

Application of Resource Methodology Strategy for College Students' English Study in Mobile Learning

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ABSTRACT

With the rapid development of network technology and the wide use of mobile devices, mobile learning has gradually become the main way for college students to learn English. Mobile learning has its unique advantages in the time and place to learn, but it also has limitations, such as vulnerable to many distractions. Through analyzing the current situation of college students' mobile learning on studying English, this paper explores the application of resources methodology strategy in college students' English learning, its aim is to improve the effect of college students' English study by mobile learning, and provide learning strategies for reference for those who prefer to study English by mobile learning platforms.

Keywords: college students, English study, resource methodology strategy, mobile learning

I. INTRODUCTION

With the extensive development of mobile Internet technology, the integration of mobile technology and various fields is also deepening. The concept of "mobile learning" originated from the University of California, USA. In 2000, international distance educator Desmond Keegan talked about mobile learning for the first time in his keynote report at the 18th Annual meeting of the Association of Open Universities of Asia [1]. Since then, mobile learning has attracted more and more attention in China. The discussion on the combination of mobile learning and foreign language learning originates from Gui Qingyang's article "M-Learning: The Future of Foreign Language Learning in China". This paper makes a comparative analysis of m-learning and e-learning, and points out that M-learning is the future of Foreign language learning in China [2]. As English is the main object for Chinese to learn a second language, there are many learners of English, and there are also many researches on their learning methods and strategies. But it is undeniable that in the Internet era, mobile learning has a great impact on foreign language learning. Therefore, it is necessary and of practical value to study the strategies to improve the effect of English learning through mobile platforms for college students

II. CURRENT SITUATION OF COLLEGE STUDENTS' MOBILE LEARNING ON ENGLISH

Mobile learning refers to the way in which learners achieve learning behaviors and acquire knowledge with the help of mobile terminal devices and network

technologies. Mobile learning is a new learning method, which is currently adopted by many English learners to complete their learning of English knowledge. It is known to all that English as a second language, its acquisition process is very long, that's why in order to master it well, learners often need to invest decades of time and energy, so the study of its acquisition is of great significance and practical. Through a questionnaire survey of students in an ordinary undergraduate university where the author works, the author has found the following good characteristics of mobile learning on English: Firstly, currently every college student has at least one mobile device at campus, mainly in the form of smart phones or computers; Secondly, in terms of English learning resources, due to the richness of internet resources, college students can access no less than one English learning website or App. Thirdly, in terms of learning interest in mobile resources, most college students are interested in and willing to learn such learning resources due to the rich and diverse forms of resource presentation, such as text, pictures, audios and videos. In addition, mobile learning has other advantages. For example, learning is not limited by time and place, and learners can communicate through various social platforms during the learning process, and even share high-quality learning resources with each other.

However, mobile learning also has certain limitations. And English learners also encounter the following obstacles in the process of mobile learning:

A. Flooded with English online resources but weak ability to distinguish

The popularization of network technology brings convenience to learners, but at the same time, it also causes the congestion of resource information. According to the survey, when facing various English learning websites, many college students cannot distinguish which materials are really suitable for them to learn and how to learn them. Many students even download a lot of English learning materials or apps, but only save them on their computers or mobile phones without taking the time to really learn them. Moreover, the more materials there are, the less they know where to start learning.

B. Lack of English mobile learning plan and time methodology

Accessing to online resources is relatively easy, which leads to the fact that many college students study at will and do not make a strict study plan. But mobile learning is all about self-control and time methodology. So we can find that many students with weak awareness of time methodology and self-control usually spend less time on mobile learning specially when more tasks are added, which ultimately affects the effectiveness of English mobile learning.

C. Excessive network environment interference and low English learning efficiency

For learners, the Internet is a double-edged sword, which not only brings the convenience of learning resources, but also brings various distractions, such as advertising push or social or entertainment information, all of which appear on one mobile terminal device anytime and anywhere. If learners, especially those young college students whose attention is easily disturbed, and do not have strong learning consciousness and initiative, it is easy to cause low learning efficiency.

D. Lack of using mobile learning strategies to improve learning effect

Learning strategies refer to the procedures, rules, methods, skills and regulation methods that learners learn effectively in learning activities [3]. English language learning has certain rules and strategies, such as vocabulary memorizing strategies, listening and retelling strategies. Learners' mastery of effective learning strategies can provide learning quality and effect. According to the survey, college students will consciously use these learning strategies in traditional classroom learning, but in the process of mobile learning, they often pay attention to mobile media and ignore the mastery and consolidation of these knowledge points. At the same time, the overuse of electronic devices also makes students more impatient and more difficult to remember boring theoretical knowledge points.

In view of the above problems that still exist when college students use mobile devices for English learning, it is necessary to introduce relevant strategies to make them try their best to avoid the above problems during the learning process, so as to help students effectively improve their mobile English learning results

III. OVERVIEW OF RESOURCE METHODOLOGY STRATEGY

Resource methodology strategy is a part of learning strategy, which focuses on guiding students to learn how to learn, so as to improve the quality and efficiency of learning. Foreign research on resource methodology strategy originated in the mid-1970s. Early researches have focused on successful foreign language learners. For example, Carol Filcher and Greg Miller (2000) interpreted cognitive strategies, metacognitive strategies and resource methodology strategies in the article Learning Strategies for Distance Education Students, and classified the contents of resource methodology strategies, including resource methodology, learning environment methodology and support from others. The purpose of this study is to find out the theoretical framework conducive to the classification of learning strategies and the determination of special beneficial learning skills in distance education [4]. Catherine S. Shen (2000) pointed out in an Introduction System Course that self-regulated Strategies and achievements in individual and social environment methodology include learning environment methodology and seeking help, and pointed out that individual self-regulated methodology was the key to success in learning environment [5]. In the Learning Strategies in Foreign Language Instruction (2005), Chamot pointed out that the flexibility and appropriateness of a learner's use of strategy was also important for the strategy itself, and that flexibility and appropriateness depended on the learner's ability to make self-evaluation and adjustment on time, that is, whether he/she can make reasonable use of resource methodology Strategies [6]. Nihal and Sertel (2011) mainly provided effective guidance to students on the use of resource management strategies, and encouraged students to be responsible for their own choices [7]. There are few articles on resource methodology strategies and English learning in China. Wen Qiufang (2002) emphasized in her empirical research on English learning strategies that resource methodology strategies included cognitive process methodology and emotional process methodology, both of which had a certain impact on language learning strategies [8]. There are also a few empirical studies exploring the correlation between resource methodology strategies and academic performance in a certain discipline, but there is a lack of research on how to apply resource methodology strategies in mobile learning on English study.

IV. EXPLORATION ON THE APPLICATION OF RESOURCE METHODOLOGY STRATEGIES IN COLLEGE STUDENTS' MOBILE LEARNING ON ENGLISH STUDY

Second language acquisition is a process of information acquisition and processing. In the process of learning, semantic and situational information should be processed in a timely manner so that the learning content can be stored from short-term memory to long-term memory. With its flexibility and portability, mobile learning terminal provides college students who need to learn English with good access to English information. However, mobile platform is a double-edged sword. If learners do not master effective learning strategies to guide their mobile learning, the effect will be something called half effective with twice the effort. Therefore, learners can try to use resource methodology strategies to ensure and improve the effectiveness of mobile English learning. Resource methodology strategy mainly includes four aspects: time methodology strategy, environmental methodology strategy, effort methodology strategy, and academic help strategy [9].

A. Using time methodology strategy to make appropriate learning plans

The time methodology strategy emphasizes the reasonable planning and effective allocation of time in the learning process to facilitate the completion of learning tasks of different difficulties. Learning plan refers to to-do lists students need to complete and the time they need to finish it. It has various forms, such as term plan, monthly plan, weekly plan, and even daily plan. When making the plan, students should pay attention to the following questions: First, the schedule should not be too long or too short. According to a survey, studying on electronic devices is easy to cause visual fatigue, and because of visual fatigue, students' attention will be greatly weakened. Therefore, the plan should be set for a reasonable time, too short or too long will affect the implementation of the plan. Second, language learning characteristics and learners' circadian habits should be taken into account when making plans. For example, some students are energetic in the morning and full of energy after a night's rest. This is the best time to do some memory exercises via mobile devices, such as reciting articles, reviewing and memorizing words. For other students, their energy is better in the evening than in the morning, so their study tasks should be adjusted accordingly. In the morning, they can just read English novels or listen to the news, which can improve their concentration. Thirdly, in view of the characteristics of mobile learning, the learning plan should be as detailed as possible. After the plan is made, students need to evaluate the whole plan to know whether the various parts of the study plan can be implemented and connected smoothly.

B. Taking environment strategies to create a favorable mobile learning environment

Environment strategy emphasizes the creation of a quiet and special learning environment to ensure that students are exposed to a reasonable learning environment and improve learning efficiency. Due to the immediacy of mobile learning, the location where students use mobile devices to learn English is variable, so the environment of mobile learning is also uncertain. Learning environment can be controlled effectively by adopting learning environment strategy, such as the adjustment to the natural environment. For example, if students use mobile devices to study English in the sun or on the bus, strong light or vibration will make students feel visual fatigue in a short time and reduce their efficiency; Or if students study on a noisy street or dormitory, noise and chatter can also make it difficult for them to fully concentrate on what they are studying and thereby reducing their learning efficiency. The positive aspect is that the learning environment can also be adjusted. For example, if students use devices with low power, they may need to stop or quit learning to charge, which is not conducive to the improvement of students' English learning effect. In addition, some motivational words can be added to their desks to improve their learning enthusiasm and achieve the purpose of improving learning effect. Therefore, college students need to learn to use learning environment strategies to effectively design their learning environment when carrying out mobile learning on English study.

C. Adopting the efforts methodology strategy to improve the enthusiasm of self-study

The efforts methodology strategy emphasizes on stimulating learners' intrinsic learning motivation and self-reinforcement to improve their learning drive. Different from traditional classroom learning, mobile device learning belongs to the mode of individual autonomous learning, which has a high requirement for learners' subjective initiative, that is, learners are required to actively participate in their own learning process. Efforts methodology strategy mainly includes adjustment of mentality, stimulation of internal learning motivation and self-strengthening measures. In the process of mobile learning on English subject, students should take relevant measures to concentrate their attention, reasonably manage their emotions and stimulate their inner morale so as to finally improve their learning efficiency. For example, if a person always keeps a negative mood, when learning English, he/she will easily shift his/her attention away from relevant learning content if he/she meets a little difficulty. At this time, students can do some self-motivation hints, for example, they can tell themselves that if they focus on learning the material in front of them, they will certainly be able to complete the task, and they can also get better results. Therefore, efforts

methodology strategy can avoid low learning efficiency caused by habitual mind wandering.

D. Using academic help-seeking strategy to improve efficiency in mobile learning

Academic help-seeking strategy emphasizes that learners actively seek help from the outside world to improve learning efficiency when they encounter difficulties in the learning process [10]. English is a subject that requires a lot of practice, especially with people who know the target language. According to the academic help-seeking strategy, teachers, classmates and friends are the most important social help objects in the learning process. Therefore, when it comes to English mobile learning, some classmates or friends with the same goal can be found to form study groups or partners to study together and help each other if necessary. The effect is much better than when learners practice alone. At the same time, learners can also make full use of teachers' resources, which can not only assist in answering questions, but also play a leading role in supervision. Learners, for example, ask the teacher for a variety of learning methods and skills such as listening skills and reading skills, or getting some feedback and requests from teachers via the mobile learning devices record data, which can help them find inadequacy, this will be helpful for learners to deepen the understanding of learning difficulties, so as to improve the effect of English learning

V. CONCLUSION

For college students born after 1995, who grew up in the information age, mobile learning is more attractive than traditional learning. Various courses such as mobile learning for college students to learn English will also become more and more popular. Although mobile learning has many advantages, such as flexibility and convenience, the disadvantages are more obvious. Through the use of resource methodology strategy, students can be guided to conduct mobile learning on English study more effectively, so as to achieve a better learning effect.

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