

Research on New English Mobile Teaching Mode under the Impact of Mobile Internet Age

Dan Xu

Faculty of International Studies, Henan Normal University, Xinxiang, China

Email: x_dan@foxmail.com

How to cite this paper: Xu, D. (2019) Research on New English Mobile Teaching Mode under the Impact of Mobile Internet Age. *Open Journal of Social Sciences*, 7, 109-117.

<https://doi.org/10.4236/jss.2019.75008>

Received: April 11, 2019

Accepted: May 10, 2019

Published: May 13, 2019

Copyright © 2019 by author(s) and Scientific Research Publishing Inc.

This work is licensed under the Creative Commons Attribution International License (CC BY 4.0).

<http://creativecommons.org/licenses/by/4.0/>



Open Access

Abstract

The rapid development of mobile technology has provided a new opportunity for the reform of English listening and speaking teaching mode. Mobile technology enables learners to use mobile devices to learn anywhere, anytime. Mobile technology assists language learning with unparalleled advantages in extending learning time and space, enriching learning interactions, and improving learning efficiency. This paper introduces the concept and characteristics of mobile learning and smartphones, the theoretical basis of mobile learning and related technical support, through the feasibility analysis of mobile phone-based mobile learning in supporting English teaching. At the same time, a new English teaching mode under the background of mobile internet is summarized and designed. It provides a realistic basis for the design of mobile learning teaching mode with smartphone as the terminal, which adds practical application cases for mobile learning theory, solves the problem of lack of contextual interaction in traditional English teaching, and limitations of learning time and place.

Keywords

Mobile Network, Big Data, English Mobile Teaching, Mobile Learning

1. Introduction

Currently, mobile technology has led to a new learning style of mobile learning. Mobile learning has changed the way people learn, from formal learning to informal learning, providing a new form of lifelong learning. Today, there are a variety of terminal types that support mobile learning, such as electronic dictionaries, PDAs, notebooks, and mobile phones. The mobile phone has high holding rate and strong integration, and has the unparalleled advantages of other learning devices. In particular, it's light and easy to provide good hardware sup-

port for mobile learning. People use mobile phones to learn, get information, and promote personal development. In recent years, more and more researchers have proved that mobile learning is effective [1] [2] [3]. With the coming era of 5G network, mobile learning brings more broad prospects and hopes to education. The rapid development of mobile technology has provided a new opportunity for the reform of English listening and speaking teaching mode. Mobile technology enables learners to use mobile devices to learn anywhere, anytime. Mobile technology assists language learning with unparalleled advantages in expanding learning time and space, enriching learning interactions, and improving learning efficiency [4].

2. Overview of Mobile Learning

Mobile terminal equipment has its particularity, and the mobile learning method also shows its complexity. Therefore, the development of mobile-based English mobile learning software is inseparable from the support of relevant theories. The following will analyze the relevant theoretical basis and enlightenment from four aspects: informal learning theory, mixed learning theory, activity learning theory and constructivism theory [5].

2.1. Informal Learning

“Formal study” mainly refers to academic education in schools and continuing education after participating in work. “Informal learning” refers to the time and place of informal learning, which conveys and infiltrates knowledge through non-teaching social interactions, self-initiated, self-regulating, self-responsible learning by learners. Informal learning, as opposed to formal learning, is also called implicit learning [6]. In view of the obvious characteristics of informal communication, such as communication, students should learn from outside the classroom. In addition to mobile-based mobile learning methods, in order to improve the enthusiasm and participation of students in communication, they should be given Provide an environment that is easy to communicate. In this environment, knowledge and sharing can be achieved through communication and communication between students and students, between students and teachers, and between students and experts. That is to say, learners break the tradition of personally creating knowledge meanings before, and establish a new model of learners to jointly create knowledge meaning, which is one of the most prominent features of mobile-based mobile learning.

2.2. Mixed Learning Theory

Combining the advantages of modern E-Learning with the traditional way of learning is mixed learning. Students are the main body of learning, and teachers inspire, guide and supervise this learning in a timely manner. Therefore, students' enthusiasm, initiative and creativity also play an equally important role. In order to achieve good learning outcomes, it is necessary to combine the two to

make them mutually influence and complement each other. The current hybrid learning method is increasingly required to be combined with previous traditional methods, driven by equal network technologies. To be precise: it is to combine the creation, proactive and other characteristics of the students as the main body of learning with the inspiration, guidance and supervision of the teachers, and to achieve the best learning objectives through the complementarity of the two. The root cause, the specific requirements for solving and satisfying different problems in different ways is the essence of mixed learning, and it also needs to satisfy the different information and media delivery teaching methods to obtain the maximum return with the least effort.

2.3. Activity Learning Theory

Learning in practice is the basic concept of activity learning theory, that is, learning is a practical activity in which learners can solve a problem by mutual help, mutual learning, discussion and sharing under the leadership of experts. In addition, the theory of activity learning also points out that the process of learning is not the dissemination and acceptance of knowledge, but a purposeful and proactive practice, and a purposeful and actionable thinking activity. Because thinking and action exist in complementarity and interdependence, learning this action and conscious ideology are complementary and interdependent. Activity learning theory takes the problem as one of the main factors affecting the learning effect of the activity, emphasizing the important role of the problem in the activity learning. The theory holds that only those who are closely related to the life of the learner can bring the learner into the “recent development zone”. The problem is that it is possible to stimulate the learner’s interest in learning, so that the learner can actively find a solution to the problem and ultimately acquire knowledge [7].

2.4. Constructivist Learning Theory

Mobile learning takes constructivist learning as its main underlying theory. The point is that students must be proactive in acquiring knowledge and creating their own knowledge structures, rather than accepting what the teacher transmits. Therefore, the student’s learning process is an independent, active learning and personal behavior of creating knowledge, rather than a passive acceptance process. In addition, the external information has no specific meaning, and the realization of its meaning is based on the students’ learning experience of new and old knowledge, and is formed by the role of both. From this point of view, students are the main body of learning, to mobilize the enthusiasm of the main body of learning, so that they are actively learning to be the focus of the entire teaching activities [8]. The main body of constructivism is the teacher, and the central point is the student. In the process of students constructing the meaning of knowledge, the teacher plays a great role in promoting, and the students are the builders of the meaning of knowledge. Therefore, the process of student

learning is not to inculcate knowledge and information, and the teacher's teaching process is not to spread and instill knowledge [9].

3. New English Teaching Mode under the Background of Mobile Internet

This chapter will elaborate on the new English teaching mode proposed in this paper from the design of teaching mode, the implementation steps of teaching mode and the formative evaluation of teaching mode.

3.1. The Design of New English Teaching Mode

"Mobile English Supported College English Mixed Listening and Speaking Teaching Mode" is a mixed teaching model based on the interaction between extracurricular self-learning and in-class interactive learning. Simply put, this model can be divided into three stages: pre-class preparation, in-class practice and after-school exploration, to achieve the following five dimensions [10]:

1) A mix of formal learning methods and extracurricular informal learning methods.

This model extends some links of oral learning to extracurricular activities to make up for the lack of limited teaching time in oral class. Students learn foreign cultural knowledge related to oral learning content through extracurricular informal learning, and improve accuracy and fluency through repeated listening and oral practice after class. Extracurricular informal learning is a useful supplement to formal learning in the class. Students can not only prepare well before class, but also carry out higher level learning after class [11].

2) A mix of instructor-led teaching and student-autonomous learning in class.

In the formal learning phase of the class, it is necessary to learn the language knowledge related to listening and speaking skills. In the early part of the classroom teaching time, the teacher teaches language knowledge, including vocabulary, grammar, pronunciation, intonation and so on. In addition to the foreign cultural knowledge that the students have contacted before class, the content of the listening and speaking of this lesson will be explained in detail. In the latter part of the classroom teaching time, students learn independently through group interaction and exercise listening and speaking skills in interaction. According to the actual needs of the learning content, the teacher flexibly arranges the teaching and learning methods of the classroom.

3) A mixture of teacher dominance and student subjectivity in classroom teaching.

In the classroom teaching stage, both the teacher's leading role and the student's cognitive subject role should be fully reflected. Whether it is the language knowledge teaching in the previous paragraph or the language skills training in the latter stage, the teacher is the identity of the instructor and organizer. Through the scaffolding teaching strategy, the students are gradually guided from the learning of language knowledge to the acquisition of language skills,

and help students. Master the learning strategy. As a cognitive subject, students should fully participate in the classroom learning, abandon the passive acceptance of the state of knowledge under the traditional teaching mode, and carry out meaningful learning in the interaction. As mentioned in the social and cultural theory mentioned above, "participation" itself is a kind of learning, which is the process of students actively constructing.

4) A mixture of traditional and new media in the process of teaching and learning.

The teaching media in the mixed teaching mode has diversified characteristics. Teachers and students choose appropriate media to learn according to their actual needs, such as voice room, audio-visual materials, multimedia computer, computer network, mobile phone, laptop computer, learning machine and other media types, so as to realize the mixing of traditional media and new media.

5) A mixture of English language knowledge and English listening and speaking skills in teaching content.

This model breaks the drawbacks of traditional classroom emphasizing knowledge over skills, realizing that both language knowledge and listening and speaking skills are equally important. Full language knowledge learning is a necessary condition for the development of listening and speaking skills. In turn, the improvement of listening and speaking skills can promote students' deeper understanding of language knowledge, foster the habit and sense of thinking in English in listening and speaking, and improve their reading and writing abilities [12] [13] [14].

3.2. Implementation Steps of the New English Teaching Model

The proposed new English teaching model is implemented in three steps:

1) Pre-class preparation stage: teachers create situations to stimulate students' interest in learning.

Make full use of the convenience of mobile learning, so that students can frequently access the information related to the content of the classroom to prepare for the pre-study, to lay the foundation for teachers in the classroom learning stage and students to actively learn.

2) In-class learning phase: students learn language and language skills by experiencing situations.

In the classroom teaching, we should break the traditional single teaching method, and through the integration of multimedia technology and mobile technology and English listening and speaking courses, change the presentation method, teaching method and learning interaction mode of teaching content, and rely on powerful information technology cognitive tools. And a wealth of learning resources to promote students' ability to solve complex problems in the real context and improve the overall quality, thereby improving the effectiveness of the English classroom. At the right time, teachers instruct students to use self-study and self-study on mobile devices such as English learning machines,

mobile phones and audio players. When they need feedback, they can use mobile phone text messages to grasp the effect of classroom real-time teaching, and adjust teaching in time. Students can also use your mobile phone to check the information when appropriate. Throughout the classroom teaching stage, teachers should adopt a scaffolding teaching strategy, gradually transition from the lecturer to the mentors, monitors and other identities, and transfer the subjective rights of the classroom learning to the students, so that the students can experience the language and positive thinking in the context. Learn meaningfully. At this stage, there are both transfer-receiving and student-dependent learning, as well as providing conditions for cooperative learning among students.

3) Post-class expansion: students interpret the situation and improve their communication skills.

Through organized learning in the classroom, students have already had a certain degree of cognition and exercise in the language knowledge of this unit, and have a more thorough understanding of language knowledge in light of the cultural background.

In the classroom teaching, the teacher also trained the listening strategies and oral strategies for the students' difficulties in listening and speaking. It can be said that after the class preparation and classroom learning, the students have basically formed a cognition of the unit content, and improved the accuracy of the hearing and the proficiency of the spoken language. But this is not the end of learning content. The purpose of language learning is to use it in language clearing. Therefore, after the class, the teacher designs the task situation, arranges the communication tasks that need to be completed cooperatively, enables the students to use the language in life, explores in the cooperation, and gradually improves the language communication ability in the deductive situation.

3.3. Formative Evaluation of New English Teaching Model

The evaluation of English courses should be based on the objectives and requirements of the curriculum standards to implement effective monitoring of the entire process and results. In college English listening and speaking, evaluation should effectively stimulate students' enthusiasm for learning, so that they can experience progress and success in the process of oral English learning, build self-confidence, adjust learning strategies, and promote the comprehensive development of comprehensive language. At the same time, the evaluation should enable teachers to obtain feedback on teaching, reflect on and adjust their teaching behavior, and continuously improve the level of education and teaching. The evaluation should also enable schools to keep abreast of the implementation of curriculum standards, improve teaching management, and promote the continuous improvement and development of English courses. Effectively developing formative evaluation has three major advantages, which can motivate students to learn continuously; it can help students reflect and regulate the

learning process, learn how to learn; provide teachers with feedback information for teachers to reflect and adjust teaching behavior [15].

4. The Development Trend of Mobile Learning in Future Education

In the modern society, the rapid development of science and technology is our focus. In the past, the use of paper to learn is no longer able to adapt to today's social development. At present, various jobs have basically realized digital office, and school education has also introduced the teaching information equipment such as multimedia intelligent voice system, but the current teaching mode still relies on the traditional teacher-led teaching form, which has not been realized. a breakthrough in the true sense. The emergence of the concept of mobile learning has broken the inherent thinking of teaching. The characteristic of mobile learning is that it can not only adapt to the traditional teaching mode, but also make good use of its own characteristics combined with advanced technology to complement the traditional teaching mode. At the same time, the emergence of mobile learning has subverted the learner's previous learning style and inherent learning thinking. At present, educational researchers continue to pay attention to this learning style, and mobile learning has become a hot topic in the field of education [16].

The emergence of mobile learning is very good to cater to the problems that arise in today's society. People need to continue learning when they leave the school, and the quality of teaching in some educational institutions cannot be guaranteed. Mobile learning can connect all the learning resources of these teaching resources. To form a shared resource that spans time and space, which is a good complement to the current teaching system. Moreover, this flexible mobile learning method enables learners to choose their own learning content learning time and place, etc., and enhances the development direction of personalized learning mode. One of the advantages of mobile learning is the ability to disseminate learning knowledge as a foundational tool using a variety of modern, portable, portable devices. Nowadays, with the widespread popularity of smartphones in China, the advantages of convenient carrying and versatility have become the most suitable terminal equipment for mobile learning, and the related technical support of smart phones is constantly improving. It is believed that with the realization of wireless network technology and the continuous improvement of production technology innovation by various manufacturers, the functions of smart phones will be more perfect, and mobile learning based on smart phones will usher in a promising future [17] [18].

5. Conclusion

This paper starts with the concept and characteristics of mobile learning, through the feasibility analysis of mobile phone-based mobile learning in supporting English teaching, and concludes a new English teaching mode under the

background of mobile internet. It provides a realistic basis for the design of mobile learning teaching mode with smart phone as the terminal, which adds practical application cases for mobile learning theory, solves the problem of lack of contextual interaction in traditional English teaching, and limitations of learning time and place. At the same time, it discusses and prospects the application and development of mobile learning in various fields in the future. Mobile learning is still a new form of learning, and learning with a smartphone is a new learning. At present, the teaching mode of mobile learning is still in the initial exploration period, and there is no mature teaching mode. The teaching mode of specific subjects needs to be summarized and explored in future practice.

Conflicts of Interest

The author declares no conflicts of interest regarding the publication of this paper.

References

- [1] Philip, T.M. (2017) Learning with Mobile Technologies. *Communications of the ACM*, **60**, 34-36. <https://doi.org/10.1145/2976735>
- [2] Tesoriero, R., Gallud, J.A. and Lozano, M. (2014) Enhancing Visitors' Experience in Art Museums Using Mobile Technologies. *Information Systems Frontiers*, **16**, 303-327. <https://doi.org/10.1007/s10796-012-9345-1>
- [3] Mosalanejad, L., Najafipour, S. and Dastpak, M. (2013) Is the Mobile Based Learning Can Be Effective in Academic Learning? A Study to Check If Mobile-Based Learning Is Desirable in Presenting Educational Workshops. *Turkish Online Journal of Distance Education*, **14**, 155-163.
- [4] Jung, H.J. (2015) Fostering an English Teaching Environment: Factors Influencing English as a Foreign Language Teachers' Adoption of Mobile Learning. *Informatics in Education*, **14**, 219-241. <https://doi.org/10.15388/infedu.2015.13>
- [5] Shuang, H., Dennen, V.P. and Li, M. (2017) Influential Factors for Mobile Learning Acceptance among Chinese Users. *Educational Technology Research & Development*, **65**, 101-123. <https://doi.org/10.1007/s11423-016-9465-2>
- [6] Callanan, M., Cervantes, C. and Loomis, M. (2011) Informal Learning. *Wiley Interdisciplinary Reviews Cognitive Science*, **2**, 646-655. <https://doi.org/10.1002/wcs.143>
- [7] Arnseth, H.C. (2008) Activity Theory and Situated Learning Theory: Contrasting Views of Educational Practice. *Pedagogy Culture & Society*, **16**, 289-302. <https://doi.org/10.1080/14681360802346663>
- [8] Kocadere, S.A. and Ozgen, D. (2012) Assessment of Basic Design Course in Terms of Constructivist Learning Theory. *Procedia—Social and Behavioral Sciences*, **51**, 115-119. <https://doi.org/10.1016/j.sbspro.2012.08.128>
- [9] Oz, H. (2015) An Investigation of Preservice English Teachers' Perceptions of Mobile Assisted Language Learning. *English Language Teaching*, **8**, 22-34. <https://doi.org/10.5539/elt.v8n2p22>
- [10] Zhong, S., Yao, X., You, J., *et al.* (2018) Detecting the Correlation between Mobile Learning Behavior and Personal Characteristics among Elementary School Students. *Interactive Learning Environments*, **26**, 1023-1038. <https://doi.org/10.1080/10494820.2018.1428633>

-
- [11] Jones, S.K. (2015) An Exploration of Band Students' Experiences with Informal Learning. *Bulletin of the Council for Research in Music Education*, No. 206, 61-79. <https://doi.org/10.5406/bulcouresmusedu.206.0061>
- [12] Damelang, A. and Kloß, G. (2013) Poverty and the Social Participation of Young People—An Analysis of Poverty-Related Withdrawal Mechanisms. *Journal for Labour Market Research*, **46**, 321-333. <https://doi.org/10.1007/s12651-013-0148-8>
- [13] Tayebinik, M. and Puteh, M. (2012) Mobile Learning to Support Teaching English as a Second Language. *Social Science Electronic Publishing*, **3**, 56-62.
- [14] Che, P.C., Lin, H.Y., Jang, H.C., *et al.* (2011) A Study of English Mobile Learning Applications at National Chengchi University. *International Journal of Distance Education Technologies*, **7**, 38-60.
- [15] Liu, M., Navarrete, C., Maradiegue, E., *et al.* (2014) Mobile Learning and English Language Learners: A Case Study of Using iPod Touch as a Teaching and Learning Tool. *Journal of Interactive Learning Research*, **25**, 373-403.
- [16] Paledi, V.N. and Alexander, P.M. (2017) Actor-Network Theory to Depict Context Sensitive M-Learning Readiness in Higher Education. *Electronic Journal of Information Systems in Developing Countries*, **83**, 1-26. <https://doi.org/10.1002/j.1681-4835.2017.tb00619.x>
- [17] Campbell, K., Taylor, V. and Douglas, S. (2017) Effectiveness of Online Cancer Education for Nurses and Allied Health Professionals; a Systematic Review Using Kirkpatrick Evaluation Framework. *Journal of Cancer Education*, **34**, 339-356. <https://doi.org/10.1007/s13187-017-1308-2>
- [18] Peters, M.A., Jandrić, P. and Hayes, S. (2018) The Curious Promise of Educationalising Technological Unemployment: What Can Places of Learning Really Do about the Future of Work? *Educational Philosophy & Theory*, **51**, 242-254.