Research on Language Autonomous Learning in Network Multimodal Environment

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Abstract: The so-called modality refers to the use of symbol resources for communication. With the rapid development of network information technology, the human discourse environment gradually changes from single mode to the current multimodality. In the network multi-modal environment, the construction and improvement of the language independent learning mechanism has ushered in a good opportunity. With the modal diversity brought about by network information technology, teachers have more choices in teaching methods and students' learning horizons are broader. All these provide the necessary conditions for the construction and improvement of independent learning mechanism. Therefore, this paper starts with the theoretical analysis of multimodal and autonomous learning, and studies the influence of network multimodal environment on English autonomous learning. Finally, it puts forward the strategy of further improving English autonomous learning mechanism.

1. Introduction

Global economic integration has become an inevitable trend in the development of the world economy. To have a better position in talent competition, good English listening and speaking ability is one of the necessary qualities. However, the traditional English teaching in China emphasizes the cultivation of grammar, vocabulary, reading and writing abilities, but it is in lack of effective teaching materials and means for the training of listening and speaking ability. As an important direction in the reform of language teaching, the fundamental purpose of self-study is to break through the limitations of the traditional teaching model and cultivate students' more comprehensive language listening, speaking, reading and writing skills. Multimodality is essentially a phenomenon, and with the deepening of its research, it forms an independent theoretical system. Network technology has always promoted the progress and development of multimodal theory, and thus provided more new forms of resources and methods for English teaching. The network multimodal environment of English autonomous learning is also generated.

2. Overview of Multimodal Theory

Human beings communicate with the external environment mainly through their own sensory organs, including five human senses, such as eyes, ears, nose, tongue and body. The modality is the visual modality, auditory modality, olfactory modality, taste modality and tactile modality formed based on the five sensory types. Multimodality is a concept relative to single mode. It is called single mode by interacting with the external environment through a certain sensory experience. For example, listening to recordings and songs in daily life is an auditory modality. Reading books and newspapers are visual modalities, while multimodality refers to interacting with external environments through three or more senses. Multimodal discourse is a phenomenon in which a variety of sensory feelings are used to communicate with the outside world through various modes of language, movement, and sound. With the rapid development of communication technology of network information, human beings have entered the era of information explosion, which makes multimodal discourse a normal phenomenon, and then puts humans into a network multi-modal environment.

The analysis of multimodal discourse has long been mentioned by foreign scholars. Many

scholars at home and abroad have conducted in-depth research from different angles. At the end of the last century, its analytical theory system began to be established. The theoretical study of multimodal discourse analysis begins in the fields of linguistics and semiotics, and continues to deepen with the study of its theoretical system. In recent years, the application in language teaching has become a key research direction. At present, the foreign multi-modal applications in language teaching have achieved fruitful research results, but the domestic related research started relatively late. The research results obtained so far have yet to be further tested by teaching practice. In this case, it is necessary to pay attention to the theoretical research results of foreign countries and cannot fully adapt to China's national conditions. Therefore, when learning the advanced experience of foreign countries, it is impossible to completely die hard, but necessary to conduct an application attempt after careful and in-depth research and analysis.

3. Overview of the Theory of Language Autonomous Learning

The literal meaning of language autonomous learning is not difficult to understand. As the name implies, it refers to one kind of way of language learning. But in essence, autonomous learning is not just a learning method, but also a theoretical system in language teaching. Conceptually, autonomous learning is corresponding to passive learning. China has long been in the institutional environment of exam-oriented education. The teaching of "cramming" has always been the main teaching method. In this way, teachers as the main body will forcibly teach knowledge to students, while students are only passive recipients of knowledge, so they can be called passive learning. With the continuous innovation of educational concepts and the continuous upgrading of teaching resources, passive learning has gradually withdrawn from the historical stage, and replaced by students-oriented independent learning methods. The subjective status of students is the core of the concept of self-directed learning. However, the ethical orientation of teachers and students established in the context of the examination-oriented education system has existed for a great long time. In order to completely dispel the existing ethical value system in this teaching, the joint efforts of both parties in the teaching event are necessary. Teachers must voluntarily give up their previous subjective status, and actively guide students' self-awareness so that they can learn to think and analyze independently and become the real learning subject.

As early as the end of the 1990s, for breaking through the constraints of the exam-oriented education system, the country began a drastic education reform, and gradually reformed and innovated all aspects of education in the direction of quality education. Self-directed learning is an important theory in the teaching reform of language courses. After more than 20 years of development, the theoretical research and mechanism construction of language independent learning is relatively slow. However, with the continuous development of information technology, language teaching has been completely in the network multi-modal environment, which provides a good opportunity for the development of independent learning. Teachers and students should keep up with the pace of technological development of the Internet, seize the development opportunities in a multi-modal environment, and develop the theoretical system of independent learning to a new height. Besides, we must boldly apply the results of theoretical research in the practice of teaching, in order to comprehensively promote the reform and innovation of the overall language teaching in China, and cultivate more talents with excellent language application quality.

4. The Intrinsic Influence of Network Multi-modal Environment on Language Autonomous Learning

4.1 Fully mobilize the motivation of students

From the student's point of view, learning as a behavior requires sufficient motivation. In the network multi-modal environment, students' learning motivation can be mobilized more fully, which provides internal motivation for the construction of autonomous learning mechanism. From the process analysis of the whole learning behavior, the motivation of learning can be divided into

two kinds of motivations: internal and external. Intrinsic motivation refers to the reason from the students themselves. Through the behavior of learning, it can satisfy the learner's curiosity, expression desire or curiosity. It will let students have a strong interest in their behavior and then generate enough motivation for the learning behavior. External motivation refers to the inducing force and driving force from the outside of the learner's body. This power may come from parents' praise, teacher's praise, classmate's motivation and some other aspects. External motivation is only the effect from the external environment on the learner's ontology, rather than directly on the learning behavior, so the influence of external motivation on the ontology is indirect, and the intrinsic motivation is the factor that affects the ontology. As each learner has individual differences, the internal motivations for language learning are not exactly the same. In traditional teaching, more emphasis is placed on the application of instrumental extrinsic motivation, while the intrinsic motivation of integration lacks effective means. In the network multi-modal environment, the wide application of various new teaching resources has made autonomous learning a trend. Through multi-modal and multimedia teaching materials, it directly stimulates the internal motivation of learning behavior, thus stimulating students' interest in independent learning, thereby greatly improving the learning effect.

4.2 Positive impact on learning attitudes

For students, interest is the best teacher, but interest can only guarantee that the learning behavior has sufficient motivation, and then have a correct learning attitude, so that the learning outcome is guaranteed. In the traditional language teaching environment, students have been in a passive object position for a long time. Its learning attitude is mainly guaranteed by external stimuli with parents and teachers, while self-study requires students to have the ability to self-adjust their learning attitudes. In the network multi-modal environment, the diversity of teaching materials and methods makes the process of language learning behavior more interesting, and the distance between teachers and students is also closer, which makes the whole teaching activity more active than ever. Inevitably, it will have a positive impact on students' learning attitudes. But the network multi-modal environment provides students with a more colorful and whimsical vision, and its huge positive impact on students' learning attitudes is beyond doubt. However, due to the insufficient filtering of network information, its negative impact on learning attitude to a certain extent cannot be ignored. On the whole, in the field of education in China, the theoretical system of independent language learning is still not perfect. At this stage, it is unrealistic to achieve complete form of independent learning. The student group's own consciousness and behavior habits need a certain amount of time to accumulate in order to achieve qualitative transformation. Therefore, in the current process of independent language learning, teachers still need to guide students' learning attitudes correctly, so that the positive impact of network multimodal environment on learning attitudes is more obvious.

4.3 Contribute to students' use of learning environment management strategies

The learning environment is critical to the assurance of learning outcomes. Language independent learning requires students' ability to manage the learning environment. In the traditional educational system environment, students usually do not need to think about the use of learning environment management strategies, but in the network multi-modal environment, they put forward higher requirements on students' independent thinking and self-management skills. The learning environment includes both macro and micro levels. The macro learning environment refers to the atmosphere created by factors such as location, spatial layout and participants, while the micro learning environment includes specific learning resources and tools, teaching models and learning strategies. In the network multi-modal environment, the hardware and software resources for language learning are greatly enriched, which enables autonomous learning to be carried out in a more interactive environment. The learning behavior of students is no longer limited by the location and space factors. Compared with the past, the overall macro and micro learning environment has been greatly improved. The language independent learning environment based on the network multi-modal discourse makes students' freedom and interaction stronger. Students can choose their

own learning places in the macro environment, participants in learning activities, and spatial layout. It is also able to determine the learning resources and tools, learning strategies and teaching modes within the micro-environment. This is very helpful for students to use the learning environment management strategies, so that their ability to think and self-manage independently can be improved.

5. Language Autonomous Learning Strategies in Network Multimodal Environment

5.1 Reasonable positioning of teacher's role

In the network multi-modal environment, the new teaching tools and resources spawned by means of network technology are very rich, which replaces some roles of the teachers themselves. Therefore, the subject status of the teacher's teaching language autonomous learning process must be gradually weakened. Language independent learning requires an equal and interactive relationship between teachers and students. Teachers need to change the role of the dominant and knowledge inductors in traditional teaching. They must closely follow the pace of the era to actively improve their comprehensive network quality, and make full use of various teaching resources to create an environment for independent learning. And guide and stimulate students' interest in learning from a psychological level. There is a psychological misunderstanding in this. Some teachers believe that self-study is to give students full freedom. Teaching behavior can be completed only through network multi-modal teaching materials, and they only need to organize the curriculum resources and teaching materials to complete the task. In fact, it is inevitable that students will be dazzled by the huge amount of network information. It is difficult to self-digest in the face of the confusion caused by strange knowledge points. At this time, teachers need to give correct guidance and confusion. In addition, as great differences among individual students, the effect of independent learning is not the same. Teachers need to give correct self-learning guidance according to the different personal characteristics of students, so as to ensure the overall quality of language learning is improved.

5.2 Strengthening the cultivation of students' multi-modal autonomous learning consciousness

For students, self-study is a behavioral habit that needs to be cultivated, and since habits are formed over a period of years in a specific value environment, it's not easy to change. To make multimodal self-learning truly become an instinctive behavior habit, we must start from the cultivation of multimodal self-learning consciousness Firstly, Students should learn to think independently in the environment of multi-modal language autonomous learning. For example, in the process of learning through micro-courses, PPT, etc. while encountering doubts, you must first learn to solve it yourself. You can explain your doubts by inquiring relevant knowledge content online. Secondly, students should learn to control themselves. The Internet is a double-edged sword. It brings a lot of bad information while bringing students a multi-modal learning environment. This requires students to learn to manage themselves and，don't let information that is not related to learning distract you from your energy and time. Thirdly, students should learn to choose their own learning strategies because people are very different, and the sensitivity to multimodal teaching resources is not exactly same. This requires students to learn to choose their own more interested learning resources in the process of language independent learning, rather than rigidly follow the established teaching plan.

5.3 Teaching design should be more flexible and changeable

In the network multi-modal environment, due to the richness of teaching resources, it provides more choices for specific teaching design. In the specific teaching process, teachers can use more network technology equipment and multi-modal teaching materials to complete the teaching design more efficiently. From the past teaching practice, the teaching design in the process of multi-modal language autonomous learning is too mechanical and monotonous, only the more flexible and varied teaching form can better stimulate students' interest in independent learning. First，When

teaching design, teachers should fully consider their relevance to the teaching content, select reasonable multi-modal teaching materials according to the content of the course, then consider the content of the teaching and the integration of knowledge points，then finally get the most scientific and reasonable instructional design. Second, the teaching design must be changeable. Teachers can't always adopt the same teaching design scheme. In the network multi-modal environment, teachers can choose teaching materials and methods very differently. Therefore, the design bill of teaching should be changed frequently in teaching, thus enhancing the fun of classroom teaching. Third, to strengthen the interaction between teachers and students, in the process of designing the teaching, teachers should fully refer to the opinions of the students, through the group chat of WeChat, qq and other network tools, integrate the opinions of many students, and then combine the teaching content to design a teaching plan that can be easily accepted by students.

6. Conclusion

Education is a top priority for the rise and fall of the nation, so the reform and innovation of education must be paid attention to at any time. The concept of autonomous learning has been paid attention to in the study of English teaching theory in China over ten years. In the specific teaching practice, large-scale application attempts have also been made. Today, the theoretical system and application mechanism related to it have been formed, but the space for improvement in the network multi-modal environment is still very large. With the full arrival of the "Internet +" era, mobile terminal devices have been widely used, making multimodality in language teaching has been a normal environment. It has brought positive effects to the study of the theoretical system of language independent learning, and also the construction and improvement of the independent learning mechanism of colleges and universities.

Acknowledgments

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