A Study of College English Autonomous Learning Model based on Computer and Network

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Abstract. Taking the non-English majors as the research object, the traditional college English teaching mode is combined with computer, network, multimedia and other advanced technologies to form a new teaching mode, that is, relying on the computer network platform, building English network course resources, developing an objective and feasible multiple evaluation system, so as to realize the purpose of students' autonomous learning. The experiment shows that the new teaching mode, which is composed of classroom teaching and online autonomous learning, is effective.

Keywords: College English, Autonomous Learning Model, Computer and Network

1. Introduction
Most of the students are lack of initiative in learning. In the previous teaching, the students' scores were evaluated by using the usual score plus the final score, each accounting for a certain proportion. From the beginning, the usual score accounted for 30%, the final score accounted for 70%, to the later, they accounted for 40%: 60%, or even 50%: 50%, respectively. The proportion of the usual score kept improving, and the interview questions in the final volume were mostly extracurricular. All kinds of attempts failed to arouse the students' willingness to study actively. The usual homework, such as dictation of words and composition, can't stop students from copying homework, so teachers can't make an objective evaluation [1]. Attendance rate is also one of the usual results, but most of the students are not in class. The interview questions of the final paper come from the textbook part, and the students don't value it. They make the test paper as if they had never seen the questions in the textbooks. 50 minutes in class, students can't learn effectively, and teachers can't supervise students' learning in the time outside the class. Students' lack of initiative in learning is what teachers don't want to see, and also affects teachers' sense of achievement [2]. Therefore, on the premise of ensuring the stability of teaching materials, it can be considered to select different teaching materials for different majors, plus the teachers' self compiled teaching materials for different majors. It is worth trying to use the teaching materials which are suitable for students' professional and practical level and teachers' own teaching materials while using the designated teaching materials reasonably.
2. Specific Implementation Process

2.1. Graded teaching
At present, the school has carried out graded teaching according to the students' college entrance examination results, which is divided into three levels: A, B and C. The author chooses one of class C as the pilot. The teaching materials used by teachers in class are also selected according to the level of students' performance. After one semester of study, if the level of students is improved, they can be promoted to a higher level. In the past, the English level of the students in the whole class was uneven, and the teaching materials were unified. The teachers could not take all the students into account in the difficulty of teaching content, so that the students with a good degree felt that there was nothing to learn [3]. The students with a poor degree were like listening to the almanac, and our teaching purpose was to let all the students get something from the same class. The implementation of classified teaching can avoid the shortcomings of the traditional teaching.

2.2. Modular learning
Using the online course resources in the school language laboratory, it is divided into four modules: audio visual speaking, reading, writing and translation [4]. These four modules are divided into three levels: A, B and C, and they are also subdivided into sub items. For example, translation is subdivided into economy and trade, science and technology, culture, etc.; reading is subdivided into literature, news and current affairs, science and technology, etc. Build question bank by level and module. According to their own degree, students can choose the corresponding level, relatively weak modules for autonomous learning. The following is illustrated with level C as the schema:

![Figure 1. Level C Language Learning Module](image)

The specific online courses of the selected pilot class C are as follows: each student is assigned a user name and password, and students can use their own independent account to go to any computer in the school's voice room at a convenient time to learn the audio-visual, speaking, reading, writing, translation and other modules corresponding to their own level [5]. For students who own computers, they can access the Internet in places other than the computer room, and access the school's special server for network courses [6]. The teacher stipulates that each student should complete 3 hours of independent learning content in a week, and keep and submit the weekly online learning record. Teachers can log in to the server on any networked computer to check students' learning progress and learning time, and evaluate students' online learning performance according to their online learning hours and learning quality, which is bound with the final exam results.

2.3. Assessment Method of Course Learning
According to constructivism education theory, the evaluation of education should be dynamic and continuous, presenting the learning process of learners' progress, the teaching strategies adopted by teachers and the learning environment created. The purpose of evaluation is to better design teaching, improve and refine teaching strategies according to the requirements of learners and the changes of situations, so that learners can make continuous progress in a higher direction through constructive
learning. Therefore, in the process of the experiment, the author adopted the combination of process evaluation and final evaluation.

3. Teaching Achievements
The process assessment is divided into two parts: the students' participation in classroom activities and the students' online autonomous learning records. In order to achieve the goal of students' autonomous learning, this experiment increased the proportion of network learning in the final total score. Online learning accounts for 50% of the total scores, classroom teaching performance accounts for 20%, and final papers account for 30%. The evaluation standard of network learning achievement is divided into two parts: one is learning time, the other is learning quality. Every semester, 10 weeks of online learning time, 3 hours a week. Learning quality refers to the accuracy of online problem-solving. Students are required to submit their practice scores for teachers to evaluate (Grade A, B, C, d) each time they practice online.

The final assessment takes the form of final examination, which is mainly based on the students' usual learning content, accounting for 30% of the total score.

After one year of pilot teaching, it is found that a variety of assessment methods for students' curriculum learning can more objectively understand students' learning progress, make students' learning achievements more authentic, to a large extent, put an end to students' mentality of cramming for exams in the past, and realize the teaching intention of making students pay attention to learning process and truly achieve independent learning.

During the pilot period, four times of score change statistics were carried out in the middle and end of the first semester and the middle and end of the second semester. (at the beginning of the pilot, the scores of 40 students in class C are in the range of 60-70)

| Table 1. Learning Effect Diagram of Online Courses |
|-----------------------------------------------|
|       |       | 60-70 | 70-80 | 80-90 | 90-100 | Learning Progress |
|-------|-------|-------|-------|-------|--------|-------------------|
| Mid Semester 1 | 40 | 0 | 0 | 0 | 0 | 0 |
| End Semester 1 | 35 | 5 | 0 | 0 | 5 |
| Mid Semester 2 | 25 | 7 | 8 | 0 | 15 |
| End Semester 2 | 16 | 14 | 10 | 0 | 24 |

4. Summary
According to the results of one year's observation, 10 out of 40 people have been upgraded from the initial C class to a class. Fourteen were promoted to class B. The remaining 16 people, although their performance did not improve qualitatively, expressed their willingness to continue their efforts. Students' consciousness of autonomous learning has been greatly improved.

To sum up, the new college English teaching mode based on the computer network platform advocated by the author is effective. It is hoped that the research of this subject can provide help for the reform of College English teaching, and also provide reference for the relevant departments to formulate teaching reform policies. The real-time update of the Internet makes up for the lag of textbook knowledge, so that students can learn the most cutting-edge knowledge in the first time, so as to stimulate students' enthusiasm for learning. Modular and hierarchical curriculum content selection can help students to practice their weak points according to their own English level. Classroom face-to-face teaching can not meet the needs of relatively better students for English knowledge, and the free selection of online courses can make these better students learn more of the knowledge they want to expand, which will also make CET4 and CET6 pass rate significantly improved, and create two "foreign" English brands in our school.
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