

# A Study of College Students' English Autonomous Learning Mode Based On Mobile Terminals Under the Internet Environment--Take Hunan University of Humanities, Science and Technology As An Example

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**Abstract:** With the rapid development of information technology, the popularization of intelligent mobile devices and the continuous development of application software provide conditions for the use of various multimedia teaching means. Mixed online and offline teaching based on mobile learning has gradually become a trend. In order to effectively promote mobile terminal autonomous learning, this paper summarizes the advantages and disadvantages of online teaching mode, and puts forward relevant strategies and suggestions according to the actual situation and the needs of students.

**Keywords:** Mobile terminal; Internet; Autonomous learning; Information technology

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## 1. Purpose, background, current situation and significance of the research

### 1.1 Research objectives

Mobile terminal, also known as mobile communication terminal, refers to the computer terminal equipment that can be used in the mobile, mainly including mobile phones, laptops, tablets, on-board computers, etc. Its functions mainly include Internet, communication, multimedia transmission and mobile resource library, etc<sup>[1]</sup>. When the epidemic was severe, in the first semester of 2020, schools at all levels and all types of schools across the country basically used the Internet and mobile terminals to conduct education<sup>[2]</sup>. It can be said that the COVID-19, which began in early 2020, will rapidly promote fundamental changes in teaching models. Therefore, the research of this topic has very important practical significance, urgent, necessary and necessary.

### 1.2 Background

At present, China's mobile Internet users have reached 695 million, among which teenagers account for a large proportion<sup>[3]</sup>. Informatization of the education industry has developed in line with The Times, and the online learning platform based on mobile network technology has a huge research space and value. Mobile learning has become an indispensable part of people's lives. The further development and improvement of network interconnection technology and mobile technology will greatly meet the needs of people who can learn anytime and anywhere.

With the rapid pace of work and life, network interconnection technology and mobile technology have been further developed and improved, and network learning can better meet people's needs of learning anytime and anywhere.

### 1.3 The status quo

At present, schools in developed areas of China have initially explored a set of online teaching mode, and have developed batch of online courses and teaching resources. Various teaching resource platforms and online learning platforms are emerge in an endless stream. However, most of the existing platforms generally have the following problems<sup>[6]</sup>: First, poor cross-platform and self-adaptation, which do not support mobile terminal learning and cannot meet the needs of learners to learn anytime and anywhere. Second, the emphasis on teacher-centered, emphasis on the organization and development of learning resources, which resulting in the lack of interaction and cooperation of the developed learning platform, can not fully mobilized the learning interest of learners. Third, more schools still stay in the simple accumulation of teaching resources, that is, some teaching handouts, extracurricular reading materials, class videos and other multimedia resources on the network to be browsed and download by students. This is a relatively

primary way that can not play the initiative of students in the network learning and lack of interaction between teachers and students<sup>[7]</sup>. Therefore, in the face of the current situation of the popularization of the network and the increasingly rich network resources, how to better use the network for teaching and learning services, is the current educators will be deeply thinking about the problem.

## 2. Research methodology

### 2.1 Study route

Design a questionnaire—Ask questions—Conduct research—Analyze the problem—Fix the problem—Building Patterns

### 2.2 Research method

This research uses the literature research method, the investigation research method synthetically. Referring to the related literature, this paper summarizes, sorts out and sums up the status quo, problems and solutions of mobile terminal self-regulated learning of Chinese college students in recent years. Keep abreast of the latest research developments and findings of related studies. By using the method of Investigation and research and adopting the mode of questionnaire, this paper makes an investigation and research on the contemporary college students, and explores and summarizes the obstacles and subjective needs of the college students when they use their smartphones for mobile learning, it provides reference for mobile learning.

### 2.3 Data analysis

Statistics and analysis of survey data by using Excel.

#### 2.3.1 Ways for college students to use mobile terminal for learning

As can be seen from the diagram, there are various ways for college students to use mobile terminals for learning, most learners used mobile/computer/tablet online learning (90.7%) , learning software (78.31%) and instructional videos (72.11%) in accordance with their preferred learning style and approach. Data also has big differences. It is focused on online document reading and photo recording, with 53.8% and 46.48% of the population using the two methods respectively, while the percentage favoring the two methods dropped to 32.11% and 21.69% respectively. Reasons are as follows: According to another survey, learners are more likely to learn for free, while online documents are mostly paid for, and classroom photos are a distraction, so they're less popular with students. As far as the teaching method, the highest proportion is concentrated in the combination of the classroom, the network, the self-study three kinds but mainly in the classroom, has reached 62.82% . Therefore, it is very important to design mobile terminal learning mode according to students' preferences.

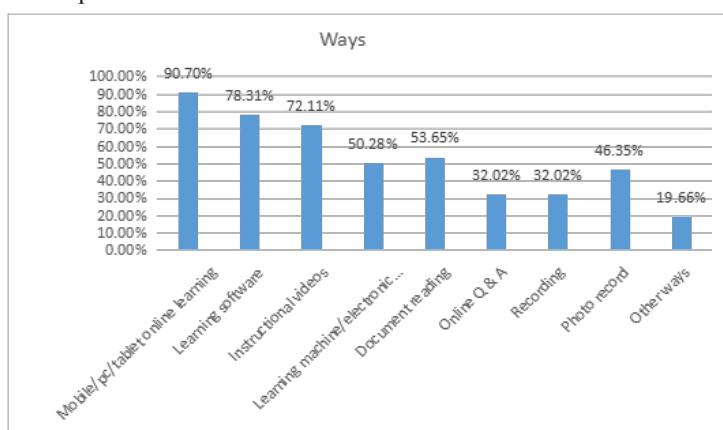


Figure 1 ways of college students use mobile to learn

#### 2.3.2 The main factors that affect the learning effect

Options	Amount	Percentage
Platform operation is complex, not convenient to use	171	48.03%
Distraction	281	78.93%
The network is slow and the wait time is long	200	56.18%
Not enough resources to meet the demand	150	42.13%
Other factors	97	27.25%

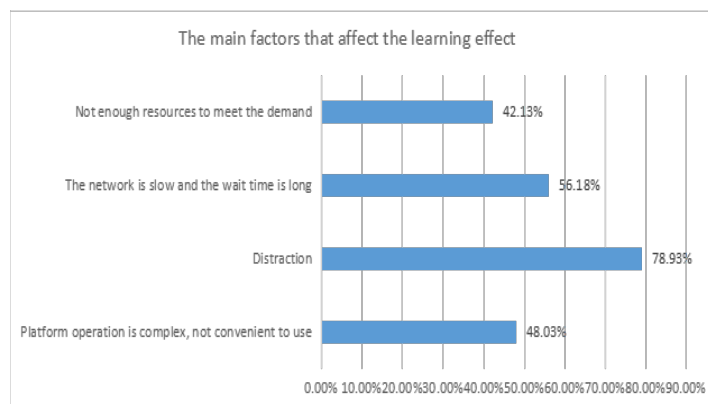


Figure 2 main factors affecting mobile learning

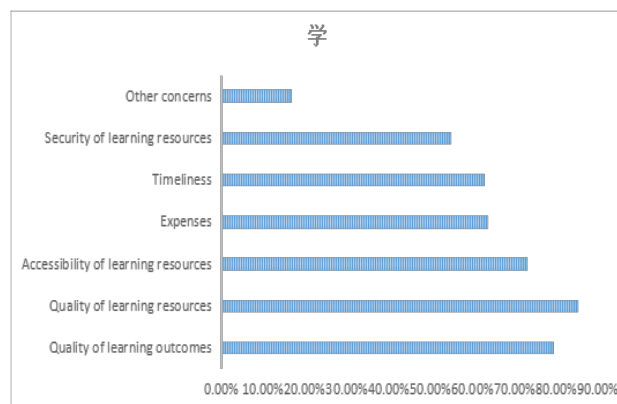


Figure 3 students' concerns about mobile learning

According to the dates, in the Mobile Terminal Study, the factor that affects the university student study are various, but the most main factor is: distraction (78.93%), the network time is slow, the waiting time is long (56.18%) and the platform operation is complex, inconvenient to use (48.03%). There are other reasons, such as lack of resources. In mobile learning, the main concerns of college students are the quality of learning resources (88.2%), the quality of learning results (80.0%) and the convenience of learning resources (75.6%). It can be seen that, in order to improve the effect of mobile terminal learning, solving the problem of inattention should be put in the first place. In addition, in order to facilitate students in mobile learning, the provision of high-quality learning resources is also of paramount importance.

### 3. Strategies and suggestions

According to the above problems and the analysis of the reasons, the author puts forward the following four countermeasures and suggestions:

#### 3.1 Strengthening the integration of mobile learning and English course based on smart phones,iPad or computers.

It is necessary to deepen the presentation and content of English knowledge in mobile terminal and enhance learners' ability to comprehensively use language. We with English subjects, we will create a mature model of mobile learning based on mobile terminal in English teaching, and build a unified, professional platform to guide learners' mobile learning, to promote students' comprehensive language use ability.

#### 3.2 Strengthening the evaluation mechanism of mobile learning in English teaching<sup>[8]</sup>.

In order to cultivate learners' learning motivation and stimulate their interest in learning, it is necessary to set up a reasonable evaluation mechanism. Through evaluation and feedback, learners can know their learning results in time, so as to increase their self-confidence and interest in learning when improvement has been presented, or know their shortcomings and mistakes, so they can correct them in time, this kind of evaluation can be very encouraging.

#### 3.3 Strengthening the guidance function of the professional personnel and cultivate self-regulated learning consciousness of learners.

We should enhance learners' sense of responsibility in learning and instill correct attitudes and methods to them<sup>[9]</sup>. What's more, we should effectively monitor their mobile learning, Mobile learning should establish its own services after learner studying, for example, training mobile learning professionals to provide corresponding services for learners' later learning, in this way, incumbents or some learners who want to improve themselves through mobile learning can consult English related problems through professionals.

#### 3.4 Strengthening the development of English curriculum<sup>[10]</sup>.

Modern technology enables all learning resources to be shared through the network, greatly facilitating the learners, and as mentioned above, under such circumstances, it is urgent to design excellent English curriculum, because curriculum are the soul of mobile learning and the key factor to let learners continue to use mobile terminal.

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