A Research on the Implementation Status of Web-based Autonomous Learning in College English
--Take Kunming University as an Example

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Keywords: Computer; Network; Autonomous Learning; Status; Countermeasures.

Abstract. The Web-based Autonomous Learning in College English is an important direction of College English teaching reform. Based on the computer and network, it can not only arouse students' interest in learning English, but also broaden the channel of students' knowledge. This paper is to analyze the status in the implementation of the autonomous learning in English of Kunming University, and put forward some useful countermeasures.

1. The Implementation Significance of College English Network Autonomous Learning

The requirements for college English teaching, revised and published by the Ministry of Education in 2007, pointed that all the colleges should make full use of the modern information technology adopt the English teaching model based on computer and class and improve the single teaching pattern oriented with the teaching of teachers. And new teaching pattern should regard the modern information technology as its support, especially the network technology, making the teaching and learning of English avoid being limited by the time and place to some degree and develop towards the direction of personality and autonomous learning. The writer thinks that the development of computer and network is bound to break the current college English teaching concept, making the teaching and learning present more scientific and personal characteristics. In the autonomous learning process, students can construct their own knowledge structure in alternative and develop or train varieties of cooperation ability based on their own interest and ability structure. And its meaning will surpass the pure language learning range and develop towards the direction of paying more attention to the personal demand and ability construction of learners and conscious autonomous learning inertia.

2. Design and Survey of Questionnaire

In order to deeply understand the current status of college English network autonomous learning in Kunming Institute recent years, the research group designed the questionnaire aiming at the current status of college English network autonomous learning, and it consists of the following three parts: the first one is the survey of college English network autonomous learning effect. Starting from the basic condition of students, primarily understand the effect of students from different majors, grades and English levels to the present college English network autonomous learning. The second one is the survey of college English network autonomous learning current status, which mainly includes the complexity degree of students to the teaching content, teaching pattern, course assessment method, faculty condition, computer ability and English ability of teachers, etc. And listen to the opinions or suggestions of students. The third one is the survey of college English network autonomous learning outlook. Mainly make it clear that the still existing problems or expectation of students to college English network autonomous learning, envisage the problems and expectation of students and put forward beneficial suggestions for the later college English network autonomous learning.

This research has the following two procedures: the first step, by means of on-duty chance of college English network autonomous learning teacher, making the collective interview with students from different majors and different grades, and using the pre-survey to get the current basic implementation general situation of college English network autonomous learning. And the next step

is to make the questionnaire of college English network autonomous learning situation with the school students in Kunming Institute in random. According to the actual situation, this survey totally gave out 6300 questionnaires and took back 6112 questionnaires, and the number of valid questionnaire is 6019(95.5%). The students involved in the survey basically cover all the majors of the institute, and the grade proportion respectively is 38% freshman, 23% sophomore students, 21% junior students and 18% senior students.

3. The Current Situation Analysis of College English Network Autonomous Learning

Regarding with the analysis result of collective interview, questionnaire survey and the latest result of implementing college English network autonomous learning in Kunming Institute, we think it still has the following shortcomings.

3.1 Students Have Repellency with College English Network Autonomous Learning

We found that there still exists deficiency in the implementation process of this course after the personal participation with the few years implementation of college English network autonomous learning in Kunming Institute. At first, it currently is a controversial topic in college English teaching reform whether this course of college English network autonomous learning should be generalized extensively. In the former collective interview process with students, there were some students raising such question with college English network autonomous learning course, for example, why are established college English network autonomous learning courses? What's the purpose of learning this course? Why does the current established college English network autonomous learning course not have the single textbook and single teaching time? Why does college English network autonomous learning need a test even make-up examination and repair, now that it is autonomous learning? However, when it refers to the satisfaction degree of students to this course, those students choosing satisfaction were only 3.2%, those choosing basic satisfaction were 17.9%, those choosing dissatisfaction were 54.3% and those very dissatisfactory were 24.6%. It can be seen that college English network autonomous learning didn't bring students the former anticipatory effect viewing from objective aspect, instead, students have produced questions subjectively or passive resistance mood to some degree with the nature and operation method of this course.

3.2 The Establishment of College English Network Autonomous Learning Course Is Still Not Reasonable

The college English network autonomous learning of Kunming Institute is set in the listening and speaking class of *New Horizon College English*, which requires to be taken in the same class of listening and speaking. As for the nature of course, it is also set same as listening and speaking class to be the compulsory public examination subjects in the whole school, and the credit of these subject is 2 credits. The difference is that the listening and speaking course in each semester has 32 total hours, but network autonomous learning has 8 total hours. Such course setting pattern not only makes the student painful but also bitters the course teacher. As for students, the reason is that there are only 5.1% students equipping with the basic computer operation experience before entering to college, and the left 78.6% and 16.3% students are respectively the students that totally have no operation experience and the students that basically have not touched computer. So one breaking-in period is lacking between students and multi-media equipments and between teachers and students, and the survey result also reveals that the student entirely keeping pace with the course schedule is 8.9%, basically keeping pace with the course schedule is 27.3%, unable to keeping pace with the course schedule is 41.9% and totally unable to adapt the course schedule is 21.9%. There exists difference among student individual, and it is magnified further due to the in-adaptability to the course. And as for the course teacher, they should deal with the same class proceeding, which will not only makes the class time very limit but also makes the cooperation degree between teachers and students very limit. Thus, those conditions that attending to one thing and losing another and unable to cope with two things at the same time will happen occasionally in the course, which have affected the quality problem of course implementation.

3.3 The Software and Hardware Facility of College English Network Autonomous Learning Platform Are Not Good Enough

In the process of data collection, the members of this research also got two significant question feedbacks. First, most students thought that the college English network autonomous learning database regarding Unipus as its platform should not only provide the words and tests all the levels, but also provide the corresponding current news, electronic magazines and newspaper content. Students should have access to expand their own knowledge scope through free browsing according to their own hobbies at the spare time of learning; some students put forward that the possibility of establishing the interactive communication platform between teachers and students, and learners can make collective combination and free combination and achieve the cooperative learning by this chance. The writer thinks that if the pattern of cooperative learning is introduced through college English network autonomous learning course, then it will not only promote the increasing of students' autonomous learning consciousness but also change traditional teacher-student concept from certain extent. In addition, it can make students envisage their own shortcomings and tackles more clearly, and solve problems through the method of mutual exchange or discussion to create a positive learning environment for students. Next, learning platform has its own deficiency, and it has happened many breaking down cases since its coming into use. As a result, the network autonomous learning time that accumulated by students is totally reset, which will make teacher lose one important reference index to assess the course score of students at the end of the term. The same problem also makes teacher have no access to visit this platform through outside school site and uploading the relevant learning materials.

To sum up, college English network autonomous learning course indeed meet with varieties of tackles before stepping to the right track, and there will be question and challenge. Only by finding the shortcomings and gradually promoting and improving can make it have sustainable development space and possibility in the future.

4. The Solution Aiming at College English Network Autonomous Learning in Kunming Institute

Aiming at the existing problems in college English network autonomous learning, the writer thinks that the adjustment and improvement need to be done at some aspects, which can help to give play to its positive aspect in the process of training versatile talent.

4.1 The Role Changing and Ability Enhancing of Teachers Should be Further Strengthened

According to the research of network teaching and teacher role from Jinchao Liao, Fudao Zhu, Binglan Zhou and Xiaoqiong Liu recent years, teachers will afford ten kinds of roles in the network autonomous learning process: helper, organizer, stimulator, monitor, instructor, diagnostician, coordinator, instructor, learning consultant and discoverer of individual difference. The more roles a teacher affords the higher requirement to ability. And the continuous change of teacher role also means that they take different position challenges with their own ability. In the survey, the freshman of first and second grade will more hope that teachers become their helper and instructor, and they account for 86% of the total amount of the first and second grade. The reason is that it is the first time that the freshman touches the course of network autonomous learning and they still are the layman in the aspect of language ability and multi-media operative ability. At this time, students long to get the introduction help and instruction from teachers so that they can quickly master the basic skills to make study step into the right track. While stepping to the higher grade, about 73% of the total amount of the third and fourth grade students involved to the survey prefers to hope that teachers become their diagnostician, learning consultant and discoverer of individual difference, and this period is crucial for students. They will gradually construct and adjust their own learning habit and strategy according to their own ability and interest after experiencing the primary training. Therefore, what students need at this time is that the teacher gives them a-higher-level spur, consulting and specific supplementary and exploitation related with individual difference. In conclusion, the one place that college English network autonomous learning distinguished from traditional English teaching is that the relationship of teaching and learning between teachers and students evolves more abundant

content, and teachers should have a brand-new understanding with their own role changing and the continuing of ability and continuously broaden their own knowledge scope. In order to provide more comprehensive support and supplementary for students, they must let themselves join the ranks of autonomous learners and achieve the mutual change of teaching and learning.

4.2 The Learning Attitude and Strategy of Students Still Need to be Revised

In the survey, we deliberately know the learning attitude of students to network autonomous learning course, and 14.3% is very earnest, 23.1% is earnest, 41.7% is not serious, and the left 20.9% is not clear. The survey result is very astonishing. Later, we understand that those students major in non-English has the evasive mental state with English courses due to their poorer English basis, namely, there are many students who have no interest and willingness to learn English better; the combination with the nonconformance of network autonomous learning course requirement makes students mistakenly think that their participation or non-participation does not have too much effect on the enhancing of their own skill or learning, making network autonomous learning course become useless even gradually having the possibility to be marginalized. Besides, most students have accepted the pouring teaching mode since their childhood, having heavy reliance on their teachers, so their ability to passively accept knowledge is stronger than the ability to handle problems by themselves. The survey also reveals that those students who feel satisfied with teaching skills of teachers account for 18.1%, basic satisfaction accounts for 26.7%, dissatisfied accounts for 48.3% and very dissatisfied accounts for 6.9%. It can be seen from viewing the result of this survey, students have high requirements and expectation with the teaching method and skill of teachers, and at this period, if students lack instruction on choosing and constructing learning strategy, the selective mistake of learning strategy will make them experience more sense of failure. The writer thinks that the first is to adjust the setting of college English network autonomous learning and clarify the nature and status of the course, not giving students the equivocal feeling; the second is to inspire the learning motivation of students and gradually instruct students to become the participant and explorer, making students have access to verify their own ability.

4.3 The assessment method of network autonomous learning course should be improved

In the open-ended questions of the questionnaire, when students are asked that what else expectation or requirement that they have about college English network autonomous learning course, we summarize the received massage to the following several kinds: 1. Put forward whether the existing course assessment method can be changed. Traditional course assessment method usually is making students get the grade of one subject by means of test or paper at the end of semester, which is pay more attention to the result rather than the process, and it belongs to a relatively single assessment method. Network autonomous learning course is not pure language learning, but referring to the operation of multi-media and network application, and it lays more emphasis on the process. Such particularity needs teachers to adopt multi-dimension assessment method and make it by the combination of reading and writing course, listening and speaking course and network autonomous learning course, which aims at making students have access to remedy the poor subjects through the good subjects according to their learning ability to each subject. And this suggestion is helpful for our course assessment more scientific and fair. 2. Put forward whether the assistance of computer multi-media operative ability can be strengthened. Many students gradually are aware that the practice amount is larger than theory learning time through their learning of network autonomous course, and the computer supplementary operation of language learning has become the new demand point of students, making us see the later power point of network autonomous learning course. 3. Put forward whether the practice and operation can be set as the main part of course assessment. Comparing with getting good grades, students prefer the cross-subject operation and skill that can be obtained from this course, which is beneficial to break through the drawback of traditional English course that pays more attention to theory rather than practice.

5.   Conclusion

As a newly-developing course, college English network autonomous learning has many aspects to make adjustment and improvement. This paper only makes the analysis from the several aspects of

personal experience or observation of the writer, and there will be more things worthy to discover and explore with peer and students.

Acknowledgments

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