Effective Paths of Junior Middle School English Autonomous Learning Under the Background of "Internet+"

Runhong Liu*

Experimental School Affiliated to Haidian Teachers Training College, Beijing 100097, China

***Corresponding author:** Runhong Liu, liurunhong6666@163.com

Abstract: Under the background of "Internet +" learning method, junior high school English independent learning is individualized, autonomous, and interactive. "Internet +" learning can not only improve students' learning efficiency and learning quality, but also promote their comprehensive development. Therefore, in this paper, we analyzed the significance of developing junior high school English autonomous learning under the background of "Internet+," explained the theoretical basis of autonomous learning, and how the concept of "Internet +" can be integrated into English teaching.

Keywords: "Internet+"; Junior high school English; Independent learning

1. Introduction

Nowadays, with the continuous development of internet technology, "Internet+" has become an indispensable part of people's lives. As an important course in the basic education provided in China, "Internet+" should be actively applied in junior high school English lessons to promote the improvement of students' English literacy under the background of the new curriculum reform. As an efficient learning method, autonomous learning plays an important role in junior high school English teaching. Therefore, teachers need to actively carry out various teaching activities while considering the situation of their students to create a good atmosphere for independent learning so that students can better adapt to the independent learning mode of junior high school English under the background of "Internet +" [1-3].

2. The significance of independent learning of English in junior high schools under the background of "Internet+"

2.1. Emphasize the dominant position of students in classroom teaching

Based on the concept of "Information 2.0" and "Internet+," autonomous teaching of junior high school English will better reflect the "people-oriented" teaching idea and promote the deepening and implementation of the new curriculum reform.

First, learning English independently in junior high schools under the environment of "Internet+" will jointly play the role of "Internet+" information and technology to improve the effectiveness of English learning and enable students to learn and think independently and help them to be good at thinking so that they may have more English cultural connotations, more English knowledge bases to broaden their English horizons, deepen their understanding of English and enhance their learning subjectivity [4].

Secondly, autonomous teaching of junior high school English under the environment of "Internet+" can enrich teacher's teaching experience, improve their understanding of the content and purpose of English courses. Besides, autonomous teaching embodies the unity of instruments and humans, and has fundamental, practical and comprehensive characteristics, thereby it can also stimulate students' enthusiasm for English learning, help students to adapt to their future development needs, allows students to be the main body, and build a student-centered learning environment [5].

2.2. Help teachers to implement core qualities education in English teaching

Promoting the autonomous teaching in junior high school in the "Internet+" era will help teachers deeply understand the new curriculum standards, emphasize English literacy; improve students' higher-order thinking ability and expand their horizons and overall level of English.

First, in the "Internet+" environment, the implementation of autonomous teaching of English in junior high schools will help improve students' language acquisition and expressing levels. Teachers should help students build a complete set of language sense, pragmatics, and context. The teaching activities created with the idea of understanding, practical application, knowledge transfer, and innovation can improve students' language construction, application level, so that they can communicate in English. Besides, it can help develop higher-order thinking abilities in English such as speculation, reasoning and argumentation, critical evaluation, and imaginative creation. If students can think in English and are able to analyze the content of English courses, their English learning effect and literacy will be improved.

Second, many online resources can be utilized through the integration of the Internet and self-learning, and students can be exposed to different cultures from different countries in various ways. In this way, the students' horizons can be broadened, their learning fields can be expanded, and their understanding of the national culture can be deepened. Students can then communicate better with foreigners and spread the Chinese traditional culture, which is where the application and interactive value of English courses can be reflected to the greatest extent [6].

3. Theoretical basis of English self-learning in junior middle schools under the background of "Internet+"

From a systematic point of view, self-learning is a dynamic activity is a continuous process. Self-regulation is a kind of ability with internal structure and components, which is continuous over a long period of time. The understanding of its internal operation mechanism will help to design and guide specific English teaching practice.

In the 1990s, Zimmerman integrated the views of various researchers and established a relatively complete theoretical system on autonomy. Zimmerman (see **Table 1**) pointed out that the criteria for judging a person's autonomy, the "controls" should be used as the standard. When these six domains can act autonomously, the degree of autonomy is high; otherwise, the degree of autonomy is weak. This article is mainly based on Zimmerman's "autonomous learning" theoretical framework [7].

**Table 1.** Research framework of Zimmerman's autonomous learning

Scientific question	Psychological dimension	Control	Autonomous essence	Autonomous process
Why learn?	Motivation	Choice to participate	Intrinsic or self-motivated	Goals, efficacy, values, attributions
How to learn?	Method	Method of choosing	Scheduled or automated	strategy, relaxation, etc.
When to learn?	Time	Time limit	Timed and effective	Time management
What to learn?	Learning outcomes	Learning outcomes	Self-awareness about learning outcomes	Self-monitoring, self-judgment, behavior control, will
Where to learn?	Environment	Physical environment	Sensitivity and adaptability to physical circumstances	Selecting and organizing the learning environment
Learn with whom?	Social	Social environment	Sensitive and adaptable to social circumstances	Choose a role model, ask for help

4. The effective paths of junior middle school English autonomous learning under the background of "Internet+"

Under the background of "Internet+," teachers and students should have a certain knowledge about "Internet+," and traditional teaching concepts should be modified to integrate multimedia technology into student-centered learning activities such as task-based and project-based learning, so that students are motivated to converse in English and their English self-learning ability can be improved.

4.1. Students and teachers need to fully understand the constraints of English autonomous learning under the background of "Internet+"

English education under the background of "Internet+" consists of four factors: teacher, task, student, and internet environment. The goals of task- based learning can only be achieved by fully integrating the four factors. According to the self-determination theory, when students can manage their own behavior (why learn?), they will be able to manage their work (how to learn?), and form safe and enjoyable relationships with others (manage their social environment), which will drive their internal motivation, and they can actively take corresponding measures to achieve their goals (how to learn). On this basis, based on the "high-efficiency" approach of junior high school English autonomous learning under the "Internet +" condition, there are several "variables" (factors) that can influence the students' independent learning "under the network environment" are analyzed, as shown in **Figure 1**.
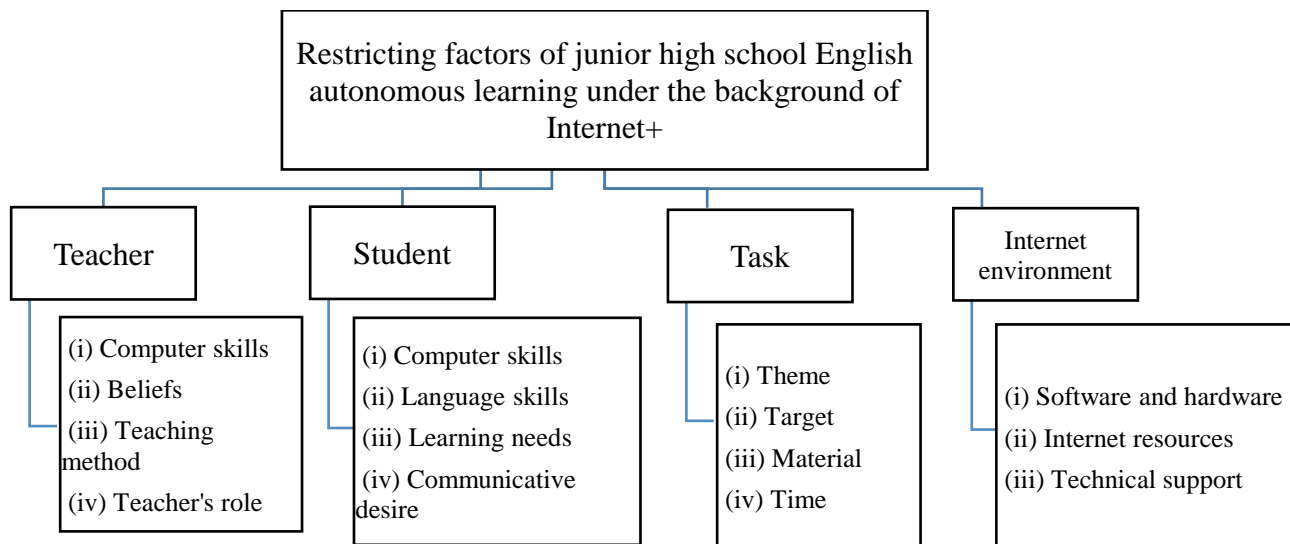
Figure 1. Constraining factors of task-based teaching under the background of Internet+

Through understanding the factors that affect the self-learning of English junior high school under the "Internet+" environment, teachers and students can create a more realistic and vivid teaching environment together, which in turn stimulates students' enthusiasm for learning, and promote students' autonomy.

## 4.2. Changing traditional teaching concepts under the background of "Internet+"

In the context of "Internet+," teachers should actively change traditional teaching concepts and use multimedia technology to stimulate their students' motivation in learning, so that the efficiency of classroom teaching and students' independent learning ability can be improved.

The design of classroom learning activities should start from the analysis of the teaching subject and the assessment of the network environment. Then, related tasks can be assigned, and the objectives, topics, materials and expected completion time of the tasks can be determined. Students should perform the tasks in groups under the guidance of the teachers, and resent them or conduct group discussions on the task completed and the results obtained. Teachers should ensure that the students complete their tasks according to the requirements, encourage, and help disadvantaged students to participate more in group activities, give tips on the meaning of words and provide adequate support when needed. After the task is over, the teacher should also give evaluation and feedback on the implementation of the task and the content presented or discussed by the students, so that students can reflect on the learning process, summarize the successes and failures. In this way, students will understand their weaknesses in the process of implementing the tasks, as shown in **Figure 2**.
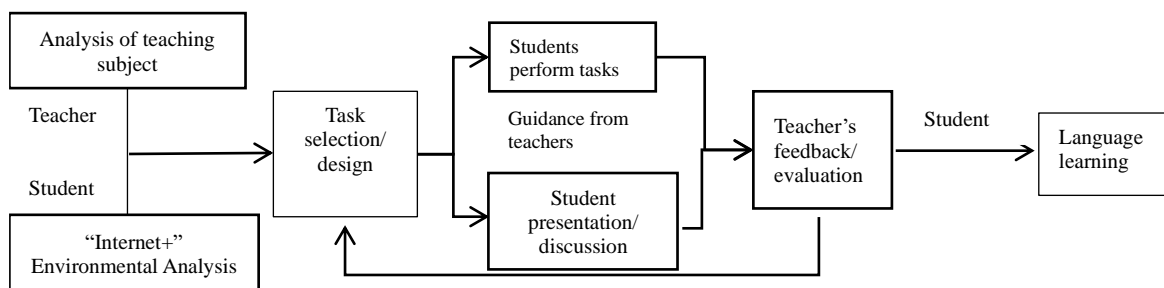
Figure 2. Framework design of classroom autonomous learning tasks under the background of Internet+

When formulating learning tasks, teachers can scientifically analyze students' existing English proficiency, and then formulate targeted, scientific, and rational learning tasks for students based on their English knowledge and learning ability, so that students can develop their self-learning ability and independently transfer and apply the English language, and finally improve their comprehensive English literacy. For example, a pertinent, scientific and rational weekly learning task can be formulated for students with weaker foundation, as shown in **Figure 3**.
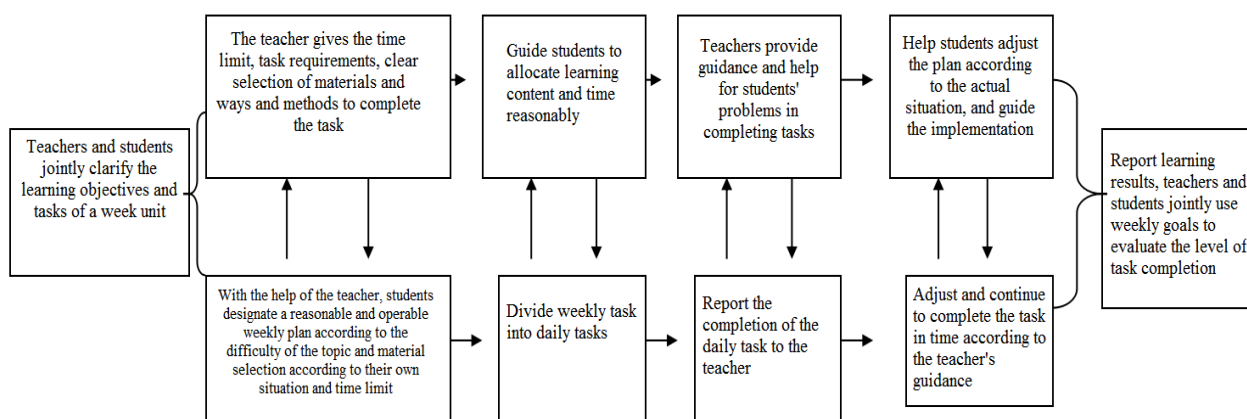
Figure 3. Weekly "Internet +" independent learning task

In this process, teachers can create a good independent learning platform for students by applying internet technology in junior high school English teaching. Teachers can use internet technology to display the related knowledge points the basic skills that will be covered in the course, so that students can adjust and improve the learning tasks according to the knowledge structure they have mastered [8,9]. Teachers can also set up a learning module specially for junior high school English independent learning on online platforms to teach English more efficiently, help students better understand English knowledge, and improve their use of English knowledge to solve practical problems.

4.3. Carry out project-based learning under the background of "Internet+," to improve students' independence, and cooperative and thinking skills

Project learning is a learning activity where teachers and students work together to complete a project. It is a kind of "behavior-oriented" teaching method. Project learning is a constructive teaching mode, in which teachers turn their lessons into a "project" and make students ask challenging and provocative questions based on real-world situations. On the basis of mastering the basic ideas and basic principles of the project, students use higher-level theoretical knowledge to guide the continuous advancement of practical knowledge. Finally, the results of the project are presented for discussions and evaluation in groups. Project learning has the following characteristics, as shown in **Table 2**.
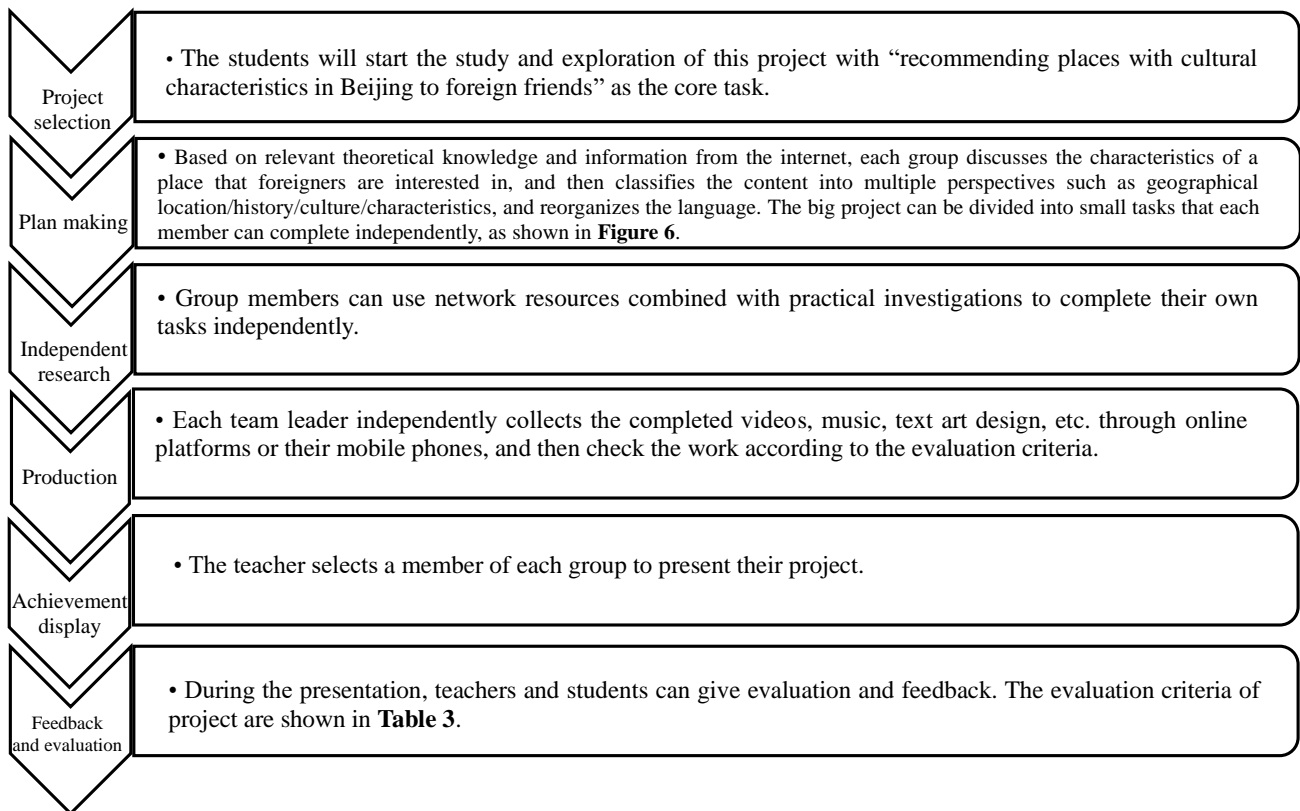
Table 2. Characteristics of project learning

Practical	The themes of the projects are realistic, making students' learning more targeted and practical.
Autonomous	Students can choose the content and method of presentation according to their own interests, which can effectively promote the development of creative ability through independent learning.
Development	The combination of long-term projects and stage projects constitutes a cognitive process for realizing educational goals.
Comprehensive	Project learning requires interdisciplinary knowledge, network resources and comprehensive ability to solve problems.
Openness	Students' exploration methods around the theme and final presentation and evaluation are diverse and selective.
Evaluation	The evaluation focuses on the process of students' ability development in project activities, and its content includes the performance of students participating in all aspects of activities and the quality of homework.

In the process of project-based English learning, students need to use a large amount of theoretical knowledge and online information resources for scientific research, design, and practice. This self-directed learning approach is more suitable for senior high school students, and its learning process is shown in **Figure 4**.
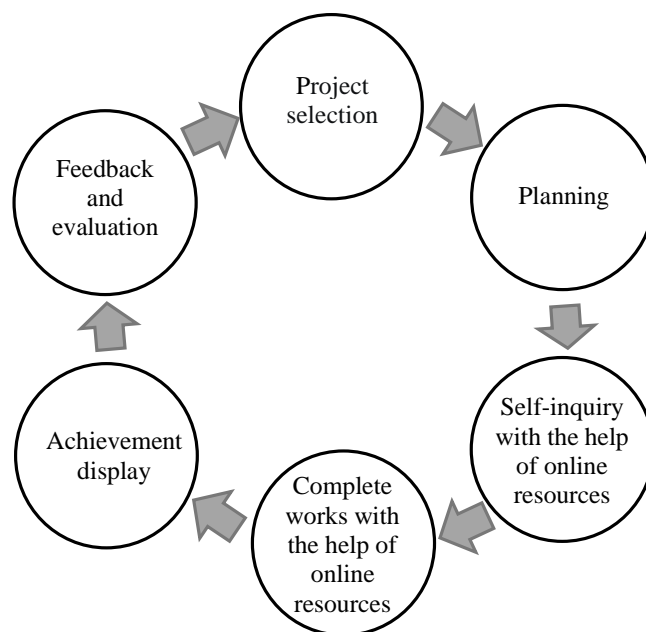
**Figure 4.** Basic links of project-based learning

An example of the project can be "A foreign blogger Johnny came to Beijing for the first time, hoping to experience Beijing's unique cultural customs. Therefore, you are to introduce Beijing's cultural customs and attractions to him." can be assigned to students, so that they can explore this topic, see **Figure 5**, **Figure 6**, and **Table 3.**

Project selection	• The students will start the study and exploration of this project with "recommending places with cultural characteristics in Beijing to foreign friends" as the core task.
Plan making	• Based on relevant theoretical knowledge and information from the internet, each group discusses the characteristics of a place that foreigners are interested in, and then classifies the content into multiple perspectives such as geographical location/history/culture/characteristics, and reorganizes the language. The big project can be divided into small tasks that each member can complete independently, as shown in **Figure 6**.
Independent research	• Group members can use network resources combined with practical investigations to complete their own tasks independently.
Production	• Each team leader independently collects the completed videos, music, text art design, etc. through online platforms or their mobile phones, and then check the work according to the evaluation criteria.
Achievement display	• The teacher selects a member of each group to present their project.
Feedback and evaluation	• During the presentation, teachers and students can give evaluation and feedback. The evaluation criteria of project are shown in **Table 3**.

Figure 5. Project-based learning process of recommending the culturally distinctive Beijing places in Beijing
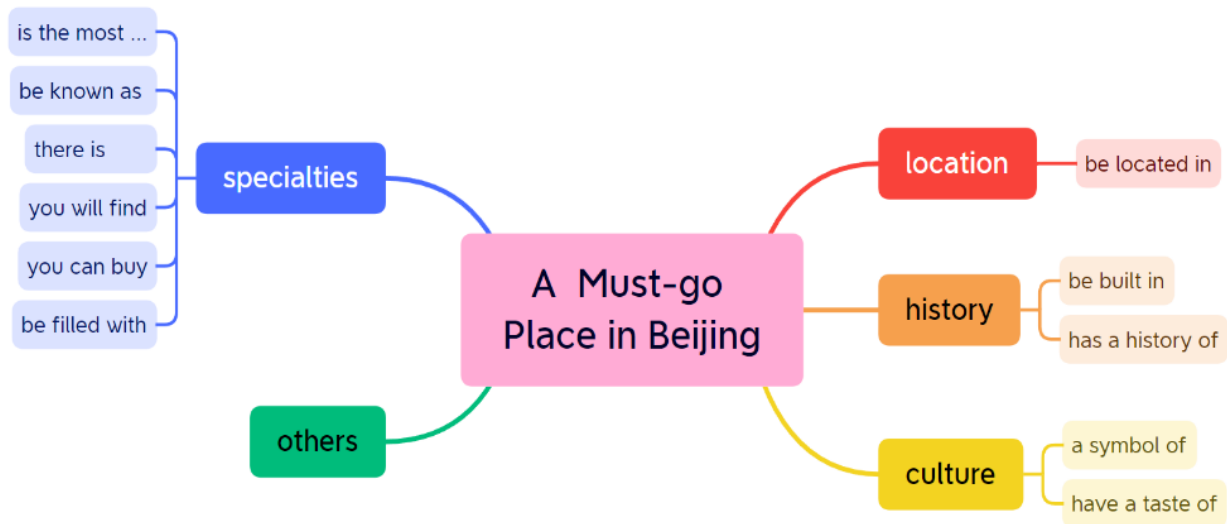
Figure 6. The planning map of recommended places in Beijing

Table 3. Rubric for projects related to Beijing characteristic cultural places

Items	Assessment criteria	Score				
		5	4	3	2	1
Content	Are the reasons to visit the places explained from different perspectives? (history, specialty, etc.)					
	Are the cultural features of the recommended places described clearly? Is the significance of visiting the places stated?					
Structure	Are there introduction, body, and conclusion? Are the recommendations written logically with proper linkers?					
Language	Are superlatives and comparatives used correctly?					
	Are the features of the recommended places described with suitable vocabulary and sentence structures?					

In the process of completing the project, students gradually build up their language awareness, reconstruct their language knowledge, and use the language they have learned to hold meaningful conversations. Therefore, students will be more interested in learning English, and then participate in independent thinking, cooperative inquiry, and evaluation and reflection activities. After careful preparation by the team, on-site investigation, collection of online materials, writing of promotional manuscripts, production of exquisite promotional advertisements and recording of vivid short films, the students have a deeper understanding of Beijing's culture, thus students' cultural confidence can be enhanced. Project research can cultivate students' ability to understand, and think about problems from different perspectives, and express their ideas rationally and methodically.

4.4. Stimulate students' interests in independent learning under the background of "Internet+"

Under the background of "Internet+," students can learn English through internet technology. Therefore, junior high school English teachers can create a good learning atmosphere for students by using multimedia technology in classroom teaching, so that students will be interested in learning and improve the efficiency of independent learning. For example, teachers can play some interesting video clips to teach their students new vocabulary. This will not only enable students to understand more vocabulary, but also stimulate their interest in learning [10-13]. Therefore, teachers need to actively apply multimedia technology to improve the teaching effect and stimulate students' interests in learning English independently.

5. Conclusion

In conclusion, in the "Internet+" environment, the flipped teaching method can highlight the subjectivity of students, improve the practicality and comprehensiveness of English learning, improve the evaluation method of English learning, and strengthen the guiding role of teachers, etc. All of these greatly promote the integration of "Internet+" technology in junior high school English learning, and realize the comprehensive and independent development of students.

Disclosure statement

The author declares no conflict of interest.

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