

Research on Autonomous Oral English Learning Models for Non-English Major University Students in the Self-Media Era

Yujuan Wen

School of Foreign Languages, Shanxi Datong University, Datong, Shanxi, China
Kellythebest1234@sina.com

Abstract: With the rapid development of mobile internet technology and the widespread adoption of self-media platforms, traditional English oral teaching models face enormous impacts, while non-English major university students encounter more challenges in oral learning due to factors such as heavy professional coursework and weak English foundations. This study aims to deeply analyze the current situation, problems, and their causes of autonomous oral learning among non-English major university students in the self-media era, and propose corresponding optimization strategies. Through methods such as literature analysis and current situation investigation, the study systematically reviews relevant theoretical foundations and comprehensively examines the oral learning status of non-English major university students in the self-media environment. The study finds that students currently show certain positive trends in learning platform usage, content selection, time arrangement, effect assessment, and motivation stimulation, but simultaneously face key problems including lack of clarity in learning objectives, blindness in resource selection, lack of systematicity in learning processes, absence of learning effect evaluation, and insufficient learning sustainability. Based on these findings, the study proposes five optimization strategies: constructing clear learning objective systems, establishing scientific resource screening mechanisms, designing systematic learning pathways, perfecting diversified evaluation systems, and establishing effective incentive mechanisms, forming a complete autonomous oral learning model for non-English major university students in the self-media era. The research findings provide theoretical guidance and practical reference for English education reform in higher education institutions and improvement of students' oral abilities, holding important significance for promoting innovative development of English education in the new era.

Keywords: Self-Media; Non-English Major University Students; Autonomous Oral Learning; Learning Model

1. Introduction

1.1 Research Background

With the rapid development of mobile internet technology and the widespread adoption of intelligent terminal devices, self-media platforms represented by Weibo, WeChat, TikTok, and Bilibili have been deeply integrated into the daily learning and living experiences of university students. These platforms have not only transformed the methods and speed of information dissemination but also provided unprecedented rich resources and diversified learning pathways for English oral learning. The proliferation of 5G networks, artificial intelligence, and cloud computing technologies has further enhanced these platforms' capabilities, enabling real-time interactive features, personalized content recommendations, and intelligent language processing that significantly improve learning accessibility and effectiveness [1].

Traditional English oral teaching models face enormous impacts and challenges in the self-media era, with increasingly prominent issues such as limited classroom teaching time, insufficient teacher-student interaction, and lack of language environment. The conventional classroom-based approach, typically relying on textbook-driven curricula and teacher-centered delivery methods, appears increasingly inadequate in addressing the diverse needs and learning preferences of contemporary university students. The rigid scheduling of traditional classes often fails to accommodate busy academic schedules, while the artificial nature of classroom interactions cannot fully replicate the spontaneous communication scenarios students will encounter in real-world

professional and social settings [2].

Non-English major university students face even more difficulties and challenges in oral learning due to factors such as heavy professional coursework, relatively weak English foundations, and insufficient learning motivation. The academic pressure and time constraints associated with their primary areas of study often relegate English language learning to secondary priority, resulting in sporadic engagement with oral practice activities. Many students enter university with significant gaps in oral proficiency, having received limited speaking practice during secondary education, which focused primarily on grammar and reading comprehension rather than communicative competence. The instrumental nature of English learning for non-majors can also create psychological barriers, with students experiencing anxiety or fear of making mistakes when speaking English in formal classroom settings [3].

Meanwhile, the massive English learning resources, authentic language communication environments, and personalized learning methods provided by self-media platforms have created favorable conditions and opportunities for non-English major university students to engage in autonomous oral learning. These platforms offer unprecedented variety in content formats, from instructional videos and podcasts to interactive language communities, catering to different learning preferences. The asynchronous and flexible nature allows students to learn at their own pace according to individual schedules, while sophisticated algorithms create personalized learning experiences adapted to each student's interests and proficiency level [4].

How to fully utilize the advantages of self-media platforms and construct autonomous oral learning models suitable for the characteristics of non-English major university students has become an important issue urgently needing resolution in the current field of English education.

1.2 Research Significance

This study, through in-depth analysis of the current situation, problems, and their causes in autonomous oral learning among non-English major university students in the self-media era, and proposing corresponding optimization strategies, possesses important theoretical value and practical guiding significance. From a theoretical perspective, this research enriches and develops the connotation and extension of autonomous learning theory in the digital age, providing beneficial exploration and empirical support for constructing theoretical frameworks of language learning based on self-media platforms, while also contributing new ideas and perspectives to the innovative development of English oral teaching theory for non-English major university students. From a practical perspective, the research findings can provide scientific theoretical guidance and operational practical solutions for English educators in higher education institutions, helping them better utilize the educational functions of self-media platforms, design and implement oral teaching activities that conform to the characteristics of non-English major university students, and improve the targeting and effectiveness of English oral teaching. Simultaneously, this research also provides systematic methodological guidance for non-English major university students to engage in autonomous oral learning, helping them establish scientific learning concepts, master effective learning strategies, enhance the autonomy and sustainability of oral learning, and ultimately achieve significant improvement in English oral proficiency [5].

1.3 Research Objectives

This study aims to comprehensively understand and grasp the real situation of autonomous oral learning among non-English major university students in the self-media era through systematic theoretical analysis and empirical investigation, deeply excavate and analyze the main problems and their fundamental causes, and on this basis construct scientific, reasonable, and feasible optimization plans for autonomous oral learning models. Specifically, the research hopes to accurately grasp the behavioral characteristics, learning preferences, difficulties and obstacles, as well as needs and expectations of non-English major university students when engaging in autonomous oral learning in the self-media environment, identify key factors and main constraining factors affecting their learning effectiveness, and lay a solid data foundation for subsequent problem analysis and strategy formulation. Meanwhile, the research is committed to systematically proposing targeted and operational improvement suggestions and optimization strategies from multiple dimensions including learning goal setting, resource selection and utilization, learning process management, effect evaluation and feedback, and motivation stimulation and maintenance, forming a complete autonomous oral learning model for

non-English major university students in the self-media era, providing strong theoretical support and methodological guidance for related educational practices, and promoting comprehensive improvement in English oral ability among non-English major university students.

2. Conceptual Definitions

2.1 Concept of Self-Media

Self-media refers to emerging media forms that use individuals or small groups as communication subjects to disseminate information content to unspecific masses or specific groups through network technology means. Its essential characteristics are embodied in the democratization of communication subjects, personalization of communication content, interactivity of communication methods, and digitization of communication platforms. At the technical level, self-media relies on modern information technologies such as mobile internet, cloud computing, and big data, providing users with convenient content creation, publishing, sharing, and interaction functions, enabling every ordinary user to become an information producer and disseminator, breaking through the limitations of traditional media's unidirectional communication. From a communication studies perspective, self-media realizes the decentralization and democratization of communication power, changing the traditional "one-to-many" communication model and forming a networked "many-to-many" communication pattern, where users are both receivers and creators and disseminators of information. In educational contexts, self-media platforms such as WeChat official accounts, Weibo, TikTok, Bilibili, and Xiaohongshu not only provide new carriers and channels for educational content creation and dissemination but also offer learners rich and diverse learning resources and flexible and convenient learning methods, becoming an indispensable important component of modern educational ecosystems [6].

2.2 Concept of Autonomous Learning

Autonomous learning refers to a learning approach where learners, under the premise of clear learning objectives, actively select learning content, determine learning methods, arrange learning processes, and conduct self-monitoring, self-regulation, and self-evaluation of the learning process and learning effects. This learning approach emphasizes learners' subjectivity and initiative, requiring learners to possess certain learning strategy knowledge, metacognitive abilities, and self-management capabilities, and to be able to formulate reasonable learning plans, select appropriate learning resources and learning tools, and adopt effective learning methods and strategies based on their own learning needs, cognitive characteristics, and external environmental conditions. The core elements of autonomous learning include internal drive of learning motivation, autonomous setting of learning goals, autonomous selection of learning content, autonomous regulation of learning processes, and autonomous assessment of learning effects. In the digital age, the connotation and extension of autonomous learning have been further expanded and deepened. Modern information technology provides learners with richer learning resources, more flexible learning methods, and more convenient learning tools, making the implementation conditions for autonomous learning more mature and allowing learners' autonomy and creativity to be more fully developed [7].

2.3 Concept of Oral Learning Model

An oral learning model refers to a relatively stable learning activity structure system constructed under the guidance of specific educational concepts to achieve oral ability development goals, including the organic combination and interaction mechanisms of elements such as learning objectives, learning content, learning methods, learning environment, and learning evaluation. This model not only encompasses the basic processes and key links of oral learning but also embodies specific educational thoughts and learning theories, reflecting deep understanding of oral learning patterns and characteristics. Effective oral learning models should possess basic characteristics such as goal clarity, content appropriateness, method scientificity, environment adaptability, and evaluation diversity, being able to fully mobilize learners' enthusiasm and initiative and promote comprehensive improvement of their oral communicative competence. In the self-media era, oral learning models present new development trends and characteristics: learning environments are more open and diverse, learning resources are richer and more convenient, learning methods are more flexible and personalized, and interactions and communications among learners, teachers, peers, and native speakers are more

frequent and in-depth. These changes not only provide new opportunities and possibilities for oral learning but also pose new challenges and requirements for traditional oral learning models, necessitating active exploration and construction of new oral learning models that meet the needs of contemporary development while inheriting excellent traditions [8].

2.4 Concept of Non-English Major University Students

Non-English major university students refer to undergraduate and graduate student groups in higher education institutions who major in non-English disciplines such as science and engineering, liberal arts and philosophy, economics and management and law, agriculture and medicine and pharmacy. The English learning of this group has obvious instrumental and practical characteristics. Compared with English major students, non-English major university students exhibit some unique characteristics and patterns in English learning: learning motivation is mainly driven by practical needs, paying more attention to the practical application value of English in professional learning, academic research, and career development; learning time is relatively limited, requiring arrangement of English learning activities alongside heavy professional coursework; learning foundations vary considerably, and although they have undergone English learning during secondary education, students' English levels differ significantly due to factors such as regional differences and uneven distribution of educational resources; learning needs are diversified, with students from different professional backgrounds having different specific requirements for English abilities - some focus more on reading comprehension abilities while others emphasize oral communication skills. In terms of oral learning, non-English major university students commonly face problems such as weak oral foundations, insufficient learning confidence, lack of practice opportunities, and monotonous learning methods, requiring design and implementation of more suitable oral learning strategies and models tailored to their characteristics and needs [9].

3. Current Situation of Autonomous Oral Learning among Non-English Major University Students in the Self-Media Era

3.1 Current Situation of Learning Platform Usage

Currently, non-English major university students commonly rely on various self-media platforms when engaging in autonomous oral learning. Among these, short video platforms such as TikTok and Kuaishou are widely favored by students due to their vivid and intuitive audiovisual effects and fragmented content characteristics, with students learning through watching English oral teaching videos, following and imitating, and participating in challenges. Social media platforms like WeChat and Weibo are mainly used to obtain English learning information, share learning experiences, and participate in learning community discussions, with the social attributes of these platforms providing opportunities for students to communicate and learn from each other. Professional learning platforms such as Bilibili, Zhihu, and Xiaohongshu have become important channels for students to obtain systematic oral learning materials due to their rich educational content resources and strong professionalism. However, students exhibit certain randomness and blindness in platform selection and usage, often choosing platforms based on personal preferences or friend recommendations, lacking in-depth understanding of different platform characteristics and applicability, leading to uneven learning effectiveness. Meanwhile, students' utilization of platform functions is limited, with most remaining at the level of passive information reception, rarely actively participating in interactive communication or content creation and sharing, failing to fully leverage the interactive and participatory advantages of self-media platforms [10].

3.2 Current Situation of Learning Content Selection

When engaging in autonomous oral learning on self-media platforms, non-English major university students exhibit obvious preferential and limiting characteristics in content selection. Students generally prefer learning content with strong entertainment value, such as English song teaching, film and television clip analysis, and humorous oral dialogues. While such content can stimulate learning interest, it often lacks systematicity and depth. Daily life scenario oral dialogue content receives considerable attention, as students hope to improve oral communication abilities by learning practical daily expressions, but attention to academic English and professional English oral content related to their majors is relatively low. In terms of content difficulty selection, students tend to choose relatively

simple and easy-to-understand content, often avoiding challenging high-difficulty content, and this avoidance psychology to some extent limits further improvement in oral abilities. The authority and reliability of content sources is also a noteworthy issue, as students are more influenced by superficial indicators such as content popularity and number of likes when selecting learning content, while paying less attention to content creators' professional backgrounds and teaching levels, leading to uneven quality of learning content. Additionally, students lack systematic planning and holistic consideration of learning content, often randomly accessing various types of content without clear learning objectives and progressive pathways.

3.3 Current Situation of Learning Time Arrangement

Non-English major university students exhibit typical fragmented characteristics in oral autonomous learning time arrangement, usually utilizing scattered time periods such as class breaks, waiting for and riding transportation, and pre-sleep leisure time for learning. While this learning method can fully utilize fragmented time, it also brings problems of insufficient learning continuity and depth. Students' learning time investment is generally insufficient, with most students spending 15-30 minutes daily on oral learning, significantly less than time spent on professional coursework, reflecting limited emphasis on oral learning importance. Learning time regularity is also obviously insufficient, with many students lacking fixed learning time arrangements, often studying when they think of it and setting it aside when they don't, making this arbitrary time arrangement difficult for forming good learning habits and continuous learning rhythms. The effective utilization rate of learning time also needs improvement, as students are often distracted by other entertainment content on platforms during limited learning time, further compressing time actually used for oral learning. Meanwhile, students often lack accurate estimates of time required for different types of oral learning activities, lacking reasonable time planning and allocation strategies, leading to low learning efficiency.

3.4 Current Situation of Learning Effect Assessment

Currently, non-English major university students generally lack scientific and effective learning effect assessment mechanisms in their autonomous oral learning processes, with most students relying solely on subjective feelings to judge their learning effectiveness - an assessment method that is neither objective nor accurate. Students have unclear and vague evaluation criteria for oral ability, often simply equating the ability to imitate certain pronunciations, remember several expressions, or understand certain dialogues with manifestations of learning effectiveness, lacking comprehensive understanding of oral ability's multi-dimensional and multi-level nature. In assessment methods, students mainly rely on self-evaluation, rarely seeking objective evaluation and professional feedback from others, making this single assessment approach difficult for discovering problems and deficiencies in their learning. Learning progress recording and tracking mechanisms are basically absent, with students rarely systematically recording and organizing their learning processes and achievements, unable to clearly understand their learning trajectories and progress magnitude. Meanwhile, students have insufficient awareness of learning effect assessment importance, often viewing assessment as additional burden rather than an important component of the learning process, causing assessment activities to become formalistic or directly ignored. This assessment situation not only affects students' accurate grasp of their learning effectiveness but also constrains scientific formulation of subsequent learning plans and timely adjustment of learning strategies.

3.5 Current Situation of Learning Motivation Stimulation

Non-English major university students' motivation stimulation in autonomous oral learning mainly depends on external factors, with instrumental motivations such as exam pressure, employment needs, and social recognition occupying dominant positions, while intrinsic learning interest and self-actualization needs are relatively weak. The immediate feedback mechanisms of self-media platforms can to some extent provide learning motivation for students, with functions such as like counts, comment interactions, and learning check-ins giving students a sense of achievement and satisfaction, but this motivation stimulation based on external rewards often lacks durability and stability. Learning communities and peer influence play important roles in motivation stimulation, with students obtaining social support and recognition through participating in English learning groups, following learning role models, and sharing learning achievements, forming certain learning atmospheres and competitive mechanisms. However, existing motivation stimulation mechanisms have many deficiencies, lacking personalized incentive plans that fail to fully consider differences in

learning needs, interest characteristics, and ability levels among different students. Learning goal setting is often too macro and abstract, lacking specific achievable phased goals, making it difficult for students to obtain continuous sense of achievement and progress experience. Meanwhile, when learning encounters difficulties or setbacks, there is a lack of effective psychological support and guidance mechanisms, making students prone to frustration and abandonment psychology, affecting maintenance and development of learning motivation.

4. Problems in Autonomous Oral Learning among Non-English Major University Students in the Self-Media Era

4.1 Lack of Clarity in Learning Objectives

Non-English major university students commonly face problems of unclear and inaccurately positioned learning objectives when engaging in autonomous oral learning, and this objective deficiency directly affects the establishment of learning directions and achievement of learning effectiveness. Many students lack clear cognition about what level they hope to achieve through oral learning and what abilities they want to possess, often beginning learning with broad and abstract ideas like "improving English oral skills" without specific measurable objective indicators and realization pathways. Students' understanding of oral ability components is insufficiently comprehensive and deep, often simply equating oral learning with pronunciation practice or vocabulary accumulation, neglecting other important ability elements such as grammar application, discourse organization, and communication strategies, leading to partiality and limitations in objective setting. The time framework for objective setting also presents problems, with students either setting overly distant long-term objectives while lacking short-term planning, or focusing excessively on short-term effects while ignoring long-term development, lacking scientific and reasonable objective hierarchical structures and progressive relationships. Meanwhile, students' learning objectives often lack effective integration with personal actual situations, failing to fully consider realistic factors such as their English foundation levels, learning time arrangements, and professional development needs, causing objective setting to be unrealistic, neither challenging nor achievable, ultimately affecting learning sustainability and effectiveness.

4.2 Blindness in Learning Resource Selection

Against the background of information explosion in the self-media era, non-English major university students face massive English oral learning resources but often fall into selection blindness due to lack of scientific screening standards and judgment abilities. Students overly depend on platform recommendation algorithms and popular rankings when selecting learning resources while neglecting content educational value and applicability, causing selected resources to potentially have sufficient entertainment value but insufficient pedagogical value, or mismatched difficulty and incoherent content. There is a lack of effective identification and judgment regarding content creators' professional backgrounds and teaching qualifications, with students often attracted by creators' expressive charm and follower counts while neglecting the scientificity and authority of their teaching content, creating considerable quality risks in this selection approach. Students have insufficient understanding of characteristics and applicable scenarios of different types of learning resources, lacking ability to select corresponding resources based on their learning needs and learning stages, often randomly accessing various content without systematicity and targeting. Meanwhile, students have weak abilities in integrating and utilizing learning resources, facing numerous scattered learning materials but finding it difficult to construct complete knowledge systems and skill frameworks, leading to fragmented and superficial learning effects that cannot form genuine oral communicative competence improvement.

4.3 Lack of Systematicity in Learning Process

The autonomous oral learning process of non-English major university students exhibits obvious characteristics of randomness and fragmentation, lacking scientific learning process design and systematic ability construction pathways. Students' learning behaviors are often temporary and impulsive, clicking to watch when seeing interesting content and directly skipping when not interested. While this learning approach can satisfy immediate curiosity, it is difficult to form coherent learning experiences and cumulative learning effects. Learning content lacks organic connections and progressive relationships, with students potentially learning daily conversations today, switching to

business English tomorrow, and focusing on pronunciation techniques the day after, causing this jumping learning mode to lead to incomplete knowledge structures and unbalanced skill development. Learning activity design lacks scientificity and regularity, with most students only passively receiving information and lacking active thinking, practice, application, and other deep-level learning activities, causing learning to remain at surface levels without achieving genuine ability internalization and transfer. Reflection and adjustment mechanisms during learning processes are basically absent, with students rarely engaging in deep reflection and summary of their learning methods and learning effects, also lacking awareness and ability to timely adjust learning strategies based on learning situations, leading to blindness and inefficiency in learning processes.

4.4 Absence of Learning Effect Evaluation

Currently, non-English major university students generally lack scientific and effective learning effect evaluation mechanisms in autonomous oral learning, and this evaluation absence not only affects students' accurate grasp of their learning effectiveness but also constrains optimization and adjustment of subsequent learning activities. Students have unclear understanding of oral ability evaluation standards, often remaining at subjective and vague judgment levels such as "feeling I've made progress" or "feeling no change," lacking objective and specific evaluation indicators and measurement tools. Problems of singularity and partiality in evaluation content are prominent, with students often focusing only on surface skills such as whether pronunciation is standard and vocabulary is rich while neglecting evaluation of deep abilities such as language use fluency, accuracy, and appropriateness. Evaluation methods overly depend on self-evaluation, lacking diversified evaluation approaches such as peer evaluation, expert evaluation, creating subjectivity and partiality in evaluation results. Learning portfolio establishment and management mechanisms are absent, with students rarely systematically recording and organizing their learning processes and learning achievements, unable to form complete learning trajectory tracking and progress change analysis. Meanwhile, evaluation result feedback and application mechanisms are inadequate - even when some form of evaluation is conducted, students often don't know how to adjust learning strategies and improve learning methods based on evaluation results, causing evaluation activities to become formalistic without fulfilling their proper diagnostic and promoting functions.

4.5 Insufficient Learning Sustainability

One of the greatest challenges non-English major university students face in autonomous oral learning is insufficient learning sustainability, a phenomenon particularly prominent in self-media environments. Students' learning interest is often easily dispersed by other entertainment content, with rich and diverse entertainment information on self-media platforms having powerful attraction for students, making it difficult for them to maintain long-term focus on relatively monotonous language learning activities, seriously affecting learning concentration and persistence. Learning motivation maintenance mechanisms are inadequate, with students potentially actively participating in learning initially due to novelty or external pressure, but this motivation gradually weakens over time, especially when encountering learning difficulties or lacking obvious progress, easily producing frustration and abandonment psychology. Learning habit formation faces numerous difficulties, as students find it hard to form stable learning rhythms and regular learning behaviors due to lack of external constraint mechanisms and supervision systems, with learning activities often having random and intermittent characteristics. Learning environment interference factors are numerous, with self-media platforms' inherent entertainment attributes and social functions easily causing students to be disturbed by various information during learning processes, making it difficult to create focused learning atmospheres. Meanwhile, there is a lack of effective incentive mechanisms and support systems, with students often isolated and helpless when encountering difficulties during learning, lacking timely help and encouragement from teachers, peers, or learning communities, leading to declining learning confidence and insufficient internal drive for sustainable learning.

5. Optimization Strategies for Autonomous Oral Learning Models among Non-English Major University Students in the Self-Media Era

5.1 Constructing Clear Learning Objective Systems

Establishing scientific and reasonable oral learning objective systems is the foundation and

prerequisite for improving autonomous learning effectiveness among non-English major university students, and this system should fully embody characteristics of objective hierarchy, specificity, and operability. Learning objective setting needs to follow progressive principles from macro to micro, long-term to short-term, and abstract to specific, first establishing long-term objectives combined with personal professional development and career planning, such as "being able to conduct fluent academic communication at international academic conferences in one's major" or "possessing business English oral abilities required for working in multinational enterprises," then decomposing long-term objectives into several medium-term and short-term objectives, with each objective having clear time nodes, specific ability requirements, and measurable evaluation criteria. Objective content should cover various dimensions of oral ability, including pronunciation and intonation accuracy, vocabulary expression richness, grammar application correctness, discourse organization logic, and communication strategy effectiveness, avoiding partial and singular objective setting. Meanwhile, individual differences among students need full consideration in objective setting processes, including factors such as existing English foundation levels, investable learning time, professional background characteristics, and personal interest preferences, ensuring objectives have appropriate challenge while maintaining realistic achievability, both stimulating student learning motivation without causing excessive psychological pressure.

5.2 Establishing Scientific Resource Screening Mechanisms

Constructing effective learning resource screening mechanisms is of great significance for helping non-English major university students identify and select high-quality learning content from massive information, and this mechanism should include multi-dimensional evaluation standards and systematic screening processes. Resource screening standards should comprehensively consider content quality, teaching effectiveness, technical standards, and applicability from multiple perspectives, focusing on key elements such as content creators' professional qualifications and teaching experience, teaching content scientificity and systematicity, language material authenticity and contemporaneity, and teaching method effectiveness and innovation.

5.3 Designing Systematic Learning Pathways

Systematic learning pathway design is an important guarantee for ensuring scientific and orderly oral learning among non-English major university students, and this pathway should embody educational concepts of gradual progression, individualized teaching, and combination of theory and practice. Learning pathway construction needs to follow objective laws of language learning and internal logic of cognitive development, starting from basic pronunciation and intonation training, gradually transitioning to vocabulary and phrase accumulation, then to sentence pattern and structure mastery, finally achieving proficient discourse communication application, with each stage having clear learning focuses, specific ability requirements, and corresponding learning activity designs. Pathway design should fully consider characteristics and needs of non-English major university students, organically combining cultivation of general English oral ability with improvement of professional English oral skills, ensuring comprehensive development of basic communicative competence while highlighting professional-related oral expression training. Learning activity arrangements should balance multiple dimensions including input and output, imitation and creation, individual practice and interactive communication, comprehensively improving students' oral communicative competence through diversified learning forms such as listening comprehension, following and imitating, situational dialogue, role-playing, and oral presentations. Meanwhile, pathway design should possess certain flexibility and adjustability, being able to make timely adjustments and personalized customization based on students' learning progress, ability development, and interest changes, ensuring learning pathways always adapt to students' actual needs and development levels.

5.4 Perfecting Diversified Evaluation Systems

Constructing scientific and comprehensive diversified evaluation systems is a key link in promoting continuous improvement and effective development of autonomous oral learning among non-English major university students, and this system should embody diversity of evaluation subjects, comprehensiveness of evaluation content, and scientificity of evaluation methods. Evaluation subjects should include multiple levels such as student self-evaluation, peer mutual evaluation, teacher professional evaluation, and intelligent system evaluation, enabling comprehensive and objective assessment of students' oral learning effectiveness from multiple angles and dimensions through

participation of different evaluation subjects. Evaluation content should focus not only on language skill development such as pronunciation accuracy, vocabulary richness, and grammatical correctness, but also emphasize improvement in language application abilities, including high-level ability elements such as communication strategy application, discourse organization logic, and cultural awareness embodiment. Evaluation methods should combine formative evaluation with summative evaluation, paying attention to incremental progress and phased achievements during learning processes while emphasizing final comprehensive ability levels; combining quantitative evaluation with qualitative evaluation, having objective data indicator support while providing in-depth qualitative analysis descriptions.

5.5 Establishing Effective Incentive Mechanisms

Establishing continuously effective incentive mechanisms plays a crucial role in maintaining enthusiasm and sustainability of autonomous oral learning among non-English major university students, and this mechanism should fully mobilize students' intrinsic learning motivation while reasonably utilizing external incentive means. Incentive mechanism design needs deep understanding of students' psychological needs and motivational characteristics, stimulating students' intrinsic learning interest and autonomous learning desire through setting reasonable learning objectives, providing timely achievement feedback, and creating good learning experiences.

6. Conclusion

This study, through in-depth exploration and analysis of autonomous oral learning models among non-English major university students in the self-media era, reveals the main current situations, existing key problems, and corresponding optimization strategies this group faces in oral learning, providing valuable theoretical guidance and practical reference for promoting effective improvement of English oral abilities among non-English major university students. The research finds that although self-media platforms provide students with rich and diverse learning resources and convenient and flexible learning methods, students still face problems such as unclear learning objectives, blind resource selection, lack of systematicity in learning processes, absence of effect evaluation mechanisms, and insufficient learning sustainability in actual learning processes, and the existence of these problems seriously affects the effectiveness and quality of autonomous oral learning. To effectively solve these problems, the research proposes five optimization strategies: constructing clear learning objective systems, establishing scientific resource screening mechanisms, designing systematic learning pathways, perfecting diversified evaluation systems, and establishing effective incentive mechanisms. These strategies are interrelated and mutually supportive, forming a complete optimization framework for autonomous oral learning models. The theoretical contribution of the research lies in enriching and developing the connotation of language autonomous learning theory in the digital age, while its practical significance lies in providing specific guidance plans for English education reform in higher education institutions and oral ability improvement among non-English major students, having important realistic significance and long-term value for promoting innovative development of English education in the new era.

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