

Research on Autonomous Learning Mode of College English Based on Mobile Learning

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Keywords: Mobile learning; College English; Autonomous learning; Learning mode

Abstract. Mobile learning terminals can break the limitation of time and space, shorten the distance between students and teachers, and provide students with a better autonomous learning environment. This paper first introduces the concept and advantages of mobile learning terminals, then discusses the principles of the design of English mobile learning resources, and finally put forward the autonomous learning mode of college English under the mobile learning terminals. This work is conducive to the improvement of college students' autonomous learning ability of English and their learning level.

Introduction

With the continuous development of Internet technology in China, mobile learning based on mobile learning terminals, through non-teaching autonomous learning and interactive learning, has shown strong application advantages in the field of informal learning and is a powerful supplement to classroom teaching and practical teaching [1]. Although this new form of learning will not replace the traditional form of education in a short period of time, mobile learning will become the trend of the development of modern higher vocational education in a far-reaching sense. With the increasing maturity and perfection of mobile learning theories and technologies, mobile learning will become more diverse, more intelligent and more widely used, which can better meet the English learning needs of contemporary college students, improve their English application ability and expression ability, and lay a good foundation for their English learning [2].

The Concept and Advantages of Mobile Learning Terminal

The concept of mobile learning terminals. Mobile learning terminal refers to any general-purpose terminal device used for learning. Whether a tool belongs to the category of mobile learning terminal is mainly considered from the following aspects: the convenience of network access, the accessibility of resources, the high efficiency of communication and interaction, the support of learning and the portability of going out. Popular mobile learning terminal devices include mobile phone, laptop, tablet, ODA, MP3 and MP4. At present, the definition of mobile learning has not been unified. Generally speaking, it refers to a new learning behavior mode that uses wireless communication network technology and mobile terminal equipment to obtain resources, information and educational services. It is the product of grafting mobile technology and digital learning technology [3-4].

The advantages of mobile learning terminals. As an extension of digital learning, it presents new features which can not be compared with other learning models. First of all, the mobility of the learning place. Mobile terminals enable learners to study autonomously in dormitories, playgrounds and other places without the restriction of region, so as to realize the transmission, access to teaching information and carry out learning activities in a real sense anytime and anywhere. Secondly, the arbitrariness of learning time. Learners are not limited by time. They can use their spare time such as queuing, class breaks and bedtime to learn in a mobile environment, or consult relevant knowledge whenever and wherever they encounter difficulties in the learning process, which completely overturning the traditional learning meaning of fixed time and space and fixed educational objects. Thirdly, the interactivity of the learning process. English is an interactive

communicative tool, which requires learners to participate actively and speak freely. Mobile learners can not only conduct good man-machine two-way communication, but also interact and share information with teachers and learning partners through questioning, answering questions, discussing and carrying out collaborative learning [5]. Due to the openness of the mobile learning system, there are no restrictions on the number of people, region and identity of the objects of communication and interaction, thus realizing the true meaning of mutual assistance, openness and cooperation, which is conducive to the cultivation of learners' communication skills. Finally, personalized learning. Mobile learning fully embodies the educational concept of "people-oriented" and can provide personalized learning support. According to their own purposes and needs, learners choose appropriate learning resources and learning forms and tailor learning activities for themselves, which greatly highlights the individuality and autonomy of learning and satisfies the personalized development of different learners to a certain extent.

The Principles of English Mobile Learning Resource Design

Principle of content miniaturization. Because mobile learning mainly takes place in informal occasions, the fragmentary learning time, interval and the complexity of learning environment determine that the capacity of its learning content module cannot be too large. On the premise of keeping consistent with the syllabus, the English learning content is divided into parts, Concise and refined. Learning content in the form of micro-content helps learners to obtain the most simple and accurate information without external interference in a limited time, so as to ensure the improvement of learning performance [6].

Principle of content integrity. In order to ensure the concentration of learners' attention and learning effect, each learning unit should be designed with relatively autonomous 1-2 small knowledge points, modular content, a small learning goal and a good encapsulation. As the content of mobile English learning, knowledge points such as words, phrases, sentences, dialogues and articles should be relatively autonomous and complete, and the dependence between them should be weakened. However, the loose background should reflect certain internal correlation of knowledge, and the difficulty span between teaching objectives should be fully considered. In the process of learning, a tacit continuous knowledge structure is formed, in which the related knowledge points of the same subject are woven into the same unit, and the learning content is subdivided into smaller modules in the theme unit, so that students can arrange their study reasonably according to their own time. Time control in 10-15 minutes is appropriate, easy for students to enter at any time and quickly complete. This is conducive to the development of students step by step, break through the learning sense of achievement and ultimately complete the whole learning goal.

Principle of content interest. The emotion of an individual has three functions: motivation, reinforcement and adjustment. In the learning process, interesting learning content can arouse students' positive and healthy emotional experience, continuously stimulate and maintain learners' learning interest and motivation, and meet the needs of learners [7]. Since mobile learning usually takes place in the state of marginal input and highly distracting attention of learners, this requires the content design of mobile learning to have characteristics and pertinence. It is necessary to give full consideration to the individual differences of learners and to provide rich reference resources for different learners to study selectively and to meet their different learning needs. In terms of content difficulty, browsing interface, text, video and other aspects, different learners' habits and hobbies should be considered to create an environment based on learners' participation [8].

College English Autonomous Learning Model based on Mobile Learning Terminal

Vocabulary learning based on short messages. The main purpose of vocabulary learning based on short messages is to increase the vocabulary of college students and make them more familiar with new words and phrases. The main operating platform is the free SMS platform of the university. Teachers send text messages to students through SMS platform, send five new words every day, and ask students to use mobile dictionary software to check the pronunciation of the

words themselves. The next day, the teacher will send five exercises about the new words of the day before, so that students can repeat the memory and consolidate the learning effect. Daily new words and exercises will be sent to the QQ group and WeChat group of the class simultaneously to ensure that students can receive information accurately and timely [9].

Daily listening and reading. Teachers select a short listening material (about 3 minutes) and a short reading material (about 300 words) from VOA, BBC, CCTV News, China Daily and other resources related to the current teaching progress, and update them to the QQ group and WeChat group of the class every day. At the same time, there will be 3 questions in order to facilitate students to study purposefully. These listening and reading materials, due to the time required is very small, students can be very convenient according to their own needs.

Mobile English Corner. In the process of English learning, the input and input of information is important, but more important is the output of information, that is, English writing and oral expression. English Corner is the only communication language in English, we learn from each other, communicate with each other, and promote each other. The English corner increases the practical opportunities for students to use English, so it is very popular among students. We set up a mobile English corner based on WeChat group. Students can participate in activities through smart phones, tablets and so on [10]. In the WeChat group, English is the only language of communication, and students can communicate with words and sounds. Students are encouraged to communicate in voice, in which teachers act as topic organizers and promoters.

English Apps. There are many English Apps on Android and Ios platforms, including learning Apps, entertainment Apps, games Apps and leisure Apps. Students are encouraged to study some interesting Apps in their spare time and enjoy the pleasure of learning English in leisure and entertainment. Teachers can communicate with students about Plants and Zombies in their spare time to help them learn English in games.

WeChat autonomous learning. College English WeChat autonomous learning model is based on WeChat and uses WeChat to complete the task of autonomous learning. WeChat is now used for many purposes, both as a means of payment, business and as a medium of learning. In the WeChat autonomous learning mode of college English, teachers send learning database to students through WeChat, and students learn autonomously according to the prompts, communicate and interact with teachers on WeChat [11].

Feedback and incentive mechanisms. The problems that students encounter in mobile learning can be solved by online communication. If they are common problems, they will be discussed and solved together in class. In the final evaluation, mobile learning accounts for 30%, attendance and homework for 20%, and final score for 50%. The higher proportion of mobile learning is mainly to encourage students to participate in mobile learning more actively.

Summary

The change of learning mode is going on all the time. From digitalization to mobile learning, every step conforms to the direction of scientific and technological development. With the popularization of mobile terminal and the further development of mobile communication technology, mobile learning is bound to become an important way of learning. Mobile terminal learning breaks through the limitation of time and space and enables learners to learn anytime and anywhere, so as to make full use of fragmented time. For college English teachers, it is necessary to design learning resources according to the characteristics of mobile terminal learning, which includes interest, convenience and diversity, and also needs to provide guidance and supervision to students in order to ensure the quality of students' English learning. The characteristics of randomness and discontinuity of mobile terminal learning also put forward higher requirements for college students. Only by working together, can we make full use of the advantages of mobile terminal learning to improve the autonomous English learning ability of college students.

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