

Research on Application Strategy of Mobile APP in College English Teaching

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Abstract: Since the beginning of the 21st century, with the rapid development of computer technology, network technology and communication technology, the mobile learning model has also been widely used in various vocational colleges. Through the investigation and research on the current situation of college English course mobile learning in vocational colleges, it is found that this model has many problems in practice. Based on the in-depth analysis of the problem, this paper proposes an optimization strategy to promote the development and promotion of the mobile learning model in higher vocational colleges and improve teaching efficiency.

1. Introduction

Since March 2015, Premier Li Keqiang proposed in the government work report at the Third Session of the 12th National People's Congress to formulate an "Internet +" action plan. "Internet +" quickly became a hot word, and it was strongly infiltrated and transformed. The "Internet +" era not only emphasizes the ubiquity and mobility of the Internet, but also emphasizes the changes in the way the Internet produces, lives and learns. Foreign language education in colleges and universities in the context of "Internet +" is also facing new opportunities and challenges. Multi-integrated teaching mode and multi-dimensional interactive learning environment supported by modern information technology such as Internet and smart devices are the inevitable trend of foreign language education reform in colleges and universities [1].

"College English Teaching Guide" (2016 latest edition) pointed out that "in the Internet age, teachers should make full use of the network teaching platform to provide students with independent learning paths and rich autonomous learning resources that combine classroom teaching with modern information technology. With the latest development of learning theory, qualified universities can design and build a 'mobile English learning platform', highlighting the autonomy, mobility, and timeliness of modern learning methods." Thus, mobile learning is the "Internet +" era.

Mobile-Learning (M-Learning Learning) is a process of acquiring educational information, educational resources and educational services using wireless communication networks and mobile communication devices to realize knowledge construction. Its goal is to break through the limitations of traditional learning and meet the requirements. The needs of learners' fragmented learning can make learning develop to a certain extent without being limited by time and place, and towards the direction of individualization and independent learning [2]. Mobile learning is characterized by portability, individuality, interactivity, and context. In recent years, the popularity of smart phones and the development of wireless networks have brought unprecedented convenience to mobile learning. Therefore, the research team investigated the needs and application status of mobile learning in college English learning from an empirical perspective, in order to explore development strategies. Provide evidence.

2. The Concept and Characteristics Of Mobile APP Learning

Mobile Learning, referred to as MLearning, is a learning that can happen anywhere, anytime with the help of mobile computing devices. On the basis of digital learning, mobile learning brings a new feeling of learning to students at any time and place by effectively combining mobile computing technology. It is considered to be an indispensable learning model in the future with the

following characteristics.

Mobile learning can achieve "4A" ("Anyone, Anytime, Anywhere, Anystyle") at anytime, anywhere, and in a flexible manner, without the constraints and constraints of time and space, while the learner has information learning equipment. Learn. The learning environment, teachers, and learners are mobile at both the space and time levels. Teaching resources are available at any time and place, and the methods are flexible.

The effectiveness of mobile learning, on the one hand, allows students to choose their own learning model according to their own learning style, thereby improving learning efficiency; on the other hand, it means effectively using and integrating piecemeal time for learning, by improving time utilization. This kind of learning mode takes into account the factors of learners' differences in learning methods to a greater extent. It is a humanized, personalized, and customized learning model, which is bound to achieve more efficient learning. 3. Interesting. Compared with traditional textbooks, e-learning resources face multi-modal sensory stimulation from visual, auditory and other aspects. These pictures, video information and multimedia courseware can more effectively convey the teaching content, expand the knowledge of students, enhance their interest in learning, and stimulate their motivation. Moreover, the new teaching concept of mobile learning is enough to attract the attention of students. Today's college students show great enthusiasm for this new learning mode.

As Alexander Dye pointed out in explaining the concept of mobile learning, this model can "provide two-way communication between teachers and learners". In fact, this model not only realizes the interaction between teachers and students, but also realizes the interaction between students and people and human-computer interaction. It builds a three-dimensional and interactive interactive platform, which is more conducive to teachers comprehensively grasp the learning dynamics of each student and adjust the teaching [3].

3. The Status Quo of Mobile APP Application in College English Teaching

As of the end of 2016, the search was conducted in CNKI with the keyword "mobile foreign language learning", and a total of 1089 articles were found. From the overall trend, the domestic research on foreign language mobile learning began in 2002, and the number of publications per year during 2002-2006 was several. The number in 2007-2012 increased to dozens per year, and from 2013, more than 100 articles per year. By 2016, it reached 214 articles, and the overall trend of leaps and bounds. From the perspective of keyword co-occurrence network, domestic research mainly focuses on mobile teaching technology, mobile teaching mode, mobile teaching resources and research on mobile learning of college students. These college students' mobile learning surveys focus on the use of foreign language mobile learning resources, learning objectives, learning styles and learning attitudes. This paper studies the specific application of mobile English learning from the perspective of college students, investigates and analyzes the current needs, current situation and preferences of college students using APP for mobile English learning, and proposes improvement suggestions.

For the way to learn English by mobile phone, 81% choose "Query Electronic Dictionary", 59% choose "Mobile English Learning Software", 28% "Download Audio Learning via Mobile Phone", 25% "Read English E-book through Mobile Phone", articles, etc.", 20% of "download videos through mobile phones to learn". In the ranking of the demand for mobile phone English learning, the high-to-low scores according to the importance level are: improving vocabulary, improving listening, improving spoken language, improving reading, improving translation, improving writing, and improving grammar.

This study provides a simple categorization of current mobile English APPs: words, listening, speaking, reading, synthesis, and games. In view of the large number of mobile English APPs and their rapid changes, the APP listed in this questionnaire is the English learning app collected by the author as of December 2016. From the perspective of using a certain type of APP, the use of English APP is consistent with the demand for mobile English learning. The most used words are the word class APP, followed by listening, followed by speaking and reading, and the game class is not high.

For the most important factor in choosing a mobile English learning app, the “quality of learning resources” accounted for the highest proportion (39%), followed by “convenience of use” (27%), and again “whether the function is comprehensive” (17%). The last is “whether it is charged” (15%).

For each time you use the app to learn English, 43% select “10-20 minutes”, 27% select “30 - 60 minutes”, 14% select “10 minutes or less”, select “1 - 2 hours” and “The total of 11% or more is 11%”, and there are 16 people who never use the app to learn English, less than 6%. According to the statistics of foreign khan courses and the study of brain science, the effective time of attention of the average person is about 10 minutes. So choosing “10 - 20 minutes” is in line with the laws of science. When designing and developing an English mobile learning app, you should pay attention to the time allocation of each task to ensure that learners can maintain their concentration and learn efficiently. In response to “Your expectations for the current mobile English learning app,” “add free resources” (58%), “use more convenient” (51%) and “add interest” (50%) three.

For the “Mobile English Learning App's Role in English Learning”, most of the responses are considered to be positive, 48% of the choices are “some”, 20% are “somewhat”, 29% are “great”, 3% the choice “no”. This is consistent with the empirical findings of many scholars that mobile language learning has a positive effect on the learner's language level.

4. The Problem of Mobile APP Application in College English Teaching

Although mobile learning is recognized by a large number of high-level students, the author finds that there are still many problems in the practice of guiding students to carry out mobile learning.

Mobile learning has not attracted widespread attention and attention from higher vocational colleges, and lacks institutional support. Although the relevant leaders and teachers of higher vocational colleges are familiar with the concept of information-based teaching, they have not received much attention in teaching practice. The traditional teaching mode pays too much attention to the learning process and neglects the effect. This idea holds that teaching and learning must be carried out in classrooms and classrooms, otherwise teaching activities are considered invalid, which limits the development of mobile learning. In addition, the transformation and development of higher vocational colleges in China is slow, the management experience is insufficient, the model is relatively rigid, and the development of mobile learning lacks institutional support [4].

The network teaching resources are uneven, and the development of supporting teaching resources is insufficient. Online English resources are abundant, but the level is uneven. The teaching resources matching the teaching materials are relatively few, and the resources suitable for higher vocational students are few and far between. In this case, students' mobile learning is easily frustrated, and it is not conducive to teachers to guide students to learn, so that students' mobile learning is caught in a chaotic learning with no purpose and “anarchy” status.

Students' self-control ability and self-learning ability are poor. Compared with undergraduate students, higher vocational students are still weaker in their academic performance, ability and self-learning. In addition to the temptation of the online environment, most students are unable to control themselves and often involuntarily engage in networks unrelated to learning. 4. Teaching and learning management and assessment is difficult. The mobile learning mode is too flexible and has many uncontrollable factors. It is difficult for teachers to control the relevant situation of students' after-school mobile learning, and it is difficult to evaluate their effects. This should be the biggest challenge facing mobile learning.

Tailor-made English learning APP Internet + era, mobile English learning resources are huge, but these resources can only meet the needs of college students after integration and processing. This tailor-made English learning app requires both the technical support of mobile technology experts and the guidance of the front-line teachers' learning strategies. Combined with the preferences of college students' mobile learning, the goal of mobile learning is defined and broken down into fragments and easy to complete. The learning tasks are completed in stages. Through the completion of each small task, the learner gradually digests each small knowledge point, improves

self-efficacy, stimulates the desire to learn, and maintains the attention of learning.

5. Countermeasures and Recommendations

In order to optimize the application of information technology in the field of teaching, promote the reform and development of vocational education and the promotion of mobile learning models, teachers, students and other security departments of higher vocational colleges should work together to seek common development.

Vigorously publicize and popularize the mobile learning model, causing widespread concern and establishing an institutional guarantee system. All higher vocational colleges should increase publicity, organize teachers to learn, strengthen the teaching of students, make them deeply rooted in the hearts of the people, and raise awareness of mobile learning. Colleges and universities should be more flexible in management and guide and tilt this new teaching model to ensure its effective implementation.

Accelerate the pace of network quality courses and micro-curricular development, enrich, optimize and standardize teaching information resources. The level and level of development of college-level e-learning resources and micro-courses is a concentrated expression of a college's teaching level. Targeted, self-characteristic and e-learning platforms suitable for the development of their own institutions can ensure the operability and controllability of mobile learning.

Strengthen students' self-directed learning awareness and conduct self-learning ability training. In addition to learning professional courses, the most important thing is to improve students' self-learning ability, establish the concept of lifelong learning, and cultivate lifelong learning ability to adapt to future career development. Therefore, all higher vocational colleges should conduct professional strategy training for students, improve their self-learning ability, and effectively complete mobile learning tasks [5].

Accelerate the construction and development of teaching software to achieve effective management and evaluation of mobile learning. The effective development of relevant professional teaching software and platform is the guarantee for the smooth advancement of mobile learning. Based on this platform, teachers can comprehensively control the students' mobile learning situation, understand the dynamics of student learning, and achieve effective interaction. Therefore, the education and teaching departments and professional software development departments should strengthen exchanges and cooperation to jointly develop and improve the existing teaching platform.

Strengthen campus network coverage and hardware resource construction, reduce student mobile learning costs, and popularize mobile learning models. The popularity of the mobile learning model relies heavily on the construction of the college's hardware infrastructure. All higher vocational colleges should increase capital investment to provide students with an economic and efficient campus network.

6. Conclusion

In short, the development of any new things will encounter all kinds of difficulties, and the mobile learning model is no exception. Today, with the rapid development of information technology, with the advancement of education informationization, this kind of teaching mode that combines flexibility, efficiency, fun and interaction will be widely used by teachers and students. With the teaching resources and the improvement and development of all aspects of software and hardware construction will inevitably give play to greater advantages and effectively improve the learning effect of students in higher vocational colleges.

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