A Design and Teaching Practice of Micro Mobile Learning Assisting College English Teaching Mode base on WeChat Public Platform

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Abstract: With the advances in information technology, fragmentation mobile learning is becoming increasingly popular. WeChat public platform and mobile micro learning shows good match, which can satisfy the needs of college English autonomous learning. We build a mode by using WeChat public platform to assist college English teaching, then use a method of questionnaires and in-depth interviews to conduct an empirical study of this model. And the results show that the mobile micro-learning is a useful supplement to classroom teaching; finally, this paper proposes WeChat public platform can aid college English teaching.

With the rapid development of network and information technology, the traditional education pattern has been greatly influenced by informationization tide. China Internet Network Information Center (CNNIC) in Beijing issued “the 35th China Internet network development state statistical report”, showing that up to December 2014, there are 557 million mobile Internet users in China, accounting for 85.8% of the total number of Internet users. The popularity of smart phones and the rapid development of mobile Internet, WeChat, Weibo and other learning technical support, provide a possibility for people to do mobile micro learning.

Introduction

The development of information technology makes three different learning stages from E-learning to M-learning to now U-learning (universal learning). Universal learning means that anyone, at any time, in any place can use any smart devices (smart phones and pads) for real, body-perceived and humanistic study. Intelligent terminal, universal network and software support are the three pre-conditions of U-learning.

Mobile M-learning

Learn flexibly, select learning tool conveniently, choose learning place freely, use the fragmented time to learn knowledge here and there, and assist the formal learning. All kinds of characteristics mentioned above are complied with the trend of the learning. And micro-learning employs constructivism methods, and deals with relatively small and short-term learning activities. Learning contents are short, generally do not involves the whole understanding of some knowledge, but it will be about something short and focused, which makes the learners fully use fragmented time flexibly [2]. Micro mobile-learning combines the advantages of mobile learning and micro-learning as a whole, making learners have more learning places, more convenient learning styles and more efficient usage of fragmented time. Little by little, learners will obtain structured micro-segments of information [3].

WeChat Public Platform

WeChat public platform is WeChat subscription service formally launched by Tencent Company in August 2012. It is on the basis of new functional WeChat modules and carries out the We-media activity and development. Through this platform, both individuals and businesses can create a WeChat public platform, and can communicate with the specific group in the form of words, pictures, video, and voice. WeChat public platform simplifies the way of communication among
users with handheld devices, making the relationship between person and person become more flexible, realizing communication from the long distance to the zero distance [4]. WeChat public platform can be used in the computer, connected to the private accounts, can send a piece of message every day (it could be text message, picture and text messages, video, voice message) and at the same time, it can manage and share information, realizing the one-to-many communication and interaction.

**WeChat Public Platform Assisting College English Micro Mobile Learning Teaching Model Building**

According to the characteristics of mobile learning, the author puts forward the WeChat public platform assisting college English teaching model framework, as shown in figure 1.

![WeChat public platform assisted college English teaching model framework](image)

**Teaching Environment Analysis**

Mobile learning, based on WeChat public platform needs information technology as the carrier, releases related video, images, audio and other learning materials through WeChat public number on mobile terminals, such as smart phones, tablets computers, etc. This requires strong support of information technology environment, such as wireless network environment and intelligent terminal equipment, which are the success of the college English micro mobile-learning material technical support. In addition, not all of the knowledge content is suitable for mobile learning, and micro learning content should be as concise as possible, visually clear, which will improve students’ concentration in information resources [5].
Students’ Learning Situation Analysis

Students’ learning situation analysis is an important step in the process of college English teaching design. Through the questionnaire survey, interview and observation methods, the analysis of students’ learning situation can be useful to understand the characteristics of mobile learning in undergraduate English, such as time, cost investment, learning effect and mobile learning terminals conditions, etc., and according to the characteristics and actual situation, the design of teaching contents and learning activities are carried out [6]. At the same time, according to the analysis of the learners and different needs of different students for English, in the teaching process public platform some supplementary material is sent, so as to better promote students to further learn to think and discuss.

Teaching Content Development

In the content design of the WeChat public platform, we should formulate relevant teaching strategies, not only according to background information, knowledge, and the connection among the various knowledge, but also paying attention to the actual conditions of the students’ cognitive level, learners learning environment. And the related knowledge of extra-curricular knowledge is sent in the form of pictures, video, text or other forms to the subscribers of learners, so as to improve learners’ learning interest and skills of problem analysis and solving. For college English teachers, they need to design learning resources according to the characteristics of the micro mobile learning, ensure the content of the unit miniaturized, fragmented, as far as possible at the same time the unit is self-contained. The teaching content should not only consider the relative independence of content, but also determine releasing order of learning resources according to the course and the actual situation of learners. And only in this way, can we provide a complete knowledge group [7].

Teaching Implementation Process

WeChat public platform provides a good environment, and the teachers can rely on the convenient functions provided by the platform to implement the teaching process. In the design of teaching content, the interface and navigation design should be focused on, because the interaction level of learners with the media interface has a direct impact on the interaction effect of learners and learning content, learners and teachers. Concise and beautiful interface and navigation design can make learners clear at a glance, easy to accept and willing to click the link to read the learning content. After issuing content through WeChat public platforms, in order to grasp students’ autonomous learning situation, you can use data statistics function to check how many students read every message and how many times students read every piece of information. According to the information above and the students’ performance in the classroom, appropriate adjustment about the interpretation of knowledge or teaching way should be made each time.

Teaching Evaluation

Evaluation is the effective method to test the teaching effect. Summative assessment and formative assessment should be combined to evaluate learners flexibly. We propose to reform the current college English evaluation way. That is to combine summative evaluation and formative assessment, and students’ final judgment is decided by the mid-term exam, final exam scores, grades, personalized online learning, multimedia autonomous learning and We-Chat public platform learning records. Dynamic assessment and management can make students form good learning habits in learning English, improve their ability of autonomous learning.

Case Study Analysis of WeChat Public Platform Assisting College English Mobile Micro-Learning

This paper has chosen 264 sophomore students to carry on the questionnaire survey about micro college English learning. According to the survey, WeChat public platform for college English micro teaching materials are used in this semester and the experimental effect has been collected by the questionnaire feedback, in which the initial results have been achieved.
College English Micro Mobile-Learning Research Analysis in Advance

(1) Micro mobile-learning objective conditions

Through the survey, 100% of the students have smart phones and all the students have access to the campus network. In terms of the network access to mobile Internet, the percentage of the 3G network is 47% and that of 4G networks is 23%. In addition, 34% students download some APP related to learning, therefore micro mobile learning has the basic conditions.

(2) The content options of the micro mobile learning

In the survey, students who watch video to learn with a mobile phone accounts for 78%; students who listen English, MP3, radio application are as high as 84%; 30% of the students using a mobile phone to download for classroom learning resources; all of students use cell phone to search for information and vocabulary and the percentage of the students using chat software such as QQ, WeChat to communicate after class account for 32%; the percentage of memorizing words by mobile phone apps accounts for 45%.

(3) Micro mobile-learning approach

In 264 students, 30% of the students focus on the “learning English” WeChat public subscription, and 65% of the students download, install, and use “English learning” APP; in terms of learning sites, 81% of the students choose the bus station, the building and dormitory, which shows that students learning time is fragmented and their spare time; in terms of the learning time, the majority choose 5 to 10 minutes, accounting for about 67%; in learning frequency, 46% of students use mobile phones to learn English every day.

(4) Micro mobile-learning learning attitude

In mobile learning willingness, 51% of the students are willing to learn English actively, and at the same time, some students have a slight resistance to mobile learning, but are not completely rejected. The causes for students to recognize the micro mobile-learning are like this: some students think mobile learning is mostly short; the content is focused, concise and clear; learning is not limited by time and place and avoiding face-to-face contact can effectively relieve anxiety; finally micro mobile learning can stimulate the learning enthusiasm.

The Implementation of the Micro Mobile Learning College English

Based on the present situation of the above, we apply college English WeChat public platform, “Home of English Learning”, regularly sending information on courses this term.

(1) Learners analysis

“Home of English Learning” uses Tencent WeChat public subscription service platform. To meet the needs of the experiment, the teacher told the 264 students the WeChat name in public, and half a month after the launch, up to 189 students joined, then in the future some joined and some quit.

(2) Learning content analysis

According to college teaching content and progress, “Home of English Learning” altogether construct 24 pieces of information, each teaching unit having three pieces of information, content, and basic content being the interpretation of some key words, the interpretation of grammar points, the introduction of background knowledge, and some English knowledge and the methods of learning English. In view of the situation of micro mobile learning, published graphic content is short and concise, reading time limited in 3 minutes or so, the video also in 5 to 8 minutes, conforming to the characteristics of fragmentation. The releasing time is arranged in the order of “before class”, “in the class” and “after class”; releasing time interval is 2 to 3 days.

(3) Learning behavior analysis

A few hours after releasing the content, reading quantity reach a peak and then decline gradually, and once again it reaches a small peak before class. It shows that the students in the class has done the review before class. In the process of learning, some students collect and share information, and some individual students reply directly in WeChat, interacting with the teacher; and some of the students review the previous knowledge or information through the message automatic reply function [8]. Teachers can log in WeChat public platform, by querying the traces of the learning situation of students; prepare teaching arrangement and teaching progress.
College English Mobile Micro Learning Effect Evaluation

At the end of the semester, the teacher makes the questionnaire survey by the public vote management functions of the platform. Up to 83% of the students think WeChat public platform of learning content is good for their college English learning; at the same time, 96% of the students expressed satisfaction with the way of college English teaching provided by WeChat public platform. Students said it is useful for them to use their fragmented time, and micro mobile-learning of college English learning are of great help. It has been proved that WeChat public platform assisting college English teaching is feasible.

Problems in WeChat Public Platform Assisting Micro College English Mobile

Solution of the Problem of “use or not to use”

Because WeChat public platform is still in its infancy in some universities, it is only used as an information exchange platform. Therefore, faced with the new information environment, the teachers and students should realize the importance of micro learning, and recognize the WeChat public platform will alleviate some introverted students’ anxiety when they communicate with the teacher face to face, improving the effect of college English learning, changing traditional teaching idea, overcoming the fear of new information technology.

Solution of the Problem of “why”

In today’s information age, knowledge update more quickly. The students not only want to acquire the professional knowledge, but also hope the teacher can also give guidance in the micro mobile learning. This makes higher requirements in the teacher’s professional ability. In the mobile Internet era, therefore, college teachers should realize the impact of information technology on the traditional teaching way, make the advanced education theory as the guidance, and establish a teaching mode with teachers as the leader, and the student as the main body, by means of information tools such as WeChat and QQ, using the modern education technology to realize the teaching reform of college English.

Solution of the Problem of “how to use”

At present, there are hundreds of English-learning APPs in the market, but we also notice that few are closely related to real college English learning. This requires college teachers to be familiar with network disks, WeChat public platform, excellent APP, and the advantages and disadvantages of all kinds of dictionaries according to students’ situation and the goal of the course requirements. Even this makes the teachers do personalized teaching by making micro video, micro course ware etc. according to their aptitude. At the same time, combining with their own teaching actual demand, college teachers should send these useful and beneficial information through WeChat public platform according to the course syllabus to help students in their learning.

Solution of the Problem of “how about using WeChat”

WeChat public platform for the student’s autonomous learning provides favorable conditions for students, and students’ learning effect should also be paid attention to. The teacher should select and send pictures, text, video and other information which can meet the needs of the classroom teaching through WeChat public platform. The information must combine interest and informative nature together, improving the enthusiasm of students’ autonomous learning. At the same time, the teacher can also do some survey about students’ opinions or suggestion on a particular chapter, or some knowledge or teaching methods by WeChat voting public platform and information interaction. By this way, WeChat public platform is used for improving the effect of college English teaching. The teachers in colleges and universities should strengthen individual learning.
Reference


