Research on English Autonomous Learning and Teaching Mode Based on Internet

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Abstract — Based on the current development of Internet information technology and the development trend of teaching concept, this paper puts forward a set of interactive teaching model. This model takes the students as the center of the network English teaching design principle, and according to the comprehensive principle, the practical principle, the high efficiency principle, the diversification principle is designed. The teaching mode emphasizes the individual teaching and autonomous learning, which is conducive to the development and training of students' comprehensive application ability and autonomous learning ability.

Keywords - Internet; Autonomous Learning; Teaching model; English Teaching

I. INTRODUCTION

As mankind enters the 21st century, a new era of network information technology era declared the advent of a multimedia computer and Internet as the main carrier of the information technology is influenced in a fast speed and various and changing people's life (Mishima T et al.,2011) [1], (Wirtz B W et al., 2010) [2]. It puts forward new requirements to the individual's work and study. It requires people to adapt to the requirements of the new era as soon as possible, to master and use modern information technology, is the basic requirements of the new era for the individual, but also the important path of self-development, self-improvement. Education, as one of the most important activities of mankind, of course, also by its impact. Education must be combined with modern information technology to effectively promote the further development of education. The core technology of modern information technology, network technology, is a great and far-reaching influence on the modern people, especially the young people. It gradually become an important means for people to obtain information, exchange information and promote self-development (XU H, GUO X, 2010) [3], (Tao Z, Long J, 2011) [4]. As educators, treat it as a scourge and education students avoid and far, or to actively guide students, put it into a useful device for promoting the development of students. This is a new task for us in the new era. Take a broad view of the whole world, the use of information technology in a very important position. Countries are stepping up the popularity of College Students' network knowledge and education, trying to improve the effectiveness of teaching through the computer network. With the development of society, the English Teaching in our country has made great progress, and provided the necessary foreign language talents for our country's modernization construction. However, in the new age of the Internet, English teaching how to adapt to the trend of the times, and use the advanced technology to promote its own development (JIN C, LI X, 2010) [5], (Jinlei Z et al., 2012) [6]. This problem has caused the attention of educators and issue has been studied. Schools in many schools, especially in developed areas, are actively trying to combine the network technology with classroom teaching. In this new mode of teaching, learning resources unlimited expansion, unusually rich, the connotation and extension of learning are fully extended and the task of learning is no longer limited in the classroom to teach knowledge, learning center transfer to learning, master the learning method, passive accepting learning to active exploration learning and research learning, students' subjectivity are respected and development. Under the support of network environment learning focuses on the learning process of self-experience and self-inquiry, equality, democracy, one learns by teaching the new teacher-student relationship is established, the culture is the innovation spirit and the practice ability of the students.

II. STATE OF THE ART

The Internet can provide a rich and diverse content of English teaching has become the world's largest Internet information resources, which includes almost every aspect of human activity, as shown in Figure 1. Which most of the information is in English as a symbol of language, so the Internet itself is a huge treasure house of learning English, there are language and cultural resources inexhaustible. Visiting various sites, various information and data we can easily search and obtain the required (Strom P et al., 2010) [7], (Kay Heng Heok A, Luyt B, 2010) [8]. These resources can greatly enrich our teaching content, more important is its timeliness, can guarantee the non-English speaking countries in language teaching, on economic, cultural, social, and so on content of English speaking countries and synchronization. The function of language is communication (Friederici A D, 2011) [9]. In essence, it is carrier of a nation, a country's culture and language itself is in a dynamic change, want to learn language key point is to understand the...
exotic culture and social status, the only way to really learn a foreign language well (Stevenson M P, Liu M, 2010)[10], (Golonka E M et al., 2014) [11]. In foreign language teaching and learning materials in time and social development will inevitably lag behind the phenomenon, there will be some space on the number of time distance.

As we all know, the preparation of a textbook requires a certain time, from the organization to prepare, select the contents of the examination and approval, but also through the printing, publishing, distribution and other procedures. And so on the book to the hands of readers often have been a long time, its timeliness can be imagined. And using the Internet can be a good solution to this problem, we can get the latest information from the Internet, and timely supplement and increase the content of teaching. At the same time, students can also get the latest information on the Internet, and can read a lot of authentic foreign language materials. Therefore, the Internet provides a good tool for foreign language teaching, but also the foreign language teaching content tends to be diversified.

Through the Internet, teachers and students can be read in a timely to the day of the English electronic version of newspapers and magazines, the content follows the current affairs, so that the students can get in touch with the latest knowledge and information, grasps the time pulse, a better understanding of the language background, this to truly grasp the good foreign language and to apply what they have learned is spleen. In foreign countries there are a number of non-English speaking countries, to help people learn the language of the site.
III. METHODOLOGY

A. Constructivist learning theory

The teaching mode of autonomous learning based on Internet Multimedia English is based on the theory of constructivism, which is popular in the West in 1960s (Rutherford-Hemming T, 2012) [12]. This theory emphasizes: Student centered, students are learning the subject, is the subject of cognition and information processing, are active constructors of knowledge, the teacher is the construction of students' knowledge of help facilitators; the importance of learning situation, students study and real or similar to the real situation related that is a kind of experience to the real situation of the learners, only in the real social and cultural background, with the help of social interaction, with the necessary learning resources to actively construct knowledge and original knowledge structure reorganization; collaborative learning, the key role of knowledge construction, which emphasizes the students, between teachers and students the collaboration and communication, as well as students and teaching content and teaching media interaction; the importance of learning environment design, teachers should provide students with a variety of resources, to encourage students to explore the main action and complete the construction of the meaning of knowledge (Ultanir E, 2012)[13].

B. Autonomous Learning

If formed in the degree of independence is the "on their own learning is responsible for a kind of ability, learners have the independent learning ability, means that learners themselves to determine the learning objectives, content, materials and methods to determine the learning time, location and schedule, and to learn to evaluate, according to the autonomy, the autonomy to complete autonomy and teachers under the guidance of learning autonomy, he believes that autonomy can be in inside and outside the classroom activities and different teaching environment requires the use of different methods to promote learners develop their autonomy, learning objectives, task, process, evaluation by students decide, is completely independent (Kessler G, Bikowski D, 2010) [14], (Mugan J, Kuipers B, 2012) [15]. If teachers to some extent involved, is under the guidance of teachers' autonomous learning, this paper refers to the autonomous learning teaching mode is was built on the basis of self-study under the guidance of teachers, in between teachers and students, students and other people and students and media virtual communication between interaction can be achieved. For Chinese non English Major College Students Autonomous English learning ability of investigation and study, at present Chinese college students' English autonomous learning ability is low, they have adapted to traditional teaching mode dominated by the teachers, habits to rely on the teacher. Therefore, in the process of autonomous learning, teachers should timely give student guidance and feedback, to help students improve comprehensive ability to use language at the same time, the development of the learner autonomy, through metacognitive and cognitive strategies training, to enable students to have the ability to manage their own and to their own learning responsibility, finally gradually transition to the students autonomous learning.

C. Comparative survey

In order to perfection and development to students as the center of the network English teaching model, I recently on the six classes of test and questionnaire to investigation, questionnaires were sent to 212, 196 valid questionnaires were recovered, accounted for 92% of the total number. The statistical results are shown in Table 1.

<table>
<thead>
<tr>
<th>The importance of Teachers</th>
<th>Interest cultivation</th>
<th>Comprehensive ability training</th>
</tr>
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<tbody>
<tr>
<td>Number of traditional teaching methods</td>
<td>Number of network teaching method</td>
<td></td>
</tr>
<tr>
<td>Percentage (%)</td>
<td>Percentage (%)</td>
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<tr>
<td>important</td>
<td>Not important</td>
<td>Good</td>
</tr>
<tr>
<td>145</td>
<td>51</td>
<td>42</td>
</tr>
<tr>
<td>74</td>
<td>26</td>
<td>21</td>
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<td>69</td>
<td>127</td>
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<td>35</td>
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From table 1, it can be seen, the more important role played by the teachers in traditional teaching method, network English teaching method cultivate interest in learning, stimulate the creativity learning has certain advantages. It is also suitable for the students of different levels of learning, can better hair flick resource sharing advantage, and ultimately can improve English comprehensive ability.

In the experiment also found that a single teaching model cannot be suitable for all students, some self-control ability is poor, and the self-counseling mode has no effect, easy to make students lose interest in learning. In the teaching process should be based on the specific circumstances of the students, flexible use of different teaching modes. Such as in four, six level of test near the target learning model is relatively good, met everyone circumstances of the students, flexible use of different teaching modes. Such as in four, six level of test near the target learning model is relatively good, met everyone interested in the topic, such as the Shenzhou VI launch, such as the world cup by research of teaching is more obvious; encourage students to use MSN, Skype video chat, or log in often some English chat room, apply what they have learnt.
Although the full implementation of the network English teaching, there is a long way to go, but there is no doubt that the development of students as the center of the network English teaching model have many irreplaceable advantages. It represents the direction of 21st Century College English teaching reform, can truly reflect the essence of Contemporary College English Education: on the one hand, learning motivation by teachers transferred to the students, they can advance the courses can master, practicality and other optional factors are evaluated, accomplish have a definite object in view. In the learning process can be based on their own ability to accept and preferences, to choose their own learning methods and learning progress. The education resources that can integrate the whole world, for people to learn and share, can completely change the current stage of China's educational resources in the distribution of the existence of the great imbalance. So the students' learning initiative can be fully played, and creativity will be better.

On the other hand, teachers of traditional education idea and the method has also been a strong challenge, because the network learning resources for students and teachers availability is the same, teachers want to in knowledge always maintain the leading idea is often impractical. In this case, teachers in the importance of knowledge has a greater than before, only to learn continuously become models of learning and research; at the same time with the latest information technology and teaching method, create easy to understand, easy to learn and use the network learning resources, good to interact with the students, training, encouragement and respect their initiative, stimulate their creativity, improve their comprehensive ability of using English.

IV. RESULT ANALYSIS AND DISCUSSION

A. Internet collaborative learning teaching model

Internet based College English autonomous learning teaching mode includes Internet collaborative learning teaching mode, Internet interactive teaching mode, Internet inquiry learning teaching mode.

Based on the Internet collaborative learning teaching mode refers to the advantage of Internet and multimedia technology, by multiple learning for learning the same tasks interact with each other and cooperation, the teacher gives the monitor, assist, assessment, in order to achieve the teaching content more profound understanding and grasp of the process, as shown in Figure 2. In the multimedia classroom in the Internet, students voluntarily according to the combination of complementary and balanced principle, the students will be divided into several groups, group size can be big or small, for two people, four, six, cooperative groups have a specific learning objectives, members must clear division of labor, cooperative learning resources call the College English teaching resources database courseware, can collect the required information in the learning process, members can put forward their existing problems in the study are from the Internet, and ask the other members of the group in helping to solve, if the team cannot solve, may also request other team members to help solve, teachers in the inspection group between the monitor students, give students the necessary support and help. At the end of each team to finish the task and assess the situation of the cooperative interaction.

![Figure 2 Internet collaborative learning teaching model](image1)

The advantage of Internet collaborative learning teaching mode: broaden students' vision and deepen the understanding of the learning content; to stimulate students' interest in learning and learning motivation, make students actively participate in learning activities; learn the effective learning methods, learning from others' experience and skills; each student can experience success, reinforcement learning self-confidence, so thinking more active, more creative; resolved through discussion and problems, to cultivate students' ability of critical thinking ability and critical thinking; cultivate students' spirit of cooperation, mutual learning, mutual study, mutual exchange, mutual complement, enhance students' solidarity and cooperation consciousness, improve the psychological quality of learning.

B. Internet interactive teaching model

Internet interactive teaching mode refers to the students under the guidance of teachers, with modern educational technology, using the rich resources of the Internet, Internet based autonomous learning, the type of interactive teaching mainly including human-computer interaction, teacher-student interaction, and student interaction, as shown in Figure 3.

![Figure 3 Internet interactive teaching model](image2)

Human-computer interaction is refers to the interaction and division of the machine interactive vitality, in the vitality of one-way communication, students can according
to their own situation, according to their own learning, relying on the computer and the Internet, search the required information, complete the task of learning, that is to construct theory emphasizes the learning process is learners according to their own needs, interests, hobbies, using the original knowledge structure, namely, knowledge and experience and to external information of active selection, processing and handling process.

Human-computer interaction is beneficial to the students' cognitive main role to play, in the division of the machine interaction, teachers can through Internet monitoring students' learning, and students answer to problem solving. Teacher students interaction refers to the interactions between teachers and students, including the interaction between the teacher and the student individual interaction and teachers and groups among students, the former often for individual counseling mode of teaching, students in the study encountered difficulties or have questions, presented to the teacher through email, issues related to the teachers, the students proposed the reply, which is commonly used in in the mode of teaching in teaching, teachers in the problem or the activities of "Task-based" guide students to discuss the topic in the text, and teachers are also involved; students through the thinking, discussion and with the teacher's dialogue, exchanges and other forms to the understanding and construction of meaning.

C. Internet inquiry learning teaching mode

Internet inquiry learning teaching mode is to students as the center, under the guidance of teachers, using the Internet resources, accept knowledge at the same time, around the problem solving initiative to explore and discover knowledge, learn to access to information, analysis, judgment, positive selection of learning style, the model including questions, inquiry activities and evaluation conclusion of three parts, as shown in Figure 4.

According to the teaching goal, rely on the Internet resources, teachers should provide related teaching content can arouse students' interest in materials, create a situation specific illustrations of the problem, put forward to explore the field to the students, the students fully experience the problem situation, perception of situation, get inspiration from it, under the teacher's guidance and group discussions the students themselves, put forward to study the problem of learning, inquiry learning is to explore the starting point and destination, is the command of students learning the soul, it is not only related to the students' inquiry learning effect, but also related to the success of inquiry teaching, the inquiry learning problem must be scientific and reasonable.

Determine the inquiry problems to put forward a preliminary plan to solve the problem, the scheme includes the research way, what kind of organization, what kind of way to get information, when completed, and were divided into two groups of students, the group's task, clear responsibilities, team member of each group according to their assigned tasks to start learning activities, collect relevant data from the network, reference books and magazines and newspapers, the data collected to pay attention to scientific and advanced, and the correlation between objective truth to withstand scrutiny, caused by the best material is new (recent, authoritative, and then the data collected the classification, selection, determination and discuss relevant content, form the answer for the question.
Inquiry learning evaluation should pay attention to the students’ learning attitude, pay attention to the learning process and methods, pay attention to exchange and cooperation, pay attention to practice. Internet inquiry learning evaluation based on the content mainly involves three aspects; and to explore issues related knowledge and skills; the inquiry process of middle school students showed the problem consciousness, information quality, practice ability and cooperation ability; the unique performance team members during the inquiry process, in the evaluation, exchange and inspection stage, mainly produced by the students to pay attention to self-rating Research Report (probing results and the results of creative exploration components, in the specific implementation process of evaluation, evaluation methods and means should be diversified, general take the teacher evaluation and student self-assessment (peer assessment combination, and make full use of Internet technology.

Internet environment under the implementation of inquiry learning mode advantage lies in: the Internet for the inquiry learning provides a wealth of information resources; Internet can provide interactive shared resources and the learning results show; the Internet virtual environment for students to inquiry learning provides an experience in real life cannot virtual scene; Internet for students of inquiry learning provides a cross time and space communication and collaboration platform; Internet people are equal, everyone has equal right to speak.

To focus on grasping and using the Internet knowledge, autonomous learning teaching mode based on Internet doesn't mean multimedia Internet technology can completely replace the teacher role, does not mean that the computer internet teaching can replace teachers in the classroom, the Internet Autonomous Learning teaching model emphasizes the student's main body status, but also cannot ignore the teacher's dominant position.

To focus on grasping and using the Internet knowledge of teachers, teachers should not only master the professional knowledge, must be skilled in using digital technology to achieve the teaching goals, the teachers to learn is not only use of Internet search tools, more important is the information content of RE refined, and combination, such as information classification, analysis, and judgment, publish a case using email, use chat rooms to organize the exchange of experiences and problems are discussed. In addition, teachers should learn to integrate technology and teaching, direct use of computers and the Internet to prepare lessons, office etc.

Should pay attention to students independent learning knowledge of Internet based training, teaching mode of the students in the center of learning, computer Internet based personalized learning is an important way to improve English application ability of the students to acquire English knowledge and so on students to carried out to adapt to the new teaching mode of training, is opened for the series of lectures, the College English learning method, introduce how to cultivate the ability of English autonomous learning; the second is to use computer Internet knowledge training.

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To pay attention to Internet Autonomous Learning, instructional design in the construction, must pay attention to the study in the learning process of autonomy, creativity; pay attention to the learners' learning needs and personality development, causes the teaching method from the knowledge mastery of transition to cultivate the learning of information processing, creative ability.

V. CONCLUSION

Under the network environment of English Reading Teaching in senior high school is a adapt to information era and a new teaching mode, as it depends on to exist based information technology and network technology as has incomparable advantages and advanced is this incomparable advantages and advanced to our foreign language teaching brought significant changes, and promote our foreign language teaching into a new stage of development.

Based on Internet Autonomous Learning in College English teaching model highlights the collaborative, interactive and exploratory characteristics, teachers to task as the basis, through the autonomous learning teaching mode, establish the dominant position of the students in the teaching process, for all the students, respect for individual differences, so as to create conditions for the full development of each student, provide opportunities to practice the language; to mobilize students to participate in the initiative, enhance the sense of participation, to foster cooperation and creative spirit; development of students autonomous learning ability, which leads to the formation of effective learning strategies, to develop the habit of lifelong learning.
REFERENCES


