

Current situation analysis and strategy research of mobile Learning in English teaching in Higher vocational Colleges

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Abstract: With the development of Internet + education, mobile learning continues to innovate and develop, bringing a new atmosphere for learning. Based on the mobile learning platform, mobile learning promotes multi-dimensional interaction between students and can effectively enhance the learning quality of students. The application of mobile learning in English teaching in higher vocational colleges can enrich the content of English teaching in higher vocational colleges, create a diversified learning platform for students, and effectively improve the efficiency of English teaching. This paper first analyzes the current application status of mobile learning in higher vocational English teaching, and then puts forward several application strategies of mobile learning, hoping to provide some useful references for English teaching in higher vocational colleges.

Key words: mobile learning; Vocational English; Application status; Strategy research

Mobile learning model creates a relatively free learning platform for students and provides a rich variety of learning resources. Students log in the learning website through mobile devices, and search English learning resources freely on the website. It is very convenient to download and save learning materials. Mobile learning mode provides students with exquisite learning knowledge and teaching materials, creates favorable space for students to carry out personalized and independent learning, and promotes students' continuous growth. Mobile learning is conducive to promoting the innovation of English teaching in higher vocational colleges, giving full play to the role of mobile learning, which plays an important role in English teaching in higher vocational colleges.

1. Problems in English teaching in Higher vocational Colleges

The increasing number of students in higher vocational colleges has a certain impact on the quality of students in higher vocational colleges. At the same time of the expansion of enrollment, the school's enrollment standards have also declined, and some of the enrolled students have poor English foundation. In addition, some higher vocational students have unclear academic goals and the idea of giving up on themselves. After entering higher vocational colleges, due to serious problems in listening, pronunciation and other aspects, they can not keep up with the pace of teaching, resulting in reduced enthusiasm in English learning. Due to the influence of traditional teaching concepts, English teachers in many vocational schools will adopt the traditional "indoctrination" teaching model in the classroom, so that students are always in a passive state of learning, lack of enthusiasm to participate in teaching activities. In the long run, the development of English language skills and logical thinking ability is relatively weak.

2. The application status of mobile learning in English teaching in higher vocational colleges

(1) The basic conditions for students to carry out mobile learning

The mobile learning devices commonly used by vocational college students mainly include smart phones, laptops and so on. At present, every college student has a smart phone and spends an average of more than 3 hours browsing the web through smart phones. Students mainly access the Internet through the Internet and the wireless network in the dormitory, which is very convenient. This shows that vocational college students have the basic conditions to carry out mobile learning through smart phones. However, there are also some restrictive factors, such as high data charges and slow Internet speeds. The future development of mobile learning needs to solve these two problems.

(2) Students' understanding of m-learning

In English learning, students of higher vocational colleges independently use online English dictionary and online translation to solve difficulties in learning. Students with high autonomy in learning often read English news and watch English movies to practice their oral English and profitability. This shows that mobile learning is widely used in English learning in higher vocational colleges. However, students generally feel unfamiliar with the concept of "mobile learning". 31% of vocational college students said that they had not heard of mobile learning, and only 10% of students said that they had the experience of learning on network platforms during high school and understood the way of mobile learning very well. This indicates that current vocational college students do not have a deep understanding of mobile learning, and mainly carry out unconscious mobile learning.

(3) Students' usage and dependence on m-learning

According to statistics, 82% of vocational college students have the experience of using search engines to search for answers to online assignments for ideas to solve problems, 71% of students use English learning aid apps, such as Youdao Translator, Baiciqi, English Qu Dubbing, China Daily, etc. Seven percent of the students have systematic online learning experience. For online learning resources, students generally prefer video, picture and audio resources. 63 percent of students use mobile phones to search for answers when they have study problems, and 22 percent use mobile phones to kill time when they are bored. According to the statistical analysis, students generally think that mobile phone is the most efficient and convenient learning tool; Students generally use online learning resources spontaneously to carry

out learning, but most of them lack a learning plan, the application degree is relatively shallow, and the understanding and absorption of knowledge is slow. At present, college English mobile learning based on smart phones is not efficient.

(4) Students' recognition and acceptance of mobile learning

Vocational college students are generally willing to carry out mobile English learning. 30% of the students support the development of mobile learning mode, and 52% of the students said they are willing to try mobile learning as a new way of learning. However, students do not have a deep understanding of mobile learning, lack of planning and autonomy in daily carrying out mobile learning, and poor self-management ability, which leads to difficult to guarantee the learning effect. The mobile learning mode presents abundant learning resources and diversified learning forms for students. English learning websites are rich in content, English videos and English programs present real situations, but online resources are scattered and lack of online resources matching with textbooks. 18% of the students oppose mobile learning as a regular way of English learning, worrying about mobile phone traffic costs, easy distraction caused by mobile learning, difficult to control and other problems.

3. Effective application strategies of mobile learning in English teaching in higher vocational colleges

(1) Create English communication scenes to facilitate English listening and speaking training

To promote the synchronous development of students' English listening and speaking ability is an important part of current English teaching. It is an important task for English teachers to create conditions to organize listening and speaking tests. In the era of mobile intelligence, English teachers can fully explore the innovation of English teaching based on mobile learning, on the one hand to promote the modernization of English teaching reform, on the other hand to build a more professional, stronger English learning environment for students.

For example, the organization of English listening and speaking teaching is relatively difficult. Because of the limited equipment in the computer room of the school, English listening and speaking teaching is difficult to carry out regularly. The mode of English listening and speaking teaching is often limited to playing recordings, doing exercises and so on. The space for listening and speaking exercises is limited, and the fun of teaching is poor. In order to solve the dilemma of English listening and speaking teaching, teachers can introduce the mobile learning mode. Through iFlytek's AI listening and speaking class, English fun dubbing, Fluent English and other software, they can download English learning software on mobile devices and use these intelligent English learning software to carry out listening and speaking practice. Students can carry out English listening and speaking classes anytime and anywhere without going to the computer room of the school. To realize the normal development of listening and speaking practice, at the same time, you can get personalized tutoring on the intelligent learning software, effectively improve the efficiency of English listening and speaking learning.

Mobile learning can create English communication scenes through abundant pictures, audio and video materials, so that students can use English for daily communication. For example, teachers can design a theme "Food around us" for students. Students can search for information by themselves before class, find the food around them, look up the English names of these foods, and discuss with other students. The mobile learning software allows students to learn about Chinese and Western cooking through short videos about Chinese and Western dishes, creating a language exchange situation. By creating life situations and presenting English words and phrases vividly with pictures and video materials, students can form an intuitive impression of rare words and sentences, which makes them easier to accept knowledge points, and at the same time enables students to form a deeper understanding of Chinese and Western food culture, so as to build an efficient English class.

(2) Provide detailed learning analysis to accurately grasp the differences of students' individual learning

In the traditional mode, English reading and writing exercises are inseparable from paper and pencil, students do exercises, teachers are responsible for correction, teachers have a large amount of tasks, correcting one exercise often takes a teacher one to two days, teachers' time is occupied by homework correction work, the time to carry out teaching research, research work is compressed. At the same time, this paper and pen to contact the model is also extremely boring, students are not interested in, the effect of contact can not be guaranteed.

With its intelligent and personalized characteristics, mobile learning creates a new platform for English reading and writing practice. For example, iFlytek has withdrawn a learning software named "Zhixue.com", which is equipped with massive problem sources, supports students' independent practice, can carry out intelligent correction, intelligent chemical situation analysis, and push personalized learning plans to students. Based on the intelligent learning analysis results provided by Zhixue.com, students can summarize error-prone questions and compare the difference of various data between students and others vertically and horizontally.

The advanced human-computer interaction technology in Zhixue.com also supports intelligent composition correcting service, which allows AI to mark English compositions. Students will upload their essays to the web page and get the results in a few minutes. AI intelligent composition marking is characterized by high accuracy and meticulous correction. It can get feedback on non-standard writing, verb errors, collocation phrases, missing components, article determiners, prepositions, subject-verb agreement errors, clause connection errors, noun-singular and noun-plural errors and other errors, and the system will automatically generate scores. To provide detailed "diagnosis" for students to optimize their compositions. Compared with manual correction, mobile learning is characterized by high accuracy, meticulousness and efficiency. The big data analysis function of the system can also provide teachers with more accurate reports, and provide support for teachers to carry out targeted composition guidance. The use of mobile learning makes it easier for teachers to better teach students according to their aptitude. Therefore, these technologies, to some extent, reduce the burden of teachers and students and

achieve “double reduction”.

(3) Build a platform for independent learning after class to support students to consolidate after class

In the era of mobile intelligence, students' dominant position in learning has been consolidated, and their learning interests and needs have received more detailed attention. The mobile learning is applied to English teaching, and a variety of different functional areas such as preview, online practice and online evaluation of mobile learning software are applied. According to the actual situation of students, teachers design and arrange the corresponding practice tasks on the intelligent platform. On the basis of explaining the theoretical knowledge in the classroom, teachers can carry out a series of colorful online exercises by giving full play to the advantages of mobile electronic devices, and can quickly grasp the corresponding feedback of students, so as to facilitate the implementation of the problems existing in the specific learning links of students.

With the help of online exercises and big data analysis functions of mobile learning, teachers can master more accurate teaching data, reduce the pressure of correcting exercises after class, and comprehensively improve teaching efficiency. In the practice of English teaching, in addition to classroom learning, teaching should also be effectively combined with the actual situation, especially the explicit attention should be paid to students' extracurricular learning. Many smart English learning platforms can achieve this effect. On AI platforms such as Zhixue.com, Homework Help, Ape Question Bank, and excellent Student Jun, students can find massive question banks, conduct exercises independently, diagnose situations, and work to consolidate and strengthen learning effects. The online software system can form a personalized study report and automatically generate a set of error questions for students, supporting students to check their error records at any time. Students can also interact with each other through the online software system, asking questions in the discussion area and discussing them together.

Teachers can also use the data analysis function of the mobile learning platform to grasp students' learning trends, carry out online interaction with students, and comprehensively improve students' English learning efficiency. When teachers combine students' online homework in classroom teaching, they can effectively and comprehensively promote the innovative development of teaching model, which also helps students' actual level of English learning to be comprehensively improved and lays a good foundation for subsequent learning.

Epilogue

Compared with the traditional English teaching mode, the English teaching mode based on mobile learning is more flexible, and the learning content and materials are more diversified. During mobile learning, classroom teaching and mobile learning can be combined, and teacher-student interaction and other forms can be adopted to continuously integrate more learning resources and various teaching methods into the whole learning process of students. In the integration of mobile learning and English teaching in higher vocational colleges, teachers must improve the concept of English teaching, start from cultivating students' autonomous learning ability and actively constructing learning concepts, and promote the comprehensive development of students' application ability and practical ability. Moreover, countermeasures such as exploring mobile learning resources and innovating mobile learning modes should be adopted to enhance the effect of mobile learning.

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