaching. Under the concept of traditional education, the teaching process lacks reciprocal interactive exchange between teachers and students. Students can’t feel the enjoyment of creative activity in learning, and the initiative has been suppressed. The quality education about foreign language teaching includes cultivating the ability of self-sufficiency as its goal, that is to say, the goal for students to build independent thinking and self-management, and to provide students independent learning skills required for the future.

2.4 Stimulating the students’ senses of cooperative learning

Cooperative learning can promote the transformation of underachievers effectively. In order to complete the learning task, H.D. Brown. (2001) suggested that students should regularly participate in communicative exchanges with others in practical activities, which require an individual to have a sense of cooperation. In the
teaching process, if the teachers could explore the students’ capability of independent innovation actively, we can inspire and train students a more intense awareness of co-operation and participation, foster team spirit, and further deepen the understanding of knowledge. At the same time, each person's potential can be greatly developed in the process of mutual exchange. Learning motivation will naturally be increased. When students make mutual learning and incorporate their own merits, the ability of less advanced students can also receive full play, thus enhancing their learning self-confidence, and more effectively improving their ability to learn.

2.5. The unfit middle school English learning mode.

China's traditional high school teaching only focuses on teaching the students knowledge. A teacher is a "talker", while students are "listeners". Teachers often teach the whole class, and the students depend on teachers, passively taking in knowledge. As a result, they don’t understand all the knowledge. Gradually, they would lose the sense of self-learning. Over the years, this teaching mode weakened the students’ interest in English, and influenced the students’ confidence to learn English. When stepping into universities, many English majors still take the middle school learning mode. However they can not receive a good effect when meeting much information, so that they can not adapt to the fast-paced class. Furthermore, a number of English professors wouldn’t give the close supervision to the students, therefore, many English majors felt powerless to study specialized courses. It is easy for them to feel drowsiness or feeling too hard to learn. The best way to solve this problem is to
enhance students’ self-learning ability. Self-learning emphasizes on training the students’ self-awareness and self-learning abilities. In the self-learning mode of English classroom, teachers pay more attention to cultivate the ability to use the language. Tricia, H. (2002) required language teachers to set relative pre-teaching environments, so that teaching contents become situations. The students learn the actual language in a stimulating environment. This method will not only enable students to make full use of the available languages to communicate, but also help the students to adjust from the traditional teaching learning model to a university autonomy learning style, thereby enhancing the efficiency of student learning, quality, and learning confidence.

3 The ways of enhancing the students’ self-directed learning ability

3.1. Stimulating motivation to learn

Jerome, E. (2008) points out that student motivation derives from their interest in learning, and maintaining and increasing their interest in learning depends on learning effectiveness. Einstein said that "interests and hobbies are the best teachers." Interests and hobbies are important psychological components of motivation, which enables students to engage in learning activities or to explore knowledge with a pleasant emotion, which leads to a further desire to study. We can cultivate students’ learning motivation from the following areas: (1) students should be required to set a correct and appropriate learning view for language learning. (2) Liu xi (2009) said that teachers can carry out a number of interesting in activities in the classroom, such as
debates, songs, games, drama performances, panel discussions, lectures and other activities to stimulate students’ enthusiasm and initiative. (3) Teacher should develop students’ self-efficacy. Self-efficacy refers to the individual learners’ belief that they have the ability to complete a task; it is also a concrete embodiment of individual ability and self-confidence in some special behaviors. Li Xiaolu (2009) holds the idea that strong self-efficacy consist strong motivation to learn. Teachers play a very important role in enhancing the students’ self-efficacy. Teachers should give students timely recognition and encouragement and guide students to make positive evaluation for them, make them be fully aware of the active treatment for themselves. Teachers should also make great efforts to guide the students to select the appropriate learning contents according to their level and improve student’s self-confidence in learning. The English teachers should not absolutely control or be decision makers of all teaching and learning activities. They should provide opportunities for students to bring their initiative, autonomy, participation and creativity completely.

3.2. Establishing equal relationship between teachers and students

Teaching is not only the relationship between teaching and learning, but also the process of the communication of thoughts and feelings between teachers and students. Xing Xiucha. (2003) suggest that teacher-student relationship exerts direct influence and constrains the students’ emotions and consequently affects the students’ cognitive activity. Generally speaking, if students like a teacher, their classroom climate will become active, and the students’ interest will be
affective enough. Therefore, teachers should attach the importance to the input of feelings; trying to arouse students’ emotional resonance through teacher’s sincere love. In order to make students get to the state of to learn autonomy, we are making them have a sense of accomplishments, because "Seeking success" is a common human nature. Therefore, teachers should praise the student if they make progress. Teachers should also have a generous heart and give help and guidance to the students lagging behind. Only in this way can the students’ motivation to learn could be activated. Only when the learners have a strong motivation to learn, that is to say only after the idea of "I want to study" is formed, the learner could know about "learning what" and "how to learn" actively and then set a correct learning objective, and overcome difficulties to search for knowledge.

3.3. Developing self-learning strategies

Benson, P. (2001) thought that modern cognitive psychologists generally divide learning strategies into two categories, namely, cognitive strategies and meta-cognitive strategies. Cognitive strategy refers to the micro-strategy when a learner processes the external information, that is to use specific certain skills to learn, such as making notes, repeating, reciting, summarizing, summing up, sorting, outlining, reviewing and so on. These are the most common learning methods. The meta-cognitive strategy refers to the cognitive and controlling self-awareness of activity, including planning, self-control, self-evaluation, used by learners as a macro-strategy for their own study. Meta-cognitive learning strategies benefit efficient
learning greatly. However, very few students use this strategy, which requires teachers to help students to develop them. As a Chinese saying goes, “Teach a man how to fish is better than give him a fish.”

Learning Strategies:

Phase 1: At the beginning of the semester, students should be required to decide their long-term goals and short-term goals according to the semester learning tasks and their own ability. Unlike the secondary school entrance examination, university English learning not only consolidates basic knowledge of English but also strengthens the integrated application capabilities of listening, speaking, reading, writing and translation. So it emphasizes on students’ self-learning ability. After the mandate of college English learning, students need to develop learning objectives and make learning plans according to their level and ability.

Phase 2: Students should be compelled to hand in written reports every two weeks. Reports include: short-term plans, learning contents, the effectiveness and the questions for study, whether need to change the short-term plans and how to change it and so on. Through the reports, students can keep abreast of and monitor their own learning, and then make timely evaluations, and adjust methods in order to learn better.

Phase 3: In the end of the semester, students are required to make a semester summary evaluation about their own learning. In the conclusion report, students will have a very clear view about the contents of this semester, and find suitable learning methods, improve their English effectively and afterward give high affirmed for this
studying mode. Through the meta-cognitive learning strategies, on the one hand, students are well aware of their own learning, constant monitoring, on the other hand, they are clear objectives and learning contents, and stimulate their learning interest, and enhance self-efficacy for self-study.

3.4. Helping students master the skills of independent learning

The self-learning ability needs teachers’ guidance. Teachers should use the multi-curricular and extracurricular time to communicate with students and understand their learning needs, solve their practical difficulties, and help them acquire a more scientific ways of learning. There are some basic ways: (1) Guide students to use effective learning methods. In teaching, teachers should guide students to know clearly their learning objectives, identify and select appropriate learning materials and activities, determine their learning time, and place, as well as monitor and evaluate their learning process. At the same time, teachers also have to teach students a number of rehearsal methods of memory, review and some useful skills for reading, writing. (2) Guide students to engage in cooperative learning and research learning. Lightbown, P. M. and Spada, N. (2002) pointed out that cooperative learning means two or more individuals together are engaged in the same learning activity, mutual exchange and mutual promotion so as to improve the learning effects. Cooperative learning does not mean the opposition self-study, but rather a kind of self-learning way. In addition, study should also be guided with research learning, because in the study of the learning process, teachers only give students the learning
theme and layout-related tasks, therefore students should develop a research plan, collect data, write research reports, thereafter students gradually learn to analyze and solve problems. (3) Guide students in the process of self-reflection and self-evaluation. Teachers should strive to make change the students’ old evaluation that only focuses on the learning outcomes, but not to try to guide them to reflect and evaluate the learning process, identify their own strength and weakness, so as to help students make an integrated and comprehensive assessment about their own learning objectives, learning attitudes, learning methods etc and then to find ways to improve their learning after a period of time.

3.5. Providing students with good external hardware and software facilities

The extensive application of modern technology and the increasing popularity of multimedia technology in language teaching have undoubtedly provided the necessary technical prerequisites. Li guichun (2009) suggested that a school equipped with good hardware and software could provide learners a great deal of closer, real language input environments, which the students can benefit a lot. Multimedia courseware provides students with a large number of real language environments and cultural contents so as to stimulate their interest in learning and inspire their self-learning enthusiasm. In the classroom learning, teachers could use multimedia courseware to play relevant video about the subject and introduce the main contents of the texts or background knowledge to let students get a more impressionable understanding of English-speaking countries, or people's living habits. We could also use special
computer language, such as online electronic lesson plans, do exercises on the Internet, read articles on-line, chat in English and so on. Multimedia technology teaching can fully realize a variety of senses combination. Electronic devices achieve an extension of classroom space and can provide enough learning materials, and introduce a new teaching method for college English classroom. Through the establishment of self-learning centers, English Corners, English online chats, English salons, foreign language lectures, foreign film broadcast and television, as well as English games, competitions, etc, we can compensate for the lack of real language environments, allow students to expose themselves to foreign language learning environments, promote and develop students self-awareness and interest in learning a foreign language.

3.6. Establishing teaching in situations

Liu zhenqian. (2006) holds the idea that teachers should design classroom activities to link with the students’ lives as much as possible, to create language environments about school life, family life, social life, in order to be able to consolidate English, develop foreign language communication skills, have a real fun in English learning, thus to stimulate their interest in learning and learning motivation. For example, in the New Practical English1, number three units: Directions and Signs. There is a practice called “Talking Face to Face” which is about asking the place, however, because the freshmen who have just entered university shortly and are not too familiar with the city, so the teacher could allow students to make groups freely to
ask a number of questions in English about tourist attractions, famous buildings, large shopping malls specific locations using some commonly used sentence patterns to arouse their interest. Classroom teaching should still focus on the language charm. Language is a bridge between "teaching" and "study". The most important component in teaching art is teachers’ language which directly affects the teaching results. Therefore, English teachers should pay attention to pronunciation and intonation, rhythm suppression as well as gestures and facial expressions. The language of most vivid, intuitive and close to the students’ lives can attract students’ attention, and stimulate students’ interest best.

3.7. Changing the teacher's role and building the students own ability.

The teacher is the main body in traditional college English teaching, while students could only just accept knowledge passively with few opportunities for language practice. Therefore, Schade, A. and Szaho, A. (2000) hold the view that teachers should change the traditional teaching methods and outdated teaching concepts, emphasis on students’ sustainable development ability, and play the role as organizers and instructors, promote independent learning skills of students. Teachers should give necessary comments on activities to deepen the students understanding or awareness of their problems so that students can change the language knowledge into language skills intentionally or unintentionally in the simulation language environment. These ensure that students could take full advantage of limited time for the demonstration of achievements, but also ensure to complete the teaching plan
timely, mobilize all their own cognition, emotion, will, ability, and many others to monitor and regulate the learning process, as well as get timely feedback, find problems, and adjust or modify the original learning strategies. College English teachers play the following roles in the development of College Students’ ability of autonomy.

3.7.1, The motivator of self-learning potential. If we want to achieve this goal, the college English teachers must guide students to do more English self-study, and show great flexibility in teaching, never controlling students too tightly so that they would lose self-study conditions. However, we should not ignore or neglect them.

3.7.2, Assessment and diagnosis of learning ability. In the process of improving self-learning ability in English, college English teachers have a clear understanding of college students’ self-learning ability, then adopt scientific methods, make regular self-learning ability diagnosis and assessment, so as to find the appropriate way for the development.

3.7.3, Promote of the improvement of self-learning ability. Students are developing people, so the college students are no exception. They still have highly plasticity compared with the adults. This determines that teachers are likely to be the facilitator and promoter for the college students’ self-learning ability

3.8 Flexible evaluation system

In the process of teaching, competitive sense should be built inside or outside it. Flexible evaluation systems can promote the formation of self-learning culture. For
example, Jeremy, H. (2000) said that we can divide test results into final results and usual results. Teachers can bring classroom performance, attendance, quizzes, and self-learning situations into normal assessment, so that students can learn to establish good habits all the time. Combination of competition and evaluation methods help students to develop independent learning and self-exploration, will help teachers use their valuable time to solve more difficult problems, ensure that all the classroom activities wouldn’t be prolonged because of self-study and discussions, and also to ensure that the appropriate length of all teaching aspects to mobilize the initiative of students’ enthusiasm and creativity best.

3.9. Creation of problem situations and guiding student's thinking

Questions are the key to open a science. It is hard to induce and encourage a thirst for knowledge if there are no questions. If students do not make further thinking, their study would just stop on the surface. Therefore, teachers must guide students to discover, think and solve problems. Students’ independent ability depends on the teachers’ instructional design, and through situations problems presented by a variety of teaching methods. The situations problems could trigger the students’ cognitive conflict and explore students’ self-induced consciousness, so as to make the students ask questions. In teaching a new lesson, teachers should create a number of novel and unique, interesting situation problems to arouse students’ curiosity, so that students thinking can keep alive. In this way, the students can develop a positive attitude, and furthermore strengthen the awareness of problems. Thinking is beginning from
tackling problems. Therefore, teachers should actively create "suspect" situations make so those students want to explore truths. The more curious the students are, the more willing they want to explore new knowledge.

4 Combining the Self-directed methods and traditional methods

4.1 Creating a harmonious learning atmosphere

Liu zhenqian (2006) thinks that a harmonious and relaxing environment is an indispensable condition for the promotion of English self-study. In recent years, multimedia and network technology provide learners a more open learning environment, so that learners can intake information from multi-channel and multi-languages. For example, reading English newspapers and magazines, listening to English radio and television, browsing the English websites, etc.; all this can mobilize the enthusiasm of learners’ self-study. In the classroom, teachers can encourage students to conduct self-study in group discussions. Students can freely choose their own study place, favorite the extra-curricular to learn, so that they could have a relaxing learning atmosphere. Furthermore, the knowledge students learned in the classroom can be applied into practice, and they can also enhance the atmosphere of learning English.

4.2 Adhering to the essential part of traditional English teaching

Teacher should teach the students the basic foundation of the knowledge. Some exercise or homework should be finished on time. Teacher also be a guilder to the
students, and urge the student to finished the study. Some importance grammar or sentences are also difficult for students to learn by themselves. Such as, complicated clause, importance concept of the grammar, even the learning tricks. Although the students could learning some basic grammar by themselves, teacher should also repeat or teaching in the class to strengthen their understanding and impression.

Teacher should help the students to foster a good habit cause Sheng qunli (2006) bring forward that the importance is the habit not only formed in traditional classroom teaching but also in pre-class, after-class work. So we should also pay more attention to the teacher’s effect to the classroom.

4.3. Making learning plan by using self-directed learning method and traditional learning method

A useful learning plan would play a significant influence in the learner activities. First, we should make out a long-term goal which easy to achieve to instruct ourselves arranges time and energy reasonable. This goal could inspire the students constantly, make themselves actively and confidence to enhance the study efficiency. Preview is basic self-directed method for students to learn new courses or to obtain efficient learning outcomes. Previews can not simply stop at memorizing words and text reading level, we should ask students to be able to use dictionaries, grammar books, queries, words, sentences, analysis or translated texts, Internet to open self-learning space, and independent self-learning ability. In the curricular lessons, students memorize new words, phrases, sentences, and key phrases, conscious to strive to
remember the most important elements. Note-taking is another traditional learning method in the traditional classroom teaching students basic requirements. Just as the 18 century writer Samuel Johnson observed, “Notes” is the "necessary pain" because the note is a process of systematic permanent recording of information. Scientific and high efficiency learning must be "timely review". Psychological studies show that the knowledge learned would be quickly forgotten after a short time, therefore, learners should promptly review the old contexts and the memory master the key points.

4.4. Balancing the self-directed and teachers’ teaching

Karmas, C. (2008) suggests that students can learn individually through the kindly teaching and innovative teaching methods in traditional teaching. At the same time, we could combine the author's educational philosophy with classroom teaching practice to guide students in personally correctly self-study, while introduce the linking innovation to the teaching methods in the English teaching. There are two points:

- Teachers should strengthen management. “Love” for students should be kept in mind, however, the act should like "strict." If the basis of student is poor, teachers are often lower demand cause afraid of difficulties or reduce academic requirements for students according to the actual situation. Foreign language mustn’t accommodate students. Teachers should put forward different emphases at different stages. These requirements must be achieved through the efforts of students.
Teachers should be innovative. Bernie, T. and Charles, F. (2009) offer principles like: try best to teach English in English, and try to make students familiar with the language of materials as much as possible. Using easy language to teach language, as well as use the physical or body language to create a number of visual aids to make the teaching and learning more flexibility in order to achieve the students of knowledge internalization. For example, the teacher could play riddles or solitaires and other games with students to receive external stimuli of fun and competition and making the inherent act of analyze or think and imagine positively naturally.

CHAPTER 3
CONCLUSIONS AND RECOMMENDATIONS

Richard, H. (2010) believed that cultivating students’ self-learning ability is not only the goal of college education, but also a warranty of students’ life-long learning and sustainable development.

Self-directed leaning methods could provide abundant knowledge resources for teachers and students. It expands the teaching materials greatly and make them more enriching and diverse, while also making teaching more lively and fun in the whole teaching process. Meanwhile, the traditional strategy instruction and self-directed learning methods can provide the students a great learning space because students can choose interest learning on their own, so as to achieve their listening, speaking,
reading, writing, translating or integrated usage of language.

Another important feature is using the self-direct learning method to avoid the limitations of teaching information of traditional methods that difficult to adapt to different development needs of individual students to changes and the model of teaching style indoctrination

Teachers play an important role when cultivating self-directed students who can learn actively, purposely, and continually; therefore, in English language teaching, teachers should change their teaching philosophies and encourage the students’ strengthening the training of learning strategies so that students will have a strong sense of self-learning to meet the needs of developing society.

Self-evaluation is also a significant way because it not only allows students to keep pace with their own learning level and targeted learning goals, while monitoring their own learning process to become the masters of their own learning. The most efficient teaching method is a combination of self-directed learning methods and traditional teaching protocols so that we, as teachers, not only improve the students interest in learning, but also improve the learning ability of students themselves.
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