

English Education Model Based on Web-based Autonomous Learning Platform

Zhidan Li^{1*}, Jing Li²

¹Xinyang Vocational and Technical College, Xinyang, Henan, China

²Xinyang University, Xinyang, Henan, China

*Corresponding Author.

Abstract:

This paper takes college students in the computer network environment as the research object. Guided by the relevant principles of *College English Curriculum Teaching Requirements*, combined with constructivist learning theory and autonomous learning theory, this paper studies several elements of college students' autonomous learning, such as learning motivation, learning methods, learning plan, learning reflection and so on. With the help of comparative research, questionnaire survey, statistical analysis and other research methods, this paper puts forward corresponding countermeasures for the induction, cultivation and combination of relevant elements of college students' autonomous learning under the network environment. At the same time, this paper expounds the ways to give full play to the advantages under the network environment, mobilize positive factors and improve teaching efficiency. The results of this study have a certain reference value for the English education model based on web-based autonomous learning platform.

Keywords: Network Environment, Autonomous Learning Platform, English Education, Data Fusion.

I. INTRODUCTION

The research background of this topic "Research on the optimization of college English classroom teaching under the network environment" is mainly two aspects [1-2]: informatization on foreign language teaching and reform on college English teaching. With the rapid development of information technology, foreign language teaching has embarked on the road of information development. With the promotion of information technology, college English teaching has carried out a new teaching model reform. In the process of several rounds of college English teaching reform, an increasing number of colleges and universities have deeply realized the changes brought by the reform and the necessity of further optimizing college English classroom teaching under the network environment [3].

II. THE EVOLUTION OF FOREIGN LANGUAGE TEACHING IN THE NETWORK ENVIRONMENT

2.1 Traditional foreign language teaching and its characteristics

Traditional foreign language teaching mainly refers to the traditional form of foreign language classroom teaching. "In traditional teaching, it is more prominent to complete the task of imparting theoretical knowledge and emphasize theoretical teaching". The theoretical teaching process focuses on understanding and memory, and pays attention to the teaching behavior of knowledge [4-6]. In such an English classroom, teachers always dominate the main aspects and processes of teaching. The determination of teaching objectives, the selection of content, the application of methods and the control of progress are all teacher-oriented. This kind of teaching method is mainly designed by teachers, and little consideration is given to students' personality characteristics and specific requirements. In China, foreign language teaching has always been carried out in the form of classroom and teacher-centered. When China established Tongwen Library in 1862, the traditional form of foreign language classroom teaching already existed [7-9]. By the 1950s, under the influence of the Soviet foreign language teaching model, the main contents of foreign language classroom teaching in China were grammar and translation. After the teaching method of listening and speaking entered China in the 1960s, people began to pay attention to the training of listening and speaking skills. By the mid-1980s, more and more people began to accept the importance of communicative approach in foreign language teaching. We must admit that these teaching methods have their practical significance and value, and have made great contributions to foreign language teaching in China. The research of cognitive linguistics and psycholinguistics in foreign language teaching received attention in the late 1990s [10].

Traditional foreign language teaching has been accepted by most English teachers and students because it has its own advantages. The "three centers" of "teacher center, textbook center and classroom center" is the theoretical core of the traditional teaching model. The teaching goal of traditional foreign language classroom is to impart systematic knowledge and cultivate basic skills. Guided by behaviorism theory, it pays attention to fully tap people's memory, and emphasizes the role of reasoning ability and indirect experience in learning, so that students can master more information quickly and effectively.

With the rapid development of information technology and the continuous progress of social politics, economy and culture, language learners' requirements for language ability are also increasing. Traditional foreign language teaching has gradually exposed some problems, including the following aspects: (1) the traditional foreign language teaching model is teacher-centered, and the "teacher only focus on theories, and textbook as well" in the traditional teaching concept restricts students' innovative thinking and learning initiative. (2) Class teaching organization is a traditional form of college English teaching practice in China. The main teaching methods include teaching method, discussion method, demonstration method and so on. The duck feeding teaching method puts students' learning interest and learning strategies in a secondary position. (3) In the traditional foreign language education mode, it is impossible to teach students according to their aptitude. (4) Unable to meet the personalized needs of students at this stage.

With the rapid development of information technology, students are no longer satisfied with the traditional foreign language classroom teaching methods.

2.2 Integration of information technology and College English Curriculum

The essence and connotation of the integration of information technology and college English curriculum is guided by advanced foreign language teaching theory. In the process of college English teaching, computer network technology is scientifically used to promote students' cognition, stimulate students' emotion and enrich the teaching environment. Integrate all kinds of teaching resources and teaching elements to make the whole college English teaching system produce aggregation effect in the application of technology, comprehensively improve the quality of college English education and achieve the ultimate goal of teaching reform. Integration means that information technology will become an organic part of teaching. College English teachers are required to learn how to correctly deal with the relationship between theory, method and technology. After information technology is integrated into college English curriculum, it is not only a teaching tool, but also a driving force for college English teachers' career development, students' autonomous learning and innovative thinking ability. Moreover, technology has also become an important part of teaching evaluation and management. The scientific application of information technology is the key to promote the reform of college English teaching.

Teaching mode refers to the teaching activity structure and teaching method constructed to achieve certain teaching objectives under the guidance of relevant teaching theory and practice framework. Chen Jianlin, a Chinese scholar, believes that the "College English teaching model based on computer and classroom" proposed in teaching requirements is no longer a computer-aided teaching model in the general sense, but refers to the all-round integration model of computer information technology and college English classroom teaching. The integrated college English teaching model is a teaching method supported by information technology. It is based on the information-based teaching environment design theory and practice framework theory, and includes the teaching model of relevant teaching strategies and teaching methods. It changes the traditional teaching view of computer-aided teaching and takes computer as an organic part of the whole teaching system. It emphasizes to make full use of the advantages of information and network technology, give full play to the enthusiasm and creativity of teachers and students, scientifically integrate face-to-face classroom and computer autonomous learning classroom, and scientifically integrate the "teacher-centered" and "student-centered" models, so as to blend and transform each other.

III. EMPIRICAL INVESTIGATION, ANALYSIS AND DISCUSSION ON THE CURRENT SITUATION OF COLLEGE ENGLISH CLASSROOM TEACHING UNDER THE NETWORK ENVIRONMENT

3.1 Investigation and analysis of students under the network environment

The author then investigates the role of the network environment in college English teaching from the perspective of learning concept (see Table 1). The survey results show that most students believe that

computers and the network do play an active role in college English teaching. From the statistics below, we can indicate that in the eyes of learners, the network environment has always played a positive role in college English teaching, but we do not think that the network environment can help them build confidence and help teachers carry out effective teaching activities.

TABLE I. Students' views on the role of network environment in College English Teaching

	School of Medical Science (Clinical Medicine)	School of Science and Technology (Computer Science)	School of Economics and Management (Accounting)
It can stimulate learners' interest in learning English	53(88.3%)	58(96.7%)	51(85.0%)
It can improve learners' learning efficiency	52(86.7%)	49(81.7%)	50(83.3%)
It can help learners build confidence	26(43.3%)	19(31.7%)	16(26.7%)
It can meet the learning styles of different learners	59(98.3%)	55(91.7%)	48(80.0%)
It can help teachers carry out effective teaching activities	18(30.0%)	14(23.3%)	9(15.0%)

The data in Table 2 shows that most students have understood the transformation of their roles in the teaching reform model, but they still have strong expectations for teachers' guidance, and the cooperative spirit of autonomous learning has not been formed. In the later stage, the author's in-depth interviews with some students also found that in the autonomous learning classroom, as an independent knowledge builder, students are at a loss about the concepts of learning objectives, learning plans, self-monitoring and so on.

TABLE II. Students' concept of self role

	School of Medical Science (Clinical Medicine)	School of Science and Technology (Computer Science)	School of Economics and Management (Accounting)
Autonomous Learner	55(91.7%)	45(75.0%)	39(65.0%)
Mutual collaborators	22(36.7%)	19(31.7%)	16(26.7%)
Information collector and processor	35(58.3%)	39(65.0%)	42(70.0%)
Active meaning builder	42(70.0%)	49(81.7%)	44(73.3%)
Passive knowledge receiver	12(20.0%)	9(15.0%)	11(18.3%)

3.2 Investigation and analysis of college English classroom teaching environment

The author found that the teaching evaluation system of Jiada has been set up according to the reform mode, the combination of formative evaluation and summative evaluation, and the combination of

students' self-evaluation and teachers' evaluation. However, there are many contradictions between students' relevant answers and document descriptions in the questionnaire. At present, most teachers believe that the evaluation of learners' learning is mainly from the mastery of language knowledge, the application of language knowledge and learners' learning attitude. Only a few teachers believe that learners' learning strategies, autonomous learning ability and cooperative learning ability ought to be evaluated (see Table 3).

TABLE III. Questionnaire on Teachers' attitudes towards multiple evaluation systems in the network environment

	Proportion (number (%))
Mastery of language knowledge	25(83.3%)
Application of language knowledge	26(86.7%)
learning strategy	4(13.3%)
Autonomous Learning Ability	4(13.3%)
Learning attitude	23(76.7%)
Cooperative learning ability	4(13.3%)

According to the survey on the ways students are expected to evaluate their English learning, most teachers believe that tests and classroom observation should be regarded as important evaluation methods. 23 (76.7%) teachers thought that testing should be the preferred evaluation method, 15 (50.0%) teachers thought that interview should be used as an evaluation method, and 13 (43.3%) teachers thought that students' English learning is supposed to be evaluated in the form of portfolio (see Table 4).

TABLE IV. What methods can be adopted to evaluate students' learning

Proportion number (%)	Test	Classroom observation	Interview	File bag
	23 (76.7%)	22(73.3%)	15(50.0%)	13(43.3%)

The author then interviewed the educational administration personnel of Jiada, and learned that Jiada lacks a set of scientific teaching evaluation system for students at different levels. For example, Jiada encountered embarrassment in the process of teaching reform for three students. There was a strange phenomenon that the final pass rate of three students (70% formative assessment) was as high as 90%, and the pass rate of two students (40% formative assessment) was as high as 80%. This shows that teachers' grasp of formative assessment is not clear.

This survey shows that students are satisfied with the college English online teaching environment even if the school has made some construction under the condition of tight funds. However, there are still some problems, such as low integration of the overall design of hardware construction, lack of personalized support and one-stop service for teaching services, and insufficient overall investment. There

are some problems in the hardware construction of the school, such as emphasizing construction and neglecting maintenance, teachers and students can not participate in decision-making, weak awareness of teaching service, unclear responsibility for problems and so on. The school's computer hardware configuration, LAN connection, teaching resources and other teaching supporting facilities are not perfect; Library and other shared facilities can not realize sharing in real sense; The bandwidth of the network and the instability of the machine have an impact on students' autonomous learning; In case of equipment failure or technical problems in the autonomous learning center, the service efficiency and quality of maintenance personnel and administrators will seriously affect the effect of students' autonomous learning, etc.

Various traditional concepts and the limitations of local economy are the main reasons for the above-mentioned disharmony factors. Some leaders and teachers have lagged behind the traditional teaching concept, and have not regarded information technology as an organic part of foreign language courses. They believe that English can be taught well without computers. Local colleges and universities have many historical debts due to the construction of new campus and other reasons. There is a certain amount of debt repayment every year. The capital needs of teaching, scientific research, logistics services and other aspects have also caused a huge gap in capital investment. The investment of school running funds is already stretched, let alone the purchase of more language teaching equipment. The school lacks technicians who are good at managing the computer room, and most of the administrators are non professionals who know electricity but don't know how to teach. The improvement of the school network hardware environment requires the joint efforts from schools and teachers. At the same time, there is an urgent need for multidimensional talents with English education background and technology.

V. CONCLUSION

In the integration process of information technology and foreign language teaching, college English teaching has changed from traditional classroom to college English classroom under modern network environment. The integration of information technology and college English curriculum has fundamentally changed the essence of college English teaching. After nearly ten years of College English teaching reform, the "teaching reform model" not only highlights the advantages, but also exposes the uncoordinated factors in the integration. From the perspective of ecological pedagogy, the ecological balance of traditional college English classroom has been broken, and the unbalanced college English classroom teaching has further led to many imbalances. It is of great significance to analyze the ecological imbalance of various elements of college English classroom teaching under the network environment, find the reasons for the imbalance, and build an ecological optimization framework of college English classroom teaching.

REFERENCES

- [1] Wang Duqin Cultivation of College English autonomous learning ability. *Foreign language circles*, 2002 (5): 7
- [2] Chen Meihua, Shao Zheng, Zheng Yuqi Research on College English autonomous learning model

based on computer and network. *Foreign language audio visual teaching*, 2005 (6): 5

- [3] Xiao Gengsheng, Xu Jinfen, Zhang Zaihong A study on the relationship between College Students' sense of social support, class belonging and English autonomous learning ability. *Foreign language circles*, 2011 (4): 10
- [4] Lin Lilan Development and test of College Students' English Autonomous Learning Ability Scale Based on three-dimensional construction. *Foreign language circles*, 2013 (4): 9
- [5] Chen Meihua A study on the elements of College Students' English Autonomous Learning under the environment of computer network. *Foreign languages and foreign language teaching*, 2007 (3): 4
- [6] Guo Jirong, Dai Weidong An empirical study on the evaluation of College Students' English Autonomous Learning. *Foreign language circles*, 2011 (6): 9
- [7] He Mingxia Research on the theory and practice of College English Autonomous Learning Monitoring based on network environment. Shanghai Foreign Studies University, 2012
- [8] Tan Hong, Zhao Xiaogang On the role of teachers in college students' English Autonomous Learning. *Journal of Sichuan Institute of foreign languages*, 2001
- [9] Fan Shuangli Cultivation of College English autonomous learning ability. *Journal of Jilin Institute of education*, 2009
- [10] Li Heng An empirical study on College Students' English autonomous learning ability and self-efficacy. *Modern foreign languages*, 2016 (2): 235-245