

A Research of Independent Institute's College English Network Autonomous Learning Strategies: A Case Study of Lijiang College of Guangxi Normal University

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Abstract: With independent colleges' students' poor learning foundation and weak self-control characteristics, their performance on using knowledge learning platform of network resources are more inadequate. Therefore, to carry out the independent institutes' college English teaching research under the multimedia network environment will meet the English teaching reform imperative requirements and play a positive role in promoting and enhancing students' self-learning ability. The thesis is based on the main theory of learner autonomy, constructivism and humanism. Based on the network platform of "New Horizon English Network Teaching System", through empirical research, the author focuses on the studying of the learning situation of non-English majors in independent colleges and their use of learning strategies as well. Questionnaires and interviews were used for the case study. The results showed that students can log in the learning system, but with weak self-learning ability and less learning strategies. Teachers have low level network technology and insufficient guidance for students' independent learning. Therefore, this paper analyzes the factors restricting college English autonomous learning of network platform, explores and proposes related strategies to promote the web-based college English autonomous learning, and help the students to improve their self-learning ability.

1. Introduction

In the educational background of rapid development of information technology and the reform of college English teaching in its full swing, the network environment self-learning has become a major way to learn in the future learning society, as well as a major direction of college English teaching development. In this paper, from the perspective of self-learning strategies, the author tries to analyze the components and internal mechanisms of network learning strategies. Then taking the "New Horizon College English Teaching System" ("New Horizon") in Lijiang College of Guangxi Normal University (GXNU) as a case study and an empirical research, the writer analyzes the independent institute's English autonomous Learning problems, factors influencing students' autonomous learning, and explores the solutions, so as to provide the basis for independent institute's college English autonomous learning reform, promote the reform and development of college English teaching in China.

To investigate the status quo of domestic college English network autonomous learning, and explore its constraints, this study selects the English network platform "New Horizon" in Lijiang College of GXNU as a case study. The study goes to students' English network autonomous learning strategies, especially their resource management strategies in detail.

The reason why selecting Lijiang College as a case study bases on the following considerations: located in the economically underdeveloped areas in western China, it is an independent college run by a provincial key comprehensive normal university. The development of the scale, nature and the start time of network English teaching of this college have some representation of many similar institutions in the network English teaching.

2. The Theories of this Research

Since the new century, more and more Chinese scholars went deep into the study of learning strategies. Wen Qiufang, one of the typical representative, believed learning strategies were just measures adopted for effective learning. She pointed out that there was a purpose on strategies using, in which a learner unified his internal and external activities (2009).

Autonomous Learning English are based on two major theories, namely constructivism and humanistic theory. Both of the theories have a great guide to construct the English autonomous learning in the network environment.

Constructivism, also known as structuralism, is an important branch of cognitive theory. Swiss psychologist Jean Piaget is the representative character. He proposed that the law of human cognition was an S-AT-R process, namely, response could be done only to the stimulus in the situation that the individual is assimilated in the cognitive texture. It's not the simple process of "stimulus - response - strengthening" described by the behaviorism's. This idea has laid a contemporary constructivist's learning theory foundation (Piaget, 1977).

According to constructivist learning theory, knowledge is not taught by the teachers. It is obtained through the construction of meaning with necessary learning materials in some certain situations or social and cultural background, with the help of others (including teachers and learning partners). Because learning is a process to achieve the meaning construction under a certain situation or a social and cultural context, with the sense of helping others through interpersonal collaboration activities. So "situation", "collaboration", "conversation" and "meaning construction" are the four elements in the learning environment to the constructivist learning concept.

3. Research Methods

3.1 Subjects of the Study

The subjects in this study are 130 first-year non-English major students in Lijiang College of Guangxi Normal University. They were selected randomly from Chinese, Mathematics, and Management departments. About 40 undergraduates were selected in each department. They were from first-grade and have four English classes every week, including two reading classes and two listening classes. They have adapted themselves to the learning environment in university, that is to say, most of them have owned certain ability of autonomous learning. There were 58 males and 72 females in the subjects, whose ages range from 18 to 22. Among them, 8 students were selected to take part in interviews to help the researcher to know more about non-English majors' ability of English autonomous learning under the network environment. In terms of the teacher sample, 20 non-English major college English teachers who taught students of Grade 2017 and 2018 during February 2019 to June 2019 were randomly selected.

3.2 Instruments of the Study

This study adopts the methods of combining quantitative and qualitative analysis. In quantitative research, the questionnaire was designed mainly to understand the current situation of non-English majors' autonomous learning under the network environment. In qualitative research, face-to-face interview was carried out to know the subjects' attitude, views and suggestions about web-based autonomous learning.

3.2.1 Questionnaire

On the basis of literature review, the author interviewed the academic staff, college English teachers and students to organize the questionnaire based on the information found from the interview.

The questionnaire were divided into two categories, teacher's questionnaires and student's questionnaires. Questionnaires for college teachers were designed with 15 questions, including 5 individual event multiple choice questions, 3 multiple choice questions, 7 hierarchical topic

questions, which related to the content of basic conditions using the "New Horizon ", basic network skills, knowledge and attitude and the specific usage of English network autonomous Learning etc.. Questionnaires for student were designed with 30 questions, consisting of 8 individual event multiple choice questions, 5 multiple choice questions, 17 topic hierarchy questions and an open question. They were about the basic information of the student, basic networking skills, the specific circumstances of using the "New Horizon ", attitudes and awareness on the evaluation of results, and the existed difficulties, etc..

3.2.2 Interview

In order to understand the situation and problems of web-based autonomous learning in details, interview was conducted after the questionnaire investigation. 8 undergraduates selected randomly from different majors took part in this interview. The interview, including five questions, was arranged in a comfortable and relaxing environment to reduce students' anxiety. The questions of this interview were asked in Chinese and students also answered them in Chinese so that they could express their ideas

3.2.3 Data Collection

It lasted for two weeks for the questionnaire's issuing, filling and collecting. Thanks to the support and assistance from the competent leaders in Foreign Languages Department of the Lijiang College, the questionnaires were distributed to hands of related college teachers and students randomly. Among the 20 copies of questionnaires issued to teachers, 16 copies were collected. The recovery was 80%, of which 16 were valid questionnaires, the effective rate was 100%. For the students' questionnaires, 130 copies were distributed and 125 were returned, recovery 96%, of which 120 valid questionnaires, the effective rate was 94%.

3.3 Data Analysis

3.3.1 Questionnaire

3.3.1.1. The Situation of Teachers

Table 1 Teachers' basic networking skills

Network skills	Number of teachers	%
Browsing the web	16	100
Information searching	16	100
Sending and receiving mail	16	100
Downloading	16	100
Uploading data	11	69
Online chatting	14	88
Web design	1	6
Maintenance and management of website	1	6

Network Skills: From Table 1, 100 % of teachers can browse the web, know how to search for information, receive and send an e-mail and download materials, but only 69% of teachers know how to upload data, very few teachers can design web pages, and almost no teacher has the ability to maintain network platform. It is clearly that the data show most teachers have a basic network of online teaching skills, but still are weak at the skill of uploading, in terms of uploading data.

According to the provisions of the Foreign Language Department, the college English are supposed to go to the self-learning center for face to face guidance when the freshman have their first time network autonomous learning. But the survey shows that only 70% of teachers would go counseling students there, 30% of teachers do not go for counseling. The supervision situation of teachers on students' learning "New horizon" process is shown in Figure 1,

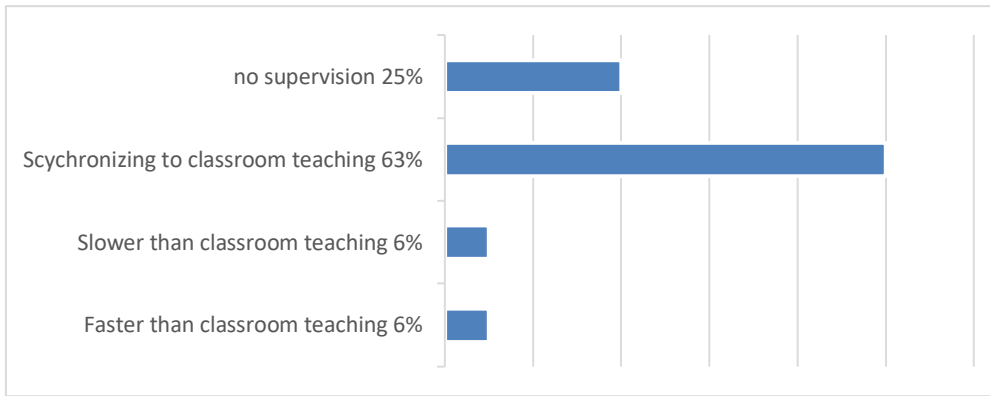


Figure 1 Teachers' supervision on students' learning "New horizon" progress

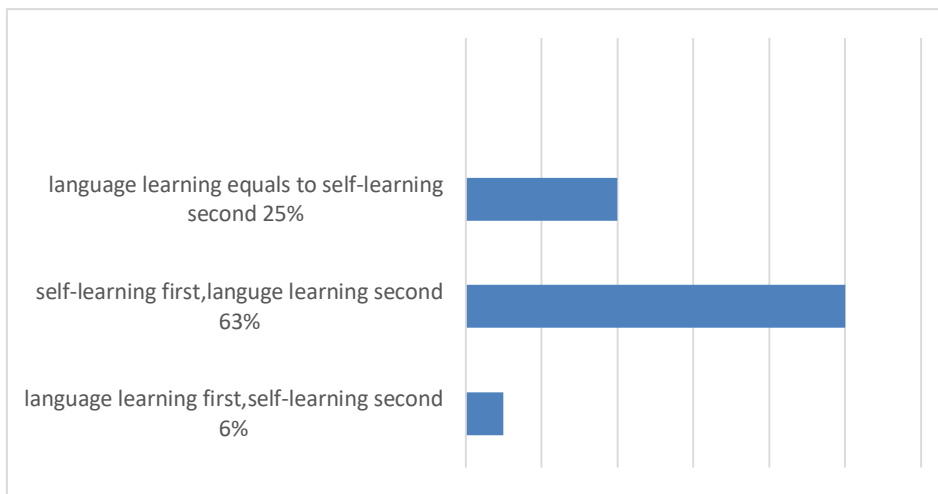


Figure 2 Teachers' attitude to network autonomous study

The table data show that 63% of teachers think the target language ability and self-training objectives are equally important, 25% of teachers hold that the training autonomy objectives overweight the target language, 6% of teachers think the target goal of language are more important than the self-learning ability. Most teachers agree that they would not ignore the development of students' self-learning ability in language teaching.

According to the teachers, the success of network teaching relies on the main aspects of the need to improve the network teaching ability, following by website management and maintains and networking communication skills. That's to say, teachers are more confident with their networking communication skills, but generally feel an urgent need to improve the network teaching ability.

3.3.1.2. The Situation of Students

Figures shows the number of students who own a computer and can get access to the Internet has been far more than the number of students who did not access to computers and network.

Table 2 The network skills of surveyed students

Network skills	Number	%
Browsing the web	115	96
Information searching	113	94
Sending and receiving mail	72	60
Downloading	100	83
Uploading data	55	46
Online chatting	118	98
Web design	15	13
Maintenance and management of website	7	6

As shown in Table 2, at least 90% of students have basic networking skills for browsing the web, information searching and online communication; at least 60% of students can do the E-mail things, even about 10% students can do things like web design and website Maintenance and management. Namely, they can use the network for their self-learning.

1) Cognitive strategy: The data of using the network with voice recording and reading courses showed that only 18 % of students used the network voice recording to learn English, while 82 % of students never did it; 69% of the students followed the online pronunciation to read the text, 31% of students would not. This indicates that most students can use meditation, repeat cognitive processing strategies, but few use the network recordings.

2) Metacognitive strategies: 47% of the students can check their own learning in time through the network, while 53% of them could not do that. That is to say, about half of the students use metacognitive strategies, half the class won't use these strategies.

3) Resource management strategies: 23% of the students can plan their time according to the learning schedule, 77% of the students can not; 50% of the students will improve their English weak points using the network, 50% of the students will not; 14% of the students will use the Internet to seek the support to their own learning from others, 86% of the students will not.

The above data shows that, more than half of the students lack of resource management strategies of time management, work management and others support.

3.3.2 Interview Survey

3.3.2.1 Interview Survey Description

The main purpose of the interview is to understand the depth of the issue which the questionnaire can not directly examine. Specifically, they are the deep usage of "New Horizon", the attitude of students, teachers and administrators to use this network platform, the difficulties of students' self-learning on this network platform and teacher counseling advice, the difficulties and problems of teachers' network tutoring ,as well as school management personnel's problems and difficulties.

Since May 2019, these interviews went to staff in Experiment Information Center and a network technology secretary of Foreign Languages Department, who were responsible for "New horizon" (2), directors of the Foreign Language Department (2), partial college teachers (5) and students (8) in Lijiang College of Guangxi Normal University. Most interviews were face to face interviews, a few were done by phone communication.

3.3.2.2 Result of Interviews

The interview also went to five teachers in Foreign Language Department. Compared to network autonomous learning, they paid more attention to classroom teaching, doubting about the students' self-study through the network platform. There were many reasons: some teachers were very interested in this network platform at the beginning, but the network being not smooth lead teachers interests go down sharply; because of the daily heavy workload of teaching and researching tasks, some teachers no energy on the network counseling for students; others even held that the network platform was a kind of decoration.

8 students in Grade 2017 were interviewed. Through the interview, most students were willing to use this network system to improve their English learning. But some students prefer to go to the Internet to search for other sites related to English learning to improve English, instead of the school's network platform. The main reasons were listed as follows: teachers' less attention, teachers' little effort of the counseling, the slow network or limited network conditions. These factors led to students' reducing interest. Most students went to the autonomous learning center due to the requirement of 10 times online learning for each semester. It is a pity that these students no longer landed in the school's "New Horizon" after the completion of 10 times online learning.

From the summary of interviews, the management personnel of "New Horizon" and students in Lijiang College of GXNU had positive attitude towards the ideas of the college English teaching online, but some college teachers' concept could be improved. Although the management staff, students and some teachers had a positive attitude, but when using the network teaching system,

because of the workload, network teaching skills, networking skills and network management and other aspects of teaching, they do not take advantage of this network platform adequately. Thus they did not form an atmosphere of English network autonomous learning.

3.3.3 Field Survey

The author carried out the field survey to observe the situation of college students' landing on "New Horizon" and teachers' counseling in the evening of April 16, April 28 and May 14 in the self-learning center. From April, the "New Horizon" back-end database in Experiment Information Center were also observed. The main purpose of the field survey is to have a comprehensive understanding of the situation of self-learning centers, including its self-learning center hardware equipment, the students' specific operating conditions on using the "New Horizon", the teachers' tutoring and so on.

4. Findings and Discussion

4.1 The Overall Teaching / Learning effect

This is not a simple numbers game, this set of data shows that teachers do not fully take advantage of "New Horizon" to develop students' listening and speaking skills, resulting in teacher's role in everyday classroom teaching aids did not play out with the "New Horizon". Students do not have the scientific knowledge of self-learning strategies, lack the ability to use the network for self-learning English, thus the overall teaching / learning effect of "New Horizon" is not obvious.

4.2 Network-assisted Language Learning Shortcomings

According to the survey, while landing the "New Horizon", quite a few students opened several windows, some playing computer game, some students practice typing. This phenomenon is caused by the two sides of the network, on the one hand, the network has a variety of learning materials; on the other hand, there are plenty of entertainment, games, multimedia resources exist on the network. At the same time, on learning online courses, the teachers and students are relatively disjointed whether in psychological or geospatial space. The exchanges between teachers and students are not as straightforward and convenient as the traditional classroom. This may cause poor teaching, including out of line even dull teaching, and the indifferent teaching atmosphere affects the learning motivation. It is difficult for students to be in the learning state effectively, maintain a long-term attention. Compared with classroom teaching, to keep the students' attention focus on learning the material for a long time is not easy.

4.3 Teaching Management

Through interviews investigation, though the college had used the "New Horizon" for up to a year, there is no corresponding training activities of online teaching to foreign language teachers; teachers do not use the network to test the network with its own function and its derivative classification function; the network management staff in Experimental Information Center and Foreign Language Department fail to maintain the "New Horizon", so network failure can not get timely treatment; no monitor to the quality of student learning, no assessment indicators to teachers' network teaching quality.

4.4 Teachers' Problems

4.4.1 Teachers' Network Knowledge

Knowledge of teachers, including ontological knowledge, practical knowledge and conditional knowledge, which is a prerequisite for becoming a qualified teacher. According to the survey, 14% of teachers insist their teaching methods to be improved, 90% want to get training on online teaching skills. This set of data shows that, currently English teachers lack of practical knowledge and conditional knowledge in network English teaching, or more specifically they lack of online teaching experience accumulation and related network teaching theory. In the teaching and learning

environment of information technology, it is more important that, teachers must also have a certain degree of information literacy, not only to be proficient in using a variety of modern teaching equipment, but also to own teaching theory of network information environment. Only in this way can teachers make good control in the classroom teaching. So modern teaching methods become an integral part of the teaching process in order to optimize classroom teaching, improve teaching quality.

In other words, the basic network information operations capabilities and information teaching ability of teachers is an important guarantee for successful online teaching. How to improve the practical knowledge and conditional knowledge of teachers under the network environment becomes necessary to solve the problem of network teaching.

4.4.2 Shortage of Teachers' Network Teaching Monitoring

Teachers monitoring capabilities are the core elements in teaching activities. The survey shows that 30% of teachers seldom go to the self-learning center to counsel students, 79% of teachers do not check the students' learning process, while 57% do not care about student learning process, only 23% can reply students' message, 71% of students complain about teachers' less tutoring time, low landing rate, less uploading data. This reflects the lack of teachers' network teaching monitoring capabilities.

4.4.3 Teachers' Improper Network Teaching Ways

This suggests that many of our teachers are still habitually carry out English teaching step by step, they do not establish a healthy relationship between the network teaching and classroom teaching, there's a dislocation between teachers teaching behavior and students learning needs.

To sum up, the main factors that hinder the success of teachers' online teaching, are teachers' uncomprehensive level of knowledge, teachers' old-style concept of education, shortage of teachers network teaching monitoring and teachers' improper network teaching ways. The reasons are many listed as follows: some teachers reject the online learning because they are uncomfortable with E-learning environment; their improper use of network in the past left teaching for teachers entrenched negative perceptions; teachers have wrong network learning impression for some network management problems and so on. But we should not deny the positive effectiveness of self-learning network to affect the results of the network platform because of these negative effects. How to improve teachers' use of the network has become a key issue in the development of English network autonomous learning.

4.5 Students' Problems

In addition to the objective reasons of students' use of restricted network conditions, the survey indicates that there are three main problems on students themselves. Students' survey data show that 25% of students do not have E-learning program; 31% do not have the cognitive strategies; 53% lack of metacognitive strategies; 50% lack of effort management strategies; 86% of students did not own metacognitive strategy knowledge. These data suggest the college students' low learning self-awareness, improper self-learning strategies, and the vast majority of students do not have clear learning objectives; many do not have their own learning; a vast majority of students do not know what is self-learning and how to learn autonomous well: some students do not know cognitive strategies, metacognitive strategies and resource management strategies, they rely on their teachers too much on learning.

4.5.1 Students' Information Literacy

According to the survey, while landing the "New Horizon", quite a few students opened several windows, some playing computer game, some students practice typing; In the background database statistics, there are 173 students' message, accounting on the total proportion of 2% of students (by a message per person). The survey also shows that about 10 % of students are not familiar with a variety of information tools yet. This indicates that students lack of information immunity, information collaboration capabilities and the ability to use information tools. But information

literacy is a prerequisite for self-learning network. For this reason, it is necessary to improve students' information literacy.

4.5.2 Strategic Knowledge of Students' Self-learning

However, due to the ignorance of development students independent study habits and ability in basic education stage, students had been accustomed to traditional teaching methods of teachers, namely, teacher arranged and planned the whole learning, students needed to follow the rhythm of the teachers. And when faced with a lot of language information on the network, students are often at a loss to determine their own choices, their own adjustments and their organization. According to the survey, 25% of students do not have E-learning program; 31% of students do not have the cognitive strategies; 53% of students lack metacognitive strategies; 50% of students lack of effort management strategies; 86% did not have metacognitive strategy knowledge. These data shows the college students' generally low self-learning strategic knowledge. Strategic knowledge is basic learning behaviors assurance of students' English network self-learning, it determines the efficiency of English autonomous learning.

4.5.3 Students Lacking a Sense of Ownership of Learning

When interviewing with freshmen, the author finds that they still have the high school English learning habits in college English learning, they will feel overwhelmed when realizing the college English teaching is inconsistent with the high school. With less homework, many freshmen lack confidence, even when they feel there is no high school English learning harvest at the university, they feel very "imaginary" of their English scores regress. This is not only the performance of conflict between students' English learning requirements and college English teaching, it is also the phenomenon of students' lack of a sense of ownership of learning.

Students have already been accustomed to the teacher-centered teaching mode of traditional language knowledge teaching, become passive recipients of knowledge of the language. Thus, the students do not realize that they are the true masters of learning, they are supposed to be primarily responsible for their own learning.

If this negative, passive, lack of autonomy learning concepts and methods are not to be changed, it will be difficult for the student to learn autonomous, let alone completing the college English learning at the college. So learning how to establish a sense of ownership, and to enhance English network learning motivation are problems needed to be solved on network self-study.

From the three areas of network, teaching management, teachers and students, the author analyzes the problems existing in the English network self-study and explains the reasons to some extent. The factors include lack of network equipment objectively, and poor teaching management, the uncomprehensive quality of teachers, students' insufficient self-learning ability subjectively. These causes that students can not often achieve their desired effect in network self-learning efficiency. This article will focus on how to solve these problems in next part.

5. Implications and Suggestions

5.1 Strategies for Creating a Sound Network Learning Environment

Sharp tools make good work. While using the "New Horizon College English Online Teaching System", Lijiang College of GXNU also increases the construction of the network interactive platform. At present, the 450 seats language laboratory can basically meet over 2000 non-English major undergraduate class needs on the campus, as long as the seats are arranged properly. But to have the learners get access to the network machine for curricular and extracurricular, the college have to increase the investment.

The college needs to create three-dimensional curriculum resource library to help learners carefully select content they need from a broad array of information. The resources can be literacy column, improving language skills column, learning strategies column and high-quality course videos which are popular nowadays. The rich and sound network information will not only provide

a good resource environment for learners, and learners can effectively avoid indulging in online games or being disturbed by some irrelative information. Only with an interaction of the smooth side, good network hardware and resources and the environment, can bring great convenience for smooth exchange of school teachers and students, can give them a chance to bathe in a real English environment.

5.2 Strategies for Teaching Management

Teaching management refers to for achieving the goal of teaching, educators manage the overall process of teaching in accordance with rules and characteristics of teaching. It includes six aspects of teaching management: teaching objectives management, project management, teaching process management, quality management, teacher management and records management. For colleges, the reasonable teaching management are the base to train high-quality personnel. Though the self-study policy has been carried out for some years, we still need to improve the teaching management in order to ensure the smooth conduct of self-learning.

The author believes that sound management of college English self-study teaching should include the following: First, The inclusion of English-learning in credit management. The current of each phase of midterm scoring + final scoring + usual attendance should be reformed, the network course learning will be included in the summative assessment. "Course Requirements" also shows specific requirements. The new credit system should include English network learning, so as to provide the management protection for English network learning. Second. Quantitative management to the network teaching. This requires schools to set specific quality standards and quantity requirements to the teachers network teaching ideas, attitudes, skills and network counseling; online communication with students; upload English learning materials; answer the questions from students and so on.

5.3 Strategies for Teaching Improvement

5.3.1 Updating Teachers' Concept and Changing Role of Teachers

At the same time, teachers should also understand that we live in a highly developed network society, where the information transmission amount is extremely large, the update speed of it is very large. And the learning content from the network platform does not necessarily represent the latest information. In this case, teachers should make full use of multimedia and network technology to input video, audio, text and other useful information to activate the learners' prior knowledge effectively. To integrate students' skills and knowledge and to promote the construct meaning of their knowledge are quite necessary.

5.3.2 Improving Teachers' Information Literacy

Basically, in the teaching process, teachers should have the information capacity of the following aspects. First, we must know how to take full advantage of the modern educational technology to design modern teaching. Teachers can make full use of modern educational technology for optimizing teaching resources, and thus to create a good learning environment for learners. Second: teachers should have the ability to use modern educational technology to support effective teaching and management. In the network teaching process, in addition to the using conventional teaching resources, teachers should also be able to make full use of network information, library materials and other resources in order to improve their level of teaching and information literacy. Finally, teachers should know the integration to use modern educational technology proficiency and college English curriculum. Teachers need to own the integration awareness of IT and college English curriculum, and actively acquire knowledge related to disciplines, use the best teaching software and rich network teaching resources, improve the integration ability of information technology and curriculum.

5.3.3 Enhancing Teachers' Monitoring Level

From the survey, due to the less strong enough of some learners' self-control ability, they are

keen to chat or browse other web sites and set the foreign language learning aside in the learning process. To strengthen the monitoring of network college English autonomous learning and improve the quality of open teaching has been a realistic problem that the schools have to consider. Ben-son (2007) proposed the "Autonomous learning can not be done without teachers supervision "; "Teachers play an essential role in promoting learner self realization and regularly provide them with assistance". In the author's opinion, if teachers blindly offer learners too much help, it can kill the learners' autonomy, while having them complete self-learning permissively also leads to low learning efficiency.

For teachers, in truly grasping the degree, teachers can start from the following three aspects:

First of all, as mentioned previously, teachers should change their teaching concepts, from the previous role "giver", "authority ", "supervisor" to be the "guider", "collaborator", "participant". For different learners, teachers need to design different teaching courseware, help and guide them to develop suitable learning plans.

Secondly, teachers can use the monitoring function from the network management platform of "New Horizon" for effective monitoring learners. These mainly include: 1) Teachers get online at any time to check the learning progress, and do a good job of tracking, play a role in supervising to each class; 2) Making a small discussions in every class, fully interact with students each semester; 3) Selecting contents from self-learning platform inside to have regular test to check the students learning effect. The online learning final grades and quizzes are recorded in the usual performance score and formative assessment at the end of the semester.

Finally, online Q & A and some interactive programs on network platform also contribute to further understanding and monitoring of autonomous learning of students. These will create a good learning environment for students' autonomous learning, and give full play to the initiative of students' autonomous learning.

5.4 Strategies for Students' Autonomous Learning

5.4.1 Enhancing Students' Competency of Information Literacy

Some experimental researches indicate that learners already have extensive subject knowledge which not only help learners effectively select keywords and terms to retrieve information, but also promote the generation of effective learning strategies. And good knowledge of the learners will be very helpful for using complex systems advanced techniques to get the desired content.

The author believes that to enhance information literacy of college students, there are some of the following aspects:

5.4.2 Emphasis on Training Students' Strategies in College English Autonomous Learning

First: Memory strategies introduction

According to the 2016 edition of *College English Curriculum Requirements*: for general requirements, 4795 words are recommended to be learned; for higher requirements, 6395 words are recommended to be mastered. To help students learn the vocabulary of college English teaching requirement, English teachers should introduce more lectures or seminars about memory strategies for learners.

Second: Listening strategies awareness training

There is no shortcut in listening learning, the better way is to practice more. In order to develop learners' listening strategies, English teachers should help them from the following aspects: a. to require students to spend more time on English radio listening, read more original English books; b. to correct their own pronunciation in the process of learning English,; c. to seize the opportunity to instill some listening comprehension skills and methods on learners.

Third: Reading strategy training in English class teaching

Basically reading strategy training can be conducted in each lesson, teachers can use some examples in the classroom teaching process, so that students could understand the reading strategies in the process of reading.

5.4.3 Improving English Autonomous Learning Assessment Strategies

Assessment is a very important part of self-learning process. The purpose is to monitor the learners' self-evaluation process, feedback effectively on student learning, ensure the quality of learning. According to *College English Curriculum Requirements*(2016), the evaluation to students can be divided into formative assessment and summative assessment. And formative assessment is particularly beneficial for effective monitoring to students' autonomous learning process, which is particularly important on network-based learning process. We should improve college English evaluation from the following aspects.

First, diagnostic evaluation refers to the evaluation of students' learning skills and cognitive levels and other factors.

The purpose is to determine the starting point of each learner's learning, according to the different situation of the students, choose the right learning resources, and determine appropriate teaching schedule, strategies and methods. That's to say, teachers truly carry out the teaching methods of "teaching students in accordance with their aptitude".

Second, conduct formative assessment in the learning process

Formative assessment is the most commonly used in the main evaluation methods in foreign language self-study, which runs through the whole language learning process. The assessment includes such aspects of the evaluation like knowledge of the situation learners' progress, the degree of knowledge mastery and emotions, attitudes and learning strategies in learning process and others. In the evaluation process, teachers should take a qualitative approach, using descriptive language for students' self-learning assessment as "excellent, good, fair and poor".

5.4.4 Optimizing Learning Strategies and Improving the Self-learning Ability

Learning methods are both learning knowledge-based and skill-based strategies and cognitive approaches in cognitive processes; metacognition is the basis of the effective use of learning strategies, and only by mastering good learning strategies, can learners regulate and control appropriate in particular learning situation for their own cognitive processes, thereby enhancing the learning efficiency of learners; and cognitive strategies are methods and techniques that learners process information, which main function is essential for effective information processing and finishing, storage information on the processing system. In college English teaching courses, teachers should put learning strategies teaching on the teaching contents.

This requires teachers guide learners in learning methods to optimize their cognitive strategies and to improve metacognitive level. Only these can encourage learning and gradually form an effective learning strategies and continuously improve the level of learning strategies.

6. Conclusion

In this paper, the author takes the Lijiang College of GXNU as a case study, collects survey data and analyzes them statistically. Thus, the following researches of the practice of college English autonomous learning are as follows:

Based on the three areas of literature review of related self-learning, online self-learning and learning strategies, the paper includes four variables which affect the English network self-learning strategies: a sense of ownership of the students, information literacy, teaching management and teacher counseling network platform. And in these four aspects of latitude, the case studies of "New Horizon" in Lijiang College of GXNU are conducted.

The author uses the case study method, questionnaires, interviews and field surveys and other means to survey the problems of self-learning strategies on "New Horizon" of Lijiang College of Guangxi Normal University. The study finds that the problems are mainly concentrated in lack of network conditions, poor self-learning network management, unsuccessful the teacher's role changing, student sense of learning ownership, information literacy and learning strategies need to improve.

For problems, the study propose to these ideas: to strengthen the interaction and promote

teacher-student exchange; to improve network self-learning management; to improve the quality of teachers, especially in educational technology; to use a variety of information tools to help students set a sense of ownership, improve their information literacy and learning strategies. In this study, college English autonomous learning problems and solutions strategy have been exploring, but there are still some deficiencies. These deficiencies will be the direction of future research:

Subsequent studies are needed to validate these solutions in practice, so as to develop a network of English teaching in our colleges and universities.

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