

Study on the Autonomous Learning of College English Based on Online Learning Platform

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Abstract

The Internet provides learners with unprecedented opportunities; student can not only share the learning resources, but also overcome the obstacles of time and space. The new teaching model make full use of the advantages of modern information technology, especially the network multimedia technology, so that English teaching has been developed toward the direction as autonomous learning and collaborative learning. In this paper, we make empirical analysis of how online learning platform influence college English teaching, the result shows that more than 90% students agree that online learning plays a positive role in College English teaching, however, external monitoring of autonomous learning is an important factor to guarantee the quality of online teaching. Overall speaking, network teaching is helpful to arouse the enthusiasm of teachers and students, and it is helpful to establish the central position of students in the teaching process.

Keywords: *Network information, College English teaching, Autonomous learning, Multimedia platform, Collaborative learning*

1. Introduction

The rapid development of modern information technology makes great changes in the world, it changes the way of people's life, work and communication, and its flexibility, convenience and effectiveness affect the quality of education. The Internet provides learners with unprecedented learning opportunities, people can not only share the learning resources, but also overcome the obstacles of time and space. With the rapid development of network information technology, great changes have been made in the educational concept. The goal of the rapid development of our country's education is to promote the modernization of education with the network information technology [1]. An important content of the reform is to carry out the construction of the multimedia teaching system based on network and the experimental work. According to the deployment of the Ministry of education, relevant units have developed for the use of computer software based English learning system, which promote based on network and Multimedia College English teaching reform provides the basic conditions and technical assurance. The new teaching model make full use of the advantages of modern information technology, especially the network multimedia technology, so that English teaching, autonomous learning, collaborative learning direction; new teaching model reflects the English Teaching of practical, cultural and interesting, to mobilize the enthusiasm of teachers and students, helps to establish the center position of students in the teaching process[2]. Web based College English teaching from the pilot has nearly a decade, many pilot colleges and universities from the College English teaching reform won the a lot of valuable experience, achieved fruitful results, also found that many of the problems, such as learner's autonomous learning ability needs to be improved, network learning

environment is still not perfect, teacher's information technology ability needs to be raised, and so on.

With the rapid development of information technology, the integration of network information technology and College English curriculum fundamentally changed the nature of College English teaching, College English classroom teaching also from the traditional classroom to under the modern network environment in College English classroom[3]. In the course of the reform of College English teaching, as a new form of teaching, College English Teaching under the network environment for teaching advantage at the same time, it also brings the impact of all aspects of the teaching idea, teaching method, teaching mode, there were some and the reform pattern of uncoordinated phenomenon in students, teachers and environment layer, the traditional college English classroom ecological balance is broken, affecting the smooth implementation of the reform model of. In order to speed up the process of informatization of education, we must strengthen information technology in the teaching application, teachers should improve the level of the application of information technology, update teaching concepts, improve teaching methods; students should improve the use of information technology to analyze the ability to solve problems, and learn to make use of information means of autonomous learning. The foreign language teaching in our country runs through the whole education process of basic education and higher education. It is one of the important contents of teaching. The rapid development of information technology brings new hope and challenge to our foreign language education. For foreign language teaching, the reform of information technology teaching is more concerned. The integration of information technology and curriculum is the dominant mode of learning in the information age. The integration of information technology and College English curriculum is an important way to promote the transformation from the traditional to the modern.

Computer network as the core of modern information technology into the College English classroom teaching, to the English teaching has brought unprecedented profound changes. More and more students can through computer network access to heavily illustrated, audio-visual and taste, real and vivid language learning resources. The teaching idea, teaching process, teaching activity, teaching methods and students' learning strategies, as well as the teaching evaluation standard and so on, have produced great changes. College English teaching is gradually showing the characteristics of education information, such as stereoscopic teaching material, the teaching resources network, teaching environment virtualization, personalized teaching, learning evaluation process and so on, the computer gradually become a part of College English classroom teaching. Only teachers and students really adapt to the modern new technology, technology can play the greatest effect in education. Facts have proved that the information technology itself does not help learning, the key is how to put it fusion to daily English classroom teaching activities, made it and the language as tool and purpose of positive thinking and action, so as to cultivate in English and network for various communication and cooperation, using information to construct the new knowledge the ability, the author thinks, this ability is basic content and target of the contemporary innovative foreign language talents training.

2. Literature Review

2.1. Network Foreign Language Teaching

Network environment learning is a learning based on computer network and teaching management network. In the first place, the network platform provides the environment support for the learners to study at ease, and promotes the learner's sense of ownership.

Network has a rich curriculum learning resources, and information resources on the Internet itself has large, easy to query, easy retrieval etc. characteristics, to the learners to construct a can give full play to the subjective initiative of meaning construction and innovative learning environment. In network learning learners don't like traditional classroom learning, students shall enjoy freedom of choice, and alternative learning time and space, can you believe in the most suitable time, the most suitable location, choose the most suitable way to learn to learn[4]. To a great extent, the success or failure of the study depends on the learner's independent learning ability and self-control ability. Secondly, the network tools are conducive to the cultivation of learner autonomy, improve students' autonomous learning strategies. A large number of information tools can help learners to use autonomous learning strategies, such as expert systems, search engines, multimedia teaching software, chat rooms, etc. Open network learning in the learning to bring learning to steal, but also need to guard against the lack of network independent learning. Networked learning environment, can obtain abundant information resources, huge number, obtain more convenient way, but in the knowledge in a broad array of modern society, we could not assuming all knowledge. Therefore, students' information literacy is an important variable that affects the network independent learning.

The narrow sense of network environment learning, refers to computer network technology to rely on, education software and resource based, to a variety of network infrastructure to support, in order to realize the modernization of education and management for the purpose, for open and distance education provides a full range learning support services of information environment, the network of English learning support exhibited a series of advantages.

- 1) **English learners to provide more opportunities for practice:** English learning needs a certain intensity of skills training, the density of students and a certain ability to improve the ability is proportional to. In the traditional classroom, due to restrictions on the number of students, teaching teachers the time and energy, relative shortage of the skill training, and network teaching software can alternative teachers in this part of the work, to overcome the traditional classroom model cannot be enlarged listening and speaking training time and intensity of the defect, students can according to their own needs to train without limit of their ability.
- 2) **Improve the students' listening and presentation skills:** learning English as a language learning, acquired in a certain natural environment or situation, one of its aims is use language to describe things and express ideas, so as to achieve the intellectual development of students, students develop the ability of students. Under the traditional teaching mode, creating a good environment for English language is a key and difficult point in the teaching work[5]. Traditional practices have set up after-school English stories, reading a book, or report to cultivate students' listening and speaking, but the emphasis in the imitation and performance, "English corner" in the existing methods to create language environment is the most successful method, its advantages is the content and object is open and strong sense of reality and can contain study in music, ability level of safe the biggest drawback is in the real language environment, personality is shy and introverted students can't participate in, resulting in the performance of part of the desire of students a strong language ability to control more and more strong, and another part of the students is due to low self-esteem and opening more and less, language application ability can't get improved. And the use of network technology to build a virtual language environment as a real language environment will be conducive to all students' listening and speaking ability.

- 3) ***Network resource is rich, authentic, and creates a real language learning environment:*** network environment can provide a large number of real language materials, in a certain extent, overcomes the unfavorable factors caused by the lack of real language environment for English learning. Figure provided by multimedia, Text, sound, like the language carrier of Mao and multiple forms of information input, such as with the effectiveness of the film background knowledge, vocabulary examples and so on, not only the teaching content rich and colorful, and make the teaching becomes more vivid, three-dimensional, vivid, so that it can greatly stimulate learners' interest in learning and memory, improve the learning efficiency. English teaching, as a language course, is the most ideal is to use the people as teachers. But the vast majority of schools cannot do this; even the economic strength of the relatively strong focus of the University, foreign teacher's quantity is limited. Multimedia can make up for this, the tribe standard pronunciation is adopted to overcome the Chinese teachers in the pronunciation of individual differences, and let all the students in the learning process from beginning to end, are heard the Serbs pure pronunciation and intonation, to adapt to strengthen students' listening, foreigners tone of speed, training students familiar with and a standard speech is very helpful.

2.2. Autonomous Learning

Autonomous Learning in English learning is not a new concept. As early as in the century, linguists began to have interest in the autonomy of language learning. Holec first introduced the theory of autonomous learning into the field of foreign language teaching, and then the autonomy of language learning has been widely studied. Learner autonomy should be responsible for learning content, learning methods, learning progress, learning time, learning materials, self monitoring, and self testing. Learner autonomy is put forward by the teachers and peers, but in the school education environment, the learner autonomy is not without any restrictions, it should be the autonomy of teachers under the guidance of teachers. From this level, it is understood that autonomous learning is a continuum, and learner autonomy is a state of being in a state of complete independence and self - being. Therefore, students should recognize the "successful language learners' ability of self - management are generally more strongly, they not only master the engaged in various learning activities and solving a variety of learning difficulties of skills and strategies, but also to choose appropriate treatment according to the specific learning task. It can be seen that autonomous learning is the ability to take charge of their own learning, including the establishment of learning objectives, self monitoring and self evaluation.

For a long time, the field of education and psychology has paid special attention to the study of autonomous learning. Scholars in different fields have their own different research direction; they will have a different perspective on the study of autonomous learning. Armenteros(2013) pointed out autonomous learning is important in the field of foreign language teaching, that is the ability to take charge of their own learning[6]. In foreign countries, the research on learner autonomy has been very active, although there are many different schools of study, but they all have a common characteristic, that is to put forward theory at the same time also pay attention to the development of technology and methods, these theories and methods for us in teaching such as how to promote students' autonomous learning has general significance. Zhang (2012) pointed out the learning strategy concept and foreign language learning, the proposed in university English teaching[7].The teachers should train the students the following six strategies, independent inquiry learning strategy, cooperation learning strategy, resource use of learning strategies, the problem to guide learning strategies, self evaluation of learning

strategy and plan and monitor the learning strategies, to play the initiative and enthusiasm of students in learning English, improve the comprehensive ability of using language. Hu (2012) put classification method of learning as the basis, solve this problem starting from two aspects of direct and indirect strategies[8], combined with characteristics of College English Teaching in network environment, discusses how to guide students to cultivate learning strategies and autonomous learning ability, to help teachers establish the new role of network teaching, so as to achieve the best learning results. Backman (2013) view the problems existing in the process of College English autonomous learning[9], combined with web based College English teaching reform practice, put forward to improve the network learning support services, and strengthen the learning strategy training and rich and optimization of network teaching resources and so on several measures.

3. Research Design and Methods

3.1. Research Variables

After the integration of information technology and foreign language teaching network, computer network has become an integral part of foreign language teaching, the network environment to the traditional college English classroom teaching brought many changes inevitably in the aspects of students, teachers and teaching environment produced some transmutation and offset factor. Therefore, this study sets the variables from these three aspects.

- 1) **Students:** Based on the computer and network teaching mode into the classroom, the biggest change in College English teaching is the establishment of autonomous learning center. Just as its name implies, students should be in the center of the autonomous learning and autonomous learning, advanced teaching ideas and teaching methods on students' autonomous learning ability is a huge test, students' autonomous learning ability level affects the effective implementation of the mode reform. Many experts and scholars at home and abroad have proved this point. In the process of implementation of the mode of teaching reform, teaching in many uncoordinated factors is one of the students autonomous learning ability is not enough, which is adapted to not autonomous learning center of autonomous learning mode, however the effect of self regulated learning and metacognitive strategies between major, so from the perspective of students, this study mainly for Autonomous Learning Center students autonomous learning situation investigation.
- 2) **Teacher:** with the introduction of information technology in College English classroom, teachers themselves, apart from the need to digest and understand the new technology, how to teach students using new technology to learn English also highlights the important role of teachers. It is well known that the importance of teachers will not be weakened because of the change of teaching reform mode. The research shows that the change of teacher's role and the renewal of teaching method in the teaching reform mode influence the success or failure of the teaching reform. At the same time, teachers' teaching beliefs, information literacy, teacher training and soon have become the important factors in the implementation process of the new model.
- 3) **Classroom teaching environment:** with the advent of the Internet as the core of the information age, the development of network technology makes the major colleges and universities to speed up the pace of the construction of network teaching environment. The traditional teaching mode of "blackboard and chalk" has been replaced by modern "information technology". College network teaching

environment is an important guarantee for the smooth implementation of the reform model. Classroom teaching environment is defined from two aspects: broad sense and narrow sense. Is stressed in this paper is generalized on classroom teaching and learning environment, including teaching network hardware environment (room, technology and equipment, classroom environment, etc.) and software environment (curriculum and teaching objectives, teaching resources and teaching platform, teaching evaluation and so on). It can be said that the network teaching environment of College English classroom is based on hardware, software as the core of the environmental system.

3.2. Survey Objects

In this study, we choose three colleges from Suzhou University as college of foreign studies, college of literature and media, college of economic& management. And select 160 students from college as the survey object, total as 480 students. We choose second-year students as the object of study is as a sophomore at least have a year under the network environment of English teaching practice, and with the aid of the computer, network learning experience, in a certain extent ensure the authenticity and validity of the study. In this study, a total of 480 questionnaires were issued, and 480 questionnaires were recovered, the recovery rate was 100%.

3.3. Methods

According to the present situation of College English classroom teaching in the network environment, this study designed two questionnaires: one is the teacher's questionnaire, the questionnaire is based on the factors that affect the implementation of the reform model. The first part of the questionnaire is the background information of the participants, including personal information and academic background. The rest is under the network environment, teachers and students view, information literacy of the teachers and students, students autonomous learning, teaching methods, teaching beliefs, teaching environment of hardware, software, teaching environment design variables of different categories. The interview is a more general qualitative research method, which has the function of supplement and explanation to the questionnaire. The author in the analysis of the questionnaire survey found that the individual respondents before and after the conflict, the credibility is not high, because a small part of the subjects were randomly treated with a questionnaire to deal with something. Therefore, some of the subjects were interviewed in order to make the data more able to reflect the problem. In this study, the author mainly focuses on the classroom behavior of teachers and students and classroom activities to observe the current situation of teachers and students in the network environment. Classroom observation is actually one of the contents of the field study, the author designed according to the relevant research variables, the collection of supplementary data.

4. Empirical Analysis

4.1. College English Teaching

Students' language learning concept and the network environment are closely related to students' autonomous learning, because it has a profound impact on their learning process planning, monitoring and evaluation. From language learning essence and self-efficacy sense of two aspects of college students language learning beliefs were investigated. The author combined the students of different departments to carry on the classified statistics; the result is shown in table 1. Research shows that for language learning essential

knowledge, most of the students think masters the rules of grammar in learning English in the process of great significance; 67.78% of the students think learning English method has its own strengths and weaknesses, which for its autonomy and personalized training not without advantage. 70.0% of the students think learning English is time-consuming, suggesting that the majority of students have yet to master effective learning methods; 70.0% of the students admitted in English learning in the process of making mistakes is normal but things, indicating that students towards learning English in the wrong error to actively accept. A survey of self efficacy in language learning shows that most students have a negative attitude towards their English learning ability. Involved in the investigation of the three questions, 68.89% of the students think their English learning ability in general, only 31.11% of the students think itself has a good English learning ability and 38.33% of the students think he is skilled in English writing. The results of the survey show that the students' language learning concept is still relatively traditional, although some understanding of autonomous learning, but also did not master the effective learning methods, self efficacy is poor.

Table 1. Statistical Results of Student English Learning Concept

	content	1	2	3	4	5
Nature of language learning	Learners use different methods to learn English	52 (28.89%)	51 (28.33%)	20 (11.11%)	29 (16.11%)	28 (15.56%)
	It is natural to make mistakes.	64 (35.56%)	58 (32.22%)	16 (8.89%)	21 (11.67%)	21 (11.67%)
	It is important to master the rules of grammar.	76 (42.22%)	50 (27.78%)	13 (7.22%)	19 (10.56%)	22 (12.22%)
	Time-consuming to learn English	69 (38.33%)	57 (31.67%)	2 (1.11%)	23 (12.78%)	29 (16.11%)
self-efficacy	My English learning ability is general	75 (41.67%)	49 (27.22%)	0 (0.00%)	31 (17.22%)	25 (13.89%)
	I am worried about the evaluation of others to my English	66 (36.67%)	49 (27.22%)	3 (1.67%)	33 (18.33%)	29 (16.11%)
	I am good at English Writing	59 (32.78%)	46 (25.56%)	6 (3.33%)	38 (21.11%)	31 (17.22%)

We research network environment on College English teaching from a learning perspective, the result as shown in Table 2. Survey results show that most of the students think of computer and network in College English teaching can really play a positive role. 88.3% in English major students, literature and law professional in 96.7% of the students and School of economics and management professional 85.0% of the students believe that under the network environment of College English teaching can motivate the learners learning English interest. Nearly half of the students think that college English Teaching under the network environment can improve the learning efficiency of the learners. 98.3% in English major students, literature and law professional 91.7% of the students and economic management professional in 80.0% of the students think, College English Teaching under the network environment can satisfy the learners with different learning styles demand. From the above statistics can be informed, in the learner's mind, the network environment in College English teaching has always played a positive promoting role, but does not think network environment can help the confidence and help teachers carry out effective teaching activities.

Table 2. The Role of Network Environment in College English Teaching

	College of foreign studies	College of literature and media	College of Economic & management
Can stimulate interest in learning English	53(88.3%)	58(96.7%)	51(85.0%)
Improve learners' learning efficiency	52(86.7%)	49(81.7%)	50(83.3%)
Help learners to build up their confidence	26(43.3%)	19(31.7%)	16(26.7%)
Meet different learning styles	59(98.3%)	55(91.7%)	48(80.0%)
Help teachers to carry out effective teaching activities	18(30.0%)	14(23.3%)	9(15.0%)

4.2. External Monitoring of Autonomous Learning

The network environment plays an active role in College English teaching. However, there is no effective method of autonomous learning, self efficacy is poor, lack of self-confidence. Students understand the importance of the change of teachers and students' role in the mode of teaching reform, but there is a strong expectation to teachers' guidance. Students lack of English learning initiative, do not have the relevant knowledge, and to develop a learning plan, set learning goals and how to carry out the self monitoring, management and evaluation of the ability and consciousness to be weak. Students do not pay enough attention to cooperative learning, lack of the concept of cooperation. In a word, students' autonomous learning outlook still needs to be improved. In the network environment, the change of students' learning concept needs a process of adaptation. Teachers can help them change their learning attitude, adjust their learning motivation, and strengthen the cultivation of students' autonomy and cooperation, so as to improve the effect of autonomous learning. Although the vast majority of students know under the network environment of College English autonomous learning should be the intervention of school parties, but there are still many students think that autonomous learning is its own thing, the teacher should not be given too much intervention. 65% of the students believe that teachers should not be given too much intervention, the above data show that lack of correct understanding of students' Independent Learning under the network environment monitoring. This will be the monitoring results produced certain influence.

Table 3. Students' Awareness of Autonomous Learning Monitoring

Awareness	Number	Percentage
Completely unsuited	14	7.8%
Usually not suitable	36	20.0%
Sometimes suitable	13	7.2%
Usually suitable	22	12.2%
Completely suitable	95	52.8%

It is seen from the results of a questionnaire survey, there are 18 students think that teachers do not need to spend time on the autonomous learning monitoring; there are 33 students think that teachers of the autonomous learning monitoring time per week should be within an hour, 102 students think teachers to monitor the time should be controlled in two to four hours more reasonable; 21 students think teachers for their monitoring should be between four to six hours, six students that teachers' monitoring time should be six

hours are eight hours. But in fact, according to the statistics of the investigation, 18 students think that the College English teachers' weekly to monitor the time zero hour, 61 students think that teachers are in fact in a week to monitor the time within one hour, 99 students think that teachers weekly to monitor the time in two to four hours, the time control in four hours to six hours between 2 people, teacher to student's monitoring time in six hours to eight hours.

Table 4. Monitoring Time for Teachers (Every Week)

	Number	Percentage
0	18	10.0%
Within one hour	33	18.3%
Two hours to four hours	102	56.7%
Four hours to six hours	21	11.7%
Six hours to eight hours	6	3.3%
Total	180	100%

4.3. Teacher Network Teaching and Training

The author conducted a questionnaire survey and in-depth interview on the problem of teacher training. Teachers surveyed), 14 teachers said had received training in computer and network teaching, and in subsequent interviews indicate that the training on the improvement of the College English teaching level of benefit, they hope that the school can often provide the training. When asked what teachers need to receive what aspects of training, a total of 24 teachers said, hope can get the method for applying the computer and network in the teaching of foreign languages training; 15 teachers said, hope to receive training in commonly used software; however, due to the majority of teachers have the basic knowledge of computer and Internet use. Therefore only a few teachers hope to computer and network application of training.

Table 5. Grade Difference of College Students' Network Language

Teachers	Computer and network applications	Common software	Network teaching method
Number(%)	7(23.3%)	15(50.0%)	24(80.0%)

At the present stage, most of the teachers think that the evaluation of the learner's learning is mainly from the mastery of the language knowledge, the use of the language knowledge and the learners' learning attitude. Only a few teachers think that it should be evaluated from the aspects of the learner's learning strategies, autonomous learning ability and cooperative learning ability.

Table 6. Teachers' Attitudes Towards Network Teaching

Content	Proportion
Mastery of language knowledge	25(83.3%)
The use of language knowledge	26(86.7%)
Learning strategies	4(13.3%)
Autonomous learning ability	4(13.3%)
Attitude towards learning	23(76.7%)
Cooperative learning ability	4(13.3%)

5. Conclusion

With the rapid development of network information technology, great changes have been made in the educational concept. The goal of the rapid development of our country's education is to promote the modernization of education with the network information technology. Information technology to sound, pictures, audio, animation integration to foreign language teaching and learning resources, good to create a dynamic, interactive language learning environment; traditional paper-based teaching resources into the three-dimensional teaching material; the Internet for English learners provides resources for a sea; English Self-regulated learning platform to reform model can be successfully implemented. Students' learning interest and motivation are stimulated. However, it is found that the construction of College English teaching resources and the construction of teaching platform in the network environment need to be improved. Extensive use of advanced information technology, development and construction of a variety of computer and network based courses, to provide students with a good language learning environment and conditions. However, many foreign language teachers ignore the English classroom teaching in University under the network environment, the application of information technology is to improve the efficiency of English teaching and learning as the goal, so in teaching appeared all kinds of information technology of the misuse of the phenomenon, such as low value use, overuse and misuse of information technology and other. Even the English classroom teaching uses the network technology to carry on the quantification comparison, in the teaching evaluation as an important basis, the teacher suffers from the PPT dependence disease and so on.

The advantage of College English classroom teaching in the network environment is to teach the teachers to create good conditions. Based on the different students can according to own accept the ability to choose different learning materials and learning methods, the outstanding students have rich learning resources and materials, backward students can find suitable for their own learning content. Under the network environment, teachers can make the learning goals and learning plans for different students. College English campus network platform to the students open a vast resources, without the limitation of time and space in the autonomous learning in the classroom, students at your own pace and methods to carry on independent learning play each student's unique learning style, personalized teaching principles of teaching students in accordance with their aptitude to to achieve.

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