

Research on College English Autonomous Learning Based on Mobile Learning

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Abstract: With the development of national strength and the establishment of friendship among nations, the independent learning of English has become more and more important. However, in the inherent college English learning method, the student's learning model is still rigid to receive the knowledge granted by the teacher. There is no self-understanding and learning for the knowledge point, and there is no self-learning in the true sense. The learning mode of mobile learning breaks the complexity of the previous learning mode and makes it more flexible to bring convenience to students in terms of time and space. Nowadays, the study of English autonomous learning for mobile learning is still not perfect. This paper is based on mobile learning to talk about students' self-learning English. Through the analysis on the application of mobile learning personalized platform and the comprehensive application of vocabulary, reading and listening in English, this paper concludes that mobile learning can effectively improve students' self-learning ability.

1. Introduction

"It is better to teach people to fish than to teach people." The teacher's knowledge is not as much as the students themselves. The university's English teaching model should not only teach English knowledge to students, but should teach students how to learn English autonomously. The mobile learning-based approach has a more flexible teaching model, combining rich teaching resources, self-directed teaching time and place, adapting to individual teaching habits, and traditional teaching classroom modes, enabling students to develop themselves more personally. The learning model further promotes students' self-learning ability.

Mobile learning refers to interactive teaching methods using tools such as web technologies and wireless devices. The most powerful feature of mobile learning is flexibility and convenience [1-3]. It can be learned anytime and anywhere through the network and mobile devices, so that the fragmentation time can be effectively utilized [4-5]. At the same time, mobile devices have become cheaper and more efficient with the development of the network. In addition, mobile learning allows students to communicate with teachers outside the classroom. Using e-mail, WeChat, QQ and other software can be consulted online with the teacher on a one-on-one basis [6-8]. In 2017, in order to promote the teaching relationship between teachers and students, Bao Riqin [9] made use of mobile learning to enable students to learn anytime and anywhere, and at the same time, they can close the communication distance with teachers, and ultimately improve the learners' interest and learning efficiency. . In 2017, Zhang Jian [10] used mobile learning to explore in a personalized learning situation, and proposed a series of adaptive learning recommendation system models, which made students learn more ways and efficiency in different situations. In 2018, Wang Liqing and Li Hongmei [11] used the WeChat public platform to conduct experiments using the WeChat public platform in order to meet the needs of learners' actual resources, and explored the correlation between fragmentation and mobile learning. It can be concluded that the fragmentation time utilization can be improved. In 2018, Bai Hongquan [12] used the mobile learning environment to study the fairness of peer review. Through four semester experiments, there were two contrast results. After analysis, the friendship factor had a great impact on the view.

The strength of a person's ability lies in the strength of his or her independent learning ability. With the discussion of learning, more and more discover the importance of autonomous learning ability for learning. In 2017, Guo Wenjuan and Liu Jieling [13] and others, in order to cultivate the competitiveness of curriculum reform in China, use the core literacy framework to construct, and

draw the conclusion that the students' independent learning ability is important for practical transformation. In 2017, Dang Xiaohong and Xu Dagui [14] explored the importance of autonomous learning and the methods of cultivating students' self-learning in order to analyze the development of education and the cultivation of students in China. In 2017, Li Shiping, Zhao Wei, Liu Hongxia et al. [15] used the learning to analyze the relationship between autonomous learning and metacognitive ability in order to characterize metacognition of data, which provided a reference for the evaluation of metacognition. In 2017, Wang Hailong [16] explored the students' learning methods in order to cultivate students' self-learning ability, and finally came up with a way to improve their self-learning ability by cultivating students' interest in learning.

This paper first explores the benefits of mobile learning [17-18]. From the WeChat, MP3, APP and other learning platforms, the benefits of mobile learning are easily analyzed [19-21]; then from the various parts of English learning, from words to reading to listening, use mobile platform learning to improve the case [22-23]; Finally, using data experiment analysis, comparing the improvement of students' learning ability between mobile learning and traditional learning, it is concluded that mobile learning can greatly increase students' self-learning ability.

2. Method

2.1 The Personalization of Mobile Learning.

2.1.1 WeChat-based learning platform

As a communication platform, WeChat can learn from other learners through WeChat. You can share good English reading articles daily and exchange good English learning methods. At the same time, the sharing of friends can spread and share good English readings more widely. In addition, the form of English video can bring students' stories into the environment, and guide students to imitate and master the lines of each character to help students master some expression skills. The function of WeChat video uploading can upload some useful English lectures and English-language analysis videos, so that more people can learn online.

2.1.2 MP3-based learning platform

MP3's convenient and compact features make it easier for students to listen to them at any time. Use MP3 to download easy-to-use English songs and play them while running, which can ease the learning pressure of students and create a relaxed and pleasant atmosphere. Improve the level of spoken English, you can improve your English pronunciation skills by downloading English reading articles and English book word vocabulary, by following the play and reading. At the same time, using MP3 to play low-speed English listening audio, repeated listening over and over again, can improve their English listening level.

2.1.3 APP-based learning platform

Nowadays, there are many kinds of English learning apps, and there are various applications for listening, vocabulary and reading. The most common is the word punch, such as scallops, hundreds of words, and so on. Students can choose e-books suitable for their English vocabulary according to their own needs, set the vocabulary of daily memory and the method of punching. For example, students who face the six-level exam can choose a six-level vocabulary English book, set a daily vocabulary of 150, and use spelling to remember each word. Using APP learning can play a supervisory role. At the same time, the piecemeal time can be used anytime and anywhere to make punching, which is more convenient and enhances the usage rate of time.

2.2 The Comprehensive Application of Mobile Learning in College English Autonomous Learning.

2.2.1 The application of mobile learning in listening practice

For college students, college English listening is a must for college students. However, if you only rely on the average two-week learning frequency, you can't really make students learn about

listening. Therefore, students are crucial to the exercise of English listening in their spare time. Using mobile learning, using mobile device tools such as mobile phones and MP3s, and using the fractional time for listening exercises, not only can improve the efficiency of learning, but also enhance the listening ability. In addition, by listening to English songs, watching English movies and other easy learning methods, you can also relax in your free time and increase your learning ability. Undergraduate mobile learning through mobile devices can not only improve students' interest in learning, but also create a learning atmosphere and easy access to learning.

2.2.2 The application of mobile learning in vocabulary learning

In English learning, the most complicated is the vocabulary, and the various English vocabulary books are countless. With mobile learning, electronic books can be used on mobile devices, which greatly reduces the burden on weight. In addition, a variety of electronic vocabulary books can be selected to enable students to make appropriate choices according to their own needs. As the curriculum changes, the use of English vocabulary by college students is gradually decreasing. There is no mandatory word reciting, and the memory of words is declining. Through mobile learning, students can more easily use a variety of word punch apps to recite. Based on the vocabulary learning model of mobile learning and the widespread use of mobile devices for students, the diversified vocabulary learning approach is conducive to increasing students' English vocabulary and English learning ability.

2.2.3 The application of mobile learning in English reading

Based on long-term English learning experience, reading is a top priority in English. Traditional English reading is done through paper books or newspapers, which puts tremendous pressure on paper waste and student spending. And online reading through mobile devices, free downloads using mobile devices can greatly reduce the financial burden of students. In addition, e-books are superior to the use of paper books in terms of weight convenience, and can be read anytime and anywhere using mobile devices. By using mobile devices for independent English reading, not only can college students bring great convenience, but also enable college students to make full use of the extra-class time to read English, improve the use of time with high efficiency, and cultivate students well. reading habit.

2.2.4 The application of mobile learning in the improvement of spoken language

As the test requirements for English improve, the importance of spoken English is self-evident. However, due to the contingency of the traditional English learning model, most students are reluctant to speak or even reach the level of fear. Through mobile learning, students can follow the audio play to follow the recording by means of recording and recording, and record the voices they read and play, and correct the self-reading through continuous comparison. This method avoids the ambiguity of students exercising in front of everyone, and makes students more information for oral expression exercise. In addition, voice or video calls through mobile devices, using English to communicate, can excellently exercise their oral communication skills. Through the use of mobile devices, self-spoken English speaking exercises can quickly improve their voice intonation and deepen their understanding of English culture, thus continuously improving their oral English.

3. Experiment

In this paper, two classes are randomly selected for each class in each class of a certain school to conduct experimental class classes. The two classes use the same teacher to teach and use a unified English book. Make sure that the teachers are taught in the same syllabus, and the teaching methods and teaching contents are basically the same. However, one of the classes, at the same time adopting the mobile learning mode, the teacher uses the WeChat, mobile and other software to carry out mobile learning according to their different needs, so that the class students use mobile devices for self-learning in their spare time.

The entire experiment was carried out for 17 weeks, and a unified test was initially conducted to

record the initial grade of the class. Then, according to the test results, the learning situation of each classmate is analyzed, and the targeted learning design is in accordance with the characteristics and interest of the student. According to the learning habits of the classmates, the learning time and place are designed according to the learning habits of the students. Throughout the process, the teacher makes more informed changes to the learning style based on each student's real-time learning feedback. After the end of the 17-week experiment, the students in the two classes were tested again in English. The academic performances of the two tests in the two classes were collected, and the learning effects of the traditional learning group and the mobile learning group were compared and analyzed. At the same time, the mobile learning group conducted a questionnaire survey on the attitude of mobile foreign language learning.

4. Results and Discussion

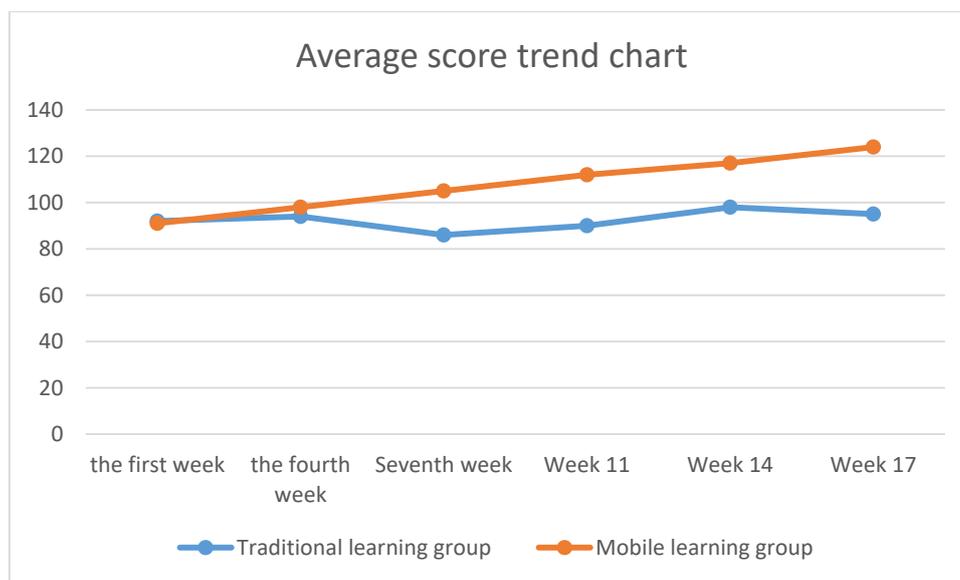


Figure. 1 Average score trend chart

According to Figure 1, it can be clearly seen that the academic performance of traditional learning has remained basically stable, while the learning performance of the mobile learning group has continued to rise. Through comparison, it is clear that mobile learning has a significant effect on the improvement of students' learning level. Mainly because, through mobile learning, students can learn more quickly and conveniently. It is better for the fragmentation of learning. And the communication and convenience of mobile learning encourage students to learn more effectively and to learn the appropriate way for their own situation.

According to the results analysis, most students are supportive of mobile learning, and only 6% think it has no effect. 72% believe that mobile learning is convenient and students can learn anytime, anywhere. Another 52% believe that mobile learning can solve the learning problems in a timely manner, and can get feedback and evaluation from teachers and classmates in time. 38% of people believe that mobile learning can enhance the autonomy of learning. Even 33% believe that strengthening and promoting learning. It is worth noting that few people think that when using mobile learning foreign languages, the goal is more clear, this part of the population only accounts for 17%. It can be seen that most students only randomly choose the content of learning when they are doing mobile learning, and there is no specific plan or purpose. This also indicates that college students need clear guidance on their learning goals and learning direction.

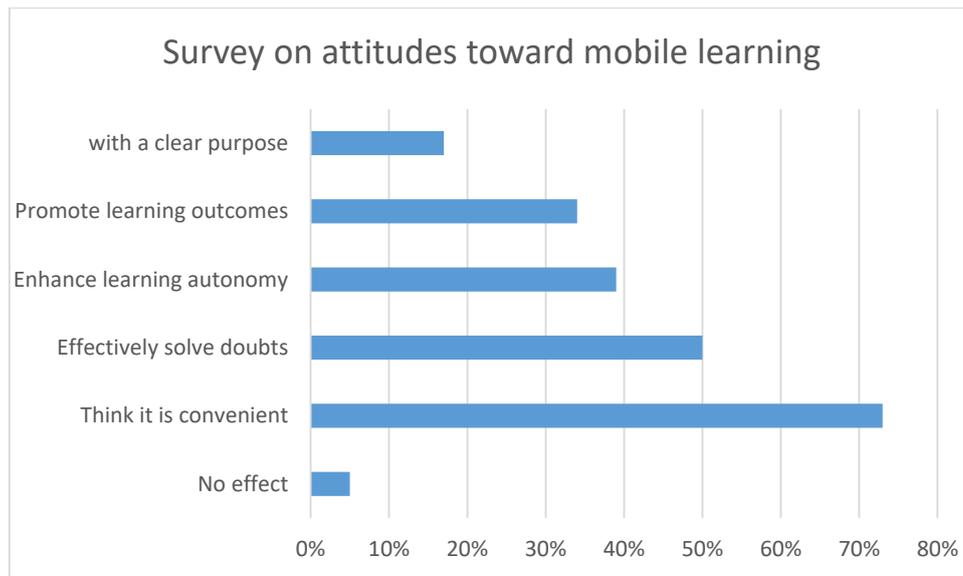


Figure 2 Survey on attitudes toward mobile learning

5. Conclusion

The mobile devices and networks used by mobile learning bring great benefits to student learning. In addition to the solid foundation of classroom learning, students can use fragmented time to learn about fragmentation anywhere. By using the time of fragmentation in life to learn and realize ubiquitous learning that is not limited by time and place, a large amount of learning resources can be obtained, and emotions can be brought into the atmosphere through video. The biggest advantage of mobile learning is its autonomy, which can meet the individualized learning needs of learners. However, it should also be noted that the effectiveness of mobile learning depends on the learner's own will and determination. Can the learner be responsible for his own learning? Whether you consciously follow the learning goals and plans are all very important to the learning outcomes. Strengthening students' awareness of independent learning, cultivating students' time awareness and self-monitoring ability, has played a positive role in promoting the improvement of teaching quality. In addition, in the context of educational informationization, with the continuous improvement of the effectiveness of English mobile learning, the construction and optimization of the mobile learning resource library and the optimization of the teaching platform will make the application of English mobile learning in college students will be more widely supported and Practice to better develop students' self-learning ability.

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