

# Innovation of College English Teaching Model Based on Mobile Micro-learning Technology

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**ABSTRACT.** *With the continuous development of information technology, the combination of education and information technology has also brought about great changes in College English teaching. The rapid development of mobile communication technology and mobile terminal technology has promoted the wide application of mobile learning in College English teaching. The classroom teaching mode based on mobile Micro-learning can effectively use mobile technology to fully improve the efficiency of classroom teaching, help to build a student-centered personalized teaching mode full of vitality, make full use of fragmented time, and open up a new path for college English teaching.*

**Keywords:** *Mobile Micro-learning College English Classroom Teaching*

## **0. Introduction**

At present, the aim of College English classroom teaching is to cultivate students'comprehensive application ability and self-learning ability. The rapid development of mobile communication technology has broken through the traditional media. QQ, Weixin, Weibo and other products are gradually popularized. At the same time, the education industry is also deeply affected by mobile communication technology. In this context, the concept of mobile Micro-learning emerges as the times require. It is discussed that mobile Micro-learning can improve students'autonomous learning ability in College English, make English teaching develop in the direction of individualization, adaptability and efficiency, and make the new English classroom teaching free from the limitation of time and place. The emergence of mobile learning poses new challenges to college English teaching and

provides new opportunities for the reform and innovation of College English teaching.

### **1. Overview of Mobile Microlearning**

The concept of mobile Micro-learning is a new learning mode formed with the development of mobile communication technology. It is a kind of ubiquitous learning that can perfectly realize the flexible, timely and online interaction between learners and educators. The classroom teaching mode of mobile Micro-learning has been gradually popularized in College English teaching in China. Mobile Micro-learning is very suitable for personalized learning, which changes the traditional unified teaching mode. Learners can use mobile learning platform to formulate their own learning goals and learning plans, and choose suitable learning resources for self-learning. As we all know, mobile Micro-learning is based on mobile devices. With the continuous development of electronic technology, mobile devices are becoming more and more miniaturized and convenient, so more and more resources can be used for mobile micro-learning. Mobile learning not only has the timely communication between teachers and students in the traditional college English classroom teaching mode, but also ensures the communication between teachers and students at any time after class. It is a highly interactive learning mode. Students can communicate and discuss with teachers, share learning ideas and ideas, and improve learning efficiency<sup>[1]</sup>.

### **2. Construction of College English Teaching Model Based on Mobile Micro-learning**

#### ***2.1 Pre-class teaching design***

College English classroom teaching should be based on pre-class learning and preview. Therefore, in the pre-class teaching design of College English teaching mode based on mobile micro-learning, teachers should seek the resources that students are interested in, create teaching situations conducive to knowledge understanding and internalization, and guide students to complete pre-class tasks and undertake the task of knowledge imparting. In micro-video, we should add some

knowledge points such as outline, vocabulary, syntax, grammar and so on. On this basis, teachers should use mobile technology (e.g. QQ group, Wechat group, etc.) to assist students to build learning platforms for online learning, interaction, communication and feedback, to provide guidance or help for students' autonomous learning, and to effectively monitor their learning process<sup>[2]</sup>.

### ***2.2 Classroom Teaching Design***

On the basis of pre-class learning, classroom teaching is the core link. In the teaching mode of mobile micro-learning, teachers should expand, deepen and consolidate the knowledge points of pre-class micro-learning, as well as knowledge application and ability improvement. In the form of classroom teaching, we can increase the interaction with students, mainly with quizzes and games, to increase students' sense of classroom participation. Teachers should check the effect of students' preview, which can be in the form of question-and-answer, result display and so on. At the same time, we should also set up some guiding means and incentives to stimulate students' enthusiasm for learning. Teachers can also recommend appropriate English learning APP to students from the content and function aspects, follow up the students' learning process, grasp the whole English teaching link, and ensure the quality of teaching. College English teaching is a two-way process. Teachers teach, students listen, students feedback on the teaching results, and teachers answer questions. In the English teaching mode of mobile micro-learning, learners should actively explore knowledge, discover knowledge and absorb knowledge, which requires students to have high self-monitoring ability, which is also an important guarantee for the validity of mobile micro-learning. College students should not only confine themselves to the teaching of teachers in class, but also take the initiative to use their own fragmented time to study, and actively reflect on and evaluate their learning effect, and actively find solutions to problems encountered<sup>[3]</sup>.

### ***2.3 Teaching Design after Class***

After-class teaching design of College English teaching based on mobile Micro-learning should focus on mobile cooperative learning. Teachers and students

can communicate and interact on the basis of mobile technology, such as web pages, short messages, APP, forums and so on. Students should study in groups, upload PPT or videos once a week, and upload them to QQ, Wechat or NetDisk. Teachers should form an evaluation system that runs through the classroom and outside according to the situation, distribute the proportion of assessment in the process and result reasonably, use formative assessment and result assessment reasonably, and form English teaching with full participation. Evaluation system. Teachers can also carry out video teaching after class, and transfer classroom teaching to the network environment to improve students' interest in learning English<sup>[4]</sup>.

### **3. Design of College English Teaching Activities Based on Mobile Micro-learning**

#### ***3.1 Student-centered***

Students are always the main body and core of learning activities, so is mobile learning. Teachers should pay attention to the subjectivity of learners when designing mobile teaching activities. Guided by students' personality characteristics, mobile learning activities are designed to suit their life experiences and learning experiences at specific age stages, as well as their individual interests and hobbies, so that students can give full play to their subjective initiative in the process of mobile learning, realistically understand and appreciate the real significance of learning, so as to develop cognitive interests, cultivate sound personality and actively carry out new activities. The meaning construction of knowledge<sup>[5]</sup>.

#### ***3.2 Give full play to the role of mobile platform***

Mobile learning technology plays a very important and key role in mobile learning. It changes the way of learning with the role of active media, and makes mobile learning digital, convenient, mobile and situational. At the same time, it makes the learning process more convenient to share with others and promotes collaborative learning. Because of this, in order to make the advantages of mobile learning more prominent, the design of learning activities should take into account the full play of the role of mobile platforms. In the design of learning activities, we

must consider the campus network environment and the equipment used by students. The requirements of learning tasks should not exceed the ability of network and equipment. On the basis of fully understanding the network condition and equipment capability, we should give full play to the role of broadband and mobile devices as far as possible in order to optimize the learning effect<sup>[6]</sup>.

### ***3.3 Creating Question Situations***

Knowledge construction is not ABSTRACT. Understanding and acquisition of new knowledge are inseparable from specific task situations. This kind of learning task situation is similar to the working situation in life. Teachers design mobile learning tasks based on mobile technology, create mobile learning activity situations based on students' learning experience and life experience according to the working situation, and students complete the learning tasks assigned by teachers in the simulated working situation. In the process of changing working and learning situations, teachers should not only pay attention to the physical environment of mobile learning, the interactive network environment on which mobile learning depends, and the cognitive environment of students for mobile learning situations, but also to the innovative environment in which students' innovative consciousness is formed. By creating a learning environment suitable for students' cognitive development ability, students' interest and motivation in English learning can be fostered, as well as their autonomous learning ability and innovative thinking ability can be improved<sup>[7]</sup>.

### ***3.4 Emphasizing the Combination of Individual Learning and Cooperative Learning***

While emphasizing students' individual autonomous learning, we should also pay attention to students' collaborative learning with their classmates and group members. Cooperative learning is of great significance to the construction and formation of students' knowledge. In the process of collaborative learning, students learn to listen to and judge other people's opinions, to communicate with others and transcend their own cognitive limitations, to learn that different people consider problems from different perspectives, so as to deepen their understanding of things,

and to find and innovate solutions and skills to solve problems on the basis of their own life and learning experience<sup>[8-11]</sup>.

#### **4. Concluding remarks**

With the rapid development of mobile terminal technology, the traditional teaching mode has been improved and subverted. With the help of the characteristics of mobile technology, teachers and students of College English learning can break the limitations of time and space of traditional classroom teaching and form a new classroom teaching mode based on mobile micro-learning. This new model not only enriches the teaching resources and broadens the learning opportunities, but also complements the traditional college English classroom teaching. With the gradual maturity and perfection of mobile technology, College English teaching mode based on mobile Micro-learning will have a far-reaching impact on College English teaching.

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