

Research on College Students' Autonomous Learning of English Reading from the Perspective of Mobile Learning

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Abstract: English reading autonomous learning is a student-centered learning method. With the continuous development of network technology and the further updating of English reading methods, how to cultivate college students' autonomous reading ability has become the primary task of colleges and universities. Autonomous learning of English reading can tap the ability of college students to explore independently. At the same time, college students can choose to study freely according to their own learning conditions, so as to improve their adaptability to English learning. However, in the context of the continuous upgrading of mobile learning, there are still some problems in college students' autonomous learning of English reading. Therefore, this paper first analyses the current situation of College Students' autonomous learning in English reading teaching, and elaborates the strategies to improve college students' autonomous reading ability under mobile learning.

1. Research background

1.1 Literature review

The innovation of mobile learning mode plays an important role in improving college students' autonomous learning ability, which has been discussed in detail by many scholars at present. According to Ye Rong, mobile devices are constantly upgraded to meet students' learning needs. In this case, a new learning style emerges as the times require. Mobile learning is not limited by time and space. College students can learn at any time and anywhere according to their own needs. Therefore, there is broad room for development in autonomous learning of English (Ye, 2011). According to Hu Jing's research, smart phones can be used to learn at any time and anywhere, which has attracted much attention. By investigating the use of smart phones by college students, the author proposes a method of autonomous learning of English with smart phones, and further explores the wide application of mobile phones in autonomous learning of College English (Hu, 2014). Pan Ruo Yun believes that autonomous learning is an important topic in the field of education. With the continuous reform of College English in China, a cooperative relationship has been established with international education. At the same time, the continuous enrichment of equipment and technological progress have created better conditions and opportunities for college English teaching (Pan, 2014). Yang Bei Yi believes that with the introduction of self-regulated learning theory into Chinese education, the educational circles have made great efforts to improve the self-regulated learning ability of College students. Since College English education has always been the focus of attention, the author, based on Autonomous Learning in mobile learning environment, analyses the current situation and Countermeasures of autonomous reading in English. (Yang, 2016). Li Yi believes that the rapid development of China's mobile network has led to the development of mobile interactive networks. Online learning not only penetrates into many aspects of people's lives, but also has an impact on the field of education. Under this circumstance, scholars have discussed the strategies of Cultivating College Students' autonomous English learning ability (Li, 2017). Ren Shan and others believe that mobile terminal-based learning can broaden learning channels for college students, let them understand the methods of mobile learning, develop the habit of autonomous learning from this model, and then improve the efficiency of English learning (Ren,

2017). According to Li Yang's research, College English teaching should not only focus on imparting English knowledge, but also on how to use the language to help students form the ability of autonomous learning. Mobile learning breaks the traditional teaching mode, enriches teaching resources and promotes college students' autonomous learning ability in English (Li, 2016). Huang Man Xi et al. found that this teaching method is conducive to improving students' autonomous learning ability, and can also use scattered time to improve learning efficiency and facilitate the use of resources (Huang, 2014).

1.2 Research purposes

College students' autonomous learning of English reading corresponds to traditional teaching, but many people focus on teachers. They believe that teachers can change their teaching methods to stimulate students to learn English reading. In fact, students' own learning can give full play to their subjective initiative and improve the efficiency of English reading. Therefore, in order to better cultivate students' autonomous learning ability, this paper uses mobile device technology to obtain more information, so as to cultivate students' autonomous learning ability, and further enhance students' interest in English reading.

2. The current situation of college students' self-regulated learning in English reading teaching

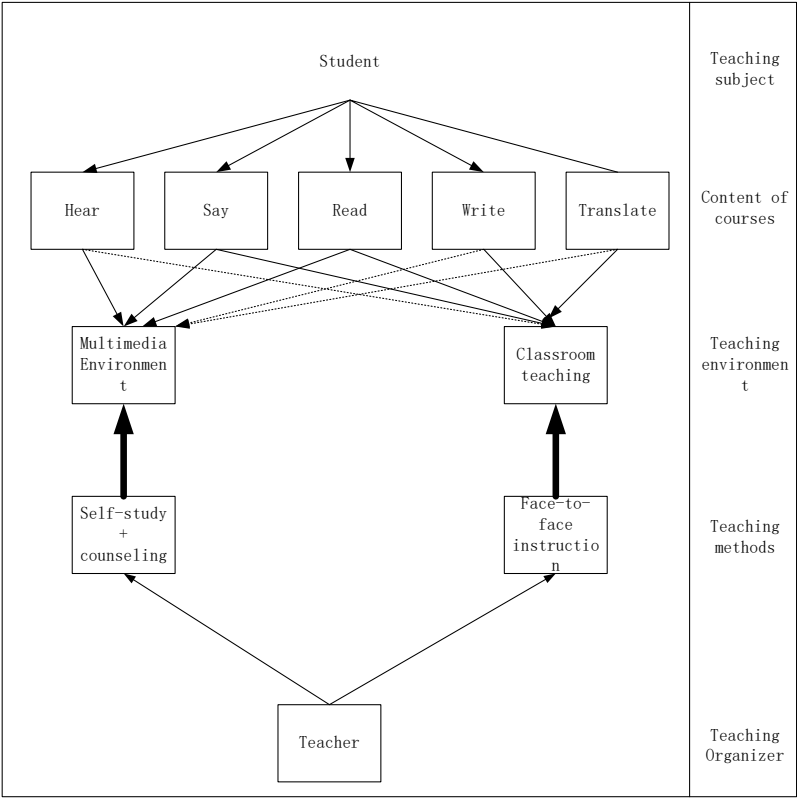


Figure 1. Autonomous English Reading of College Students in the New Environment

Autonomous learning of English reading refers to a new way of learning, which is student-oriented and guided by teachers. It is a new mode of learning. Students should have the idea of “lifelong learning, learning to learn”, if they want to insist on lifelong learning, they must have the consciousness of self-learning and develop their abilities on their own initiative. Some college students' English reading foundation is relatively poor, and they lack the mentality of exploring knowledge, so it is difficult for them to enter deep learning. With the rapid development of the Internet, students are facing more difficult problems. It is not enough for colleges and universities to rely mainly on the English reading knowledge taught by teachers in the classroom, which is difficult to meet the needs of social development. With the continuous updating of technology network,

multimedia technology has been used in college students' English reading teaching, which has undergone new changes, as shown in Figure 1. The teaching methods of teachers and students need to be further upgraded in order to continuously optimize and innovate.

Therefore, in the process of teaching, college teachers should pay attention to the cultivation of students' individual autonomous learning ability, release students' personality, and truly make students the dominant role in the classroom. Teachers teach students some scientific learning methods, such as the use of the Internet to establish mobile learning end, so that students "learn" to learn. This way is not to simply let students understand English knowledge, but to establish students' awareness of autonomous learning and lay the foundation for the realization of "lifelong learning".

2.1 Lack of planned blind reading

According to the relevant survey data, the autonomous learning ability of Chinese college students in the process of English reading is generally not high. In reading, most students can master the rhythm of reading, but lack purposefulness. Some students show that they have a general plan before reading, such as a simple understanding of the general content of the article before reading, or what means the article uses to solve the difficulties. However, most students have no plans before reading, translate the words directly when they read them, skip the words when they don't understand them, and don't want to solve them or take any measures to deal with them. A small number of students will find their weaknesses in reading and summarize them, so as to rectify their weaknesses. Some students think that after reading English, they can do it. They haven't studied why deeply, which is also the reason why their ability can't be improved. Therefore, if students do not analyze their own shortcomings in the process of reading, they will stay in the blind area of English reading.

2.2 The focus of teaching deviates from the normal track

With the continuous development of the Internet, the convenience of mobile learning is highlighted. Especially in the study of English reading, mobile Internet is very important. Therefore, teachers should make full use of this convenient condition to provide students with a better learning environment. At present, the focus of teaching in some colleges and universities is still on grammar and explanation of new words. They blindly instill these knowledge points into students. However, there is no analysis of the meaning behind the article. Teachers only leave the treatment of English reading knowledge on the surface. There are many words and sentences in English reading. If we tear apart some words and sentences and explain them, they will lose their original meaning, so that students will not feel the beauty of long sentences. College students are too narrow in the use of English reading materials and have too much theoretical knowledge of articles, which makes it difficult for students to have a deep understanding of articles and reduce their interest in learning. For a long time, students will think that English reading is dull and tedious, and they will complete their tasks in order to complete them. This will not only ignite students' enthusiasm for learning, but also cause students to become tired of learning.

3. Strategies to improve college students' English reading autonomy in mobile learning

3.1 Developing students' leading ability in English reading course

Under the traditional teaching mode, teachers regard reading class as a way to teach grammar, neglecting to cultivate students' English reading thinking. Mobile learning English reading itself is to focus on students. Colleges and universities should keep pace with the times in the process of English reading teaching and abandon some old teaching methods. Therefore, teachers can provide students with learning resources for English reading through mobile devices, and use multimedia and other network devices to increase students' autonomous learning ability. Enhance students' interest in English reading and broaden their knowledge. From the perspective of mobile learning, colleges and universities should actively build students' self-learning ability of English reading,

guide them to learn independently and improve their reading ability.

3.2 Guiding students to form the ability of autonomous learning

In order to improve students' autonomous learning ability of English reading and give full play to their dominant position, English teachers should guide students to guess some of the meanings of the articles according to their own understanding and knowledge and experience, and to imagine boldly, so that students can develop reading habits and methods in the process of continuous reciprocation. In the mobile learning environment, it has certain advantages to cultivate students' autonomous learning ability. In the process of reading, we can use the characteristics of mobile technology, such as large amount of information, vivid image and so on, to improve our own ability. Mobile learning environment provides students with a certain learning space. In such an environment, students can learn English reading and realize the transformation of their roles. In the information environment, higher education and English teachers should make good use of information technology and make suggestions for students' autonomous learning of English reading. Colleges and teachers should help students explore English reading materials and methods that can improve their autonomous learning.

3.3 Optimize students' English autonomous reading habits with the help of the internet

When students complete their tasks, they can acquire knowledge from a large amount of information and use some scattered time to explore and study independently, so as to realize the change of learning mode. As shown in Fig. 1, in the teaching classroom, teachers mainly listen, speak, read, write and translate to students, mainly face-to-face teaching. In the network environment, teachers should use more multimedia power, play the leading role of students, and innovate the learning environment of students. Self-regulated learning means that teachers allow students enough time to express themselves and leave most of the time for students to carry out in a methodical way. For example, in the context of the network environment, the interaction between teachers and students can promote mobile learning. By using the communication functions of We Xin and QQ, students can form a large communication group, so that students can communicate with each other in reading and find problems. Meanwhile, the convenience of information dissemination can improve students' autonomous learning ability. Mobile learning is more diversified and flexible. It can not only enrich college students' English reading knowledge, but also broaden the knowledge in textbooks. At the same time, it expands the teaching time and space, and cultivates students' interest in English reading.

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