

The Effects of Teaching Transformative Learning on University Students' English Learning Autonomy in China

ABSTRACT

This study aims to study the effects of implementing the Teaching of Transformative Learning (TTL) on non-English major students' English Learning Autonomy (ELA) specifically in an English reading course at a university in China. The main features of TTL were embodied in the critical reflection and the rational discourse on the basis on equal and friendly classroom atmosphere. The study utilized a questionnaire on learning autonomy as its research method to collect data from 116 students in the experimental class. Twenty-three items in the questionnaire investigated five aspects of the students' ELA. The means of the post-test and pretest of the experimental class students' ELA revealed a significant difference in the TTL. It indicated that the TTL had a good effect on improving the university students' ELA in the present study. The study hopes to provide a beneficial reference for other scholars who are interested in improving students' learning autonomy in their teaching practice.