Research on College English Micro-learning Based on Mobile Terminal

XiaoHui Wang

Xuzhou University of Technology, Xuzhou, 221000, China

ABSTRACT. *With the continuous development of social development, various new technologies have also been applied to the teaching field. Based on the background of multimedia era, this paper studies college English learning, proposes university English micro-learning based on mobile terminal, breaks through the limitations of traditional learning, and gives full play to students' self-motivation, creating convenient and efficient learning conditions and improving college English. The quality of learning.*

Keywords: mobile terminal; college English; micro-learning

0. Introduction

As an emerging form of learning, micro-learning is characterized by freedom and flexibility. The popularity of various smart mobile carriers such as smart phones, tablets, etc[1]. and the rapid development of the Internet have provided a good development environment for micro-learning. The involvement of micro-learning will play a positive role in the development of college English teaching with the goal of cultivating students' comprehensive English application skills, including listening, speaking, reading, writing and self-learning. In this paper, the research on university English micro-learning based on mobile terminal is launched.

1. Overview of mobile micro-learning

Mobile learning began in Europe and North America. In the early 2000s[2], the educational scholar Desmond Keegan introduced the concept of "mobile learning" to China for the first time, which immediately attracted extensive attention

and heated discussion from domestic scholars. Austrian research expert Linder first proposed the concept of micro-learning in 2004, expressing it as a new type of learning based on satellite content and micro-media that exists in the new media life system. Now mobile micro-learning generally refers to the activity of learners using mobile phones as mobile devices for micro-learning.

2. Based on the micro-learning feasibility of mobile terminals

(1) The current technical environment can already meet the mobile phone for mobile micro-learning. Smartphones have a wide range of 3G wireless connectivity, and their processing performance has reached the GHz era comparable to computer processing performance. And with the advent of the 4G era, the network performance of smartphones is almost comparable to that of computers. In addition, the smart phone also has a large capacity storage chip and storage expansion capability, can support video playback, and has a good human-computer interaction interface. The mobile phone is small in size, easy to carry, and high-speed and efficient in processing files, and can meet the requirements of mobile micro-learning terminals.

(2) Nowadays, more and more mobile phone software development enables students not only to use learning tools (such as dictionaries and translation software) to assist in learning, but also to use multimedia software to play video and audio materials[3], use reading software to browse texts, and use office software. Edit the relevant knowledge to achieve the purpose of active learning. In addition, the use of chat tools allows students to communicate with other learners anytime, anywhere, and increase the participation of learning.

(3) Smartphones have become a popular information technology terminal device. College students basically have a smart phone and are very skilled in the operation of smart phones. College students are quick to accept new things and have high interest. Such as WeChat, Weibo, etc., has become a network platform that students like to enjoy, use every day, even if it does not cost a lot of manpower, material resources and financial resources to develop new mobile micro-learning software, it can better realize mobile micro-learning.

3, mobile micro-learning applied to college English

(1) The information is reasonably highlighted. According to the "College English Course Requirements" issued by the Higher Education Department of the Ministry of Education[4], college English learning is based on English language knowledge and application skills, learning strategies and cross-cultural communication. Foreign language teaching theory is the guidance, and a variety of teaching, learning models and teaching and learning methods as one of the teaching learning system. Its purpose is to cultivate students' comprehensive English application ability, enhance students' self-learning ability and improve cultural accomplishment. The teaching content covers English listening, grammar, vocabulary, reading and writing. With micro-learning to assist college English teaching, it is necessary to select appropriate learning content to achieve effective English learning. Micro-learning content should be reasonable and focused. Due to the limitations of mobile devices, the micro-learning method has a great difference between the selection and presentation of learning content and traditional learning. The selection of its content should be based on simplicity, with emphasis on it. It is not appropriate to choose a longer chapter-style material as the learning content. Currently, the mobile software market has a large number of applications for Android or Apple IOS systems available for download. These applications are designed to be mature and suitable for students to learn autonomous micro-learning.

(2) Classification of software functions. The author believes that the current popular English learning software on the Internet can be divided into two categories[5]: comprehensive class and single function class. Among them, comprehensive learning software, positioning English to learn a variety of fields, rich in content. Such as a software, with text, pictures, audio and video multimedia reading experience, can provide the latest English information and learning materials 24 hours a day, the goal is to improve the user's listening and speaking ability; some software, covering college English, postgraduate English , English majors, overseas exams, high school English and other fields, professional, involving multiple areas of English learning; and single-function learning software is mainly targeted at listening, speaking or vocabulary and other single functions, learning more focused, software use More compact and flexible. Such as a software, positioning oral practice, daily update of the American language dialogue, and

real-time voice scoring technology, you can easily practice speaking. Tens of thousands of word cards in a software with a back word as the location, using scene maps, content settings based on the Ebbinghaus memory curve. Greatly improved the efficiency of the words. In addition, there are some lexicographic application software, which provide functions such as searching for words and translations. As an English learning tool, it is well received by users. At present, the various English learning software provided by the Internet is rich in content, but there are also mixed phenomena. Some software is shoddy, and some adopt the charging mode or add advertisements to reduce the learning experience of students. The lack of effective supervision and management of students' progress and effectiveness is not conducive to the implementation of the class teaching.

(3) The content is suitable for homemade software. Select appropriate content from the content of college English teaching and make micro-learning software for students. Let students learn micro-learning through mobile terminals, so as to improve students' listening, speaking, reading and writing skills, to assist classroom teaching and improve the effect of English learning. Compared with the free downloading learning software[6], the self-made micro-learning course is more targeted, which not only enhances the classroom teaching, enhances the teaching effect, but also gives full play to the students' initiative, through independent learning, interaction and so on. The way, open learning, reflects the teaching tenet of college English focusing on cultivating ability.

(4) Need to pay attention to the problem. Most of the learning materials come from the Internet, but the resources are rich but also different. The screening of high-quality resources and the rational and effective teaching design require teachers to invest a lot of energy and time. In addition, how to test the learning effect is another important issue facing teachers, and it still needs to be researched and practiced.

4. College English based on mobile terminal micro-learning evaluation

The evaluation of micro-learning effects is mainly achieved through performance evaluation. This micro-learning activity established two study groups in the class of lectures. In the early stage, the teachers guided the students to install the learning

software as an independent learning platform. The classrooms were taught at the same time as the self-learning tasks, and the classroom time or network was used to answer questions. The learning content is announced in advance, and students use their free time to complete content learning. The teacher regularly checks the students' self-learning effect, and takes the students' usual performance and final exam results as the evaluation targets of the micro-learning activities. The content of the test questions is wide-ranging, focused, difficult and appropriate, and can comprehensively check students' mastery of the knowledge acquired during the semester. It is found that through the mobile micro-learning activities, the time for students' pre-study and after-school review has increased, the students' classroom preparation is more adequate, and the students' classroom activity is greatly enhanced. The teaching activities such as question-answering and debates around micro-learning are active. Atmosphere; mobile micro-learning provides a personalized learning channel for different students, which meets the different needs of students' own foundations, and is conducive to improving students' learning efficiency and learning effect. Through the analysis of the test results, compared with the previous single classroom teaching, the students' progress is more obvious.

Conclusion

The use of mobile terminals for micro-learning has proven to be a very effective learning method, which is very helpful for improving students' self-learning ability and cultivating English learning fun. Its emergence is not a denial of the traditional teaching mode, on the contrary, it is a supplement to the traditional teaching mode. Today's society is already an era of online learning, and the voice of personalized learning is getting higher and higher. Mobile micro-learning, as an emerging learning model, has shown its enormous potential. With the deepening of practice and the continuous improvement of understanding, mobile micro-learning will play a greater role in the future university teaching activities.

Acknowledgement

References

[1]Zhao, Ming, Y. H. Hu, and L. Qi(2016) . Research and design of english mobile learning system based on J2ME. Iet International Conference on Wireless IET.

[2]Jing, Shi, T. Qiangbei and Y. Shazhou (2018). Research on Personalized Page-display Optimization Technology in Mobile Terminal. Computer Engineering, vol.39, no.3, pp.277-281.

[3]Zhimin, Liao , and A. T.(2018) University . Design of English Video Learning Software Based on Intelligent Mobile Terminal. Video Engineering, no.12, pp.12-19.

[4]Liu, Man (2014). The design of mobile learning system for English based on 3G platform. 2014 IEEE Workshop on Advanced Research and Technology in Industry Applications (WARTIA) IEEE.

[5]Dong, and C. Jie(2014). Design and Implementation of Mobile Learning Terminal Platform of Network Course Based on Android. Advanced Materials Research.vol. 1044, no.1045, pp.1118-1121.

[6]Yao Mao(20140. The Effect of Mobile Terminal for English listening. Campus English vol. 13, no.28, pp.229-229.