Analysis on Problems and Strategies of Web-based Autonomous Learning in English Courses of Open Education

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Abstract: *With the rapid development of network technology, it puts forward greater requirements on autonomous learning ability in English courses of open education. Based on the problems in autonomous learning in English courses of open education, the thesis analyses the developmental strategies of enhancing autonomous learning abilities in English online courses of open education.*

Keywords: Open education, English courses, Autonomous learning.

1. Introduction

In the context of the rapid development and widespread application of information and communication technologies, the internet and mobile networks, computer-based educational technology has brought about a revolution in education, providing very favorable conditions for students to engage in autonomous learning. As an open university for adult higher education, its education model is a self-directed learning model which is based on the network environment and utilizing various media forms, thus places greater emphasis on self-directed learning and the cultivation of students' ability to learn independently. The public English course for open education at the open university, a public foundation course for students of all majors, places higher demands on students' English autonomous learning ability. The autonomous learning consciousness, autonomous learning habits, and autonomous learning ability of open education learners determine the effectiveness of English learning.

2. Autonomous Learning in Open Education and Its Characteristics

2.1 Connotation of Autonomous Learning in Open Education

As a brand-new concept, "autonomous learning" has attracted wide attention in the education sector since it was put forward in the 1970s. The first person to introduce autonomous learning into foreign language teaching was Henri Holec, who defined autonomous learning as "a learner's ability to take responsibility for and control language learning" in his article *Autonomy and Foreign Language Learning* in the 1980s. Little D. from the UK defines autonomous learning as three types of skills: the ability to reflect objectively and critically, the ability to make decisions and the ability to act independently.

In recent years, many domestic scholars have also carried out in-depth research on the theory of autonomous learning, such as Fan Ye, Wei Yuyan, Zheng Yuqiong, etc., who have respectively explored the methods and approaches to cultivate autonomous learning in foreign language teaching in theory or practice; Xu Jinfen, etc., who have investigated and researched on the autonomous English learning ability of college students majoring in non-English. On the basis of relevant literature from Chinese and foreign researchers, with the teaching mode of open education, the author believes that autonomous learning is a process in which learners, set learning goals, make learning plans, choose learning modes, adjust the learning progress, monitor the learning process, and self-evaluate and develop themselves in accordance with their own actual situation. Open education, as autonomous learning in a network environment, requires students to have strong subjective initiative, and learners cannot carry out autonomous learning well if they lack motivation to learn. To carry out autonomous learning on the network, instructors should cultivate students' learning initiative and self-discipline, develop the habit of autonomous learning on the network, improve the efficiency of students' autonomous learning, and actively adapt to the network-learning environment.

2.2 Characteristics of Autonomous Learning in Open Education

(1) Network-based learning

In order to solve the contradiction between work and study, open education vigorously develop online teaching and learning resources, and students' learning is mainly based on online learning and supplemented by face-to-face teaching.

The current network resources are quite rich, how to select the learning materials from the vast sea of network resources to meet the actual needs of learning? It is vital to improve students' learning efficiency and sensitivity to information resources. They also should learn to search in the learning process, filter and process the information to avoid information disorientation. At present, open education students need to strengthen the ability to apply network technology, cultivate awareness of information resources, and improve autonomous learning ability.

(2) Students have greater autonomy

In the process of autonomous learning, students give full play to their autonomy and can choose any time and place for autonomous learning. According to their own learning goals,

they can choose their own learning strategies, methods, and related learning resources to solve the problems in learning independently.

(3) Flexible and diverse learning modes

Open education online learning in a variety of forms, there are real-time online live courses, there are also non-real-time autonomous learning, in the process of autonomous learning, students can choose to participate in real-time online live classroom learning, they can also look back at the live classroom for repeated learning. Open education online learning resources are abundant, and the learning mode is flexible and convenient.

(4) Diversity of teacher-student interaction

Open education uses the technical support of information technology and network platforms to implement a mixed teaching mode, through the live online classroom, learning network discussion forums, QQ learning group for teacher-student communication and interaction, optimizing the teaching process and improving teaching efficiency. Modern open education requires that students must master the relevant knowledge and skills of network learning, effectively use the network's rich teaching resources for learning, and carry out network communication between teachers and students. Students' autonomous learning in the network environment puts forward high requirements for students' network operation ability, not only the simple use of E-mail, QQ, etc., but also the need to master the network resource search tool in order to improve the learning effect.

3. The Problems of Autonomous Learning of English in Open Education

3.1 Insufficient Initiative in English Learning

Open education learners pay more attention to the study of English courses. They have a more conscious understanding of their own English learning and higher learning aspirations. And their learning goals are also relatively clear, but the initiative of autonomous learning is not strong, since they are used to taking teachers as the center and can not or seldom exert the subjective initiative of students. At the same time, it is not possible to guarantee sufficient autonomous learning time due to daily work. Some students are learning under the constraints of teacher requirements and formative assessment not the initiative autonomous learning. What's more, there are time conflicts between the arrangement of live open education courses and the work and life arrangements of some learners. As a result of the contradiction between working and learning, learners are not highly motivated to participate in live classes, and the phenomenon of absenteeism is relatively serious.

3.2 Traditional Learning Concepts and Weak Consciousness of Autonomous Learning

Students in open education basically accept the traditional teaching mode, which is mainly taught by teachers face-to-face in class. Their learning concepts tend to be traditional, mainly rely on teachers' knowledge imparting in class, and their learning methods mainly stay in the passive acceptance of knowledge in class. Students in open education have a wide age range, and their acceptance and operational familiarity with autonomous learning on network platforms and information-based teaching modes are uneven, and their awareness of autonomous learning is generally weak.

3.3 Teacher-student Relationship is Relatively Loose, and Teacher's Guidance in Autonomous Learning Needs to be Strengthened.

In the process of student-oriented autonomous teaching, the teacher is the guide, planner and organizer, but the teacher has not done enough to improve the students' sustained interest in learning English. In terms of autonomous learning resources for students, teachers have not done enough to tailor their work to students' needs. And the hierarchical tutoring resources are not vivid enough to keep up with the actual needs of the learners, which also affects the students' motivation to participate in autonomous learning of English.

4. Developmental Strategies of English Autonomous Learning Abilities in Open Education

4.1 Developmental Strategies from the Perspective of Schools

(1) Strengthen school management and create a good learning environment

Schools should create a good learning environment, improve modern teaching facilities, encourage students to use online learning platforms, online live courses, course discussions and other ways of learning and advocate students to carry out discussion-based learning. Schools should refine the management of teaching affairs, the real implementation of adult students learning on the network supervision work, timely understanding of the learning status of students, psychological state. Schools should do a good job of student services, do a good job of monitoring and guiding the work of mutual vice, the development of students' academic diversified evaluation methods. Schools should gradually do a good job of matching the curriculum with the actual needs of the students, and actively cultivate the interest and learning ability of adult learners in autonomous English learning.

(2) Optimize online classroom resources

Schools should guarantee the quantity and quality of learning resources, provide practical, easy-to-understand and concise online learning resources, focus on the integration of information technology and learning courses and achieve the diversification of teaching resources and the flexibility of teaching methods.

First of all, the interactive function of online teaching should be enhanced for the characteristics of online learners' English learning, and multiple task-based learning or level-based learning methods can be set up to stimulate students' learning interest and motivation through learning task-driven. Online autonomous learning emphasizes learning autonomy and self-discipline. Students complete learning tasks at various stages in the network environment according to the

established learning goals, and gradually form their own online learning strategies to stimulate the self-discipline and consciousness of students' online autonomous learning. Students are required to publish learning processes and records in a timely manner. To know the learning behaviors of students in a timely manner, teachers should answer the questions posted by students in a timely manner to help students solve practical problems encountered in the learning process and form good learning habits.

Secondly, the design of online autonomous learning procedure should be strengthened. Relying on the support of network information technology, an independent, interactive and dynamic language learning environment should be created to perfect the interactive teaching based on synchronous teaching, case study, question bank and online self-tests, so as to improve the awareness and ability of students' autonomous learning and promote the efficiency and level of English teaching.

(3) Strengthen process management and English course evaluation mechanism

Process management should be attached importance to during network autonomous learning. Through the supervision and management of the learning process, the efficiency of students' autonomous learning can be effectively improved to create a good learning atmosphere and cultivate students' awareness of autonomous learning.

The evaluation system of English courses should pay attention to the process of language learning. Open education adopts a combination of formative evaluation and final evaluation, and the evaluation of formative assessment is relatively simple, mainly reflected in the completion of homework. Formative assessment should consider the combination of online and offline classroom performance, online platform autonomous learning, homework tasks, etc. During autonomous learning on network, objective, timely and effective assessment can be used to fully mobilize the enthusiasm and interest of learners. The organizer shall formulate reasonable learning tasks and indicators of the formative assessment at the beginning of the semester, and publish the grading criteria in a timely manner. English course formative assessment mechanism must include three parts: student self-assessment, mutual assessment and teacher assessment. Through online inquiry and participation in the online learning process, teachers can provide students with an overall self-study score. At the same time, students can also use the query function of the platform to timely understand the learning progress, the accuracy of their course work, the unit test results, etc., and objectively conduct self-assessment.

4.2 Developmental Strategies from the Perspective of Teachers

(1) Change teaching concepts and reform teaching methods

Open education teachers should have a correct understanding of autonomous learning. Although open education emphasizes students' autonomous learning, autonomous learning cannot be simply viewed as students' own learning, that is, there is no teacher's guidance. On the contrary,

teachers play an important role in promoting students' autonomous English learning process, and learners learn in a purposeful and planned way under the guidance of teachers. Promoting the reform of students' learning style is the most core and key part of foreign language curriculum reform. Teachers need to change their teaching concepts, update their teaching methods, and design teaching activities that are favorable to the cultivation of students' self-learning consciousness and ability. Teachers need to constantly optimize curriculum problems, set learning tasks for students step by step, and ask students to give complete feedback on the tasks. Teachers need to improve their professional competence and cultivate students' interest in autonomous learning. Teachers should understand the individual characteristics and actual needs of open adult students' autonomous learning in various aspects, train students to apply what they learn, stimulate students' interest in learning, and promote students' enthusiasm for autonomous learning.

(2) Enhance teacher-student interaction with network

In open education, public English teaching is mostly online teaching. When students use resources to learn, teachers need to provide targeted services to ensure the quality of learning. Moreover, it is necessary to take English learning consultation and guidance as an essential part of English teaching under the network environment to cultivate students' awareness of learning to ask for help. For example, conduct training for freshmen, guide students to use teaching hotlines, mailboxes, QQ groups, forums, teaching platforms, online real-time interactive classes, etc., so that students can understand how to choose the best channels for help when they encounter problems in English learning. In addition, it is necessary to establish an educational idea based on "resource learning". The performance of teachers will directly affect the learning effect and enthusiasm of students. Teachers should not only undertake routine teaching tasks, but also pay special attention to guiding, urging and encouraging students, giving the emotionless network more "humanistic care" under the network environment, so as to effectively help students adapt to the new learning environment and mode as soon as possible and overcome learning difficulties.

(3) Strengthen the monitoring of autonomous learning

Give full play to the role of modern information technology and strengthen the monitoring of autonomous learning. Autonomous learning is by no means an absolute mode of autonomous learning separated from teachers and classroom teaching. Teachers always play the role of organizers in the learning process of students, and the monitoring of autonomous learning is an indispensable link in the process of autonomous learning. The network platform and Internet technology provide effective technical support for the monitoring of autonomous learning by establishing a learning environment for students' autonomous learning and diversified information interaction. Through the backend of the network platform, teachers can understand and supervise students' learning progress, task completion, homework feedback, etc.; teachers can also reply students' questions in time through forums to solve students' learning problems. At the same time, teachers can keep abreast of students' mastery of the knowledge according to the backend data in time to

adjust the teaching content and methods in order to improve the teaching quality.

4.3 Developmental Strategies from the Perspective of Students

(1) Cultivate autonomous English learning strategies for open learners

In English teaching, students are encouraged to think according to their own learning conditions and use effective learning methods to learn so as to improve their autonomous learning ability. In other words, by taking English teaching as the carrier, students should have opportunities to learn autonomously and communicate mutually, so that students can experience the joy of success through language practice activities. Therefore, students can strengthen language ability and form their own learning strategies in learning activities. Teachers can help learners adopt these effective strategies to improve their learning efficiency and greatly promote their consciousness of English learning to make them become autonomous language learners in the true sense. Through online and offline classroom learning, course discussion, online question answering and course resource learning, students will gradually clarify their learning goals, so as to improve their English learning ability and strengthen their awareness of autonomous learning. Students can use online resources to improve the feasibility and sustainability of refining their English. Students' autonomous learning ability (self-learning, interactive learning, collaborative learning) can enhance their confidence and sense of achievement in learning English.

(2) Strengthen students' diversified learning modes

Students can develop a variety of flexible and diverse learning methods with the internet to form modern learning modes. They also can strengthen learning interactive learning methods, such as group learning and collaborative learning with which they can learn from discussion and communication. Under the diversified information interaction learning environment, students can make use of various learning resources, be proficient in all kinds of online and offline classroom learning methods, and have clear learning objectives in course discussion, online question and answer, and course resources.

(3) Master the skill of online autonomous learning

Students should learn the function of each module of the web page, grasp the structure of the online learning content, and understand the online learning content of the course, which are the basic learning skills that students should master in open education. The correct use of English learning AIDS can eliminate the obstacles of pronunciation and meaning to ensure the smooth progress of English reading. Students can participate more in online learning activities to eliminate the loneliness of autonomous learning and seek suitable learning partners to interact with. Students can make full use of fragmented time for autonomous learning. In the case of sufficient spare time, it is suitable for learners to carry out English learning in reading and writing, and adults students also have a lot of fragmented time every day, which can be used to learn new English words. Students can also download English learning software, dictionary and other auxiliary tools in mobile phone for English learning to achieve personalized learning. At the same time, students can master more online learning methods to seek learning help and acquire English knowledge; they can enter online learning discussion boards, study groups to have peer communication and participate in oral conversations, English learning discussions, etc. Through fragmented learning, learners can solve learning problems, find learning resources, adjust learning strategies, and prepare for the next learning plan.

5. Conclusion

In this era of rapid development of the Internet and information technology, English education is facing unprecedented opportunities and challenges. The development of autonomous learning ability is an inevitable trend in modern education. How to cultivate students' autonomous learning ability on Internet is a topic that foreign language teachers must face and consider. This paper puts forward some countermeasures to improve the online autonomous learning ability of open education learners, hoping to have certain reference significance for the reform and improvement of English teaching quality in open education.

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