

Research on the Construction of College English Peer Auxiliary Learning Model Based on Learning Community Theory

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Abstract: As we all know, college English education has been facing the challenges of diversity, initiative and participation, and learning community theory can provide a theoretical framework to promote the interaction and cooperation between students, and improve learning efficiency. The theory of learning community emphasizes that learning is a kind of social activity, and students learn and grow by participating in the interaction in the social community. At the same time, in learning on the theoretical basis of social community, students also pay more attention to the importance of cooperative learning, social interaction and knowledge sharing, so as to provide an effective theoretical framework for college English education, so as to promote students' learning efficiency and learning experience, and ensure the improvement of English teaching efficiency. Based on this, this paper analyzes the role of learning community theory in college English learning from the perspective of college English teaching, and discusses the construction of an effective model of college English peer learning in the learning community theory for reference.

Keywords: Learning community theory; College education; English teaching; Peer learning model

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Introduction:

College English education has always been an important content in the field of higher education. At present, with the development of globalization and the rise of the information society, English has become an indispensable international language, and college English education can help students master English language skills, improve cross-cultural communication skills, and cultivate the ability of lifelong learning. However, college English education also faces many challenges, including the diversity of students, the effectiveness of teaching methods, and the lack of students' learning motivation. In order to meet these challenges, teachers need to constantly innovate and adopt effective methods.

1. Creating a good learning community cultural environment

Learning community is a brand-new educational thought, because of its socialization, cooperation, high consistency and other characteristics, is widely used in college English teaching, is also an inevitable trend. First of all, teamwork is a very important social skill, which is closely related to students' career and is an effective training method. In teaching, based on the common theory of learning, teachers need to create a good community cultural environment for students to realize the basis for students to cooperate with each other, share knowledge and learn together. In this process, teachers should focus on creating a community culture that encourages active participation, mutual respect and knowledge sharing^[1]. In order to achieve this goal, students are encouraged to share their personal experiences and opinions, give them more space to play freely, and arrange interactive learning tasks through open discussions, so that it is easier for students to resonate and realize their own voice. The importance of the community helps to stimulate students' enthusiasm. At the same time, in order to establish an inclusive cultural environment, teachers need to eliminate discrimination, prejudice, and other obstacles that hinder the formation of a learning community, promote diverse and inclusive

teaching values, and ensure that students can find their own position. This is also the creation of this culture. The key to encourage students to actively participate in it [2]. Not only that, teachers should encourage all students to explore common learning goals through self-introduction, establishment of private space, and mutual sharing, and establish mutual trust. By cultivating students' sense of belonging to the learning community, let them experience it. To the meaning and value of the learning community. In the learning community, it is also necessary to clarify the relevant guidelines that members follow.

For example, in the teaching of the foreign research version of the new vision textbook "Unit9 New Jobs Today", teachers should guide students to communicate and explore news in the process of news discussion, so as to enhance the trust between students. But at this time, teachers should pay attention to the fact that in the process of news discussion, community members should not make reactionary remarks or comment on others in insulting language or tone. For those students who actively participate in community activities and abide by the rules, they can be rewarded by improving their identity and expanding their authority, while those who violate the rules can be punished by restricting their authority.

2. Strengthening exchanges and cooperation among members of the learning community

One of the core concepts of the learning community is communication and cooperation. In order to establish an effective model of college English peer learning, teachers must strengthen the communication and interaction among the members of the learning community [3]. First of all, encourage cooperative learning among students. Through group projects, partner learning activities, and feedback to partners, they can share relevant knowledge and experience in the community. This will not only achieve personal growth, but also significantly improve their teamwork. Cooperation and communication skills.

For example, in the teaching process of the new vision textbook "Unit3 Learn a lesson from Unusual Stories", in order to encourage students to reflect, learn lessons from different things and perceive the connotation behind things, teachers can organize a group project, require students to study together and present an English literary work. Each group is composed of students of different levels to ensure the diversity of knowledge level. In the group, teachers should encourage students to cooperate in learning, analyze literary works together, put forward opinions, and formulate display materials together. In this process, students not only learn to unite and cooperate, but also effectively improve their cooperation ability and communication ability. Secondly, the use of technology and social media to promote communication, with the rapid development of the Internet, network communication provides convenient conditions for students' study and life, can find learning resources in the network at any time, and share information and personal views on social media platforms. In this regard, teachers can make full use of these platforms to promote the communication of the learning community. Through online discussion forums, virtual cooperation tools, social media platforms, etc., teachers can provide students with a space for interaction and sharing, which helps students to share resources more conveniently. Realize communication and interaction. Finally, in the process of creating a cultural environment for learning communities, teachers should also encourage students to share responsibilities and make students realize that they are responsible for the development and success of the community. In this regard, teachers can achieve through clear learning goals, rules, values, etc., to ensure that each student can actively participate and realize the impact of their actions on the entire community.

3. Changing the Role of English Teachers in the Learning Community

In the learning community theory of college English peer learning mode, the role of English teachers need to be re-examined and adjusted. They are not only tutors and guides of students, but also should not only impart knowledge to students, but also establish learning goals, guide their learning process, provide feedback and corresponding support, and give them more care [4]. The theory of learning community emphasizes the dominant position of students in English learning, which requires them to carry out in-depth communication and cooperation in learning, so as to improve their English level, break through the shackles of traditional English teaching mode, pay more attention to students' English expression ability, social ability and communication ability, and point out that mistakes in English learning can be understood and tolerated, but it is also inevitable, the effective implementation of the learning community can solve the relevant problems and make students realize their own shortcomings.

For example, in the process of teaching the new vision textbook "Unit2 Learning English:Some Advice and Suggestions", teachers can use the change of roles to emphasize the guiding role of teachers, and through guidance, students can realize autonomous learning and thinking. At the same time, teachers need to be part of the learning community. They should actively participate in the learning community, interact with students, discuss together, share experiences, encourage cooperation, and provide students with academic and career advice. By participating in the community, teachers can better understand students' needs and challenges, so as to better provide them with guidance to meet their learning needs. Teachers can adopt more open teaching methods, encourage students to ask questions, learn independently, and develop learning plans with other students and teachers. These methods can promote students'

initiative, so that they can more actively participate in the activities in the learning community, help them cope with various challenges in English, and improve students' overall learning ability.

Concluding remarks

All in all, the establishment of a college English peer learning model based on the learning community is an important transformation from the traditional “teaching-oriented” to “learning-oriented. The formation of the College English Community is not an overnight success. It has to go through many stages, such as cognition, formation, development and adjustment, and each stage has its own regularity and complexity. Under this premise, teachers gradually build a suitable teaching environment through in-depth research on English courses, and maintain a “community consciousness”, so as to guide community members to explore common learning goals and achieve effective learning.

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