"Personalization", "Comprehensiveness", "Systematicity" On Building Learner-Centered and Intercultural English Learning Mode

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Abstract：English has become a crucial language for international communication in today's globalized world. It serves as a tool for collaboration among governments, businesses, and institutions, as well as a bridge for individuals from different countries to engage in cultural exchange and develop an understanding of other cultures. Consequently, the effective learning and mastery of English have become increasingly important.

This paper aims to explore the construction of a learner-centered cross-cultural English learning mode, focusing on the principles of "personalization", "comprehensiveness", and "systematicity". By analyzing personalized, comprehensive, and systematic learning methods, this paper elaborates on how the development of a learner-directed intercultural English learning mode can better cater to learners' needs, foster their cross-cultural communication skills, and provide a flexible, innovative, and challenging learning environment. The primary goal of this mode is to inspire learners' interest and motivation, enabling them to learn independently, effectively, and succeed in intercultural communication. Thus, the paper seeks to investigate the construction of a learner-directed intercultural English learning mode.

Keywords: Intercultural Communication; Learner-Centered Learning; Personalization; Comprehensiveness; Systematicity

1   Introduction

Intercultural communication of English learning refers to the process of acquiring English language skills within different cultural contexts. During this process, learners must grasp the traditions, values, and thinking patterns of various cultures while simultaneously developing proficiency in English as a linguistic tool [1]. In an era of globalization, cross-cultural English learning has gained increasing prominence. However, several problems currently exist in this realm. Firstly, learners come from diverse backgrounds and possess individualized needs, making it challenging for traditional teaching methods to meet their requirements. Secondly, traditional teaching methods often prioritize oral communication over the development of other essential

skills, such as reading, writing, and listening. These issues necessitate a reconsideration of existing approaches and methodologies in cross-cultural English learning.

Therefore, this research aims to construct a personalized, comprehensive, and systematic cross-cultural English self-learning mode that can adapt to the evolving trends in this field and meet learners' practical needs. This study is of great importance and necessity as it promotes educational reform in cross-cultural English education, enhances students' English proficiency, and facilitates international communication and cooperation [2]. The research objectives are as follows: Firstly, clarify the concept and characteristics of an intercultural English self-learning mode and explore its relationship with cross-cultural English learning. Secondly, investigate the theoretical foundation of the intercultural English self-learning mode, encompassing relevant educational and learning theories, and their application to intercultural English learning. Thirdly, develop a personalized, comprehensive, and systematic cross-cultural English self-learning mode to cater to diverse learner needs and optimize learning outcomes [3]. The research will entail exploring the concepts, characteristics, theoretical foundation, and construction methods of the cross-cultural English self-learning mode through literature review, empirical research, and case studies. The research will gather and analyze relevant literature, conduct questionnaires and experiments, and study and analyze specific cases to draw conclusions and provide recommendations.

2 Theoretical Basis and Construction of Intercultural Autonomous English Learning Mode

2.1 Concept and characteristics of intercultural autonomous English learning mode

The concept of intercultural autonomous English learning mode refers to the process of learners independently acquiring English language skills within different cultural contexts. Autonomous learning involves learners taking responsibility for their own learning process and choices. Intercultural English learning acknowledges the impact of cultural differences on English learning. The characteristics of the intercultural autonomous English learning mode can be summarized as follows: Personalization, which feature involves developing tailored learning plans and teaching methods based on the individual needs and goals of learners. Personalization is crucial in intercultural autonomous English learning mode since learners come from diverse cultural backgrounds and language environments. Therefore, it is essential to adopt personalized approaches when constructing this mode by offering different types of English, such as business English or tourism English, based on learners' backgrounds and requirements. Comprehensiveness, this feature emphasizes the cultivation of various English language skills, including listening, speaking, reading, writing, translation, and intercultural communication abilities. The intercultural autonomous English learning mode underscores the importance of developing a comprehensive range of English skills. To achieve this, diverse learning tasks and activities should be designed to provide

learners with comprehensive training in different contexts and situations. Systematicity, which involves the feature of establishing a complete learning curriculum and teaching process to ensure learners acquire comprehensive and systematic knowledge and skills in intercultural English learning. Constructing the intercultural autonomous English learning mode requires organizing the learning content and teaching methods into a coherent system [4]. This includes pre-assessment, goal setting, arrangement of the learning process, and evaluation of learning outcomes. By doing so, learners can have a systematic and cohesive learning experience during their autonomous learning journey. Additionally, providing assistance and feedback throughout the learning process is necessary to facilitate autonomous learning.
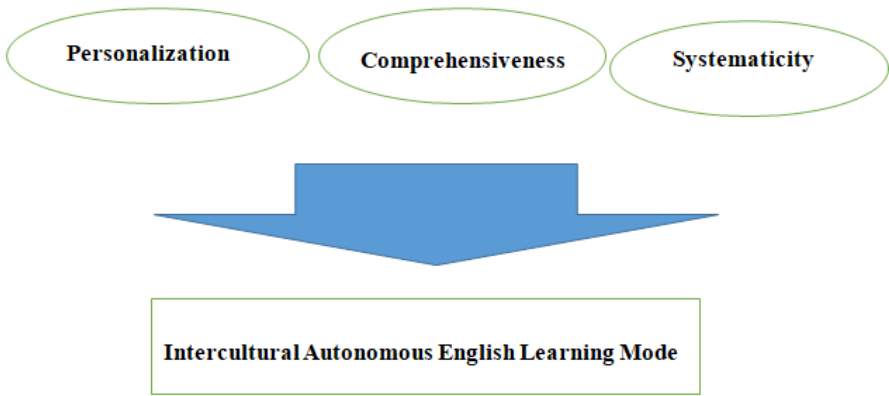

Table 1. Construction of Intercultural Autonomous English Learning Mode

2.2   Theoretical foundation of intercultural autonomous English learning mode

According to educational theory, learning should be student-centered rather than teacher-centered. Students should be empowered to become active participants in their own learning process, allowing them to independently choose their learning content and methods. Through practice and reflection, students can deepen their knowledge and understanding. In addition, the learning theory emphasizes that learning is an active process. Learners should be able to select and utilize appropriate learning strategies based on their individual needs and goals [5]. Moreover, learners should consider the influence of their environment and cultural background on their learning experience. Applying these educational and learning theories to intercultural English learning can foster students' autonomy, enhance their intercultural awareness and communication abilities, and ultimately improve the effectiveness of English learning.

In summary, the development of a cross-cultural autonomous English learning mode necessitates the comprehensive implementation of personalized, comprehensive, and systematic methods. By incorporating educational and learning theories into practice, this approach promotes students' autonomy in learning and enhances the overall effectiveness of their learning experience.

3   Application Of Diverseresources and Promotion of Intercultural Autonomous English Learning Mode

Diverse resources are essential for intercultural English learning as they provide learners with access to relevant information and knowledge [6]. These resources can be classified into the following categories: online resources, offline resources, and social media. Firstly, online resources encompass a wide range of options such as English learning websites, online courses, videos, and other digital materials. These resources offer learners new avenues for learning, enabling them to expand their horizons and adopt different learning approaches. And then, offline resources, on the other hand, include traditional materials like textbooks, dictionaries, reading materials, and films. These physical resources provide learners with a tangible learning experience and can be accessed anytime, anywhere [7]. Additionally, social media platforms such as Weibo, WeChat official accounts, and Facebook also play a significant role in intercultural English learning. These platforms offer a wealth of resources that allow learners to engage with authentic materials and interact with native speakers, thereby enhancing their cross-cultural awareness and communication skills.
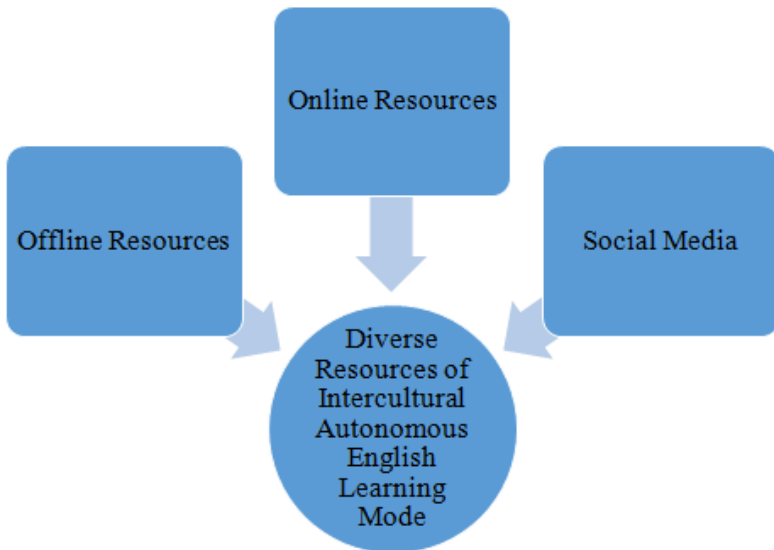
Table 2. Diverse Resources and the Promotion of Intercultural Autonomous English Learning Mode

The advantage of utilizing diverse resources lies in their ability to broaden learners' perspectives, facilitate autonomous learning, and foster intercultural competence[8]. By incorporating various resources into their language learning journey, learners can develop a holistic understanding of the English language and its cultural contexts. The use of diverse resources is crucial in promoting autonomous intercultural English learning. Firstly, these resources offer a wide range of materials and tools for language learning. Learners can access authentic materials like articles, videos, podcasts, and online courses that expose them to different cultural perspectives, enhancing their understanding of cross-cultural communication. This immersive and interactive approach allows learners to engage with the target language effectively.

Secondly, diverse resources cater to learners' individual needs and preferences. Every learner has different learning styles, interests, and goals [9]. By utilizing diverse resources, learners can choose materials and activities that align with their specific interests and cater to their unique learning styles. This personalization empowers learners to take ownership of their learning process, motivating their engagement and progress.

Thirdly, diverse resources facilitate the development of multiple language skills. In autonomous intercultural English learning, learners need to develop all language skills, including listening, speaking, reading, writing, and translation. Diverse resources offer opportunities for learners to practice and improve each skill through various activities and exercises [10]. For instance, learners can listen to authentic audio materials, engage in conversation with native speakers through language exchange platforms, read diverse texts on different topics, write essays or blogs, and translate texts between languages.

Moreover, diverse resources foster cultural awareness and intercultural competence. Intercultural English learning involves understanding and appreciating different cultures. Diverse resources provide exposure to diverse cultural contexts, traditions, customs, and perspectives. By exploring these resources, learners can broaden their cultural knowledge, develop empathy, and learn how to navigate cultural differences effectively in their language use and communication [11]. In conclusion, the application of diverse resources is crucial in promoting an intercultural autonomous English learning mode. These resources not only provide learners with access to a wide range of information but also enable them to develop essential skills for effective cross-cultural communication.

4   Evaluation and Prospects of Intercultural Autonomous English Learning Mode

4.1   Indicators and methods of intercultural autonomous English learning mode

The satisfaction of students reflects their acceptance and contentment with the intercultural autonomous English learning mode. Feedback and suggestions from students can be collected through questionnaires, observations, and interviews. Learning out-

comes, including knowledge improvement, skill development, attitude changes, and value acquisition, are important indicators for evaluating the efficacy of the intercultural autonomous English learning mode. These outcomes can be measured through exam scores, assignment quality, and paper performance [12]. Teacher evaluation serves as an important reference for assessing the teaching quality of the intercultural autonomous English learning mode. The teaching effectiveness, as well as the strengths and weaknesses of the mode, can be evaluated through teachers' observations and assessments of learners' progress.

In the future, the intercultural autonomous English learning mode will focus more on personalized learning. It will provide customized learning content, methods, and resources based on learners' needs and interests to enhance their autonomy and initiative. Additionally, the intercultural autonomous English learning mode will incorporate artificial intelligence, natural language processing, and other technologies to provide students with more intelligent and adaptive learning environments and support [13]. This will enhance learning outcomes and experiences. Furthermore, the intercultural autonomous English learning mode will emphasize social learning by facilitating communication and interaction among students through online social platforms and virtual communities. This will promote intercultural communication and understanding.

4.2   Prospects of intercultural autonomous learning mode for English

The intercultural autonomous English learning mode should focus on cultivating students' intercultural awareness and communicative competence. It should enable them to better understand language and behavior in different cultural contexts and possess effective intercultural communication skills [14]. From the perspective of innovative teaching methods and approaches, the intercultural autonomous English learning mode can use multimedia, network technologies, and other advanced means to innovate teaching methods and approaches [15]. This will improve learners' mastery and understanding of knowledge and enhance their practical application abilities through student practice. Additionally, the intercultural autonomous English learning mode should value personalization and autonomous learning, respecting students' individual differences and diversity. It should provide multi-level, diversified learning resources and support to stimulate students' interests and motivation.

5   Conclusion

The aim of this study is to explore the effectiveness and feasibility of the intercultural autonomous English learning mode. Based on the research results and findings, the following conclusions can be drawn: Firstly, the intercultural autonomous English learning mode can enhance students' intercultural awareness, communicative competence, and language expression abilities. It also promotes students' autonomy and initiative, which has educational value and practical significance. Secondly, the effectiveness and feasibility of the intercultural autonomous English learning mode are influenced by various factors, including students' language proficiency, learning motivation, personal characteristics, learning environment, and teacher guidance. Third-

ly, the evaluation of the intercultural autonomous English learning mode needs to comprehensively consider factors such as student satisfaction, learning outcomes, and teacher evaluation. A combination of quantitative and qualitative methods should be used for assessment.

With the basic study above, future research can be conducted in the following areas: Firstly, expand the sample size: Future research can investigate a larger number of samples, such as students from different regions, grades, and majors, to enhance the applicability and reference value of the research results. Secondly, adopt multiple research methods, future research can utilize various research methods, such as interviews, observations, and case studies, to gain deeper insights into students' learning situations and evaluate the effectiveness of the intercultural autonomous English learning mode. Thirdly, expand research content: Future research can expand the research content, such as innovative teaching methods in the intercultural autonomous English learning mode and personalized learning strategies, to enhance the depth and breadth of the research.

The intercultural autonomous English learning mode should focus on personalized learning by providing corresponding learning methods and resources for students with different characteristics. This will fully unleash their potential and initiative. This mode should adopt various innovative teaching methods and approaches, such as Internet technology, multimedia teaching, and gamified learning, to enrich students' learning experiences and improve learning outcomes. Moreover, from the perspective of fostering intercultural awareness and communicative competence, the intercultural autonomous English learning mode should emphasize the cultivation of students' intercultural awareness and communicative competence. It aims to enhance their communication and understanding abilities in different cultural contexts and promote cross-cultural communication and collaboration. Additionally, strengthening the guidance and support of teachers is also essential. In other words, the intercultural autonomous English learning mode requires teacher guidance and support. Teachers should guide students in the proper use of learning resources and tools, provide timely feedback on students' progress, and improve their learning outcomes and satisfaction levels.

In summary, diversified resources play a crucial role in the intercultural autonomous English learning mode. Through personalized, comprehensive, and systematic application of resources, students can be provided with more flexible and diverse learning methods. These methods promote in-depth cross-cultural English learning and enhance learning outcomes. Diversified resources can include textbooks, online resources, multimedia tools, and online courses, among others. Teachers play a key role in guiding students' use of these resources. They can provide guidance and support based on students' needs and characteristics, enabling students to better utilize these resources for autonomous learning and improve their English proficiency. By fully utilizing diversified resources, the intercultural autonomous English learning mode can better meet students' learning needs, cultivate their intercultural communication skills, enhance their learning motivation and interest, and propel their development in English learning and communication abilities in a cross-cultural context. In

conclusion, the application of diversified resources brings positive impacts to autonomous intercultural English learning and provides students with a richer and more effective learning experience.

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