

## Design and Application of a School-Based Online Platform for Autonomous Learning of College English

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**Abstract:** At present, the exploration of autonomous learning in college English mostly advocates for autonomy rather than organizational autonomy. Therefore, the school-based development and construction of its online platform is in line with the requirements of talent cultivation in the new era. Based on research, the Delphi method was used to construct a school-based online listening, speaking, reading, and writing platform for autonomous learning of college English based on U-Campus, Learner, We learn, and other platforms. The feature of this platform is that teachers and students become active builders of the online platform, and then action research was conducted using this platform. The application shows that it not only promotes the formation of multiple intelligences among college students in English learning, but also promotes the transformation of self-directed learning from "advocacy" to "organization", thus transforming college students' English learning from "passive" to "active".

**Keywords:** College English; Autonomous Learning; Online Platform; School-based Platform

### 1. Introduction

The latest version of the 2017 "Guidelines for College English Teaching" issued by the Ministry of Education points out that "the application of teaching methods in college English should focus on the cultivation of students' autonomous learning abilities", and "teachers should make full use of online teaching platforms to provide students with a combination of classroom teaching and modern information technology for autonomous learning paths and rich autonomous learning resources, promoting

students to shift from" passive learning "to" active learning ".

And autonomous English learning for college students has always been a hot topic of concern for scholars, with the main perspectives being: firstly From the perspective of teaching concepts, for example, Huang Min et al. (2018) explored the relationship between autonomous learning of college English and teachers' beliefs and behaviors [1]; Secondly, from the perspective of learning modes, for example, Xie Shaofeng (2016) analyzed the autonomous learning mode of college English in the online environment [2]; The third is the perspective of evaluation methods, for example, Wang Jie (2016) studied formative evaluation of autonomous learning in college English [3]; The fourth perspective is platform construction, for example, Jin Shanguo et al. (2015) explored the autonomous learning mode of college English based on interactive English teaching cloud platform [4]. From the current research status, scholars have begun to pay attention to the construction of online platforms for autonomous learning of college English, such as the "U Campus Smart Teaching Cloud Platform" developed by Foreign Language Teaching and Research Press. There have been a few related research results, mainly including Dong Yan's (2018) analysis of the construction of a flipped classroom framework for college English listening, speaking, and listening in the U campus environment [5], Lv Lishan's (2018) exploration of blended teaching models for college English in the U campus environment [6], and Ouyang Youchun's (2019) study of the impact of foreign language cooperative learning on learners' non intellectual factors in the U campus platform [7]. From the perspective of the application of the "U Campus Smart Teaching Cloud Platform", the main problems currently exist as follows: the

achievements are mainly a general description of the platform application, without exploring the platform based classification and cultivation mode of college students' English self-learning ability from the perspective of multiple intelligence development. Moreover, from the design of the "U Campus Smart Teaching Cloud Platform" itself, it has not achieved the redevelopment and reconstruction of the platform by teachers and students [8]. In other words, the current exploration of autonomous learning in college English mostly advocates for autonomy rather than organizational autonomy, and both teachers and students are not yet active builders of online platforms [9]. Therefore, the school-based development and construction of an online platform for self-directed learning of college English is not only in line with the requirements of the "Guidelines for College English Teaching" in the new era, but also a requirement for the reform of college English curriculum teaching in the new era.

## **2. Design of a School-Based Online Platform for Autonomous Learning of College English**

### **2.1 Fundamentals of Design**

The design is based on theories such as constructivism, structuralism, humanism, and metacognition, which provide theoretical basis for the research of this topic. The development and practice of existing online learning platforms, as well as the demand for autonomous online learning of college English in the new era, also provide factual basis [10]. The goal of the design is to develop and construct an online school-based listening, speaking, reading, and writing platform for autonomous learning of college English; The second is to construct a self-learning ability cultivation model based on online school-based listening, speaking, reading, and writing platforms; The third is to achieve multi-point development and reconstruction of online school-based platforms between teachers and students; The fourth is to achieve differentiated construction of online school-based platforms for autonomous learning of general and special English majors.

Design concept: Through investigation, understand the current situation of English self-learning among college students in our

university. On this basis, develop and construct an online school-based listening, speaking, reading, and writing platform for autonomous learning of college English. Next, experimental research will be conducted on the online school-based listening, speaking, reading, and writing platform for autonomous learning of college English, and a self-learning ability cultivation model based on the online school-based listening, speaking, reading, and writing platform will be constructed. Finally, the online school-based listening, speaking, reading, and writing platform for autonomous learning of college English will be redeveloped and reconstructed in application.

### **2.2 Design Content**

#### **2.2.1 School based development and construction of an online listening and speaking platform for autonomous learning of college English**

The development path is as follows: firstly, select the experimental subjects and determine the experimental teacher A, which is planned to be divided into two categories: general majors and special majors; Secondly, based on the listening and speaking requirements in the "Guidelines for College English Teaching", an online listening and speaking school-based platform will be developed to conduct experimental research on the autonomous learning ability of college students in English listening and speaking; Again, experimental control studies, including longitudinal ratios compared to before the experiment and transverse ratios compared to the reference group; Finally, construct a model for cultivating college students' independent English listening and speaking learning abilities based on school-based online platforms.

#### **2.2.2 School based development and construction of an online reading platform for autonomous learning of college English**

The development path is as follows: firstly, select the experimental subjects and determine the experimental teacher B, which is planned to be divided into two categories: general majors and special majors; Secondly, based on the reading requirements in the "Guidelines for College English Teaching", an online reading school-based platform will be developed to conduct experimental research on the autonomous learning ability of college students

in English reading; Again, experimental control studies, including longitudinal ratios compared to before the experiment and transverse ratios compared to the reference group; Finally, construct a model for cultivating college students' autonomous English reading learning ability based on school-based online platforms.

### 2.2.3 School based development and construction of an online writing platform for autonomous learning of college English

The development path is as follows: firstly, select the experimental subjects and determine the experimental teacher C, which is planned to be divided into two categories: general majors and special majors; Secondly, based on the writing requirements in the "Guidelines for College English Teaching", an online writing school-based platform will be developed to conduct experimental research on the autonomous learning ability of college students in English writing; Again, experimental control studies, including longitudinal ratios compared to before the experiment and transverse ratios compared to the reference group; Finally, construct a model for cultivating college students' autonomous learning ability in English writing based on school-based online platforms.

## 3. Application of School-Based Online Platform for Autonomous Learning of College English

### 3.1 In Terms of Listening and Speaking

At the beginning of the school year, the completion time of each unit and module will be set in advance in the U campus system, and the clearance conditions for each part will be set. For example, in College English 1, a module must achieve a score of 65 in order to proceed to the next part of the study, College English 2 requires a score of 70, and College English 3 requires a score of 75. In order to improve students' oral communication skills, various oral communication activities will be designed using the communication topics provided in the textbook, combined with the question types and requirements of the CET-4 and CET-6 oral exams, such as reading aloud and correcting pronunciation, situational dialogues in pairs, group discussions, and personal viewpoint statements, in order to enhance students' pronunciation, intonation,

expression, and cooperative learning abilities. In addition, at the beginning of the school year, a listening test will be scheduled to be completed in the system during the last week of each month, with the type of questions being College English Test Band 4 listening questions. For example, in the first semester of their freshman year, students complete the "New CET-4 Intensive Tutoring (Listening)" course on the U campus, understand the types of CET-4 exam questions, familiarize themselves with problem-solving skills, and conduct simulated training based on real questions. In the first semester of their sophomore year, students completed the "New CET-6 Intensive Tutoring (Listening)" course on the U campus, learned about the types of CET-6 exam questions, familiarized themselves with problem-solving skills, and conducted simulated training based on real questions.

### 3.2 In Terms of Reading

To enhance students' understanding of the topic they are learning, teachers will upload articles related to the topic in the system before, during, and after class for students to read, helping them gain a deeper understanding of the unit subject, especially the ideological resources related to the unit theme. For example, the first unit of College English 2 focuses on the theme of Living Green. Teachers assign students to study relevant materials before, during, and after class, which can not only deepen their understanding of the theme but also enhance their reading comprehension abilities. Before class, I uploaded "Leaders' Speeches at the Climate Ambition Summit (in Chinese and English)" on the Learning Platform. During class, I learned "The Energy Conservation Law of the People's Republic of China (in Chinese and English)", "Leaders' Speeches at the Opening Ceremony of the 2019 Beijing World Horticultural Expo" in Chinese and English, and "Why China's Li Ziqi is Popular and Contrastive". After class, I learned "Leaders' Speeches at the United Nations Biodiversity Summit". Through the study of these reading materials, students can not only gain a deeper understanding of the unit theme and broaden their cognition, but also accumulate relevant vocabulary and expressions.

### 3.3 Writing Aspect

English writing is mainly taught through IWrite using a blended online and offline teaching model. Step 1: After the teacher teaches writing techniques for a certain genre or type of article in class, they share relevant excellent sample essays with students through Chaoxing Learning Platform for them to learn, so that students can understand the manifestation and application of various writing techniques in the sample essays. Step 2: Assign writing topics to students in class and organize them to engage in the following activities through group cooperation: brainstorming (the teacher lists relevant topics through brainstorming, and students choose and determine writing topics based on their interests), identifying the main body of the article (students discuss writing details and extract useful information to sort out the main body of the article), outlining the main structure and most important points of the article (students list the main structure and most important viewpoints of the article), sketching (writing down ideas without considering grammar structure, punctuation, or spelling), etc. Step 3: After completing the first draft, the teacher provides revision criteria for students to revise themselves first, and then the group members can revise each other. Step 4: Submit the revised article to iwrite for system correction. The system will make corrections to students' compositions in terms of grammar errors, spelling errors, capitalization errors, and article style. Step 5: Students will make a second round of revisions and polishing based on iwrite's feedback, and then submit it to the teacher for review. After the teacher has reviewed and selected excellent assignments, they will be presented in class for students to learn and discuss.

### 4. Conclusions

In the school-based online listening, speaking, reading, and writing platform for autonomous learning of college English based on U Campus, Learning Pass, We learn, etc., teachers and students become the active builders of the online platform. The application shows that the school-based development of an online platform for autonomous learning of college English is beneficial for promoting teaching reform, optimizing the mode of talent cultivation in universities, and cultivating

talents that meet the needs of the new era; It is also conducive to enhancing the ability of self-directed learning in multiple dimensions, promoting the formation of multiple intelligences among college students in English learning, and cultivating well-rounded talents; It is also beneficial to expand the resources for college students' autonomous English learning, promote the transformation of autonomous learning from "advocacy" to "organization", and thus promote the transformation of college students' English learning from "passive" to "active".

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