

# Study on the Construction of College English Network Autonomous Learning Platform against the Background of “Internet +”

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**Abstract:** The self-learning platform of college English by using the Internet as a carrier is an extension of traditional classroom. It breaks the limitations of time and space and creates a high quality learning environment and atmosphere for students, which helps to foster a new generation of talented people for the arrival of an era in which learning is a lifelong experience for every member of the society.

## 1. Introduction

The reform effort on college English teaching focuses on the renewal of educational concepts as well as teaching techniques. The construction of the independent learning platform for college English network based on the "Internet +" conforms to the evolution of the Internet era and is a novel experiment with the cause of college English teaching and learning [1]. College English teachers should seriously study modern network technology so as to provide technical support for the construction of the self-learning platform, and make the teaching and learning of college English move in the direction of modernization and informatization.

## 2. Current Status of College English Network Self-Learning

At present, many college students take a passive attitude toward English study. Since English is a compulsory course, students do not have great interest in the subject [2]. They believe that learning English is just for passing examinations of the language which almost has nothing to do with their professional curricula. During the learning process, students only manage to fulfill the tasks assigned by their teachers, without having any motivation to advance their actual language knowledge or abilities.

The purpose of the English online learning platform is to allow students to make up for their own shortcomings through audio and video resources and enrich their comprehensive language capabilities. However, due to the lack of attention and investment in various high educational authorities, the resources in the learning platform are limited to the content of the teaching materials. The internal audio and video resources have not been updated to for too long, making the learning platform unattractive to students.

Currently in many colleges and universities, the evaluation of self-learning is based only on the amount of time students spend on visiting the Network website. As long as they complete the given school hours online and complete the homework assigned by teachers, they can obtain corresponding credits. This appraisal mechanism can not objectively reflect the effectiveness of students' independent learning. It is impossible for teachers do know which students are good at self-learning and which students need additional tutoring.

In order to fulfill the necessary school hours of self-learning allocated by the authorities, some students simply enter the autonomous learning room, open the Network web page, and then browse other websites to get information that has nothing to do with language learning at all. This phenomenon is quite common. The main reason for this is that the authorities do not pay enough

attention to the supervision of learning. They only blindly emphasize the amount of school time students must spend while ignoring the actual learning process.

### **3. The Significance of Constructing the Self-Learning Platform of College English Network**

College English network for independent learning is a kind of intensive language training. Constructing a reasonable, experimental teaching model of autonomous learning is key to the success of college English teaching reform, and it is also the model of college English network education that every university is constantly exploring in the new era of network information.

The construction of the web-based platform for college English self-learning is aimed at improving students' language application ability and cultural literacy. The online learning platform can create a vivid language environment for students to cultivate their self-learning ability and stimulate their creativity. This is a kind of transcendence and breakthrough to the traditional classroom teaching model. It turns former passive learners into active knowledge seekers. The relationship between teachers and students is changed into one of equal learning partners, which gives learners greater self-determination, initiative, and independence. It can, to a greater extent, stimulate students' ability to find out and solve problems, and help students experience independent exploratory learning.

One of the characteristics of the web-based college English autonomous learning platform is that it can fully reflect the nature of language's interactivity and applicability. Students can obtain real learning feelings through various multimedia means such as audio and video material provided by the platform, then through the massive and changeable relative test questions, they can further consolidate what they have learned, so as to enhance their abilities in listening, speaking, reading, writing, translating etc. It has become a trend of the time for college students to study English through the network learning platform. Because of its informative capacity, speed and wide range of communication, the network learning platform can break the limitations of time and space and provide the latest knowledge and information to students in a timely manner [3]. With the stupendous and colorful online teaching resources, students can also select the learning material according to their own needs, make their learning process more independent and personalized.

At the same time, through the self-learning platform, teachers and students can interact in various ways, and they can choose the evaluation methods according to their own actual conditions [4]. Teachers can also be more flexible and have more freedom to check students' learning status and answer questions, as well as arrange teacher-student interviews and examinations. Through these diversified learning channels, the online English learning platform can effectively enhance students' interest in English learning.

For example, students can watch relevant learning videos on the Internet, or they can upload their own videos to the Internet and hold symposiums. They can also read classic articles through the online learning platform, listen to teachers analyzing language points, attend the classroom teaching of domestic and foreign teachers. When they are faced with frustrations, they can get in touch with their teachers and classmates online, seek help from experts, and so on. Such teaching and learning model absent of the monotonous, boring traditional English classroom teaching atmosphere, makes English learning a much more exhilarating experience for students[5].

Today's college English classroom teaching should be closely integrated with modern information technology. Teachers and students should make full use of computer and Internet resources for their English teaching and learning [6]. The main purpose of the construction of the web-based self-learning platform for college English is to extend the teaching space and scope of traditional classrooms, making the resources of traditional English teaching digitized and scientific with the help of computers and the Internet. Therefore, in order to enhance students' interest in English learning and eventually achieve the purpose of improving their language ability.

### **4. Formulating a Multiple Network Autonomous Learning Assessment Index System**

The independent learning platform of college English network can make full use of the analytical

method of large data, bringing into play the advantages of modern computer technology in the intelligent evaluation of foreign language teaching, and provide teachers and students with real-time learning data information. With the big data technology, the learning data are classified and scientifically arranged, therefore a network independent learning evaluation system is established [7].

The assessment of network autonomous learning should not be evaluated only on the basis of the amount of time students spend on the network and how much assignment they have completed. Teachers must look at students' learning data and learning paths in the platform, together with regular classroom performance to make a comprehensive assessment [8]. The network autonomous learning platform then will conduct its own monitoring and classifying analysis based on the student's learning content, learning time, learning path, and platform self testing results, in order to obtain an independent learning platform network evaluation. English teachers, according to the network evaluation, online problem solving and regular classroom testing, make a comprehensive assessment in accordance with certain proportions based on the characteristics of different majors [9].

At the same time, we must introduce human-computer interactive evaluation method. After monitoring a long period of a individual study and continuous improvement of the database, the machine will eventually provide a real and objective evaluation for the student. Moreover, the network autonomous learning platform should also have a trilateral learning quality monitoring system of administrators, teachers, and students. According to the progress students have made, the learning platform will regularly publish learning results and make learning suggestions through the APP learning terminal [10]. This evaluation system can greatly enhance the active learning initiative of students. It is a three-dimensional process of online autonomous learning, allowing students to carry out online independent study with clear objectives, therefore enhancing students' linguistic capabilities in a comprehensive manner [11].

## **5. The Application of University English Network Autonomous Learning Platform in practical Teaching**

### **5.1. Optimizing the network autonomous learning environment**

At present, most college English network autonomous learning is in the campus network in which students login, and then visit the English learning platform [12]. In order to make the application more effective, authorities should designate suitable amount of time for students to spend in the English network autonomous learning room and assign professional guide teachers to answer questions as well as solving technical problems, and open the school public computer room resources according to the actual situation in order to avoid conflicts with student classroom learning attendance.

### **5.2. Increase learning interactive communication module**

In classroom teaching, teacher-student interaction is mainly teacher-oriented. Interactive teaching will redouble the effectiveness of that traditional teaching method. It is the essential part of network learning system designed to introduce interactive link into network autonomous learning platform. The interactive mode should adopt various social platforms widely used by college students, such as learning interactive exchange group, learning WeChat public number, learning discussion Weibo platform, learning answering platform and online counseling. The use of modern social models for three-dimensional teaching interaction can make language learning more interesting and vivid [13].

### **5.3. Popularizing Mobile APP Learning Model**

With the rapid development of the mobile Internet, modern college students have almost universal access to smartphones. Mobile devices have become their indispensable communication and daily life tools. Introducing the APP application of the University English Autonomous Learning Platform into the student's mobile phone platform will enable students to study freely at anytime and anywhere, breaking the barriers of traditional learning methods [14]. And APP applications will also inform students of their learning progress, reminding them of their learning tasks and difficult points in time. With the help of big data analysis, students can get up-to-date

learning resource statistics, which will encourage students to use the mobile phone APP for extra-curricular learning, improving students' learning enthusiasm and learning efficiency.

#### **5.4. Emphasizing Teachers' Guiding role**

The independent college English learning network is a powerful supplement to college English classroom teaching and the ultimate direction of college English teaching reform. In addition to serving as the main director of classroom teaching, teachers should also serve as a weather vane for independent learning. In the classroom, students should be assigned with independent learning tasks which reflect the flexibility of learning approaches, and teachers must also set up network learning class groups to assign differentiated tasks. And finally, according to the feedback from students and their own teaching agendas and objectives, teachers must arrange time to answer questions and solve problems on the platform. By using this kind of virtual network communication, we can supplement the actual teaching effectively, narrow the distance between teachers and students, and stimulate students' interest in learning.

#### **5.5. Optimizing network autonomous learning resources**

Each university or college has its own characteristics and advantages in their college English teaching. So besides introducing the corresponding learning resources developed by the textbook publishing house on the autonomous learning platform, we should not ignore the excellent teaching resources of our own. Every college English teacher has his own teaching experience by which, he or she will make good teaching design for relevant knowledge points. The accumulation of such micro designs can make an excellent unique resource for the school. These resources are very practical and popular among their own Students. At the same time, in order to increase students' enthusiasm for learning, the learning platform must promptly introduce some foreign language movies, National Geographic magazines, natural sciences, engineering technologies, humanities history, current affairs politics, and various press conferences, as well as excellent foreign language speeches, Class video resources.

### **6. Conclusion**

The independent learning platform of college English network can make students break through the limitations of time and region, and selectively carry out more personalized and autonomous learning. Through the construction of a strong network learning resource base, it can promote students' interest in college English learning and help to comprehensively improve students' English linguistic abilities, making college English teaching more scientific, networked and intelligent, and projecting college English teaching to a new era.

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