

# The Research on the Teaching of College English in the Era of Mobile Interconnection

## —A Study Case of College English Teaching in an Independent College

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### ABSTRACT

In order to improve the quality and efficiency of talent's cultivation, this study proposed a college English teaching strategy based on mobile interconnection technology. The strategy took college English teaching in an independent college as the research object. Firstly, through comparative analysis, this study summarized the characteristics of college English teaching in the era of mobile interconnection. Secondly, it used a series of methods including surveys and interviews to sort out the main issues in college English teaching in independent colleges and the reasons for it. Lastly, on the basis of fully integrating the connotation of the times and the teaching rules, the core content of the reshaping of the college English teaching concept for the requirements of the mobile interconnection era is put forward as well as the vital transformation of the main functions of the construction of the teaching platform and teaching supporting guarantees. The effectiveness and urgency of the above-mentioned strategies have been fully demonstrated through the online teaching of college English during the raging period of the new coronavirus.

**Keywords:** Mobile interconnection, college English, teaching reform, teaching strategy

### 1. INTRODUCTION

With the rapid development of science and technology, human society has entered a user-centred era of mobile interconnection while changing people's traditional production and lifestyle; it is also changing the teaching of college English. Educators at home and abroad have carried out research on this and achieved certain results. However, there are common problems such as more experience introduction, less mechanism analysis, more application levels, fewer discipline characteristics, more phenomenon descriptions, and fewer response measures. After finding out the reasons, an important factor is that the practical exploration of college English teaching in the era of mobile interconnection is not in place, and theoretical research is not in-depth. In view of this, this study took college English teaching in an independent college in the mobile interconnection era as an example, and then objectively analysed the current difficulties and causes of college English teaching based on a deep understanding of the characteristics of college English teaching in the mobile interconnection era, then finally put forward college English teaching strategies that corresponded to the demands of the era, which was expected to develop the quality and effectiveness of college English teaching.

### 2. THE CHARACTERISTICS OF COLLEGE ENGLISH TEACHING IN THE ERA OF MOBILE INTERCONNECTION

With the improvement and application of mobile interconnection technology, significant reforms have taken place in education. In particular, college English teaching has broken the old closed and inefficient system for the purpose of simply imparting knowledge, and initially built a flexible and open system with ability training as the core. Compared with the tradition, the new system has the following distinctive features in college English teaching of the new era:

#### 2.1. Universality

In the traditional sense, the development of college English teaching activities is affected and restricted by some objective factors such as time and space. For example, teaching needs to be carried out at a specific time and in a specific place. With the progress of science and technology, not only has 4G deeply penetrated all aspects of people's life, work, and study, but also 5G has arrived, coupled with the rapid popularization of mobile interconnection devices which includes smartphones and Pads on university campuses, leads to a vital material

foundation of freeing up the limitations of time and space in the teaching of college English, so that college English teaching can be carried out not only in the classroom, but also anywhere, not only at a fixed time, but also at any time. Eventually, college English teaching becomes a widespread existence.

## **2.2. Pertinence**

The fundamental purpose of the continuous innovation of teaching model is to improve the effectiveness of knowledge transfer through the optimization of teaching organization, but from the actual effect, it is difficult for the traditional college English teaching model to achieve the above purpose. As one of key factors, the reason is that it is restricted by teaching means. No matter how it changes, college English teaching is essentially a teaching model centred on teachers, textbooks, and classrooms. In the era of mobile interconnection, with the help of the ubiquitous Internet, convenient smart devices and English teaching platform with powerful functions, teachers are no longer purely instructors of English knowledge, but become directors of English learning, while students are no longer passive receivers of English knowledge, turn into the initiator of English learning on the contrary. Therefore, college English teaching in this era can completely get rid of the constraints of traditional factors, and flexibly construct a corresponding college English teaching model according to student characteristics, learning needs and training requirements.

## **2.3. Flexibility**

There are natural discrepancies between students as independent individuals. However, in traditional college English teaching, teachers who are the centre of knowledge's transfer not only control the teaching process, but also determine the teaching methods. All students accept the same knowledge indiscriminately under the same teaching conditions, which will inevitably restrict students' development in the long run. The reason why this situation happened is the shortage of college English teaching resources which is as an important factor, and the inherent attributes of traditional college English teaching determine that it cannot reconcile these contradictions. In contrast, in the era of mobile interconnection, college English teaching resources are extremely rich; teachers are not the only centre of knowledge transfer anymore. Consequently, all students can customize learning content according to training requirements with a combination of their own actual demands, and then choose learning methods flexibly, so that college English teaching is able to return to the road of teaching students in accordance with their aptitude.

## **2.4. Intelligence**

The test of the teaching effect of college English has always been a difficulty, but in the era of mobile interconnection, it provides an opportunity to solve the above problems. For instance, with the support of big data, cloud computing, AI and a series of technologies, teachers have the means to monitor each student's English learning situation for the first time, and they can also provide each student with the best English learning strategy. Besides, every student was able to participate in English interactive communication anytime and anywhere, and for the first time to get the most needed assistance of English learning at the right time. It can be said that this era makes college English teaching tend to be more intelligent, which not only gives teachers the tools to objectively and systematically test the effects of their English teaching, but also gives students the means to comprehensively and truly test their English learning effects [1]. In addition, it can also provide the best solutions in time based on the feedback results, which are difficult to achieve in traditional college English teaching.

## **3. THE CURRENT PROBLEMS IN COLLEGE ENGLISH TEACHING**

Charles Dickens, a British writer wrote "It was the best of time, it was the worst of time" in his novel named *A Tale of Two Cities* to depict the time he was in. Nowadays, college English teaching is in a similar era as mentioned above in the novel, namely, the transitional period from traditional college English teaching to college English teaching in the era of mobile interconnection. Accordingly, it brings us confusion and confusion at the same time while it brings us convenience and efficiency. The main reasons are as follows:

### **3.1. Teachers Factor**

As a language subject that focuses on communication, the role of teachers is particularly important, and the requirements for their ability and quality are correspondingly high. However, in fact, there is a situation that ability and quality of some English teachers in independent colleges are far from the requirements, which is especially prominent in the era of mobile interconnection. More specifically, the first is that the teaching concept is backward. Some English teachers in independent colleges are accustomed to cramming methods of teaching in a way of high-consumption and low-efficiency and only focus on the simple transmission of English knowledge while ignore the comprehensive cultivation of students' English ability and quality. The second is the single method and means. Some English teachers in independent colleges are in the habit of teaching in traditional methods, and they reject English teaching APP and other teaching tools that have the

characteristics of the era of mobile interconnection, which causes the teaching to be out of touch with the times, which is as presented in Table 1. The third is weak information literacy. Necessary information literacy is the basic requirement for every college English teacher in the

era of mobile interconnection, but this happens to be its weakest link. This contradiction is particularly sharp in online teaching during the raging period of the new coronavirus.

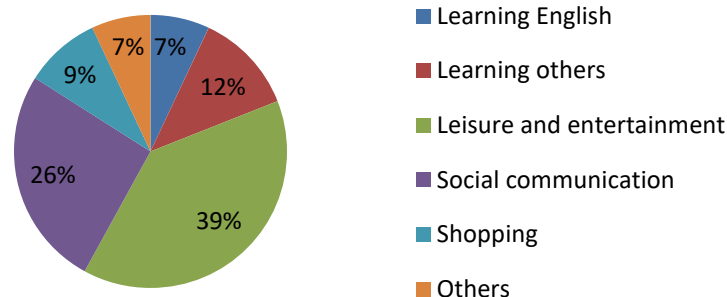
**Table 1.** Common teaching methods of English teachers in an independent college

Teaching methods	Proportion
Multimedia projection tools such as PPT and Action	95.2%
QQ video, Iqiyi and other audio and video playback tools	57.1%
You Academy, Dingding and other apps	9.5%
Audiovisual equipment such as tape recorders and DVD players	23.8%
Teaching aids such as blackboard and chalk	42.9%
Other	33.3%

### 3.2. Students Factor

Teaching can be divided into two meanings which include not only the "teaching" of teachers, but also the "learning" of students. Nevertheless, the current students as the main body of "learning" turn into a major factor of restricting the expected results of college English teaching. More concretely, the reason is to begin with the uneven foundation. In this respect, independent colleges have diverse sources of students, several of English foundations, and even large differences. However, under the current teaching model, teachers are not able to treat students indiscriminately. The result will inevitably lead to disappointment, anxiety and even boredom in some students, which may affect their learning effect. The

second is improper learning strategies. In the era of mobile interconnection, the Internet is flooded with various English resources. Some independent college students cannot withstand the temptation and are used to search answers online, which lacks independent thinking, and deviates from the original intention of college English teaching. The third is the misunderstanding of learning attitude. The characteristics of language courses determine that teach college English is inseparable from diligent study and hard practice. In this respect, mobile devices provide a great convenience for them. However, mobile devices often have entertainment functions, and some students from independent colleges have a weak sense of self-discipline and a lack of effective supervision. As a result, they indulge in entertainment and neglect their studies, which is as presented in Figure 1.



**Figure 1** Distribution of smartphone usage among students in an independent college

### 3.3. Supporting Factor

At present, although independent colleges provide great support for English teaching in terms of hardware construction and software development, the feedback effect is not satisfactory. The reason is that insufficient supporting facilities become a main factor. Firstly, the planning and design are not systematic. For example, many independent colleges have built English learning platforms, but the resources on the platforms are very scarce. Secondly, the application functions are imperfect,

which are mainly manifested in the lack of innovation, pertinence and adaptability. Moreover, there is even the phenomenon of directly transferring the PC to the APP, which seriously reduces the students' English learning experience. Lastly, the institutional mechanism is not sound. The traditional teacher-student relationship in the era of mobile interconnection will inevitably weaken. Owing to this, there must be a scientific system and mechanism to ensure the smooth development of college English teaching. Nevertheless, during the epidemic, some independent colleges relied on mobile networks to carry out English teaching and exposed the phenomenon that

there are a lot of busy but purposeless teachers and students, which illustrated the lack of this aspect.

#### **4. THE COPING STRATEGIES FOR COLLEGE ENGLISH TEACHING IN THE ERA OF MOBILE INTERCONNECTION**

With the advent of the mobile Interconnection era, many fields will face changes, and there is no exception for education. Accordingly, for college English teaching, we should follow the trend, seize opportunities, take the initiative, and scientifically construct a new college English teaching system that fits the requirements of the times.

##### ***4.1. Break Inertial Thinking and Reshape Ideas***

Technology is the foundation of ideas, and ideas are the support of technology. With the more and more profound impact of mobile Interconnection technology on the education industry, it is necessary to break the traditional college English teaching thinking and reshape the college English teaching concept that satisfies the demands of the times. More specifically, the first is to reshape the role view. In traditional college English teaching, the dominant position of students is often overlooked. However, in the era of mobile interconnection, not only are English learning resources extremely rich, but the channels for students to obtain the required information are no longer restricted to teachers in the traditional sense. "Teaching as the leading and learning as the main body" is truly implemented. At that time, it is inevitable for both teachers and students to be asked for reshaping the view of roles [2]. The second is to reshape the view of information, namely, in the era of mobile interconnection, a college English teacher must not only master certain information skills, but also have the awareness to excavate valuable information from massive amounts of information and consciously serve it in teaching. On the other side, a student should not only have the ability to receive information, but also have the awareness of actively acquiring information. The third is to reshape the concept of teaching. Traditional college English teaching regards people as tools, books as knowledge, and scores as abilities. It has seriously deviated from the original intention of education. In the era of mobile interconnection, the reform of teaching methods objectively requires the transformation of the concept of college English teaching from teacher-centred to student-centred.

##### ***4.2. Grasp the Characteristics of the Times and Promote the Construction of Platform***

An English teaching platform with the characteristics of the times is essential for college English teaching in the

era of mobile interconnection. As a result, its construction ought to focus on the following functions: First, the fragmented learning function, that is, each English learning module of the platform is an independent knowledge point with limited time, but they are related to each other and form a complete English teaching system. It is convenient for students to carry out systematic learning anytime and anywhere according to their needs. The second is the contextual interactive function, which is mainly determined by the characteristics of college English teaching that pay more attention to listening and speaking training [3]. With this function, students can communicate with teachers, classmates and even virtual characters in the simulated scenes constructed on the platform. The third is the personalized customization function, as an individual college English teaching object, the cognitive foundation and learning mode of each student, acceptance ability, and the learning needs of the same individual at different stages are all different, which requires the college English teaching platform to have the function of "teach students in accordance with their aptitude" to meet individual needs to the greatest extent. The last one is the intelligent auxiliary function, namely, the platform can not only obtain the English learning information of each student according to the authorization, but also analyse the information for each student comparatively under the support of big data, cloud computing, AI and other technologies, which can provide the best learning strategy for each student [4].

##### ***4.3. Adhere to Multiple Measures to Ensure the Improvement of Quality and Efficiency***

College English teaching is a complex system engineering involving several of factors. To improve its quality and efficiency, in addition to emancipating the mind and building a platform, it is also necessary to start from the characteristics of the times and identify other key factors. To be specific, one is to strengthen operation and maintenance system, excellent teaching quality is bound to be inseparable from an efficient operation and maintenance system. Consequently, for college English teaching in the era of mobile interconnection, it is important to strengthen the construction of teaching management, teaching security, and teaching regulations to ensure that the college English teaching system is compatible, the rights and responsibilities are clear, the operation is smooth, and the standard is orderly. The second is to improve the resource system, which can be said to be a key part of the college English teaching system in the mobile interconnection era. It includes multimedia resource libraries such as videos, courseware, and handouts that directly serve English learning, and the homework test question bank for testing and consolidating the effect of English learning, and finally the reference database for expanding English learning knowledge, so that it is able to provide students with a comprehensive, open and shared learning resource environment. The third

is to optimize the evaluation system. A scientific and efficient evaluation system for college English teaching is vital for both students and teachers [5]. This requires us to optimize the college English teaching evaluation system based on the premise of accurately grasping the characteristics and laws of teaching in the era of mobile interconnection by following the basic principles of the diversity of evaluation subjects, the scientific nature of evaluation indicators, the simplicity of evaluation process and the applicability of evaluation results.

## 5. SUMMARY

The advent of the mobile interconnection era has brought unprecedented opportunities and challenges to college English teaching. Therefore, to promote the sustainable and healthy development of college English teaching in this era, one is to correctly understand the connotation of the mobile interconnection era, accurately grasp the laws of college English teaching, and recognize the relationship between mobile interconnection technology and college English teaching in a dialectical and unified manner to thereby maximize the role of technology in promoting teaching. The second is to strengthen education and guidance, not only to enable the majority of English teachers to establish a concept of proactive teaching and actively adapt to the college English teaching changes brought by mobile interconnection technology, but also to enable the majority of students to establish a healthy and progressive learning view and scientifically use the convenience of college English learning brought by mobile interconnection technology. The last one is to focus on system construction, not only to ensure that there are available platforms for college English teaching, but also to ensure that the college English teaching platforms is easy to grasp, and can escort college English teaching in the era of mobile interconnection. In conclusion, we must focus on the eternal theme of improving quality and

efficiency, not forgetting our original intention, emancipating our minds, and deepening reforms [6]. Only by this can we create a new situation of college English teaching in the era of mobile interconnection. To sum up, as English teachers, we should make great contributions to the reform of College English teaching and our college's development.

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