

The Application of Autonomous Reading in English Reading Classroom

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Abstract: It was recognized that worldwide increase in various types of independent learning, the increased interest in fostering autonomous learning, and new forms of language support in out-of-class setting had serious implications for teachers and others involved in language support, many of whom were constrained by their own lack of personal experience of these developments or by perceived constraints emanating from policy. The author will use literature research method to make the analysis of the application of autonomous on English classroom so that it can foster the comprehensive ability of students. This experiment can make a change from the materials to the form, and develop a mutual promotion between students and the teacher.

Keywords: Autonomy; Autonomous Learning; classroom; Independent learning

1. Literature Review

Gardner and Lambert (1972) coined the termed integrative motivation and instrumental motivation. Instrumental motivation is for the practical goals and actual function, e.g., a career seek, a business negotiation or academic research, while integrative orientation follows the aim of acculturating with the target language and country as well as the integration into the target language community. It is believed that we can apply motivation into the classroom under the circumstances above. To understand it well is to play its role in motivating students to participate actively in class [1-2]. Lightbown & Spada point to it that in a teacher's mind, motivated students are usually those who participate actively in class, express interest in the subject-matter, and study a great deal. Teachers have more opportunity to influence the students' characteristics because the autonomous learning happens in classroom. Therefore, teachers can make classroom place/seat attractive and easy to cooperative, discuss and share the different ideas. Also, this form can integrate the teachers into the cooperation of students to form a equal teacher-students relationship so that it can increase the learning enthusiasm and participation and the cognition and acquisition of new knowledge. Graham Crooks and Richard Schmidt point to several areas where educational research has reported increased levels of motivation for students in relation to pedagogical practices.

2. Autonomy

2.1 Teacher Autonomy

Little (1991) and Benson (2005) in their own literature put forward the concept of "teacher autonomy. Autonomy in teaching has been defined as 'the given freedom to the teachers to decide and select their own teaching methodologies, design their own tasks and evaluate the outcome. Teacher autonomy is a right given to the teachers to decide and take responsibilities about selecting or designing materials and strategies for their classrooms and to evaluate the outcomes and cooperate in finding solutions for the teaching problems in school [3].

2.2 Learner Autonomy

Learner autonomy in the field of language learning is broadly defined as the learner's ability to exercise control over learning [4]. He makes the same distinction as that made here, but reverses the terms so that for him autonomy describes an attitude and self-direction a mode of learning [5].

What Leslie Dickson has contributed in this volume is perhaps the first significant discussion of how language learners can instruct themselves. Dickson (1987) described autonomy as the upper limit of self-directed learning and later defined it as follows [6]:

This term describes the situation in which the learner is totally responsible for all of the decisions concerned with his learning and the implementation of those decisions. In full autonomy there is no involvement of a "teacher" or an institution. And the learner is also independent of specially prepared materials [6].

Knowles, for example, uses the term self-direction to mean the same as self-instruction-as well as self-education, self-teaching and autonomous learning. The fundamental idea in autonomy is that of authoring one's own world without being subject to the will of others.

There are different kinds of learner autonomy. In Benson, for example, he discussed three different "version" of autonomy in learning (technical, psychological and political) and in Benson, these were related to a focus on one of three "levels of control" over learning, concerned with learning management, cognitive processing and the content of learning [6]. In technical versions of learner autonomy, the concept is defined simply as the act of learning a language outside the framework of an educational institution and without the intervention of a teacher. Autonomy is seen in terms of situations in which learners are obliged to take charge of their own learning and the main issue is how to equip learners with skills and

techniques they need to cope with such situations when they arise. 'Psychological' versions define autonomy as a capacity---a construct of attitudes and abilities which allows learners to take more responsibility for their own learning [7-8]. The development of autonomy is seen as an internal transformation within the individual that may be supported by situational autonomy without it. Lastly, 'political' versions of learner autonomy define the concept in terms of control over the processes and content of learning. The main issue for political approaches is how to achieve the structural conditions that will allow learners to control both their own individual learning and the institutional context within which it takes place.

To say of a learner that he is autonomous is therefore to say that he is capable of taking charge of his own learning and nothing more: all the practical decisions he is going to make regarding his learning can be related to this capacity he possesses but must be distinguished from it.

This paper will define autonomy as learner autonomy that will be discussed in detail. From the previous discussion, the author thinks one autonomous learner need the following behavior characteristics: specific learning method; objectives and plan;

autonomous management of learning time and schedule; autonomous selection of learning materials; having self-motivation; self-evaluation, reflection and conclusion; good resource management, that is to say, having the ability to study by making use of other student and teacher, website and other approaches [9].

Besides, the teacher autonomy should encourage students to read more English articles and give their freedom to choose their language reading style and decide reading goals. If possible, the teacher should teach students how to read a text exactly and effectively. In our perspective teacher autonomy is mainly defined in terms that the teacher has the ability to develop students' reading ability and help them to promote English reading comprehension. This competence is determined by teachers' intrinsic motivation toward professional achievement and development, teacher's professional responsibility, creativity and relative independence from external factors. It is also important good reading comprehension can help students to understand writing and other language items.

2.3 Autonomous Reading

There is no given accurate definitions of autonomous reading at present. In this chapter, the author will talk about autonomous reading from three perspectives: Firstly, it is a kind of reading mode. The learner, under the macro adjustments and controls of the overall teaching goal and the guidance of teachers, maps out and achieves the specific reading goals according to his own condition and need. Secondly, it also involves schema theory in autonomous reading. And finally, the author will conclude autonomous reading's characteristics.

Goodman think that "reading is a course of choosing", it's a thinking process including a series of cognition activity---prediction, choosing, checking and confirming. Effective reading is not lie in exact identification, but

whether you can use clue as less as possible to make right judgment. Grellet think reading refers to seek and obtain more information form the print. Urquhart & Weir thinks that reading is a process of accepting and explaining encoding using the form of language through written media. Reading is probably the most important skill for second language learners in academic context and current research generally views reading as an interactive, socio-cognitive process, involving a text, a reader, and a social context with in which the activity of reading take place. When we read a text, an individual constructs meaning through a transaction with written text that has been created by symbols that represent language. The transaction involve the reader's acting on or interpreting the text, and the interpretation is influenced by the reader's past experiences, language background, and cultural framework, as well as the reader's purpose for reading" However, what we attach importance to is to make meaning, to comprehend what we read. With the complex process of reading, six general component skills and knowledge areas have been identified.

(1) Autonomous recognition skills---reading ability have been acquired involuntarily. Reading a text is a process of seeing and understanding, without complex mental processing to recognize text step by step, especially for word identification. (2) Vocabulary and structural knowledge---sufficient vocabulary and a sound understanding of language structure is a requisite for the reading comprehension. (3) Formal discourse structure knowledge---an understanding of how texts are organized and how texts are organized and how information is put together into various genres of texts, such as a narrative, argumentation, poem, essay, novel, explanation and drama. (4) World and cultural background knowledge--- existing schema (cultural understanding and cultural impression, perspective) previously in our mind about content. (5) Synthesis and evaluation skills/strategies---the ability to read and compare information from multiple sources, to think critically about what one reads, and to decide what information is relevant or useful for one's purpose [10]. Besides, we also use skimming, scanning, extensive reading and intensive reading and other reading strategies. When fluent readers read, they bring together all of these components into a complex process. They recognize and get meaning from words they see in print, and use their knowledge to begin forming a mental notion of the topic. They use context, semantic and syntactic information to form hypotheses or predictions about what they are about to read. As they continue reading, they try to confirm or reject these predictions, asking, does this make sense? Does what I'm seeing on the page fit the ideas in my mind? If they are about to confirm their predictions, they read on. If not, they may reread the text, paying closer attention to the print, and reformulating their predictions. And thus the process of sampling text, making hypotheses and confirming them continues. Some of the strategies may involve compensating for a lack of content or language knowledge by making more use of the print or of one's background knowledge; others may involve changing one's way of reading: slowing down, rereading part of the

text, or looking for key words.

3. Conclusion

Therefore, for a second language students, they must develop these previous component skills simultaneously, flexibly and quickly so that a solid reading plan or program is a must for their developing of reading comprehension ability and make them develop their habit of autonomous reading and make reading process more natural and fluent. But there is no shortcut besides for doing a lot of reading and then we can become a better reading expert and use these strategies masterly and deftly. The author can conclude that reading is not only a language activity, but a mental and thinking activity. As information input ability, reading is a transformation from a linguistic sign to thought symbol by means of mental process and cognitive processing and in this course we can finish extraction, processing and understanding of information.

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