

A Study on the College English Mobile Learning Based on Mobile Internet

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Keywords: Mobile internet; College english; Mobile learning; Learning content

Abstract. With the development and popularization of mobile devices and network communication technology, the network has penetrated into almost all fields of human life, which not only changed the traditional Internet, but also promoted the use of mobile learning among students. However, in the era of mobile Internet, there are still many problems in mobile learning for college students, such as: lack of active awareness of mobile learning, lack of purpose and planning, blind choice of online learning resources. Based on the author's learning experience and literature research, this paper firstly summarized the advantages of college English mobile learning, and then put forward the college English mobile learning model. Finally, this paper proposed how to select the learning content in the college English mobile learning mode.

Introduction

In the process of college English learning, the network has brought profound influence on classroom learning mode and style. Especially, mobile technology has promoted the development of Microlecture and MOOC [1]. Compared with the traditional classroom teaching mode, the mobile learning model has unique advantages, and the students can study independently, explore and study, enhance the learning interest, and improve the learning efficiency [2-3]. As a contemporary college student, the author likes to know the world through the network to get the information at any time and anywhere. Therefore, it is urgent to promote the mode of mobile learning in college students.

Advantages of Mobile Learning Model

Firstly, mobile learning model can create an English learning environment. Due to the limitation of objective conditions and the lack of real and natural language communication environment, foreign language learners in China can only "create" the language environment by teachers in the limited classroom. However, in the mobile learning model, students can use video, phonetics and other ways to complete learning tasks in different places and at different times, thus promoting individual learning and cognitive development [4]. The mobile learning model provides English learners with opportunities for social communication and learning environment, and makes up for the lack of natural English learning environment in China to some extent.

Secondly, mobile learning can reduce learners' language anxiety. Anxiety in foreign language learning has a certain effect on language memory and the formation of new languages, and especially communicative anxiety in English class has the greatest impact on English learning. In class, facing teachers and classmates, learners may feel very nervous, which will affect the communication. At this point, if the teacher can not correct the error properly, it may lead to a strong sense of frustration and make them more passive and negative in language communication. The mobile learning carrier, such as QQ group, WeChat group, etc., is not face-to-face communication like classroom teaching. Because of their unique communication environment and form, there is a certain amount of time and space for thinking, which makes learners feel relatively safe psychologically. Therefore, the mobile learning model can reduce the anxiety of English learners.

The College English Mobile Learning Model

The mobile learning mode of college English integrates the advantages of English classroom learning and mobile learning, so that the limited classroom teaching in time and space has been effectively supplemented, reflecting the benign cycle of college English education. However, the effective implementation of the mobile learning model depends on the establishment and perfection of the mobile English learning environment and the college English teaching model [5]. A perfect mobile English learning environment is the basis of effective implementation of mobile learning model. Therefore, the establishment of a mobile learning environment suitable for the mobile learning model is the foundation to implement the model and the guarantee to improve the teaching quality. In addition to creating a speech room and introducing non-mobile teaching resources such as multimedia teaching equipment, school should also develop and manage mobile resources such as the Internet, WIFI, campus English FM broadcasting, and support systems, to enable teachers and students to use the powerful functions and resources of mobile English learning environment. In addition, relevant personnel should be trained in skills such as multimedia and network operation, and technical support and regular maintenance of equipment should be provided at the school level [6]. Mobile learning mode is a kind of teaching mode which is mainly based on classroom teaching and is necessary to be supplemented by mobile learning. In addition to creating a perfect mobile English learning environment, the mobile college English learning model is also very important. The model can refer to the following processes:

Firstly, as students, we should fully understand the basic knowledge and skills. College English mobile learning mode requires students to master basic knowledge and skills in classroom. At the same time, teachers also should make full use of network, multimedia and other teaching resources to explain the basic knowledge and develop students' basic skills such as listening, speaking, reading, writing, translating and so on.

Secondly, to make full use of the network, multimedia to carry out mobile learning. With the further development of science and technology and the perfection of network function, the use of network and multimedia learning has become the focus of the reform of English learning mode in colleges and universities in recent years. There are a lot of English self-study app that contains a lot of English learning content, if properly used, it can improve learning efficiency effectively. For example, *Speak English Fluently*, a famous English self-study app has been common among college students in China because it can provide high-quality English learning content [7]. Multimedia is welcomed by students because of its powerful display function. Even so, students should correctly deal with the use of multimedia in mobile.

Thirdly, excavate the teaching resources of "Internet + English" classroom. Since the Chinese government put forward the "Internet +" action plan, the educational method has also changed to be more diversified. Many well-known institutions of higher learning at home and abroad are actively developing and opening up online interactive English classes. It is no longer a dream for ordinary college students to make full use of the resources of "Internet + English classroom", so that college students can log on to the websites of famous colleges and universities immediately to listen to lessons. With the further development of "Internet +" economy, "Internet + English" will become the new normal of college English learning in the future.

Fourthly, self-supervision during mobile learning. Since mobile learning takes place after class, it leaves the teacher's supervision. Students' mobile learning behavior should be completed under the supervision and management of teachers. Therefore, teachers should set up a network channel of immediate interaction with students, so as to further improve the depth, breadth and validity of learning.

The Choice of Learning Content under the Mobile Learning

The traditional English teaching mode in colleges and universities emphasizes the authority of teachers and neglects the subjective status of students. In recent years, a large number of college graduates with high scores and low competence have come to the talent market, and the society has

questioned the English talents trained in colleges and universities. Accordingly, in 2007, the National Ministry of Education promulgated the English Curriculum Requirements for College English, which clearly stipulated that college English course is a compulsory basic course for college students, and it is a teaching system based on language knowledge and applied skills, guided by scientific theory and integrated with various teaching modes and means. Colleges and universities should establish the subjective status of students, so that students can independently choose the materials suitable for their needs, and develop towards individuation and autonomy in the direction of learning [8]. Therefore, the choice of the content of the college English mobile learning should follow the following principles:

Firstly, the principle of science. Students should choose the learning content suitable for their existing English level according to their own learning level. For teachers, the content of mobile learning should not be displayed to the students in advance, otherwise the content of the study will lose its attraction and novelty, which is not conducive to the cultivation of the students' ability to self-explore.

Secondly, the principle of suitability. Students should choose the appropriate learning content according to the needs of different stages during their English learning. In addition to the length, size should be moderate, also students should pay attention to the choice of simple operation of learning resources.

Thirdly, the principle of practicability. In the case of teachers, they should put the students' needs in the first place. In addition to guiding students to choose knowledge-based learning content, teachers should also help students to obtain skilled learning content, promote students to improve their ability to learn actively, and solve the practical problems of college English learning [9].

Fourthly, the principle of interest. Students should strengthen communication with teachers, pay attention to current affairs, and make full use of the guiding role of network media. Because the network media has a large amount of information, students can suggest teachers to choose interesting topics to carry out teaching activities. At the same time, students not only feel the pleasure of learning, but also achieve the purpose of English learning.

Fifthly, the principle of individuation. In different schools and majors, students have different English levels, and even in the same major or in the same class, the English base, the interest and the ability are also different [10]. In addition, many of the college English teaching is carried out in large classes, so it is difficult to achieve all-round and aptitude teaching. The mobile learning English teaching mode respects the individuality of the students, and gives them more opportunities to choose the learning content that they are interested in and to cultivate the abilities they lack, so that the individualization of English learning can be truly realized.

Summary

With the popularization of mobile devices, the development of mobile technology and the perfection of network communication, the mobile learning mode has been established and gradually developed. The mobile learning is not only a challenge but also an opportunity for college English learning. In the future study, the mobile learning model will play an active and effective role, and the application will become more and more extensive. The college English mobile learning mode combines the advantages of the traditional learning and the advanced technologies such as the network and the multimedia, and uses the mobile learning device as an auxiliary tool, so that the subject position of teaching and learning will be more definite, and the limited classroom learning will be effectively extended.

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