

College English Learning Center Planning Based on Language Learning

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Objectives: Planning for English learning centers for college students can meet the needs of students' independent learning and achieve the purpose of enhancing students' comprehensive English practice and application ability. **Methods:** This study proposed the characteristics and functions of the English learning center, as well as the resources and facilities of the learning center when planning the university English learning center, and explained the construction of the English learning center's learning materials and the division of functional areas. The influencing factors of the construction of learning center materials mainly include students' language level, learning needs, authority and applicability of learning materials. **Results:** On this basis, taking the English learning center plan of a university library as an example, the functional areas are divided into four functional areas: English listening, speaking, reading and writing. **Conclusion:** It is hoped that this research will provide some reference and reference for the planning study of university English learning center based on language learning.

Keywords: language learning; English; learning center; planning

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The concept of learner autonomy is a concept commonly used in language teaching and has always occupied an important position in education¹. The reform of the learner's autonomous teaching model in my country has pushed learners' independent research and practice to a climax. This model is mainly aimed at cultivating students' autonomous learning ability. Many universities have also established autonomous English learning centers for college students, combining online and offline learning to meet the needs of different students to learn English autonomously². In the planning and layout of the autonomous English learning space, it is necessary to divide the function of each section of the space, and be equipped with certain hardware equipment and software facilities, as well as the need to be equipped with different forms and categories of learning materials to help students create a strong English learning Atmosphere. In order to meet

the needs of college students to learn English autonomously, this study analyzes the planning of college English learning centers.

When studying the autonomous learning space planning of art students, Yi Z et al. updated the equipment of the autonomous learning space by understanding the autonomous learning needs of students, and combined with the offline learning situation of students to build an online autonomous learning platform to meet The learning needs of students outside the classroom³. When studying the planning of autonomous learning centers under the open university system, Shanshan Z and others took the learning society as the purpose of construction. Through the elaboration of the learning center construction strategy, they proposed the planning approach of the open university learning center⁴. Andersson G and others used the actor network theory and discourse model to design the spatial structure of the autonomous learning center when studying

the construction planning of the scientific autonomous learning center⁵.

When Keegan E is studying the planning of the autonomous learning center at the University of Shiba Hyde Park campus, by arranging facilities with school characteristics in the space to create a good learning environment for students, as part of the school's overall plan, it can meet the needs of students' independent learning.⁶ Xiaozhang Z et al. integrated the online platform into autonomous learning when analyzing the spatial planning of autonomous learning in colleges and universities, and constructed an integrated autonomous learning model that combines an online education platform and a learning center⁷. Verónica López et al., when studying the planning of autonomous learning centers, constructed a tool to assess students' learning needs, and accordingly constructed related items and dimensions of the learning space⁸.

It can be seen that the relevant research at home and abroad mainly includes the understanding of students' independent learning needs, and less involved in the specific planning of English learning centers for college students. Therefore, this study analyzes the planning of English learning centers based on language learning.

METHODS

Resources and Features of the English Learning Center

Most colleges and universities are equipped with an independent learning center for college English. The so-called college English learning center mainly refers to the configuration of

certain equipment and learning materials in a certain space for students to learn English. The most important function of the College English Learning Center is to provide a language learning environment for college students. It needs to have a certain space, because only by creating a good learning environment can it help students better language learning. University English Autonomous Learning Center usually needs to arrange corresponding facilities and resources to cultivate students' language use and practical ability. Facilities can be divided into hardware facilities and software facilities. The hardware facilities mainly include multimedia computers, TVs, recorders, wired networks, wireless networks, and DVD players. The software facilities are mainly based on learning material resources. Related learning resources generally include courseware, books, newspapers, DVDs, and other learning materials. . Among them, the multimedia computer can meet the students' English viewing and listening requirements. At the same time, teachers can monitor the students' behaviors through TV in order to keep abreast of the students' learning. The recorder in the autonomous learning center can meet the students' needs to speak English and will The computer can also be used to judge the accuracy of the students' pronunciation when connected to the recorder. The DVD player can be used to display supporting CD-ROMs of relevant English materials. In addition, various forms of English learning resources can meet the diverse English learning needs of students. Generally, the ratio of hardware facilities and software facilities of the student English learning center is 1:1, accounting for 50%, as shown in Table 1.

Equipmenttype	Percentage
Hardware facilities	50%
Software facilities	50%

The University English Learning Center has many characteristics, including the ability to create a rich language environment, encourage

the combination of multiple modes of English learning, achieve human-computer dialogue, and effectively monitor the learning situation. First of

all, a rich language environment is very important for students' English learning. Planning the College English Learning Center can create a language learning environment for students outside the classroom and provide good conditions for practical English learning. Many college students have the need to practice English listening and speaking. In the autonomous learning center, students can strengthen their ability to learn English through communication with their peers. And college students can combine their professional characteristics to freely choose English learning materials in the English center to carry out bilingual learning; secondly, the English learning center is different from the traditional single learning mode, combining multiple learning modes to provide students with various video materials, listening materials and English textbooks in different versions. At the same time, the English Learning Center uses advanced information technology for careful research and development, focusing on creating an autonomous learning environment for students, taking comprehensive training of students' comprehensive English ability as the core of planning, developing interactive English conversation learning functions, and task-driven Type of learning achievement test function; Furthermore, in the human-machine dialogue of the College English Learning Center, it mainly relies on the interactive function of multimedia to provide a variety of task-driven learning links. And in order to make students feel interesting in learning, each unit of multimedia design contains learning levels similar to game plots. Students need to master the English knowledge and skills of one level to enter the next level of learning, so that During the learning process, students experience the fun of learning English, and can have a full understanding of their own learning according to the learning effect; finally, the University English Learning Center can effectively monitor the student's learning in real time, including listening, reading, and reading Comprehensive monitoring of the writing situation, while providing necessary early warning data and information on the learning status, mainly to help students learn their own learning and grasp the situation in a timely

manner, and cultivate their recognition Know the monitoring ability, and then realize the self-examination and adjustment of students in the learning process.

Functional Division of English Learning Centers

When planning and constructing a college English learning center, it is necessary to give full consideration to the learning characteristics of students, construct relevant self-study materials, and rationally plan and lay out the functional areas of the English learning center. The construction of self-learning English materials must not only meet the basic learning needs of students, increase students' language knowledge and improve language skills, but also need to be able to customize learning materials according to the needs of different students. High-quality learning materials can not only meet the learning needs of students, but also enable students to learn English knowledge and comprehensive practical skills, discover the fun of English, and ultimately help students develop the ability to learn language autonomously. Therefore, the materials constructed by the Student English Learning Center must not only have clear objectives, but also provide students with meaningful language input and flexible and effective guidance. The construction of learning materials in the English Learning Center needs to fully consider the following factors. One is the language level, that is, to determine the scope of the configuration of the learning materials based on the average English level of the student population, and consider the students' ability to accept Inside. The learning level of students has a great relationship with their own education level, and each student's acceptance ability also has a certain difference, so the learning level of students is the primary factor that affects the allocation of learning materials. In view of this situation, the Before the learning materials of the English Learning Center, a certain test of the students' English level is required. The second is the learning needs of students, that is to understand the needs of students to learn English, including their learning points of interest and what skills they want to upgrade. Needs analysis is an

important part of the English learning center's materials, which can meet the different learning needs of students, and can also evaluate students' learning effects and learning feedback. Generally speaking, the analysis of students' English learning needs can be organized through semi-structured interviews to organize relevant interview results, so as to allocate learning materials according to students' different needs.

The third is the authoritativeness of the learning materials. The universality of the learning materials determines whether they can stimulate students' interest and enthusiasm for learning. Therefore, when equipping music learning materials, the following aspects can be considered. English learning materials from authoritative journals or websites, school teachers' specially-made materials based on existing resources and students' actual conditions, and some materials provided by students. The fourth is the applicability of learning materials. Whether the learning materials can meet the needs of students' independent learning is a key factor to be considered when equipped with English center learning materials. Most of the students' learning in the English center is on their own, so the learning materials need to meet the current level of the students. Even if there are parts that exceed the students' ability, they can be solved through the multimedia facilities of the English learning center.

After the completion of the learning materials of the College English Center, the learning center needs to be divided into functional areas. Generally speaking, the autonomous learning center is divided into four parts: English listening, speaking, reading and writing. Each part is equipped with corresponding hardware and Software facilities. Among them, the English listening practice area is mainly in the form of human-computer interaction. Students conduct independent listening exercises in front of the computer. The content of the exercises can be materials prepared by the students or materials provided by the learning center. To determine the learning effect of this listening test. If students are not satisfied with the test results, they can repeat the test. For the oral practice area of the English Learning Center, the main focus is

on a dedicated English corner. Students can freely form teams to practice oral English in the English corner. The content of the exercises can be determined by the team members. Not only that, students can also use multimedia tools to practice, the practice is mainly based on computers and recorders, the system will make certain judgments and analysis according to the students' pronunciation, find out the problems in the students' pronunciation, students can be targeted accordingly Exercises. The reading area of the English learning center is still mainly multimedia, and the corresponding autonomous reading area is also defined. The writing area of the English learning center is mainly divided into a certain space, the purpose is to create a quiet writing atmosphere, and at the same time equipped with corresponding writing materials.

RESULTS

This study takes a university library as an example to study the construction and planning of the English learning center in the library. After research and investigation, it is found that the students of the school basically have the need to learn English independently. The traditional English teaching model lacks the environment of language input and output, which makes the students of the school have been in a passive state in learning English, and it is difficult to meet the students' expectations. The need to learn English autonomously, and planning and designing an English learning center can effectively solve the long-term dilemma of English learning faced by the school's students. Therefore, this study chose the first floor of the school library and designed it as a self-study center for students. There are five independent spaces on this floor. The design concept of this student's self-directed English learning center is mainly student-oriented, adhering to the principle of meeting students' English learning needs to the maximum.

In this study, the top floor of the library was chosen as the student's English learning space. The reason is that students often need to read aloud and move around when learning English. Designing it on the top floor can avoid affecting the learning of students on other floors. The planning and design of the student's English

learning space mainly includes the configuration of learning materials, the configuration of learning hardware and the configuration of the corresponding management personnel, and the functional areas of the space need to be reasonably divided, and each divided functional

area All involve the provision of learning materials and learning hardware facilities. The number of facilities in this space is shown in the following table, including 120 computers, 100 recorders, 20 DVD players, 60 video players, and 6 monitoring systems.

Device name	Quantity (Tai)
Computer	120
Recorder	100
DVD player	80
Player	60
Surveillance system	6

When dividing the functional area of this English learning space, it focuses on listening, speaking, reading and writing. The area of the four functional areas is shown in Table 3. The listening practice area is 62m², the speaking practice area is 74m², the reading practice area is 50m², and the writing practice area is 56m². First of all, a space on the floor is used as a place for students to practice listening. The hardware facilities are mainly multimedia. The specific facilities include LCD screen computers, headphones, recorders, video players, and wired networks. When students practice listening, It is mainly operated on a computer, and the listening materials provided in the space are mainly used

in the practice. These materials are mostly stored in the computer in the form of audio. The paper materials are mainly listening materials downloaded from authoritative websites, newspapers or magazines. Secondly, a space on the floor is used as a place for students to practice spoken language. The hardware facilities are still mainly multimedia. The specific facilities are mainly recorders and LCD computers. Students can randomly choose computers or recorders for spoken language auxiliary exercises. The computer judges the pronunciation accuracy of the students according to their recordings. In addition, students can also choose to form teams in groups for free oral practice.

Functional Area	Area (m ²)
Student listening practice area	62
Student oral practice area	74
Student reading practice area	50
Student writing practice area	56

Furthermore, a space on the floor is used as a reading space for students. The space needs to be

equipped with a large number of English foreign journals, newspapers, and books. It is classified

according to different contents for students to practice reading. Students can freely in this space To read. At the same time, certain multimedia facilities need to be configured in this space for students to browse online reading materials. Finally, a room on this floor is used as a space for students to practice writing, and different types of writing materials, including history, humanities, society, etc., are provided in this space for students' practice reference. Develop various forms of resources in these four spaces, students can freely choose the materials they need, so that the students are completely placed in a multi-dimensional information input environment, integrating images, sounds and texts, which can enhance the language of students

Infectious, help students to perceive language and use language in a language environment with strong emotions. In addition to times, the center also needs a certain staffing. Although the learning center is an autonomous learning center, the role of the instructor can not be ignored. In this English learning center, the teacher is no longer a transmitter of learning information, but a guide of student learning. The specific role of the teacher is to guide students to choose learning materials and solve multimedia operation problems. The most important thing is that the teacher needs to have the ability to communicate with the students in order to accurately understand the students' learning needs. Figure 1 shows the appearance of the planned library independent learning center.



DISCUSSION

In order to meet the needs of college students in English learning, English learning centers need to be planned and designed. In this study, when analyzing the planning of college English learning centers based on language learning, through the description of the characteristics and resources and equipment of English learning centers for college students, the construction methods of learning materials and the division of functional areas were proposed. On this basis, taking a university library as an example, the top floor of the library is designed as a student learning center. When planning the space, it

divides four functional areas: listening, speaking, reading, and writing. The materials in the listening practice area are mostly in the form of audio. Stored in the computer, the paper materials are mainly listening materials downloaded from authoritative websites, newspapers or magazines. The speaking practice area is dominated by recorders and LCD computers. Students can randomly choose computers or recorders to perform spoken auxiliary exercises. The computer judges the accuracy of pronunciation according to the students' recordings. The reading and writing areas are mainly equipped with different forms and types of external information.

Human Subjects Approval Statement

This paper did not include human subjects.

Conflict of Interest Disclosure Statement

None declared.

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