

# The Application of Mobile Phone in College English Autonomous Learning

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**Abstract:** College English teaching should not only focus on imparting English knowledge to students, but also on teaching students how to learn and apply the language, helping students learn to learn and form the ability of independent learning. Nowadays, the development of social science and technology is very fast. The rise of the Internet has injected vitality into social development and provided an open platform for students to learn new knowledge. Under the mobile multimedia network environment, the college English autonomous learning mode is widely used in college English teaching due to its richness, openness, independent learning, independence, teaching orientation, individuality, interaction and cooperation. Devices such as mobile terminals have become a necessity for people's lives. College students can learn English autonomously based on mobile terminals, which can broaden the channels for students to learn English, thus achieving a "win-win" for English learning.

## 1. Introduction

With the rapid development of information technology, network multimedia technology has been widely promoted and applied in College teaching, which makes the new mode of College English autonomous learning under the network multimedia environment have a positive impact on College English teaching reform [1]. The emergence of the Internet is a subversive revolution, which has brought great impetus to social development. The convenient communication of the Internet has also shortened the distance between people. Mobile phone network, as another way of the Internet, has become very popular. Whether a person succeeds or not often depends on his ability of lifelong learning. College English teaching should not only focus on teaching English knowledge to students, but teach students how to learn and apply the language [2]. Mobile learning is constantly expanding and deepening the breadth and depth of people's learning, making our dreams of future learning more and more accessible. Mobile learning has subverted the previous learning patterns and inherent thinking, relying on mobile terminals such as smart phones to break through time and space constraints. Compared with the traditional English classroom, the use of mobile technology for English autonomous learning can fully stimulate students' enthusiasm for learning and help to develop independent learning ability.

## 2. Advantages of College English Autonomous Learning Model in Multimedia Network Environment

Compared with the traditional college English classroom teaching, the autonomous learning model of College English under the network multimedia environment has significant advantages, which are mainly embodied in the following three aspects:

### 2.1. Resource richness and openness

Network multimedia provides extremely rich information resources and an open teaching environment for college students' English self-learning [3]. Students can watch English movies, songs and news through online multimedia, and search English magazines and newspapers to improve their English listening and reading skills. With the development of the times, more and more schools have combined teaching mode with the Internet, and relying on computer networks to develop students' independent learning mode, which is recognized by students [4]. The learner

downloads and stores the learning resources on the web server to the mobile device through the mobile device, and the learner can learn independently at any time and place. Mobile learning has the characteristics of mobility, interaction, timeliness, popularity, personalization and situational. From these different definitions, mobile learning is based on mobile terminals [5]. In this process, we can experience the joy of success more directly, which is also helpful to stimulate learning motivation, alleviate anxiety and other emotional factors which are beneficial to the cultivation of autonomous learning ability. At the same time, in the network multimedia environment, students can enjoy the network multimedia teaching resources at any time and anywhere, without the restriction of time and place, and carry out active and autonomous English learning.

## **2.2. Learning autonomy and independence**

Mobile terminal-based learning has obvious advantages. Take smart phone as an example. Firstly, it has a suitable size and is easy to carry, which can meet the learning needs of learners anytime, anywhere. And the smart phone has a high resolution, easy to view text pictures and beautiful animation. Through network multimedia, students can independently choose appropriate learning resources, determine meaningful learning objectives, choose appropriate learning methods, focus on appropriate learning content, and make actual learning progress [6]. Of course, the indispensable condition for acquiring these rich learning resources is to have network functions. Smart phones provide access to web pages through browsers to search and download various learning resources, or install various programs to acquire resources according to users' needs. Smart phones provide users with enough screen size and bandwidth, which is convenient to carry around, and provides a broad stage for software operation and content services [7]. Unlike other learning groups, college students have strong learning needs and a keen sense of new things, and they are more likely to accept learning methods such as mobile learning. At the same time, online multimedia provides students with a relaxed and enjoyable learning environment. Students don't have to worry about being introverted because of their introverted personality. They are afraid to speak because of inferiority and are laughed at because they are wrong.

## **2.3. Exchange, interaction and cooperation**

The autonomous learning mode of College English in the network multimedia environment enables the interpersonal and human-computer communication to be interactive and cooperative. Network multimedia can enable interactive communication between teachers and students, students and students, students and computers. Secondly, students can use the Wechat platform to communicate with more English fans, gain more useful knowledge by communicating with English fans of different levels and backgrounds, and also practice some specific language points repeatedly, which is very helpful to improve their English learning level. Learners can learn at any time and anywhere through wireless mobile terminals without the limitation of learning time and place. Wireless networks and communication software can also communicate information between teachers, students, and even strangers. In addition, students can use the Internet multimedia to conduct human-machine dialogue in English, or practice listening, reading, translating and writing online, and get inspiration from the feedback from the network [8]. Using the concept of mobile learning to learn English autonomously, we can give full play to the advantages of miniaturization of learning content and flexibility of learning terminal. By providing rich media presentation forms, we can realize the dream of on-demand learning, individual learning and happy learning of college students.

## **3. College English Autonomous Learning Ability Training Model Based on Mobile Devices**

### **3.1. Creating a good environment and conditions for self-regulated foreign language learning**

The personalized autonomous learning mode based on smart phones mainly refers to the research-oriented autonomous learning of the issues of interest to oneself by utilizing the self-contained functions of smart phones and software expansion functions. Constructivist learning

theory holds that language learning can not be separated from social and cultural background, and is a process of meaning construction through interpersonal collaborative activities under certain "situations". The intellectualization of mobile learning terminals can provide learners with a language learning context that simulates reality, and can realize free interaction with the network. Hardware conditions are the necessary basis for mobile learning of English. At present, most colleges and universities in our country have popularized campus network, so it is much easier for students to access the Internet. As a seeker of knowledge, students conduct independent learning or collaborative learning through the Internet, and explore the tasks and solutions of teachers' tasks. Learning is a proactive process of meaning construction. That is, knowledge is acquired by learners in a certain social and cultural context, with the help of teachers and learning partners, through proactive exploration, using various resources, and constructing them in a meaningful way. With the development of wireless networks and mobile terminal technologies, the mobile learning environment will provide a better complement to the environment of college English teaching in China.

### **3.2. Meeting learners' flexible learning needs**

In mobile learning, slow network speed is a big constraint. In the mode of mobile English autonomous learning, in order to realize the interaction between teachers and students and learners, it is necessary to use the mobile Internet as a carrier to transmit teaching information. With the development of computer technology and the renewal of teaching concepts, many colleges and universities provide independent learning centers for foreign language learners, or multimedia classrooms that facilitate self-learning. Using the Internet access function of the mobile phone to directly browse the teacher's link for review, learners and teachers can access teaching and learning resources anytime and anywhere through mobile phones, and browse, query and interact in real time. Due to the autonomy of mobile learning, it is difficult to formulate specific learning plans. This requires students to be good at making English learning arrangements, eliminating external interference, and using mobile devices' markup, storage, alarm clocks, and calendars to learn. Teachers can also share teaching videos in groups through micro-lectures, or establish a special micro-lecture platform to facilitate students' autonomous learning after class. Students can also feedback their learning situation to teachers by leaving messages under the video to achieve real-time interaction. At the same time, learners can also choose to learn by learning the learning resources brought by mobile terminals themselves or obtain the required resources through the Internet to view the required knowledge and realize the real-time updating of resources. The richness of network multimedia resources also requires students to have a certain ability to distinguish and strengthen self-monitoring in the process of self-learning.

### **3.3. Meeting learners' individualized needs for language learning materials and methods**

Language learning materials here mainly refer to off-campus learning resources provided by the Internet. One is learning resources in the form of knowledge points and themes. By making learning plans, searching for learning content, and collaborative learning among peers, the identity change has been accomplished imperceptibly. In the process of students' self-regulated learning, teachers should combine formative assessment with summative assessment to make a comprehensive evaluation of students' self-regulated learning in stages and tracks, which helps students to find their own shortcomings and correct them. For example, an English learning website provides English learners with learning sections such as back words, back sentences, dictation, speaking, writing, etc. In each section, there is a discussion area and who is learning such an interactive zone. In the process of learning, English teachers can cooperate with the network technicians of the school to combine English learning with mobile devices to make English learning interesting. In addition, this type of learning website is also helpful for the use of learners' learning strategies, learning plan development and management supervision. Therefore, college students should choose a learning strategy that suits them, use the fragmented time of "fragmentation", formulate a scientific and reasonable learning plan, and carry out independent learning, thus truly improving learning efficiency.

#### 4. Conclusions

In general, the rich Internet resources and ubiquitous learning convenience of mobile learning provide another possibility for college English autonomous learning. With the development of China's economy, Internet technology has become popular, and mobile Internet has become an irreplaceable important existence in the life of college students. It provides a better learning platform for college students and provides a guarantee for the improvement of college students' English proficiency. Compared with the traditional classroom, the use of mobile terminals for English autonomous learning allows students to independently choose the time, place, learning content and learning progress according to actual needs, which will greatly improve college students' English learning interest and independent learning ability. By using mobile terminals for autonomous learning of English, college students can allocate learning "fragmentation" and use scattered time to learn at any time and anywhere. Combining with the traditional teaching method of classroom teaching, passive learning of inculcation type is gradually transformed into active learning of need type. As a result, mobile learning has gradually shifted from online updating and offline learning to real networked and intelligent mobile learning, which has become a mainstream way of people's daily learning.

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