



Research on Autonomous Learning Strategies of Using Online Resources in Learning English under the Background of Double Reduction

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ABSTRACT

"Opinions on further reducing the homework burden and external training burden of students in compulsory education" was issued, this study analyzes the current problems of middle school students using online learning resources, that is to say, middle school students lack of independent learning ability, lack of ability to use online learning and online resources are uneven. In order to solve those problems, this paper first integrates and sorts out the online English learning resources, and divides them into online English learning resources with individual learning, group learning and collective learning according to the different ways of learning and organization. Secondly, developing autonomous learning strategies of using online resources in learning English, correct understanding online resources, use online resources in demands, pre-class preview, class exercises and English interest development, improve information retrieval ability, and peer collaboration to help students adapt to the changes of "the Double Reduction policy", and improve their ability to learn English with online resources.

Keywords: *The Double Reduction policy; online resources; autonomous learning strategy ; English learning.*

Citation: Wang Zhenqi (2022). Research on Autonomous Learning Strategies of Using Online Resources in Learning English under the Background of Double Reduction. *International Journal of Arts, Humanities and Social Studies*, 4(3), 139-146.

INTRODUCTION

Under the background of "the Double Reduction policy", the number of education and training institutions has decreased sharply, and students' access to extracurricular learning resources offline has decreased. At the same time, students' homework forms have changed, and students have more time to study independently. English Curriculum Standards (2017 Edition) emphasizes the cultivation of students' learning ability, learning to use extracurricular resources and tools to assist their own English learning, is not only a learning strategy, but also a kind of learning ability, which is an important and urgent task[1]. Most of the research on how to implement the "double reduction policy" is from the perspective of teachers, with few scholars studying from the perspective of students.

Although the online resources are developed in the information age, there are a large number of open English education resources that can be used by students and teachers, but it takes time and effort to find the required resources, and the quality of resources cannot be guaranteed. The 2019 International Association of Computer Science and Electronic Technology conference noted that in the complex mobile learning environment of online education resources, the number of learning resources and learning services has increased sharply, continuously increasing the time and energy students spend in acquiring and choosing resources [2]. There is a serious lack of research on the utilization of online learning resources by students. The existing research basically focus on teachers, classroom, teaching methods and other multidimensional factors affecting English teaching, and almost no one conducts research on the teaching subject-students [3].

Therefore, this study takes middle school students as the research object. Under the background of "Double Reduction" policy, it is committed to analyze the problems of the online resources, online English learning resources available type and help students correctly choose and use online English learning resources autonomous learning strategy, has strong practical and theoretical significance.

Relevant Concepts

The Double Reduction Policy

In July 2021, the General Offices of the CPC Central Committee and the State Council issued the Opinions on Further Reducing the homework burden and Off-campus Training burden for Students in Compulsory Education (hereinafter referred to as the "Double Reduction"), requiring the effective reduction of the heavy homework burden and off-campus training burden for students in compulsory education [4].

Online learning resources

Online learning resources not only include learning contents and learning materials, but also include multi-form learning resources that integrate text, pictures, audio, video and animation at any time, in any place, and by using any terminal equipment. In a word, online learning resources refer to various online information resources that learners use computer online means to carry out online learning activities [5].

According to Moore's view, the interactive mode of online language learning can be divided into three types: teachers and students, students and teaching content, and students and students [6].

Autonomous learning strategy

Chinese scholar Pang Weiguo [7] proposed that independent learning includes three levels: be able to learn, want to learn and learn to learn. Autonomous learning strategies include cognitive learning strategies, meta cognitive learning strategies, and learning resource utilization strategies. Cognitive learning strategies include declarative knowledge learning strategies and procedural knowledge learning strategies; meta cognitive strategies include self-monitoring, self-guidance, and self-evaluation strategies; learning resource utilization strategies include time management strategies, academic help-seeking strategies, and effort management strategies [7].

The use of learning resources is an indispensable ability of independent learning ability, and also an important role in the whole link of independent learning. Holec [8] proposed that autonomous learning in language learning refers to the ability of learners to consciously determine goals, make learning plans, choose learning methods, use learning resources, monitor learning processes, and evaluate learning results. How to use learning resources needs to be built on the basis of determining goals, making plans and selecting methods. After the utilization, we need to monitor the learning process and evaluate the learning results [8].

Problems existing in the utilization of online English Learning resources for middle schoolstudents

Based on the existing research, it is learned that middle school students have many problems in the use of English learning online resources. The three most prominent problems are the lack of independent learning ability and online learning ability for internal reasons, and the uneven online resources for external reasons.

Middle school students lack the ability of independent learning

Scholars at home and abroad are divided into many different dimensions. Knowles [9] proposed six dimensions of independent learning power scale, namely, learner responsibility, learning attitude, learning motivation, choosing learning strategies, management time and resource monitoring and evaluation. Only when driven by learning motivation can learners further actively determine learning goals, adjust learning strategies, and use resources for self-monitoring and evaluation. According to the existing statistics, middle school students have different in resource management and use of learning strategies, and the polarization is obvious. Some scholars have investigated the use of English learning motivation regulation strategies for college students in the mobile learning environment, and found that "value regulation", "interest promotion" and "grasp goal arousing" are the more commonly used strategies, and the strategies used by learners of different grades and different majors are different [10].

Middle school students lack the ability to use the online learning

In the era of mobile Internet, middle school students have more opportunities to get Internet contact. Most middle school students have their own mobile phones to get in touch with all kinds of online resources. With the concept of lifelong learning, mobile learning will become more common and more regular. The Ministry of Education in the early 20th century began to invest a lot of human and material resources to improve information literacy, 2010 the education informatization 2.0 action plan "eight action" including digital resources service popularization, online learning space coverage, hundred thousand school course lead action, students' information literacy cultivation action, online Fu Zhi engineering crucial action, etc [11]. In 2021, the Ministry of Education pointed out to actively promote the construction of education information, promote the combination of "Internet + education" mode, and released the "education information medium and long-term development plan (2021-2035)", "education information" fourteenth plan ", " The State Council on actively promoting the "Internet +" action guidance " and other documents, although middle school students information technology ability has improved, but their own use of online resources learning ability is still lacking, computer, mobile phone, iPad in the eyes of most middle school students only entertainment tools. Even if they know that they can learn through the Internet, few people will use the online resources to help them study and improve their studies [12]. If learners want to find the required resources in the huge online system, they have to use various means, have to spend a lot of time, and sometimes even cannot get all the learning resources related to this knowledge point.

The quality of online resources is uneven

Online resources are overwhelming and the quality is uneven. In the era of we-media, everyone has the opportunity

to publish their own ideas and views on the Internet, without credibility. The rapid rise of 5G technology for online learning environment to create a fast pace, fragmentation, flat "fast food" learning atmosphere, traffic, multicultural collision online learning resources also presents the trend of fragmentation, traffic, its purpose is to attract students' instantaneous response and attention, provide short learning experience and pleasure, online learning resources not only break the limitation of region and space, but also widen the distance between students and learning content, and lack of thinking process. Long-term use of online learning resources is easy to cause students' slack ideology, inattention, cognitive deviation, and it is difficult to obtain effective learning resources.

Online English Learning Resources for Middle School Students

Beginning with the English learning needs, it can improve English level from different aspects. English comprehensive ability is divided into language knowledge (pronunciation, vocabulary, grammar) and language skills (listening, speaking, reading, writing, viewing). The existing English learning resources basically point to the above different English learning, also serve the comprehensive English ability and synchronization with English class, practice learning resources. Therefore, this study divides online English learning resources into different learning objectives, synchronous course resources, comprehensive English ability, vocabulary, grammar, listening, speaking, reading, writing and viewing. Online English learning resources mainly rely on mobile devices or computers, and based on the current centralized distribution of mainstream learning resources, the online English learning resources are divided into mobile phone software, Wechat public accounts and websites. The summary classification table is as follows:

	手机软件APPs	网站 Websites	微信公众号 Wechat public accounts
同步课程 Synchronous course	初中英语宝、学习强国、国家中小学智慧云平台	国家教育资源公共服务平台 https://so.eduyun.cn/synResource 新世纪教育网 http://www.xsjyw.com/ 中国微课网 https://www.cnweike.cn/ 浙江微课网 https://wk.zjer.cn/html/12.htm 华师慕课微课资源库 http://www.c20mooc.com/	中小学英语平台、 义教在线、溯恩英语、江南一烛、英语教学、意趣英语 MI English、称子英语、中学英语资料库
英语综合能力 English Integration ability	多邻国、一点英语、 哔哩哔哩、可可英语、流利说-英语 微博、贴吧、知乎、 小红书、抖音	English-at-home http://www.english-at-home.com Englishpage http://www.englishpage.com English Club https://www.englishclub.com/ 学堂在线 https://www.xuetangx.com	TeacherGwen、蔡蕾 英语、HELLO 阳光英 语、称子英语
单词 Vocabulary	有道词典、万词王、 quizlet	Memrise https://www.memrise.com/ Visuwords http://visuwords.com	田间小站、高中英语电子课本
语法Grammar	AI Grammar、英语语法精讲、初中英语语法	Eslbuzz https://www.toolmao.com/	英语语法学习
听力	China Daily、每日	51VOA	芝士派、英语美文

Listening	英语听力、喜马拉雅、扇贝听力、TED、VOA、BBC	https://www.51voa.com/51	朗读
口语 Speaking	流利说、开言英语、英语趣配音、交流电、Hellotalk、微信、QQ 实时交流	Multimedia-English https://multimedia-english.com/phonetics Speak and improve https://speakandimprove.com/	
写作 Writing	火龙果、批改网、邮箱	NounPlus https://www.nounplus.com/ 水滴英语 http://www.adreep.cn/	胡老师英语
看 Viewing	外文在线、人人视频、哔哩哔哩动画	BuzzFeed https://www.buzzfeednews.com/	

Figure 1: Online English learning available resources (In China)

It can be seen from the above table that English learning can be realized anytime and anywhere by basically using mobile devices. Nowadays, many middle school students do not use mobile phones to learn English. First, in the perspective of parents, middle school students are lack of self-control, and mobile phones will affect their learning. Second, middle school students do not know how to use online resources for independent English self learning. Mobile learning is difficult to play the function of repetition and reinforcement in the classroom, but after class, unlike static demonstration teaching, it can continuously expand the learning situation, meet the flexible needs of learners, and create opportunities for information input in fact [13]. Mobile phones, tablets and other mobile devices as good learning tools. According to the different needs of learning, middle school students can look for learning resources and learn to use online English learning resources, so that help them improve English learning interest and English ability. Along with the courses, high credibility include the learning power developed by the Ministry of Education and the national smart cloud platform for primary and secondary schools, both computer and mobile. Wechat official account can assist the learning of key and difficult points in English classroom, including electronic textbooks, word list audio, synchronous micro-class video, pronunciation explanation, English film and television and songs and other learning resources, rich and diverse. The improvement of the comprehensive English ability includes at least three abilities, such as a Yidian English APP, which can learn pronunciation, grammar, vocabulary, and develop the listening, speaking, reading and writing ability. For example, Bilibili animation APP is equivalent to a resource library, where you can search for the content that you are interested in for learning, such as Rachel's voice course, teacher Du's grammar class, etc. There are APP dedicated to improving listening, such as daily English listening, a wide range of listening resources, including daily blog, extensive listening FM, English test, bilingual intensive reading, comprehensive listening, e-books, oral pronunciation, entertainment video. Can be fine or extensive listening, is conducive to improve the middle school students' listening skills, expand English materials, improve English literacy. Word learning uses APP, text and text sound, which helps to improve the efficiency of word learning. Grammar learning supporting the corresponding grammar exercises, through the course and the website to learn better, the knowledge is more systematic.

An experimental study by Rezaee et al. showed that a mobile phone dynamic assessment system is beneficial for improving the oral accuracy of second language learners [14]. speaking exercises can use software, such as Fluent Speaking APP developed AI correction, use Hello talk, to find language partners from all over the world, real-time communication. We can also use websites, such as Multimedia-English, practice voice, watch acoustic animations and videos, imitate and practice. There are writing courses and resources also rich online. Through the mobile APP, you can find the corresponding study group, you can also use software to correct errors, and simulate the real situation through E-mail.

In a word, the use of online resources for English learning is conducive to cultivating students' core qualities: first, increasing the exposure to real context. No longer confined to the language input provided by teachers in the classroom, for instance, listening to the radio, watching the news, watching English TV dramas and seeing English movies, It is conducive to enhancing students' cultural awareness; Second, multi-modal learning, It is conducive to the comprehensive cultivation of listening, speaking, reading, writing and reading language ability; Third, it is conducive to improving the learning autonomy, Web learning helps to improve students' autonomous learning strategies, To improve the learning ability; [15] Fourthly, making the learning content more personalized, Students can choose the suitable learning content

according to their own characteristics and where they need improve. It is conducive to cultivating students' critical thinking.

Online resources using strategies for middle School Students

Based on the above problems in middle school students' selection and use and analysis of online learning resources, this section proposes the autonomous learning strategy to correctly knowledge online learning resources and improve cognitive strategies; second, to improve meta cognitive strategies; third, to improve information retrieval ability and academic tools.

Correct understanding of online learning resources

When using online resources to learn, it is necessary to understand its characteristics and different types, have a basic cognition of it, and facilitate the classification and storage of resources. First of all, middle school students should realize the characteristics of online learning resources and the advantages different from classroom teaching resources. Online learning resources are presented in multi-modal ways (text, pictures, video, audio and animation). As a supplement to traditional learning resources, they promote the development and reform of traditional learning resources. Online courseware is the expansion and extension of traditional teaching materials and teaching materials, online classroom is the expansion and extension of traditional classroom teaching, online distance education is the expansion and extension of traditional school education, online examination and tutoring is the expansion and extension of traditional examination and extracurricular tutoring. Secondly, we should recognize the types of online learning resources. Different online learning resources have different learning functions. According to the English learning content, the online learning resources are divided into comprehensive ability improvement categories and language skills, such as vocabulary, grammar, listening, speaking, reading, writing and viewing.

Use online learning resources on demand

Middle school students need to adopt meta cognitive strategies, reflect on their own learning situation, clarify their own learning problems, formulate corresponding learning strategies, choose and use appropriate learning resources, and reflect on and evaluate their own learning results. Learning cell is conducive to personalized learning tools as soon as possible, learners through learning cell can realize anytime and anywhere based on any equipment, any subject, and can assemble learning from everywhere, form a personalized knowledge online map, can also be found by learning cell knowledge online interest similar learning partners, sharing social interpersonal online and cognitive online [16]. Students can use the AI intelligent learning developed by existing software developers to develop personalized learning plans, or use mind mapping notes to build their own learning cell. Using online resources learning as the auxiliary of classroom teaching, according to the teaching process, it can be divided into three stages: pre-class preparation, course content supplement and after-class variant practice.

Self-preview before class

Follow the teaching concept of "flipped classroom" by optimizing pre-class preview, classroom learning and after-class review. Exploring online "flipped classroom" teaching can realize the effect of streamlining teaching content and improving teaching efficiency. Among them, students' completion of preview tasks with high quality is the premise and key for the effective implementation of online flipped classroom [17]. Before class, students can use the online learning resources of synchronous courses and micro-courses to preview the key and difficult knowledge of this course in advance, and can basically complete the basic exercises. Read and collect the information related to the text online in advance, expand the corresponding background knowledge, and make sufficient preparation before class. For example, before learning the second class Using language of Unit 5 Into the wild life Using language, students can collect proverbs about pandas and animals online in advance, which is conducive to stimulate students' interests in learning, improve classroom learning efficiency and cultivate independent learning ability.

Course content supplement

Students can mix online and offline learning. Not only in the classroom teacher mentioned knowledge, can also under class according to the actual situation, listening to other teachers on the same class, feeling different teaching style, finding suitable for their learning course, making up for the knowledge did not learn in place. If after offline learning, students find that they still have questionable knowledge points. Online synchronous course learning can help them learn the knowledge points deeper, more transparent and more personalized characteristics. For example, when teachers talk about traditional festivals in China, considering the limited classroom time, different teachers in the same class prepare very different teaching materials. Some classes are to tell your favorite holiday and give the reasons; some classes aim to learn to express the customs of different festivals, and some classes show the origin and celebration of festivals. According to their own needs, in addition to the content involved in the class, students can supplement and have an in-depth understanding after class, not limited to the knowledge taught by teachers in class, and form the habit of self-thinking and independent learning [18].

After class change practice

The purpose of the "Double Reduction" policy is to reduce the burden and increase the efficiency, and the homework assignment is the key research problem. On October 24, 2021, the fifth China English teacher development conference main BBS held in Sichuan, the Ministry of Education compulsory education and high school English curriculum standard revision group leader proposed the use of modern information technology construction "homework monitoring platform", which break the traditional written homework that only stay in the cognitive level of homework form. In order to develop students 'key abilities and necessary character, homework assignments should aim to develop students' comprehensive ability, refer to the American "project learning method", release tasks, students should form teams to conduct material collection and group discussion, and finally show the learning results [19]. In 2022, the national basic foreign language education reform and development on the BBS professor Luo Shaoqian also advocates the use of project evaluation method, meeting Zhu Xingyao teacher APP in Chengdu seventh middle school heard the use of the homework made the detailed explanation, and pointed out that the software has convenient to use, timely feedback, in order to meet the advantages of personalized needs. Software or website development of homework completion system, including homework planning, homework design, homework completion guidance, homework feedback, homework check the public, and other aspects, such as Dingding app during the epidemic not only carries the online "cloud classroom" function, also developed the assignment, homework feedback module, make online learning. Pigai website, the automatic homework review and evaluation based on the online learning platform can reduce the review pressure of teachers and provide immediate homework feedback for students [20]. Current mainstream MOOC platform such as Coursera, Edx has introduced machine automatic scoring, peer evaluation, can reduce the accident in the evaluation process of learning results error evaluation, can also help learners in the condition of the ideal evaluation of self-correction learning behavior, promote the mastery of the course knowledge [21]. Grammarly can help students check grammatical errors. Fluent Speaking has developed an AI scoring system that can help students correct speech.

Many middle school students are troubled by vocabulary learning, especially the Grade seven, on the one hand is because it is too difficult to memorize words, they do not master the method of memorizing words. On the other hand is because there are so many words that it is easy to forget. Using online learning resources can help middle school students solve the problem of vocabulary learning. Students attach great importance to the outdoor learning activities realized through the use of smart phones and their functions, and incorporate mobile and gamification technology into the learning process with stronger learning motivation and better learning effect. Learning in the game students will learn faster, you can log on the website quiet, download the Wanciwan APP for fun memory. The Bubei word APP also conducts a scientific review according to the Ebbinghaus curve. And students can also log on to the website visuwords, download the root prefix APP to learn vocabulary strategies, such as learning the root, prefix, subordination, near antonyms, etc. Particle learning is more conducive to improving students' vocabulary and vocabulary memory strategies, and is also conducive to the improvement of learning ability.

Ordinary high school English new curriculum standard (2017 edition) emphasizes discourse and theme, language practice real induction fully embodied in oral homework, emphasizes the use of information technology to improve teaching, design a series of orderly tasks, test students in a specific environment ability to use and understand English, and to complete communication tasks, achieve communicative purpose. For example, simulating the real-world scenes of asking for directions, shopping, seeing a doctor, calling, ordering food, renting a house, borrowing and returning objects, and seeking help for communication training [22]. Students use a little English, fluent speaking and other software to practice the corresponding topics.

Interest in development after class

Online resources can not only help students complete learning tasks, but also develop learning interest. Students should first have a basic understanding of themselves and explore their own interests. Some students are interested in British English pronunciation and American accent, they can focus on listening and speaking; some students are interested in English and American culture, they can read widely; some students like to listen to English songs and watch English movies. After the "Double Reduction", students have more autonomous learning time, students can arrange learning tasks, try to develop their interests, not confined to the course content. They not only complete the teacher's establishment of the task, but also can cultivate their interest in learning English, stimulate their own internal learning motivation, then truly achieve the purpose of "reducing the burden and increasing the efficiency".

Improve the information retrieval ability

Since 2000, the Ministry of Education to speed up the construction of primary and secondary schools, comprehensive gradually popularize the information technology required courses, on April 21, 2022, the State Council Information Office released the new era of Chinese youth white paper, points out that the end of 2020 minors scale of 183 million, minors Internet penetration of 94.9%, significantly higher than the national population of 70.4% of the Internet penetration [23]. Network have profoundly influenced every aspect of adolescent life. In view of the uneven online information, students' ability to acquire, screen, analyze, process and use online information still needs to be

strengthened. The learning strategy of using your own tools should first make clear which learning resources can be used, and different resources have different priorities. Second, know how to get specific resources everywhere and find out the specific learning path [24].

Companion collaborative utilization

The collaborative utilization of online learning resources can reduce the workload of students to obtain learning resources and share their own results [25]. Finding learning communities from social software, sharing learning resources together, exchanging learning experiences, and supervising the learning process. For example, through Baidu Tieba, Weibo, Xiaohongshu, QQ group, wechat group and other ways, to find like-minded learning partners for learning and making progress together. Experimental research in a city in Jiangsu province, the results show that the establishment and implementation of English extracurricular reading group can arouse the enthusiasm of students to read, stimulate the reading interest, enhance the reading ability, cultivate their good reading habits, to some extent, can achieve the optimization of junior high school English extracurricular reading and improve the purpose of the students' reading literacy [26]. This method is worth learning from. Establish online reading groups, conduct regular reading and reading exchange meetings, and improve the learning strategy of asking others for help. Some foreign scholars have reviewed the mobile collaborative language learning research published in 2012 to 2016, and analyzed the cases to derive the benefits of cooperation in mobile language learning, such as combining personalized learning and collaborative learning, combining situational language learning and communicative language learning, to provide opportunities for meaning consultation and feedback. Game-based, task-based learning is conducive to reducing tension and embarrassment, increasing the sense of enjoyment and participation, and enhancing emotional factors [27].

CONCLUSION

English online learning resources are rich and diverse, but the quality is uneven, middle school students lack the ability to identify online learning resources. In this study, online English learning resources are analyzed and sorted, then put forward effective practical autonomous learning strategies, including cognitive strategy, metacognitive strategy and resource management strategy in the academic help strategy, so that help middle school students to find resources according to the needs, direct local access to resources, clear use of online resources learning methods and steps. In the online environment, it is also a new way for peers to use online resources. Middle school students can use the online to find a learning community, form the habit of self-discipline and heteronomy, better respond to the changes of "Double Reduction" policy, and become an important member of the future learning society. The deficiency is that the summary of the online English learning resources is not comprehensive, only listed the commonly used websites. This paper mainly adopts the qualitative research method. Next step will select several middle schools to conduct questionnaire survey on middle school students and conduct quantitative research, so that the research data are more complete, and adopt the method of action research, making the research results more practical value. The study of language comprehensive ability is general but not deep, and the next research direction will be a systematic analysis of a certain ability.

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