

# Research on the Status Quo of College Students' English Learning in the Big Data Era

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**Abstract:** Modern science and technology is developing rapidly. Internet technology has penetrated into various social sectors and has a great impact on social life, economy and work. In the era of big data, mobile learning has become a new favorite of college students to learn English. Taking a university in our province as an example, this paper investigates the current situation of college students' English mobile learning in the era of big data. Through data analysis, it is found that there are still some problems in college students' English mobile learning, and corresponding strategies are proposed to promote mobile learning to improve college students' English proficiency.

## 1. Introduction

With the advent of the era of big data, portable mobile devices have become very popular. The learning style and location of mobile learning is very flexible. It only needs to be portable at any time to learn at various locations, and its communication timeliness is very obvious, which has attracted full attention in academic circles at home and abroad. [1] In recent years, China has become more and more concerned about the education of colleges and universities. Deepening the reform of education to cultivate more high-quality professionals who are suitable for the needs of the country and society has become an inevitable trend in the development of education in colleges and universities. In the era of big data, mobile learning has become an emerging force and has been used in college students' learning activities. College students' English mobile learning attracts college students with its portability and personalization. Its learning location is not limited to the classroom. College students can also learn at any time after class, and can also communicate with teachers online, comparing traditional English teaching methods. The teaching effect can be significantly improved, which is of great significance for the times. [2]

## 2. Proposal of the problem

Since the education scholar Desmond Kee made his mobile learning in China for the first time in 2000, domestic scholars have studied it and achieved some results. In 2004, Han Ling and others introduced a series of studies on the introduction of English learning into mobile learning, which provided a theoretical basis for the combination of English teaching and mobile learning. Mobile learning requires strong modern information technology as its support, which is different from traditional learning methods. [3] Under the combined effect of big data and mobile technology, you only need to use portable devices to access learning information and materials anytime and anywhere. The learning time and environment are not limited. People can arrange learning according to their own situation and their own needs. Self-growth in the accumulation of time.

Nowadays, people are generally becoming "lower heads". With the development of global economy, international economic and academic exchanges are becoming more and more frequent. English is no longer an obscure subject, and people have a broader way to learn English. The introduction of mobile learning into teaching activities by the education community is an innovative move. College students have a mobile phone and portable devices. The use of mobile learning in college English makes English learning more flexible, which is beneficial to students' ability to improve their listening, speaking, reading and other aspects. [4] Based on the research status of

scholars on English mobile learning, most of them study more technically. They understand the specific situation of college students' English mobile learning at this stage, and promote the English mobile learning to attract more college students to actively learn English and improve students. The level of English, therefore, it is necessary to summarize the problems in the current situation of college students' English learning and to make relevant suggestions.

### 3. Research design

#### 3.1 Research content

At present, the current situation of college students' English mobile learning includes many aspects, such as the degree of understanding of English mobile learning definition, whether it has English mobile learning conditions, the frequency of mobile learning using mobile devices, and the specific content of English mobile learning. The evaluation of the role of English mobile learning. The research investigates from the above points, in order to deeply analyze the problems of college students' English learning and propose corresponding countermeasures.

#### 3.2 Research object

The respondents were first-year students from a higher education institution in our province, with a total of 290 students. The number of male and female students was 178 and 112 respectively, and 30 people were selected as interviewees.

#### 3.3 Research methods

In order to understand the recognition and effectiveness of college students' English mobile learning in an all-round way, a questionnaire survey was conducted in conjunction with the research materials and literature review of previous scholars, and the interviewed participants were discussed accordingly to grasp the attitude of college students towards English mobile learning, and The actual role of the model, and finally propose an optimization strategy.

### 4. Survey data analysis

#### 4.1 The degree of understanding of English mobile learning definition

It is not difficult to find through Table 1. Among the students surveyed, the proportion of students who understand English mobile learning definition is 16.2%, the definition of English mobile learning is 56.8%, and the proportion of English mobile learning is unclear. 29%. This data shows that very few students have a clearer concept of English mobile learning. However, in the following survey questions, although the definition of English mobile learning is relatively vague, the number of students using portable mobile devices for mobile learning in English Not a few.

Table 1 Understanding of the definition of English mobile learning

project	clear	not sure	Unclear
Number of people	47	159	84
proportion	16.20%	54.80%	29%

#### 4.2 English mobile learning prerequisites

With the improvement of the modern economic level, the social living standards of the society have been further improved. After entering the university, college students are generally equipped with various electronic products. The questionnaires are based on the common electronic products in several groups of students, and the corresponding survey results are obtained. . The necessary conditions for English mobile learning are mainly mobile phones. As can be seen from Table 2, among the 290 people surveyed, the proportion of mobile phones held is significantly higher than that of other types of devices, accounting for 96.4%. The proportion of laptops is slightly smaller, accounting for 89.2%. Tablet PCs hold less than laptops, accounting for 42.5%, while college

students own 7.6% of other electronic products. This survey data fully shows that the universality of mobile phones among college students provides favorable conditions for English mobile learning. In the case of mobile phones that must be used in English mobile learning, the development of English mobile teaching among college students requires further optimization of learning resources.

Table 2 Holding of English mobile learning equipment

project	Mobile phone	laptop	Tablet	other
Number of people	279	258	123	14
proportion	96.4%	89.2%	42.5%	4.90%

### 4.3 The frequency of English mobile learning

The data in Table 3 shows that among the students who completed the questionnaire survey, the proportion of daily mobile learning using mobile devices was 10.3%, and the proportion of English mobile learning frequency interval was 47.4%. Basically, mobile English learning was not used. The proportion of people is 42.3%. From the frequency of mobile learning in English, we can understand that the frequency of college students' English learning is not fixed, and many students do not use this new model to learn English. It is not difficult to find out that the current stage of English teaching in colleges and universities mainly uses the traditional teaching mode. Students learn English knowledge mainly by teachers in the classroom to teach theoretical knowledge content. Teachers pass the English test to judge students' learning. In the era of big data, information dissemination speed is extremely fast, and learning resources are more abundant. Introducing mobile learning into English teaching is an inevitable way for college English development. Through data discovery, the number of college students with long distances in English mobile learning is relatively large, which fully reflects the intermittent nature of mobile learning. It shows that English mobile learning is not limited by time, and its controllable range is very flexible.

Table 3 English mobile learning frequency

project	Study every day	Longer interval	Not studying at all
Number of people	30	138	122
proportion	10.30%	47.40%	42%

### 4.4 Specific content of English mobile learning

From Table 4, it can be concluded that English query is the most used function of college students in English mobile learning, and its proportion is the highest, with a ratio of 86.7%. The proportion of downloading learning resources is 67.3%, the proportion of intensive word reserves is 64.5%, the proportion used for listening training is 62.3%, the percentage of articles viewed is 40.3%, the proportion of spoken language training is 39.2%, and the proportion of overrated evaluation is 33.1%. The remaining aspects accounted for 20.6%. This data fully demonstrates that the learning function of students' English mobile learning is very extensive. During the study of English in colleges and universities, the ability of college students to cover English listening, speaking, reading, writing, translation and other aspects of the content, as well as the practical application of the corresponding content. After the introduction of mobile learning into English teaching, students' English expression ability and knowledge application ability can be further improved, which is of great benefit to the development of college students.

Table 4 Specific content of English mobile learning

project	English inquiry	Download resources	Word reserve	Listening training	Browse articles	Speaking training	Overrated evaluation	the remaining
Number of people	251	195	188	181	116	113	95	59
proportion	86.70%	67.30%	65%	62.30%	40.30%	39.20%	33.10%	20.60%

#### 4.5 Evaluation of the role of English mobile learning

College students' evaluation of the role of English mobile learning, as can be seen from Table 5, college students have a positive attitude toward the evaluation of the role of English mobile learning, 29.7% of students believe that the introduction of mobile learning to English teaching activities, help to improve English Comprehensive ability. 42.5% of the students believe that English mobile learning combined with traditional learning methods will be more helpful for English learning. A very small number of students believe that English mobile learning is not very effective. The survey found that college students generally recognize the breadth and convenience of mobile learning materials, and believe that English mobile learning in the era of big data is more efficient than traditional learning, but if the two are combined, college English will be more improved. . Students who are more convinced of the traditional learning model believe that although mobile devices are spreading fast, there are some negative effects on social networks. The professionalism of their learning materials and the effectiveness of communication through the Internet are open to question. [5]

Table 5 Evaluation of the role of English mobile learning

project	English mobile learning	Traditional method	Combination of the two	Unable to compare
Number of people	86	37	123	24
proportion	29.70%	13.10%	42.50%	8.60%

#### 5. Problems and optimization strategies

##### 5.1 Question

In the questionnaires and interviews, the specific situation of English learning for college students at this stage can be obtained. Advantages: First, portable mobile devices such as mobile phones. IPAD are widely used in college students, and students are more likely to accept information products. Secondly, the English mobile learning model is very powerful, and the content of the learning is comprehensive. It can meet the needs of college students to fully learn English knowledge and practice in practice. Finally, students have a higher evaluation of the effectiveness of English mobile learning, and are more recognized for English mobile learning. Disadvantages: First, the time for English mobile learning is not fixed, which is convenient for students to study at any time, but the self-discipline of college students is poor. The self-consciousness of using portable mobile devices to learn English is not enough, and the enthusiasm for active learning is not high. The definition of English mobile learning is ambiguous. Second, although English mobile learning is very functional, students lack systematic learning methods, and the sense of direction of mobile learning is lacking. It is impossible to optimize learning according to their own situation. Third, the resources of English mobile learning are very wide, but now the network order is not stable enough, and its professionalism has been questioned.

##### 5.2 Optimization measures

In view of the current situation of college students' English mobile learning, the following optimization strategies are proposed. First, the school attaches great importance to the construction of campus networks and creates a network environment for English mobile learning for students. Avoid students' English mobile learning due to the use of mobile devices' network traffic. Second, teachers introduce mobile learning into English teaching, and use the Internet and multimedia technology to improve the teaching content, making it more interesting and practical. In the process of English mobile learning teaching activities, teachers should pay attention to guiding students to establish the enthusiasm and initiative of independent learning. [6] Thirdly, the resources integration and purification of English mobile learning platforms, effectively sort out the mobile teaching environment that is beneficial to college students' learning, and promote the efficiency of college

students' mobile English.

## 6. Conclusion

Under the background of big data era, college students' English mobile learning is a new mode of English teaching. It focuses on optimizing the English teaching curriculum according to students' interests, adopting a new teaching mode, and fully mobilizing the enthusiasm of students' independent learning. Guide students to learn English by using modern portable mobile devices under the trend of the times, combined with the characteristics of mobile learning, fragmentation, fun, convenience, etc., to improve the English level and develop good English learning habits, in order to promote the development of students' comprehensive ability.

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