

# Research on the Participation of College Students' Foreign Language Mobile Learning in the Mall Environment

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**Abstract:** With the popularization of network connection technology and mobile devices, mobile learning is bringing all learners a new learning experience, and is considered as an indispensable and promising learning method in the future. Mobile-assisted Language Learning (MALL) is the practical evolution of foreign language teaching from integrated application to innovative development in the educational information age, and it is also an important guarantee for promoting foreign language “learning revolution” and serving the construction of online and offline mixed foreign language “golden courses”. In the Internet age, while providing students with learning convenience, it also brings some troubles. College students are weak in autonomous learning management ability, which is easily affected by the adverse factors in the network, resulting in poor autonomous foreign language learning ability of college students. At present, it has become one of the important tasks of foreign language teaching to cultivate college students' autonomous learning ability by means of flexible and diverse network technology. This paper studies the current situation and influencing factors of foreign language mobile learning in the big data environment, aiming at promoting college students to carry out efficient and personalized foreign language adaptive learning.

## 1. Introduction

With the acceleration of global integration, the exchanges between China and other countries in science, technology, culture and trade are becoming more and more frequent. Foreign languages are an important tool for obtaining information between countries, so the ability to master foreign languages has become a standard for testing talents<sup>[1]</sup>. In recent years, with the rapid development of network informatization, mobile learning, as a new learning method, has gained wide attention, and its powerful informatization learning method provides a new perspective for the development of students' multiple intelligences<sup>[2]</sup>. In the Internet age, the network has become a common way of foreign language teaching and learning, but the network also has some drawbacks, with wide network resources, which is prone to knowledge overload<sup>[3]</sup>. In the Internet age, while providing students with learning convenience, it also brings some troubles. College students are weak in self-learning management ability, which is easily affected by adverse factors in the network, resulting in poor self-learning ability of foreign languages in general<sup>[4]</sup>. With the rapid development of computer and Internet information technology and the rapid development of mobile communication equipment, it has become one of the important tasks of foreign language teaching to cultivate college students' autonomous learning ability by means of flexible and diverse network technology<sup>[5]</sup>.

Many college students lack interest in foreign language learning, their language accuracy and fluency are low, and they lack effective communicative competence. College students, as important members of the construction of the future era, require their information reserves to reach a high level. Big data is undoubtedly a sharp tool to help college students adapt to the needs of the times, providing them with convenience and information support<sup>[6]</sup>. Mobile-assisted language learning (mall) is the practical evolution of foreign language teaching from integration and application to innovation and development in the educational information age, and it is also an important guarantee for promoting the foreign language “learning revolution” and serving the online and offline hybrid foreign language “golden course” construction<sup>[7]</sup>. Nowadays, communication

technology and mobile device technology are developing rapidly, which meet the needs of foreign language learning and show unique advantages<sup>[8]</sup>. Mobile devices and wireless technology can create vivid, rich and real learning situations for students anytime and anywhere, give full play to students' autonomous learning ability and improve learning effect. With the popularization of network connection technology and mobile devices, mobile learning is bringing all learners a new learning experience, and is considered as an indispensable and promising learning method in the future. Under this background, this paper studies the current situation and influencing factors of foreign language mobile learning in the big data environment, aiming at promoting college students to carry out efficient and personalized foreign language adaptive learning.

## **2. The Definition of Foreign Language Autonomous Learning Ability**

From the perspective of college students themselves, college students should voluntarily use the Internet to learn foreign languages independently, gradually get rid of their dependence on teachers, and have the ability of self-discipline in the process of learning on the Internet. In this process, college students' autonomous learning ability and self-discipline ability are gradually cultivated. The adaptability and diversity of mobile learning make it able to provide full and effective support for learners' personalized learning advocated by the theory of multiple intelligences, and provide technical guarantee and promotion conditions for the development of students' Internet. Although different people have different definitions of autonomous learning ability, they all take the orientation of "learner-centered, self-setting goals and self-management" as the common goal<sup>[9]</sup>. It can be said that the ability of foreign language learners to set their own learning goals and use effective strategies, self-monitoring and self-control, and actively achieve their goals is the ability of foreign language autonomous learning. At present, the outstanding problems in China's university teaching mode are manifested in the goal tendency of low-order ability, the application of information technology with lagging methods, the unitary teaching organization form and method, and the learning mode based on mechanical acceptance. The learning content on the Internet is large in capacity and novel in content, which can fully improve students' interest in learning and arouse students' enthusiasm for participating in learning.

Learners are active participants in the process of mobile learning. Therefore, their personal characteristics may encourage or hinder them from choosing mobile learning. Understanding the role of individual differences of learners in autonomous learning is a necessary prerequisite for the research of mobile learning. The effective integration of mobile learning with Internet and foreign language learning will break through the bottleneck of Internet in foreign language teaching practice and achieve the goal of diversified intelligence in foreign language teaching. Internet learning resources are abundant, which can promote teachers' teaching achievements and improve students' learning efficiency. Therefore, it is feasible to cultivate college students' foreign language learning ability in the Internet age. Mobile learning can not only help deepen and expand theoretical knowledge in classroom teaching, but also provide opportunities for teachers and students, as well as students to communicate and practice in foreign languages. In-depth analysis of students' personal factors, understanding what factors promote or hinder students' choice of mobile foreign language learning, and analyzing how these factors affect students' mobile foreign language learning behavior are of vital importance to enhance students' interest and effectiveness in mobile learning.

## **3. The Path of Cultivating College Students' Autonomous Foreign Language Learning Ability under the Internet Environment**

### **3.1 Enhance Learning Strategies**

Mobile learning refers to the learning mode in which students acquire learning resources, conduct autonomous learning and communicate with others by means of wireless mobile devices, and it is the most advantageous platform for cultivating students' autonomous learning ability of

foreign languages. Learning-oriented mobile foreign language teaching mode mainly depends on students' independent choice of learning objectives, learning contents and learning methods. Students' learning is independent and personalized, and they tend to deal with most learning resources by themselves. Mobile learning is not limited by time and place, and can be carried out anytime and anywhere. In the network environment, the learning mode of combining mobile communication equipment with network information technology can also realize real-time interactive learning between teachers and students through network communication<sup>[10]</sup>. Learning strategy is an important link to improve college students' autonomous learning ability. To improve learning strategy, students need to establish a correct concept of online autonomous learning and a sense of autonomous learning. This requires teachers to supervise students' learning strategies reasonably, guide and adjust students' learning plans and arrangements in time, and help students master learning strategies correctly. Mobile learning can stimulate students' learning interest, fully arouse students' learning enthusiasm and cultivate students' learning motivation. At the same time, mobile learning can make up for the problem of students' insufficient learning in class, and improve students' learning efficiency and learning effect to a certain extent.

### 3.2 Standardizing Learning Behavior

As a new learning method, mobile learning plays an important role in it. From the survey, it is found that learners generally lack suitable methods and strategies for mobile learning. Many college students don't have definite goals and detailed plans when implementing mobile foreign language learning, and they don't review in time after learning, which leads to low learning efficiency. Standardizing students' learning behavior and guiding them effectively is the necessary guarantee to improve college students' autonomous foreign language learning ability, which is of great significance to improve students' foreign language learning efficiency. With its massive multimedia network resources and learner-centered autonomous learning, as well as its mobile convenience, effectiveness, interactivity, context and ubiquity, mobile learning has obvious application advantages in foreign language autonomous teaching. Because of the mobility of mobile learning, learners are easily disturbed by the external environment. Therefore, college students must pay more attention to mobile foreign language learning, master some necessary methods and strategies, and practice frequently.

In the Internet age, cultivating students' autonomous learning ability of foreign languages is different from the traditional teaching mode. Teachers need to guide students to use online tools correctly for autonomous learning, improve students' enthusiasm for participating in online learning, and cultivate students' autonomous learning ability through online tools. The flow of personalized recommendation system for mobile learning is a circular process, which needs to be updated periodically. The architecture of the system is shown in Figure 1.

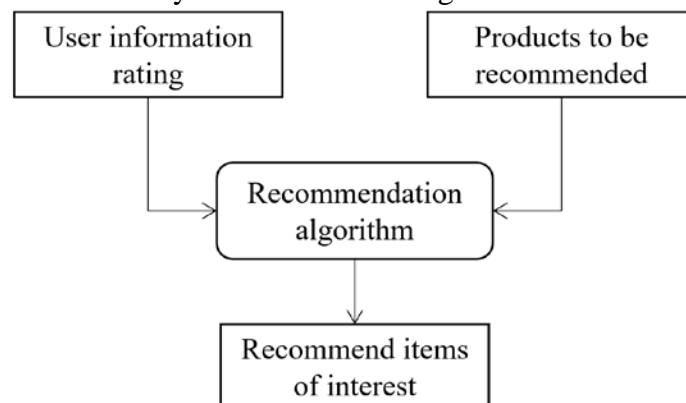


Fig.1 Mobile Learning Recommendation System Architecture

Because of the mobility of mobile learning, it is difficult to plan specific learning time. However, learners must make a rough estimate of their spare time in a day, and then make arrangements. This can make full use of time and improve the effect of mobile foreign language learning. Mobile

learning highlights students' subjectivity, and they have changed from passively accepting knowledge to actively exploring, with goals, directions and tasks to solve practical problems of their own learning. Mobile foreign language learning can fully mobilize students' autonomy, but teachers must give appropriate guidance in the implementation process, and the key is to give timely feedback and evaluation. Mobile learning is the aid and expansion of traditional learning mode, which can fill the shortcomings of communication between teachers and students, mutual learning and situation creation, and plays an indispensable role in cultivating college students' motivation for autonomous foreign language learning<sup>[11]</sup>. When students are required to give a report on a topic, they should mainly take the form of group cooperative learning, so that students can use higher-order thinking ability to solve problems by collecting network resources and social investigation. As teachers, we should give full help and guidance, and encourage college students to reflect on the process and sum up experience after the task is completed. This is the significance of implementing mobile foreign language learning. The emergence of mobile learning makes up for the deficiency of in-class learning based on flip classroom learning, makes the fragmented learning time of extra-curricular foreign language learning smart, makes it possible to supervise extra-curricular learning, and enables teachers and students to communicate and interact at any time.

#### **4. Conclusions**

The high penetration rate of mobile devices has brought convenience to our lives. People pay more and more attention to the role of big data in education. Learning strategy is an important link to improve college students' autonomous learning ability. To improve learning strategy, students need to establish a correct concept of online autonomous learning and a sense of autonomous learning. In the Internet age, cultivating students' autonomous learning ability of foreign languages is different from the traditional teaching mode. Teachers need to guide students to use online tools correctly for autonomous learning, improve students' enthusiasm for participating in online learning, and cultivate students' autonomous learning ability through online tools. The emergence of mobile learning makes up for the deficiency of in-class learning based on flip classroom learning, makes the fragmented learning time of extra-curricular foreign language learning smart, makes it possible to supervise extra-curricular learning, and enables teachers and students to communicate and interact at any time. Learning under the network environment is greatly influenced by the factors of network entertainment, which requires students to standardize their own learning behavior and establish a positive learning attitude, so as to improve their autonomous learning ability. With the progress of science and technology, the full use of big data environment and the rapid development of mobile devices, these will bring greater help to our college students' foreign language learning.

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