

The Cultivation of College Students' English Autonomous Learning Ability Based on "Internet +"

Dan Zhao

Xijing University, Xi'an City, Shaanxi Province, 710123, China

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Abstract: "Internet + Education" is an advanced educational and teaching reform which uses Internet technology to serve teaching and it puts forward higher requirements for college students' English autonomous learning ability, so it is of great practical significance to cultivate college students' autonomous learning ability. Based on the author's learning and practical experience, this paper first analyzed the current situation of college students' autonomous foreign language learning under the "Internet +" environment, and then discussed the feasibility to cultivate college students' autonomous foreign language learning ability, and finally put forward the mode to cultivate college students' English autonomous learning ability from the perspective of "Internet +".

1. Introduction

"Internet +" is a new business type based on modern information technology and Internet thinking. "+" refers to the convergence of Internet information technology and other industries, thus creating a new ecology, which is a relationship of ascension rather than substitution. When "Internet" encounters education, it means integrating the innovative achievements of the Internet with the depth of education and teaching, so as to improve the quality and efficiency of education - make education more balanced, teaching more individualized, management more accurate, and decision-making more scientific.

2. Current Situation of College Students' Autonomous English Learning under "Internet +" Environment

At present, the Internet has become a relatively common way of English teaching and learning. However, in the face of knowledge overload, it lacks the ability to identify necessary resources and the ability to control the browsing of irrelevant information sources, and the Internet has not fully played its role in English autonomous learning. The current college English classroom teaching mode is still centered on teaching materials and teachers. Due to the large size of the class and the intense class hours, teachers usually only use simple audio-visual teaching methods to train students in listening and speaking, which is almost no good for the cultivation of students' autonomous learning ability. Although teachers have a certain concept of teaching reform, due to the reasons of large number of students, less class hours and low enthusiasm of students for participating, they cannot use modern education technology to achieve effective communication between teachers and students in class. At the same time, students' dependence on teachers is serious, and they are not used to it and are not good at self-study management. Relevant data show that this phenomenon is almost everywhere in college English classes, and English learning ultimately points to the score of cet-4, cet-6, IELTS, Toefl and GRE. The use of "Internet +" to cultivate college students' autonomous English learning ability is still a beautiful vision for college English teaching.

3. The Feasibility of Cultivating College Students' Autonomous English Learning Ability under the "Internet +" Environment

Practice shows that under the background of "Internet +", it is feasible to cultivate and improve college students' English autonomous learning ability. First, at the student level, college students

have a positive desire and strong demand for Internet autonomous learning. The rich online resources, vivid multimedia information, convenient interaction and communication, and spatio-temporal learning opportunities of the Internet and other advantages make contemporary college students have a stronger desire to study independently through the Internet. Second, at the technical and hardware levels, the time is ripe for Internet learning. The full coverage of campus network, Wifi, the construction of digital and intelligent campus and the popularity of smart phones provide hardware support for college students' autonomous English learning. Third, at the level of teachers, the large amount of teaching resources on the Internet have enriched the teaching content of teachers and made the cultivation of autonomous learning ability possible.

4. The Cultivation Model of College students' English Autonomous Learning Ability from the Perspective of "Internet +"

4.1 Flipped classroom is an effective path.

Flipped classroom refers to the teaching micro-video and tasks designed and created by teachers themselves based on teaching content and requirements, which are distributed to students through the network platform before class. Students learn the relevant content independently before class, actively participate in the interactive links of questioning, puzzle solving and inquiry between classmates and teachers in class, submit the homework online after completion, and get a new teaching mode of timely feedback from teachers. Flipped classroom is divided into three stages: before-class, in-class and after-class. (1) Before class - the stage of knowledge transfer. Teachers make and create teaching micro-videos and design tasks according to the teaching content before class, and then transfer them to students through the network platform; Students watch over the teaching resources repeatedly and finish the exercises and raise questions before class. (2) In class - the stage of internalization and extension. Students cooperate with each other in groups according to certain principles. Teachers communicate and answer questions in each group, and evaluate and feedback the learning results; Students fully discuss the uncertain content and study independently. (3) After class - the stage of achievement solidification. Teachers review and summarize students' learning, show students' homework (works), make examples for group learning, and finish the solidification of achievement.

This teaching mode has the following advantages in cultivating students' autonomous learning ability. First, students can control the learning process by themselves, which is conducive to the cultivation of students' ability to determine learning objectives, screen learning content and master learning skills and methods. Teachers should first record the process of impart knowledge in learning (such as key sentence recitation, grammar knowledge and analysis of long and difficult sentences in materials, ect) into visual teaching resources such as micro-videos, so that students can use network multimedia equipment and mobile communication terminals for autonomous learning before class. In this process, the key difficulties and questions can be solved by multiple playback and repeated viewing. Second, timely feedback in class is conducive to improving students' sense of self-efficacy. The most attractive part about flipped classroom is that it enhances the interactivity of class comprehensively. Online lectures pop up with quizzes every 15 minutes or so to check how students are mastering. In addition, flipped classroom also has social media elements, forming a "partner learning" mode for students to ask and answer each other. Since students have completed their autonomous learning of knowledge, it is possible for teachers and students to communicate with each other in class. Teachers' participation in study group discussions, answering students' questions, personality guidance for each student's learning, and speaking and discussing among their peers can help to form a good interactive atmosphere. Third, the increasing interaction between teachers and students in flipped classroom and students is conducive to forming good emotional experience and stimulating and maintaining students' learning motivation. In terms of stimulating and maintaining students' learning motivation, positive emotional experience between teachers and students is very important. In traditional classroom, teachers' attention is focused on the transmission of knowledge, and the use of eye contact and body language to communicate and

interact with students is only an supplementary tool in classroom teaching. Since the knowledge transfer in the flipping classroom has been replaced by micro-video teaching, teachers have plenty of time to answer questions and solve doubts in class, and students can communicate effectively and share learning experience and achievements. Such a good classroom atmosphere and pleasant emotional experience can help stimulate students' enthusiasm for autonomous learning.

4.2 Mobile learning is the most advantageous platform to cultivate English autonomous learning ability after class.

Mobile learning refers to a learning method in which learners acquire learning resources through wireless mobile devices (such as mobile phones, ipads, etc.) and wireless communication networks at any time and any place where they need to learn and communicate with others. At present, there is no unified definition of this definition, but it all points to the following three points:

The first is a kind of learning that can be carried out at any time and place without being restricted to time and place; The second is the combination of mobile communication equipment and digital form of learning; The third is to acquire resources through wireless communication network to realize real-time interaction and communication between teachers and students and students. With the advent of the era of mobile Internet + ", the popularity of mobile communication devices for college students and the full coverage of campus wifi support service system have been improved, This learning model, which combines the characteristics of mobile learning equipment flexibility and mobility with the characteristics of autonomy and regulation of English autonomous learning, has obvious advantages in cultivating college students' English autonomous learning ability. First, mobile learning can enhance students' learning initiative. Stephen Haggard has studied the learning behaviour of students at Nottingham Trent university, a pioneer of mobile learning, and has shown that it is a very popular way of learning. Students can browse the main content of the teacher's class before class so as to get a good idea; In the course, they can pay more attention to the questions that have questions before class without having to be busy with recording; Homework can be submitted, graded and feedback timely. It is worth noting that students especially like to share and compare their teacher ratings and guidance with others. In addition, mobile learning highlights the subjectivity of students, who have changed from passive acceptance of knowledge to active exploration, with goals and directions to solve practical problems in their learning. At the same time, the entertainment learning method based on mobile terminals is also helpful to improve students' learning initiative.

Second, mobile learning can develop students' self-monitoring ability. Mobile learning time is not limited, learners can make use of its unique "fragmentation" characteristics, gradually form a relatively complete knowledge block over time, which fits the characteristics of language learning in particular. Take English word learning as an example, many students recite English words from A to Z repeatedly, but with little effect. However, if you use mobile terminals to download word learning software for learning, you can easily recite English words through man-machine dialogue, listening and memorizing and other methods. It will be drawn up for students according to their needs, such as the amount of words recited every day; It will provide the words of the real person pronunciation, and match the pictures; It can also provide part of speech, example sentences and exercises to help students consolidate vocabulary in all aspects. This kind of learning method, which uses scattered time to gradually connect "fragments of knowledge" into "knowledge network", can cultivate students' self-monitoring ability in English learning.

Third, mobile learning can stimulate students' interest in autonomous learning and is conducive to the cultivation of learning motivation. Most English learners in China are confronted with the problems of lack of real language materials and lack of real-time communication environment. However, mobile learning, such as blog technology-based learning and mobile phone learning, is providing learners with a large number of real language materials and an effective communication platform for the use of English with its integrated information processing methods of pictures, sounds, texts and images. It makes language learning present three-dimensional and vivid features, and allows learners to accept various language skills, such as listening, speaking, reading, writing

and translation, so as to meet the individual emotional and cognitive needs of English learners. Research by Stanford university in the United States shows that mobile learning is most suitable for the teaching of language skills and other content. In addition, by virtue of its massive multimedia network resources and learner-centered autonomous learning characteristics, as well as its mobile convenience, effectiveness, interaction, situational and ubiquitous characteristics, mobile learning has obvious application advantages in English autonomous teaching. Mobile learning is the assistance and expansion of traditional learning mode, which can fill in the shortcomings of communication between teachers and students, mutual learning and situational creation. It plays an indispensable role in cultivating college students' motivation for autonomous English learning.

5. Summary

In the context of "Internet +", with the increasing integration of information technology and education, online classroom, mobile learning, ubiquitous learning and flipped classroom provide new technical platforms, tools and resources for college English classroom teaching to promote effective learning. At the same time, it also puts forward higher requirements for college students' English autonomous learning ability. Under this background, flipped classroom has become an effective way to cultivate autonomous learning. Ubiquitous learning mode provides an advantageous platform for the cultivation of autonomous learning ability of English, and English teachers have become an indispensable resource. Therefore, college English teachers should keep pace with the times, have the courage to explore new educational models and strive to enhance students' English autonomous learning ability.

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