A Research of College Students' Current English Learning Behavior's Status under the Background of "Internet Plus"

Yanyan Wu

Hainan Vocational University of Science and Technology, Haikou 570000, Hainan, China.

Abstract ：With the popularization of the Internet, great changes have taken place in the English learning behavior of college students. Based on this, this article analyzes the current situation of college students' English learning behavior in the context of Internet ＋, and proposes countermeasures for efficient English learning for reference.

Keywords ：Internet+ ; Colleges and Universities; English; Learning Behavior; Status Quo

In the Internet era, the development of cloud computing, big data and other technologies, the emergence of various smart phones and learning software, has brought great convenience to students in English learning. Their English learning behavior has changed from traditional classroom single learning to independent learning, etc. Changes in many aspects have broadened the ways and means of learning English, and effectively improved the quality and efficiency of English learning.

1. The current situation and existing problems of college students' English learning behavior under the background of "Internet＋"

1.1 The status quo of college students' English learning behaviors

In the context of Internet＋, students' learning behavior includes several factors, including learning subjects, resources and tools. In online learning, the formation of student learning behavior will be affected by these factors. According to the survey, in addition to textbook materials, college students use online learning platforms and software to learn English, browse web pages and download materials anytime, anywhere. For example, some students use their smartphones to practice listening; Some use their laptops to watch high-quality courses in famous schools and watch English movies... In English learning, students-student self-study is the main focus, and the teacher's classroom narration is supplemented. A survey of students' learning concentration shows that only 20% of students can concentrate on completing learning tasks, and 80% of students are distracted and even have escape behaviors. Table 1 is an analysis of students' online English learning behaviors.

Table 1. Analysis of students' online English learning behaviors

Learning Behavior	Degree	Proportion（%）	Learning Behavior	Degree	Proportion（%）
Strong learning purpose	Always	20	The frequency of leaving the learning interface during learning	Always	60
	Occasionally	65		Occasionally	38
	Never	15		Never	2
The frequency of asking questions from netizens	Always	8	The frequency of asking teachers, experts, etc	Always	15
	Occasionally	60		Occasionally	60
	Never	32		Never	25

1. 2 Existing problems

Through the analysis of the learning behavior of some college students, the results show that: 3% of students will use online platforms and software to learn English; 27% of students will use the Internet to obtain English information; 66% of students will occasionally use the Internet to learn English; Another 4% of students have never learned English through the Internet. From these data, it can be seen that although some students learn English through the Internet, there are still some students who are not very active in learning English. This shows that the frequency of students learning English online is not high, and they have not formed good English learning behaviors. The reason for these situations is that the students' sense of inquiry in learning English through the Internet is not strong. When you encounter problems in learning, you cannot check the Internet or ask experts or teachers for advice in time. English learning is only to complete the learning task. Therefore, learning autonomy and motivation are insufficient, and occasionally use the Internet to consult materials and obtain resources, but also for the purpose of completing the learning task. In addition, from the perspective of students' network operation behavior, 58 students can use network tools to learn English proficiently; 42 students are also unfamiliar with the application of network learning tools.

2. Countermeasures for high‑efficiency English students in colleges and universities under the background of "Internet ＋"

2. 1 Create a good atmosphere and strengthen the autonomy of students in learning

To encourage college students to learn English efficiently, it is necessary to create a good learning environment, so that students are full of interest in English learning, change their ideological understanding of English learning, and break through the psychological defense. The leaders of colleges and universities should give full play to their guiding role and formulate a more complete English teaching system. English teachers should also strengthen the guidance of students, so that students themselves are aware of the important role of English learning, so as to enhance students' autonomy and consciousness in learning. Of course, the development of self‑consciousness is not accomplished overnight. It is a continuous process that requires the supervision of others. For this reason, in ordinary English classroom teaching, teachers should provide students with more opportunities for independent study and inquiry, so that students can change from "I want to learn" to "I want to learn" and actively participate in English learning activities.

2. 2 Establish an English learning evaluation system or supervision system

Due to the lack of scientific and effective supervision, many students have difficulty concentrating in English learning and the learning effect is not satisfactory. Smart phones, online platforms and other tools are the carriers for learning English and acquiring English learning resources. If there is a lack of supervision, it will cause some complete problems. For this reason, colleges and universities can use Internet resources to build a scientific online English learning evaluation system for students. Allow students to learn English more deeply. In addition, a sound regulatory evaluation system must be formulated. In the Internet environment, many online learning resources, tools, and methods have emerged, which are opportunities and challenges for students. In traditional English classroom teaching, English teachers can supervise face‑to‑face, while the online learning platform has no location restrictions and requires students to be self‑conscious. Some students are less self‑conscious. This requires teachers to improve thesupervision system and control and control students' learning behaviors. Management to ensure the effect of English.

2. 3 Cultivate students' ability to use extracurricular resources scientifically and self‑monitoring and evaluation abilities

Online resources are very rich, and various websites and platforms provide resource guarantee for students of all levels in English learning. At the same time, various media platforms, computers and various technologies have created conditions for students' personalized learning. Students can collect and obtain English learning resources suitable for themselves from multiple channels; Choose English classics and movies to browse and watch; They can also set up questions related to English, and use their favorite methods for English learning and communication as much as possible. This requires teachers to strengthen the guidance of students when teaching, and cultivate the ability of students to effectively analyze and use these extracurricular resources. In addition, in English learning, the monitoring and evaluation of students' self‑learning effects is one of the key skills required for efficient learning. Through student self‑monitoring and evaluation, students can understand their own learning effects and clarify their own learning tasks, requirements, and abilities. In addition, self‑monitoring and evaluation can effectively relieve the pressure of teacher evaluation and stimulate students' enthusiasm for independent learning. There are many ways of self‑monitoring, such as autonomous memory, autonomous reading of English texts, autonomous use of monitoring software to monitor their own learning

behavior, and correct their own incorrect pronunciation. In self-assessment, students can set up test questions and exchange tests. For example, they can monitor their own English listening, speaking, reading, writing and other aspects through methods such as "self-question sheet", "study notes", etc., in a timely manner discover the problems in their own learning, continuously optimize and adjust their own learning behaviors, and find the best learning methods to ensure their own English learning effects.

2.4 Teachers strengthen guidance and actively change their roles

In the Internet environment, teachers must change their roles, from being the leader of the classroom to guiding, clarifying the learning needs of students, establishing a harmonious teacher-student relationship with students, and guiding students to use modern information technology. Autonomous learning, cooperative learning, etc. Based on the open nature of the network itself, the quality of students' learning will be influenced by factors such as students' learning motivation, learning methods, information retrieval, and utilization. As the guidance of students, teachers should combine students' actual conditions, their own understanding and experience of the content of the courses, and develop courses in depth. Instruct students to proficiently use various learning software, websites, etc., to learn English. At the same time, teachers can also make effective suggestions on how to use English learning resources scientifically through the analysis of students' learning needs, or develop websites that meet the learning needs of students, etc.

3. Conclusion

All in all, in the Internet + environment, college students' English learning should keep pace with the times, grasp the current changes in students' English learning needs, and make effective use of online methods for English learning. Teachers can create a good atmosphere to strengthen students' learning autonomy; Establish an English learning evaluation system or supervision system; Establish an English learning evaluation system or supervision system. At the same time, it is necessary to change its own role positioning and strengthen the guidance of students' English learning to improve students' English learning level.

References

1. Song Y, Zhao J, Wang S. Research on the evaluation system of college students' English learning behavior in the Internet environment. Journal of Inner Mongolia Normal University (Education Science Edition) 2017; 30(3): 107-111.
2. Wang L. Higher vocational students' English learning mode reform and teaching path under the background of "Internet + education". Journal of Hebei Energy Vocational and Technical College 2019; 19(1): 86-89.
3. Wang L. Study on the learning mode of English ESP students under the background of Internet + vocational education. Journal of Hubei Correspondence University 2018; 31(9): 158-159.
4. Wang Y, Huang J. The current situation and countermeasures of college students' English mobile learning under the background of "Internet+ ". Journal of Lanzhou Institute of Education 2018; 34(12): 124-126.
5. Ma Q. The construction of higher vocational students' autonomous learning mode under the background of "Internet + education". China New Communications 2020; 22(24): 167-168.
6. Wang Q, Li S, Gao Y, et al. Research on the online learning mode of business English majors under the background of "Internet + ". Forum on Industry and Technology 2020; 19(23): 183-184.