Research on the Model of Web-based Self-access Learning in College English

Shisheng Luo

Changjiang Institute of Technology, Wuhan, 430212, China

rs65@sina.com

Keywords: College English, Network Learning, Model

Abstract: As the most widely used and widely used English, its international status is self-evident. In the process of internationalization and modernization, more and more attention has been paid to the quality of the new generation of English education in China. The traditional English teaching mode is offline teaching, that is, teachers face to face English courses with students in the classroom. Despite the use of multimedia and other means, the richness of the curriculum still cannot meet the students' learning requirements and interests. Therefore, the network self-regulated learning education model proposed by colleges and universities has played a compensatory role to a certain extent, but this model is also inadequate and imperfect due to lack of exploration, there are still many aspects to be improved. This paper makes some analysis and elaboration on the exploration of autonomous learning mode of English network in colleges and universities.

1. Introduction

The computer-based and Network-based Autonomous Learning Model of College English is a new attempt in teaching concepts, teaching methods and so on. The cultivation of students' autonomous learning ability is a process, and the use of multimedia network teaching is also an attempt to guide students to autonomous learning. The change of teachers' and students' concepts is the key to cultivate students' autonomous learning. At the same time, using multimedia teaching under the network environment to guide students to gradually develop the habit of autonomous learning is also a good policy, and it can also become an important way for students to learn foreign languages in the future. College teachers should be aware of this. Teachers should keep pace with the times and improve the new English teaching methods. Since English teaching, we can quote more foreign native movies, lines and other teaching programs and materials, which can not only enhance students' interest in English itself, but also avoid passive intake of knowledge, so that the classroom relies on the traditional dull model, and establish its new creative and interesting learning platform. Contemporary foreign language learning theory emphasizes the decisive role of learners in the process of learning, that is, autonomous learning, and cultivating students' autonomous learning, which has become the consensus of foreign language teaching circles. Multimedia network teaching has changed from one-size-fits-all education to individualized and aptitude-based teaching. Computer network breaks through the limitation of time and space of traditional teaching mode, creates a new learning environment for learners with its advantages of convenience, openness and transcending time and space, and builds an interactive platform for teachers and students with its diversity of sharing, interaction and manifestation. It provides the best teaching support for each student, and provides different learning environment, learning methods and learning content choices. Autonomous learning in the network environment allows students of different degrees to choose appropriate learning strategies according to their abilities. This teaching mode of teaching students according to their aptitude can benefit each student to the greatest extent.

2. How to understand the English autonomous learning model?

In short, learning should not be a passive acceptance of knowledge taught by teachers, but a process in which learners actively construct their own knowledge and experience. That is to say, students are the subjects of learning and the direct constructors of knowledge meaning. We should

pay attention to individual differences of learners, guide and encourage students to constantly adjust their construction of knowledge meaning, emphasize learners' reflection on learning content and learning process, and emphasize the cultivation of students' self-design and self-control ability, so as to enrich, enrich and improve their existing knowledge experience. Teachers are helpers and promoters of students' learning. In teaching, teachers should construct a good learning environment for learners, make it possible for students to learn actively, thus greatly improving teaching efficiency.

The discussion of scholars from various countries enriches our understanding of the concept of autonomous learning, from which we realize that autonomous learning is a complex interaction between teachers and themselves, teachers, peers, environment and other factors. It helps learners to develop their abilities of critical thinking, self-decision-making and acting independently, and enables learners to assume learning responsibilities. In this way, the transfer of learning responsibility from teachers to students can be completed, and the learning potential can be found in the process of accumulating knowledge. At the same time, teachers should help learners face their own weaknesses bravely, cultivate their psychological endurance ability, self-control and self-discipline ability when learning failure, and ultimately establish self-esteem and self-confidence.

Most foreign scholars have a slightly complicated definition of autonomous learning. The author believes that, in the current domestic universities, autonomous learning means that students make full use of existing resources, according to their pre-set goals, to complete certain learning and life work. Because of the rapid transfer of our country's current economy and network resources, every university has its own library. The vast collection of books can basically meet the requirements of learning for the current learning situation. Even if there are books that can not be obtained, we can also find some electronic versions of book resources to read from the Internet. In addition to libraries, in order to facilitate students' demand for timely understanding of the most advanced technology and discoveries, colleges and universities will also purchase restrictions on major literature websites, and many foreign and very valuable documents can be obtained free of charge. All of these provide material conditions for students' autonomous learning.

In addition, with the rapid development of the network, a large amount of knowledge can be acquired, sometimes fragmented, but if only for a certain purpose, to a certain extent, it can obtain a lot of useful knowledge. Take English learning as an example, English learning is the most popular among all kinds of learning. Apps, websites and Wechat public numbers are emerging in an endless stream in order to meet different people's requirements for English learning. For example, Baicichou, scallop words, Happy Word Field in Shanghai and Jiangxi, etc. are designed for students who recite words in scattered time. Every day they can listen to English, and cocoa can get a lot of English listening materials. Many resources are easily available, which provides a material basis for autonomous learning. Therefore, autonomous learning at this time needs students' understanding of learning and improvement of their initiative. Self-regulated learning under the network environment is to use the advantages of the network, in the teaching process, with the inspiration, guidance, dialing and help of teachers, with a strong desire to actively understand and solve problems, and to participate in learning independently by exploring methods. Therefore, autonomous learning under the network environment is the ability of learners to manage their own learning according to their own learning characteristics and using the advantages of the network. As a kind of ability, it can not only benefit learners at the stage of school education, but also lay the necessary psychological foundation for their lifelong learning.

3. The Significance of Constructing English Autonomous Learning Platform under the Network Environment in Colleges and Universities

3.1 Universalization of University Education

In recent years, the enrollment expansion of colleges and universities in China has led to a sharp increase in the number of students and a relatively inadequate number of teachers. English classes

are often taught in large classes. Teachers are the leaders of classes. Students are passive receivers. It is difficult for students to meet teachers after class. When students encounter problems, they have to solve them by themselves. Due to lack of guidance, their autonomy in learning is obviously insufficient. To change this situation, we need to change the English teaching mode. Teaching can be changed into two parts: teaching in class and autonomous learning after class. In the classroom, teachers should give students enough space to study independently and let them solve problems by themselves. After class, students can log on to the campus network under the guidance of teachers to study independently on the network. In this way, the extension of classroom teaching to after-class autonomous learning can not only change the traditional single teaching mode of English, but also effectively cultivate students' autonomous learning ability, and ultimately achieve the goal of cultivating compound English talents.

3.2 Satisfaction of Students' Targeted Teaching

Traditional English classroom teaching, what teachers say and what students remember, can not meet the actual needs of different students. College English autonomous learning under the network environment attaches great importance to students' individual differences. It is premised on respecting differences. Students can choose their own learning content and exercises suiTable for their own level according to their interests and hobbies. Online autonomous learning is a process in which learners construct knowledge and solve problems on their own initiative. In the network classroom, teachers can not impose ready-made knowledge on students, but take students as the center, guide students to explore actively, find suiTable English learning content, ensure that every student can learn what they really want to learn, so as to realize personalized education according to different people and teaching according to their aptitude, and cultivate more high-quality innovative talents.

3.3 Students break through the time and place restrictions on learning

With the rapid development of modern society and the rapid updating of knowledge, the limited English knowledge acquired by students can not meet the needs of the future society. The ultimate goal of education is to train an independent learner. Under the network environment, College English autonomous learning mode meets this need. This mode pays attention to cultivating students' autonomous learning skills and independent thinking ability. Through the autonomous network course after class, students develop good autonomous learning ability, so that they can truly become a practitioner of lifelong learning after leaving school, so as to adapt to the complex and changeable situation in the future. The high-tech society has laid a solid foundation.

4. The Design Objectives of the Network Platform Teaching Model of College English Autonomous Learning

This paper mainly refers to the fact that college English extracurricular online learning platform can recommend learning content and learning progress according to learners' learning style, motivation, level and other personality characteristics. When learners accept and adopt this proposal, the system can monitor and regularly remind them. At the same time, it can also provide learners with online testing and the conclusion of the test. If feedback is given to the system in time, the system will provide learners with further learning suggestions based on the results. To this end, the construction of the platform should follow the following principles:

4.1 Automated and efficient management

According to the relevant research results, students can not learn without effective guidance, especially extracurricular learning. Usually, the quality of learning results mainly depends on the following two aspects: on the one hand, students' own efforts and consciousness; on the other hand, teachers' effective guidance and supervision, in order to achieve good learning results, both of which are indispensable. In the context of the network environment, if we lack the necessary supervision, the learning effect will not be ideal. Therefore, the establishment of intelligent platform

must play the role of supervising and supervising the students by teachers. At the same time, it should give corresponding guidance to different individuals. Especially, it should be able to remind students according to their habit of self-learning online. If students ignore the reminders of the system, the system should automatically terminate their online learning. In addition, the system should also provide targeted guidance for students' learning according to the results of the test.

4.2 Enhance students' enthusiasm for learning and take the initiative to accept knowledge.

A complete learning process should consist of two parts: in-class and out-of-class learning. In order to fully embody the learner-centered education concept advocated by quality education, learners should be encouraged to self-manage in classroom and extra-curricular learning, and they should also be fully aware of their position and responsibilities in the learning process. For a long time, College English teaching in our country has attached great importance to classroom teaching, and several reforms have focused on classroom teaching reform. Although this is conducive to improving the effectiveness and quality of classroom teaching, it seriously neglects the effect of students' extracurricular learning. From a certain point of view, leaving all the extra-curricular learning tasks to the students themselves and letting them take the initiative to undertake the learning responsibility will help the students develop the good habit of self-learning. This can not only cultivate students' sense of responsibility and learning sub-rectangle, but also help to enhance students' sense of learning achievement, and then stimulate their enthusiasm for learning, and promote them to study more actively. For this reason, the system should be student-centered in design, and take into account the actual needs of students, the initiative of learning into the hands of students, so that they can arrange their own learning content and learning time, only in this way can students truly acquire the ability of self-learning.

5. How to Construct New College English Autonomous Learning Model Effectively

In such a self-regulated learning environment, with the change of their roles, College English teachers, who were mainly engaged in classroom English teaching, should adjust their places of activities accordingly. Some of them continue to engage in the reform of classroom English teaching, while others can be trained to work as self-regulated learning centers and act as student guides. The fundamental change is to negotiate and discuss with the learners on all kinds of issues in the learning process from the imparting of high-handed knowledge to the level-headed learning. Therefore, teachers working in autonomous learning centers will face many new problems. For example, in order to grasp the basic situation of all autonomous learners, it is necessary to learn to compile, analyze and use learner files; in the face of different courses learners learn, the pressure on teachers will increase greatly; although autonomous learning centers provide a large number of published language learning materials and authentic language materials, teachers still have to choose and modify them regularly or irregularly. In order to meet the needs of learners at different levels, we should compile questionnaires to understand learners' progress, and design different testing methods to evaluate learners, etc. In the process of cultivating students' autonomous learning, teachers have also experienced the transformation from transmission teaching to doubt-explaining teaching.

5.1 Everyone puts forward their own opinions and jointly establishes a learning platform that meets the requirements.

Everyone participates in the language practice activities, so as to stimulate their interest and desire to improve the practical application ability of the language, and then create a relaxed and harmonious learning atmosphere, help students overcome the emotional factors that are not conducive to English learning, let students increase their interest and motivation in learning English in happiness, and enhance their self-confidence. Through situational dialogue and cooperation, learners can construct and share new knowledge through negotiation of their views.

5.2 Student-centered teaching activities

In particular, English teaching should encourage students' independent spirit and give full play to their main role. Students should have multiple opportunities to apply the knowledge they have learned in different situations, and they should be able to form a plan to understand objective things and solve practical problems based on feedback information of their actions. According to the task requirements provided by teachers, students should focus on English topic content and use network resources to realize student-centered learning and make students become the main body of information processing and the active builder of knowledge meaning.

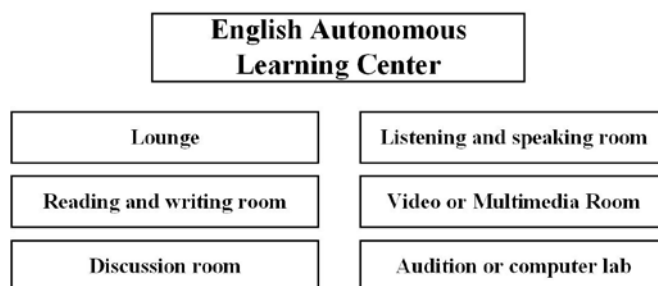## 5.3 Improvement of external facilities

Figure 1 English autonomous learning facilities

Guiding students to develop autonomous learning can be divided into Extracurricular Learning and intra-curricular learning. The latest scientific and technological achievements make it possible for English teaching to break through the limitations of traditional classrooms and use network technology to design various three-dimensional autonomous learning spaces for students. Therefore, both in-class and out-of-class digital voice classrooms can be used to select appropriate self-learning system. Multimedia teaching has incomparable advantages over traditional teaching. It can provide rich teaching resources, large amount of information and new, together with abundant pictures, audio and video, which greatly stimulates students' interest in learning, which provides favorable conditions for their self-learning. In addition, the university can also create a better external environment for students' autonomous learning by setting up an independent multimedia network language autonomous learning center.

6. Conclusion

College English autonomous learning under the network environment is designed on the basis of constructivist learning theory. The theory holds that knowledge is not acquired by teachers, but by learners in a certain economic, social and cultural context, with the help of other people (including teachers and learning partners), using the necessary learning materials, through the means of meaning construction. The learning environment provided by network technology coincides with that advocated by constructivist learning theory.

References

[1] Xu Yiqun, Xu Yiying. Brief discussion on the design and application of the intelligent Extracurricular Autonomous Learning Network Platform for college English [J]. Huazhang, 2012 (26).

[2] Wang Fen, Zhang Yulian, Zhao Boyang. Research and Discussion on College English autonomous learning under the network environment [J]. Journal of Beijing University of Chemical Technology (Social Science Edition), 2010 (2): 62-65.

[3] Zhang Limei, Jiang Dongyan. Optimizing College English Autonomous Learning Model under the Network Environment [J]. Youth and Society, 2013 (4): 125-125.

[4] Bai Limin. Research on College Students'English Autonomous Learning Model under the Network Learning Environment [J]. Jintian, 2014 (2).