

Research on the Mobile Learning Mode of College English Based on We Learn APP

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Abstract

Mobile terminal based learning is an important part of English teaching. According to the related theories of mobile learning, this study focuses on the We Learn APP and the corresponding teaching mode around the college English audio-visual course. It investigates and analyzes the current situation of the use of We Learn APP, a case practice is carried out to explore how to improve the effectiveness of college English learning through mobile learning.

Key words: We-learn APP; Mobile learning; Blended teaching; Autonomous learning

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INTRODUCTION

With the rapid development of modern information technology, people's way of life and learning is also changing day by day, from distance learning, digital learning, until mobile learning (m-learning) gradually come into the daily life. Along with the continuous improvement of education and teaching quality in China, the traditional teaching mode and teaching resources can not meet the needs of contemporary college students. With the advent of the era of educational information, various English teaching and education platforms have mushroomed into the classrooms of various colleges and

universities. At present, "Internet +" English Education (such as MOOCS, Ted, micro class teaching, flipped classroom, etc.) is favored by teachers and students. With the implementation of these new teaching practices, English teaching is also undergoing a fundamental change.

Undoubtedly, smart phones are becoming mobile learning tools for learners. English mobile learning based on smart phones caters to the needs of learning in the new era; it provides learners with a new personalized learning method that is not subject to the constraints of time and place, which has also become a new learning trend. This new learning experience meets the needs of learners' mobile learning, fragmented learning and micro learning. Under the background of the Internet plus, this paper discusses the combination of online and offline teaching mode in college English teaching based on the We Learn APP learning platform. The teaching mode aims to improve students' interest in learning English, cultivate students' good learning habits and arouse their initiative in learning English. The integrated teaching mode is the integration of three typical teaching modes, which are online courses, live network teaching and students' autonomous learning.

1. MOBILE LEARNING AND WE LEARN APP

There are many problems in college English teaching, such as a large number of courses and students, heavy homework, unbalanced English ability of students and so on. The traditional knowledge-based indoctrination has been unable to match the modern students' interest in learning. Therefore, it is necessary to find a scientific and reasonable teaching plan for college English teaching. Recently, multimedia and digital curriculum resources are widely used in college English classes. With the rising degree of education information and the popularization of smart phones, mobile learning has effectively made up

for the shortcomings of English classroom instruction. Mobile learning not only enlarges the learning scope of traditional teaching, but also promotes the generation of a new teaching mode, which puts forward new challenges to traditional cognition. Mobile app is one of the most popular applications of mobile devices. Its rich functions provide a powerful application platform support for college English audio-visual classes.

As a social shared learning resource, some apps have low utilization ratio, which shows shallow learning and high withdrawal behavior. We Learn APP of Shanghai Foreign Language Education Press, as a shared learning resource under regular courses, is an interactive independent learning software integrating online courses, learning resources and learning services. The application makes full use of the characteristics of the mobile platform and the authoritative textbook resources. It provides learners with a multidimensional training platform covering listening, speaking, reading, writing and translation. The application provides online learning function of mobile course package, which records user learning results in real time and generates learning reports. The application has a built-in automatic scoring system for English follow-up reading, which enables independent training for oral follow-up reading, and an integrated intelligent scoring system for composition, which makes self practice and self diagnosis of composition questions come true.

We Learn APP inherits and surpasses the traditional mobile teaching equipment and encourages teachers to use information technology to complete a series of teaching management work, such as curriculum setting, class management, progress monitoring, learning tracking, task release, paper publishing, issuing test paper, formative assessment, etc. With regard to the “mobile phone control” phenomenon of modern college students, it’s necessary to guide students to use modern smart phones and learn these high-quality resources online, so that students can effectively use the advantages of smart phones to learn. This kind of learning method with timeliness and mobility is very popular among students, rich self-study materials also make up for the learning resource. This study will explore the impact of mobile learning based on smart phones and the implementation of this blended teaching mode on students’ English acquisition. It will also summarize the characteristics and advantages of mobile learning with an analysis of its feasibility in college English teaching.

2. BLENDED TEACHING MODE DURING THE EPIDEMIC SITUATION

Blended teaching research can be traced back to the end of the 1990s, it combines the advantages of traditional

learning methods and digital learning. Under the premise of ensuring teachers’ leading role and students’ dominant position, the essence of blended teaching is the systematic integration of teachers, students and learning resources. It is believed that students in the blended learning mode can achieve more academic success than the traditional face-to-face teaching and pure online learning mode, teachers may guide students to learn communication actively and other skills through the mixed learning mode.

The teaching mode mainly uses the high-quality resources provided by the curriculum resource center and the supporting diversified autonomous learning tasks to guide students to learn. Teachers can provide immediate and appropriate guidance and help for students’ online learning. They are also responsible for setting up learning contents, arranging various learning tasks and initiating Q & A interaction activities. Through the analysis of students’ learning and test data, teachers can focus on the classroom teaching and practice according to the students’ learning difficulties. For example, through the percentage data of students’ learning accuracy in one class, it is easy to analyze the exact learning difficulty of students. At this time, the teacher can focus on the knowledge of this unit. In addition, teachers can use this software to complete the formative assessment in a better manner. By checking the students’ online learning duration, ranking, accuracy and other comprehensive scientific analysis, especially assignments and test tasks, teachers may set scoring standards, and export data during everyday performance or at the end of the term.

In view of the impact of a sudden outbreak of COVID-19 epidemic during the winter vacation in 2020, many colleges and universities have actively carried out online teaching and online learning. Due to the emergence of the epidemic, students can not return to school for study in a special period. Colleges and universities in China actively respond to the call of “no suspension of classes”, and various forms of online courses have been launched. With the help of We Learn APP, teachers can track and master students’ self-study in time, which is conducive to learners’ autonomous learning tasks and improvement of learning efficiency. To help teachers to use teaching software to impart knowledge, Tencent Classroom, QQ Group and other learning software are used in English teaching. Meanwhile, We Learn APP is used as an important teaching auxiliary software due to its supplementary role. In particular, during the online class, the We Learn APP can effectively monitor students’ learning status and track how much time they devote to learning.

3. A CASE PRACTICE

With the help of mobile learning, this study aims to improve students’ learning enthusiasm through building a vivid and diversified learning atmosphere. It combines

modern educational technology environment with mobile learning, classroom interactive software and equipment are also used to improve classroom efficiency. In practice, this study takes the We Learn APP of Shanghai Foreign Language Education Press as an example. The study aims to find out if English mobile learning assessment can improve college students' academic performance. Besides, it will prove whether changes have taken place in students' learning motivation and attitude after receiving mobile learning assessment. First of all, it is guided by the constructivism theory and based on the multimedia cognitive theory and situated learning theory. Secondly, this study adopts the basic model of quasi-experimental research, taking 65 students of Grade 2019 of Qingdao University of Science and Technology as the subjects, one class is randomly selected as the experimental class (30 students), meanwhile, the college English audio-visual practice is based on the We Learn APP together with regular class instruction. The control class (35 Non-English Majors), adopts the conventional teaching mode for the listening practice. Through listening test, questionnaire survey and interview, we can understand the current situation, problems and causes of mobile English listening practice.

This paper explores the application of We Learn APP into the college English audio-visual course, the experimental results are analyzed and summarized through classroom performance, questionnaire survey and interview, platform data analysis and other dimensions. The students' everyday performance in the experimental class is mainly based on the background data of the We Learn APP. The evaluation items include login times, online duration, courseware learning, class tasks (accuracy rate of each unit, learning duration, composition, class test, etc.). It is clear to reveal the effectiveness of interactive teaching and after-school cooperative learning. The questionnaire mainly focuses on the application of We Learn APP, the user satisfaction of mobile learning, the changes of learning interest, motivation and attitude.

The study lasted for 14 weeks, and the results of the entrance test of the students were taken as the pretest results. The teaching environment and teaching materials of the experimental class and the control class are the same, and there is no strict rules on the number of mobile learning login times and learning progress of the students in the control class. The background data of app is included in the formative evaluation of final examination for the experimental class. At the end of the semester, the final college English test results are taken as the post test results. Finally, SPSS software was used to analyze the differences between the pretest and post-test results of the control class and the experimental class.

From the perspective of mobile learning, this study focuses on learners and conducts a mobile phone based survey and analysis of the current situation of college students' English mobile learning. This study explores

the impact of mobile learning based on smart phones and the implementation of this new education method on students' English ability. At the same time, it also tests the feasibility of this mobile learning mode, aiming to improve English teaching methods and guide students to use effective mobile learning strategies.

4. SUMMARY AND INSPIRATION OF THE STUDY

In view of the functions of online management and supervision, We Learn APP provides a convenient platform for teachers to evaluate students' extracurricular autonomous learning. It also has a positive effect on students' English learning. From the background data analysis of the course, it proves that it's feasible to carry out English learning and teaching based on mobile platform. It is acknowledged that the We Learn APP deepens the students' understanding of mobile learning and effectively improves their efficiency of autonomous learning. It plays an important role in promoting the interaction between teachers and students, thus, students' interest in English learning can largely be stimulated. On the whole, it has been widely recognized by users, which can meet learners' demand for mobile learning resources to a certain extent.

According to the questionnaire and survey, it is found that most of the learners, even without the teacher's supervision, have a strong willingness to learn English, and most of them are willing to accept mobile learning and enjoy learning English through mobile platform. The survey indicates that the academic performance of the experimental class is 4.3 points higher than that of the control class. With abundant learning resources available, many of them prefer to download network resources to mobile phones for learning. Students particularly hope to increase the resources of words, listening, audio-visual and oral practice. As to the form of presentation, they prefer short and concise video, picture and audio resources, preferably, each knowledge point could be learned within 5-10 minutes. It can also be found that the online hours of students in the investigated classes are increased by half an hour to about an hour every week compared with the non epidemic period.

The data analysis of SPSS shows that there is a significant difference between the two classes after the implementation of different evaluation models of mobile learning. It can be clearly seen that formative evaluation of mobile learning and effective supervision of mobile learning process will help to improve students' academic performance. Compared with the pretest results, the average score of the experimental class increased by 4.3 points. Students are better at using metacognitive strategies, and they are better at making learning plans, self-management, self-monitoring and self-evaluation. In

addition, after the teaching experiment, a questionnaire survey was conducted among the students in the experimental class. The questionnaire mainly involves students' attitudes towards the satisfaction, learning interest and motivation of mobile learning evaluation methods. Among them, 80% of the students hold a positive attitude towards the role of the app because of its rich resources and effective language training ability. 75% of the students think that the mobile learning evaluation can improve their English learning initiative and stimulate their interest in English learning, especially there are a lot of content and genre related to their professional knowledge in the resources. They are particularly willing to read and memorize some vocabulary related to their major. 63% of the students think that the mobile learning evaluation can urge their English extracurricular mobile learning and improve their self-discipline. 12% of the students hold an uncertain attitude. One student said that he didn't use it much because of network problems. According to the results of the questionnaire survey, most students think that mobile learning evaluation has a positive effect on English learning. In particular, the students' learning enthusiasm is significantly improved after the students are told that their study time in the We Learn APP will be included in their usual grades. Therefore, to a certain extent, it improves students' performance and interest in English learning, and students' learning attitude has become more active.

However, from the background data analysis results, some disadvantages are also found during mobile learning. First, students have a sense of autonomy in learning, but they are not good at taking the initiative to summarize their own learning weaknesses and learning methods. For instance, students are expected to set more reasonable small goals in mobile learning and carry out targeted learning step by step. Second, the uncertainty of learning effect will have an effect on learners' choice of mobile learning. Despite the high frequency of learning English in informal time, the duration is rather short and the learning materials are less adequate. As can be seen from the background data, the average time of using app is 13-15 minutes, and the frequency is 3-4 times. That is to say, the depth and frequency of English learning, as well as learning initiative and persistence, need to be improved. What's more, it takes a long time to achieve the accumulation and proficiency of reading and writing. Hence, the influence of mobile learning can't be overestimated.

CONCLUSION

The paper analyzes the existing problems of college English learning and the current situation of English

learning based on mobile terminals. The research shows that the introduction of We Learn APP into college English teaching has a positive effect on students' English learning, as well as the impact on promoting students' autonomous learning, stimulating learning interest and enhancing interaction. At the same time, mobile learning also provides a new teaching mode for teachers, teaching methods are more flexible and more targeted. Students' learning initiative is obviously stimulated with the application of We Learn APP evaluation system, which helps to improve the quality of college English teaching.

With the continuous development and application of network information technology, the hybrid teaching mode based on the combination of traditional teaching and network teaching constantly impacts the traditional single college English teaching mode. Mobile learning based on We Learn APP is an effective implementation of online and offline blended teaching mode in college English teaching. It is more conducive to improving college English teaching effect and students' learning efficiency than pure network teaching and traditional teaching. As a result, it has important practical significance to improve teaching effect in the information age.

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