

# **Research on the Acceptance and Influencing Factors of College English Mobile Learning--Based on the Adjustment of Universities in a Certain City Check**

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**Abstract:** In the information age, the relationship between the Internet, information technology and education is getting closer. As the main beneficiaries of information technology, the mobile learning model has the most obvious impact on the college students. This paper combines the specific research results of a certain university to study the acceptance degree and influencing factors of college English mobile learning. The focus is on the practice status of mobile learning model through English subject, which provides a reference for analyzing the problems existing in mobile learning and fully implementing countermeasures.

## **1. Introduction**

At present, there are many arguments for the definition of mobile learning in academia, including three aspects: using mobile devices to learn anywhere in the classroom, learning with mobile devices at any time and place, and learning from anywhere with mobile devices. The above arguments have different views on the relationship between mobile devices and learners, but they all emphasize the flexibility of learning. In college English education, mobile learning refers to students learning English in a network environment with a series of electronic devices.

## **2. Introduction to College English Mobile Learning Acceptance Survey**

(1) Survey sample selection: A total of 200 students were randomly selected from a freshman to senior year in a city, including 42 in the freshman year, 64 in the sophomore year, 64 in the junior year, and 30 in the senior year. 108 people and 92 girls. The student major covers economics, education, engineering, language, etc., of which 49% are students in science and engineering, and 51% are students in literature and history.(2) Research methods and survey tools: The research methods adopted in this survey are quantitative analysis methods and assistive technology acceptance models. The questionnaire was selected as the main survey tool, and random interviews were conducted on some key issues. A total of 200 questionnaires were distributed through qq, and 186 valid questionnaires were collected. The reliability and validity of the test questionnaire was 0.812, and the survey results were relatively reliable.(3) Questionnaire design scheme: The questionnaire structure consists of two parts. The first part is the basic information survey of students, and the second part is the survey of English mobile learning and acceptance. In the second part, a total of 28 questions were designed. Among them, 16 related students learned the specific learning preferences such as mobile learning channels, mobile device usage, English mobile learning time, and learning direction. The rest of the survey students' acceptance of English mobile learning, answering by scoring, setting 1 to 5 score gradients.

## **3. Analysis of the Current Situation of College English Mobile Learning**

Through the summary of the questionnaire and the interview results, it is found that at least one mobile electronic device is owned by the surveyed student group, and the possession rate of notebooks and tablets is as high as 91.6%. Mobile phones are used most frequently in all mobile devices. The colleges and universities surveyed covered wireless networks in the dormitory, library and some classrooms, and the 4g penetration rate of the sample holding mobile devices was 100%,

and a small number of devices already had 5g functions.

83.7% of the students indicated that they were learning English through mobile devices, and the learning model was highly recognized. Students believe that the popularity of mobile devices and the emergence of related mobile learning apps have brought new ways to English learning, rich learning resources and flexible learning forms to attract mobile learning. In the random interviews of students who do not have English mobile learning experience, it is understood that the definition of mobile learning is relatively vague, and it is unclear whether it can be recognized as mobile learning. Use your mobile device to search for English words, find video lessons, and more. Among all the samples, the proportion of students who searched and recited words through mobile devices reached 84.6%, followed by listening training 73.5% and watching video lessons 67.1%. It can be seen that college students have higher acceptance of English mobile learning and various ways of utilization.

## **4. Factors Influencing the Acceptance of College English Mobile Learning**

### **4.1. Subjective learning attitude: initiative**

In this survey sample, more than 95% of college students can accept the English mobile learning model. At present, mobile learning is gradually becoming the main learning method of college English, and there is a large use space. The vast majority of students believe that the advantage of English mobile learning lies in the existence of richer and more diverse learning resources in the cyberspace, and the ease of use of mobile devices, learning is not affected by time and space, and can achieve fragmented English learning [1]. However, some of the students surveyed said that English mobile learning will be limited to the extent of electronic entertainment and the performance of the device itself. When learning English with mobile devices, it is prone to inattention. In addition, many English learning resources in the network take the form of fees, and students need to spend more time and energy when screening valuable learning resources. From the perspective of wireless network coverage, the cases of wireless network coverage in China's colleges and universities are very limited. In the social environment, there are also a large shortage of network resources. The use of mobile traffic for English mobile learning brings high communication costs. Students can't afford it. The above questions have become the core reason for influencing students' subjective awareness of English mobile learning. Under many obstacles, only students fully realize the advantages of English mobile learning, effective self-control, and enhance self-learning awareness is the key to promote the popularization of English mobile learning. With the further improvement of relevant basic elements, the obstacles to students' subjective learning consciousness will gradually weaken.

### **4.2. English learning habits: convenience**

The most prominent advantage of mobile learning is that it has greater convenience and flexibility than classroom learning and book learning. The group of college students who have grown up in contemporary society is deeply influenced by advanced information technology and network technology, and the demand for access to information forms and channels also shows a convenient and fast trend. It can be said that the form of mobile learning is compatible with the students' English learning habits and learning preferences. The second factor affecting the acceptance of college English mobile learning is English learning habits, which is the need for learning convenience. According to the survey, about 80% of students are accustomed to using English knowledge to acquire leisure time and fragmentation time. For example, nearly 40% of students choose to recite English words or browse English articles by mobile app before going to bed. In terms of study time, more than half of the students spend 30 minutes in a single English mobile study. Only a few students can use their mobile devices to learn English online for more than 3 hours. English mobile learning can make full use of the fragmentation time of college students. Due to its convenience, the learning time of 30~40 minutes is relatively reasonable. In terms of learning expenses, most of the students surveyed said that they do not want to pay extra

fees for mobile learning, and a small number of students believe that if the quality of learning content is high and they are consistent with their own learning needs and hobbies, they will choose to pay a certain fee. However, the overall tone remains, the current free online English information can meet the basic mobile learning needs. In summary, the characteristics of college students' English learning needs can be summarized as convenient, short-term, free and interesting.

#### **4.3. English learning resources: applicability**

College students have a strong sense of autonomy and purpose. More students are required to take English proficiency short courses or professional examinations and employment needs when they acquire English learning resources. When collecting English materials in a network environment, 65% of students will adopt centralized collection and then centralized use. After obtaining the learning materials that meet their needs, the students will first download or collect the relevant resources to their personal accounts for later use. However, among students who have concentrated collection habits, over 70% of students said that the data collected or downloaded is difficult to fully utilize or even use. Another 25% of students will immediately view or choose to watch online directly after obtaining relevant information. This part of the students often encounters specific English knowledge difficulties during the learning process. At this time, the mobile device is used as a tool to solve learning problems, ensuring that English learning activities can continue. The matching of English mobile learning materials content, quality and students' English learning needs and student resource utilization habits have become one of the main factors affecting the acceptance of English mobile learning [2]. For example, English learning resources in the form of text are most popular among college students, mainly because this part of the resources is intuitive and concise, and does not require much mobile traffic, even in the space without wireless network coverage. For the video material, its attraction is reflected in the comprehensive presentation of the graphic sound, which has higher interest and can stimulate the self-consciousness of English learning. However, video data viewing requires more traffic and is limited by the storage capacity of mobile devices. The requirements of college students for the form of English mobile learning resources also bring some enlightenment to the development of learning resources.

#### **5. Conclusion**

In summary, college students' English mobile learning acceptance is high, but there are three main influencing factors of subjective learning attitude, English learning habits and English learning resources. The English learning needs of college students can be summarized as autonomy, convenience and applicability. Deeply grasp the motives and needs of college students' English learning, and build a special mobile learning platform to promote the further popularization of mobile learning methods among college students.

#### **References**

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