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# An Analysis on the Application of Mobile Learning Community Construction in College English under the Background of “Internet +”

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**Abstract:** With the advent of the “Internet +” era, mobile learning has increasingly become an important way for college students to learn English. On the basis of explaining the connotation and characteristics of the mobile learning community, this paper analyzes the necessity of building a college English mobile learning community, and puts forward some strategies, such as transforming teaching concepts, integrating high-quality resources, creating situations and optimizing teaching design, in order to provide references for college English teaching reform.

**Keywords:** “Internet +”; Mobile learning; Learning community; College English

## Introduction

With the rapid development of modern information technologies such as mobile Internet, big data and artificial intelligence, “Internet +” is profoundly influencing and reshaping the mode and ecology of education. Mobile learning has become an important way for college students to acquire knowledge because of its advantages of convenience, openness and interactivity. In this context, exploring the construction and application of mobile learning community in college English teaching is of great significance for improving teaching quality and promoting students' development.

### 1. Connotation and characteristics of the mobile learning community in the “Internet +” era

Mobile learning refers to the learning activities carried out by learners using wireless mobile devices at any time and any place. It breaks through the limitation of time and space of traditional classroom and provides learners with a more independent, flexible and open learning environment. In the “Internet +” era, mobile learning has gradually shifted from individual behavior to group interaction, and learners connect with each other through mobile terminals to form a learning community. This kind of community is based on the common learning goal, and the members carry out interaction and cooperation such as experience sharing, resource co-construction and problem discussion through the network platform, so as to realize knowledge internalization and ability improvement.

The mobile learning community has the following characteristics: First, openness. Learning is no longer limited to fixed places, and learners can access massive network resources anytime and anywhere, and communicate with learning partners from different backgrounds. Second, autonomy. Learners can choose the learning content, progress and way according to their own needs, and truly become the master of learning. Third, interactivity. Learners, teachers and students can easily carry out dialogue, discussion and collaboration, jointly explore problems, share insights, and generate sparks of wisdom in the collision communication. Fourth, situational. Mobile learning can closely combine knowledge learning with practical application, so that learners can feel the charm of language in real situations, and cultivate cross-cultural communication ability.

### 2. The necessity of building a college English mobile learning community

Mobile learning can meet the personalized and independent learning needs of students to the maximum extent. Students can use the fragmented time to choose the appropriate learning resources and learning pace according to their own language level and learning style. Teachers can also push personalized learning content according to the learning situation to achieve individualized teaching.

Mobile learning provides a convenient channel for teachers, students and students to interact. Learners can ask questions and discuss through mobile terminals at any time, and teachers can also give timely answers and guidance. Students can encourage and supervise each other, make progress together, deepen understanding and improve ability in collaboration.

Mobile learning makes English go out of the classroom and integrate into life. Students can use mobile devices to record English scenes

in their lives and share comments on social platforms to make language learning vivid. Contextualized and practical language learning is more conducive to stimulating interest and cultivating language sense.

### **3. Strategies for the construction of college English mobile learning community under the background of "Internet +"**

#### **3.1 Change the teaching concept and establish learner-centered consciousness**

To build a mobile learning community, teachers should first update their educational concepts and establish a learner-centered consciousness. Teachers should be the designers, organizers and guides of learning activities, respect students' individual needs and independent choices, and create a relaxed, open and equal learning atmosphere. In the teaching process, teachers should guide students to think positively and participate actively, and encourage them to carry out mobile learning practice through group collaboration and project exploration. At the same time, teachers should attach importance to giving play to students' creative potential, encourage them to share their learning experiences and display their learning results through mobile learning platforms, and enhance their sense of learning acquisition and self-confidence.

For example, teachers can initiate topic discussions in mobile learning communities to encourage students to express their opinions. In response to the student's speech, the teacher does not simply judge whether it is right or wrong, but further asks the students why they have reached this point of view, and encourages the students to analyze the problem from different angles. In the process of exchange of views, students reflect on their own way of thinking, learn to put themselves in others' shoes, respect differences, and improve the ability to analyze problems and express opinions. Teachers change from "lecturers" to "facilitators", using heuristic and open questions to stimulate students' thinking, so that students can improve their ability in the process of actively building knowledge.

#### **3.2 Integrate high-quality resources and build a personalized learning platform**

The key of mobile learning lies in the richness and appropriateness of learning resources. College English teachers should fully integrate high-quality network resources and push them to students according to their aptitude. Teachers can use MOOCs, micro-lessons and other forms to develop highly targeted micro-courses such as pronunciation, grammar, vocabulary and reading to meet the needs of students to learn anytime and anywhere. At the same time, teachers should guide students to independently select and evaluate online learning resources to improve information literacy.

In addition, schools can build school-based resource libraries and learning platforms, bringing together excellent teaching designs, micro-lesson resources, exercise question banks, etc., to facilitate teachers and students to co-build and share. Modules such as intelligent recommendation and learning situation analysis can also be embedded in the platform to accurately push personalized resources according to students' learning behavior data and promote the improvement of learning effects.

For example, schools can work with English learning APP developers to customize their own learning platforms that meet the school's teaching goals and learning conditions. The platform is not only rich in listening, speaking, reading and writing resources, but also embedded with intelligent functions such as speech recognition and automatic correction, which can diagnose and feedback students' language errors in real time. Teachers can check students' learning progress and completion in the background, and carry out targeted individual counseling. Students can also arrange their own daily learning tasks and participate in ranking PK, which adds fun and competitiveness. Personalized and intelligent mobile learning platform can fully mobilize students' learning initiative and improve learning efficiency.

#### **3.3 Create situations to promote collaboration and interaction**

Language learning requires application and practice in real contexts. Mobile learning should make full use of the shooting, recording and other functions of mobile devices to provide students with immersive and interactive learning experience. Teachers can create language situations close to life and guide students to feel and use language in real scenes.

For example, teachers can initiate "English street interviews" in mobile learning communities. Students record interviews with foreign friends through mobile phones to understand their views on Chinese culture. In the interview process, students need to use English to ask for directions, introduce the characteristics of their hometown, share the Internet life, etc., so as to transform language knowledge into practical ability. Students can also share interview videos in the community and comment on each other's learning experiences. This kind of immersive and project-based language practice enables students to master the language in application and improve their ability in interaction.

In addition to teacher-student interaction, mobile learning pays more attention to collaboration and communication between students. You can set up study groups and carry out activities such as "learning partners" and "mutual assistance". Group members regularly exchange their learning experience online and urge each other to make progress; When you encounter problems, you can always ask for help in the community to help others. Groups can also carry out English competitions, debates, etc., to make progress together in healthy competition. The collaborative and mutual assistance learning atmosphere enhances the sense of participation and gain in learning.

### 3.4 Optimize the teaching design and realize the combination of online and offline teaching

Mobile learning should be closely combined with classroom teaching, complementing each other's advantages, and realizing mixed teaching online and offline. This requires teachers to carefully design teaching links and organically integrate personalized mobile learning with face-to-face classroom teaching.

For example, when learning the topic of "speech", teachers push TED talk videos on the platform before class, allowing students to learn through subtitles and text. Students can use fragmented time to listen and read repeatedly to explore presentation skills in the community. In class, the teacher comments on the language features and structural points of excellent speeches, and guides students to practice speeches in groups. After class, students write speeches and record videos for community review. Teachers give guidance on students' intonation and body language. Students will present the revised speech in class and continuously improve it in the student evaluation. Repeated practice and continuous polishing online and offline make language learning efficient, interesting and fulfilling.

## 4. Conclusion

In the "Internet +" era, the mobile learning community has brought many possibilities to the reform of college English teaching. Teachers should take the initiative to embrace information technology and explore new models of mobile learning. Only by taking students as the center, integrating high-quality resources, creating real situations and optimizing teaching design can students be motivated to learn, cultivate their language application ability, independent learning ability and collaborative exploration ability, and create a new situation in English teaching.

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