Research Paper

A Study on College Student's English Listening Learning Under Mobile Learning Platform–Taking Daily English Listening APP As an Example

Chen Liuye
School of Teacher Education, Zhejiang Ocean University

ABSTRACT: *College student's English listening learning under mobile application platform caters to the students' learning needs in the new era, and provides them a novel learning style of anytime and anywhere, which has gradually become the new learning trend. This study made a close research on the literature review of college student's English listening learning under mobile application platform at home and abroad, and analyzed the feasibility of English listening learning by using smart phone, and took Daily English listening APP as an example to investigate the college student's attitude toward mobile English listening learning. This study is helpful to guide college students to do English listening mobile learning based on smart phone application platform and improve their English listening level, at the same time, this study also promotes the concept of mobile learning. Besides, it will offer the data for the development of English listening mobile learning software.*
KEYWORDS: *College English Listening learning; Mobile learning application platform; Mobile English listening learning.*

I. INTRODUCTION

With the rapid development of computer technology, network technology and communication technology, mobile learning based on smart phone platform gradually attracts people's attention. Mobile learning is the extension of digital learning, which reflects the demand for educating and occupation developing in knowledge-based economy society and the actual application of mobile communication technology in education area, therefore, English listening learning assisted by mobile phone application is an inevitable trend. Based on this background, scholars at home and abroad regarded the mobile learning under mobile application platform as an important study field, and triggered a heated discussion about this.

Mobile learning began in America. In 1994, Carnegie Mellon University carried out a project called "wireless Andrew" enabling students to freely enjoy the convenience brought by wireless communication technology supported mobile learning. In recent years, the research on applying the mobile communication devices in foreign language learning especially English learning under mobile application platform has drawn a wide attention of researchers abroad of education field. Clough Gill and Jones Ann pointed out in the paper of Informal Study Under Online Mobile Devices that the features like removability, store capacity, computering performance and convenience, etc. intrigued learner's interests toward English learning, and that promoted them to choose smart phone assisting the mobile English listening learning process. Leda M. Santos and Nagla Ali put forward in Exploratory of informal learning supported by smart phone that mobile technology like smart phone brought about a new style of learning, and broke up the limitation of classroom, so that learners could share and access information, cooperate with others, which increase the efficiency of English listening learning. Timothy G. Collins in Online Classroom: Mobile Learning of Language by Using Cell Phone came up with the opinion that cell phone using in mobile learning of language can help students explicit the goal of language learning and encourage them to participate in the language learning process. Wu-Yuin Hwang thought, in his paper The Effects of Mobile Devices on English Listening and Speaking Skills, mobile phones raised students' expectation of learning activities and helpful to develop their English listening skills. Peter White and Roland Sussex found

learners' positive attitude of using mobile phone to learn English in The Possibility of Mobile Phones in Improving English Listening and pointed out mobile phone's impact of encouragement to learners.

The domestic research about mobile learning based on mobile application platform has a late starting. Compared with European and American countries, there exists long distance between those countries and our country both in the research scale and level. We placed emphasis on the theoretical exploration of mobile learning in the beginning, for example, in 2000, Open Education Research sequentially published Qiu Weiting's preliminary Exploration of Mobile distance Education and the Irish distance education expert, professor Keegan's From the Distance Learning to Electronic Learning and Mobile Learning interpreted by Ding Xingfu, both of which put forward the concept of mobile learning.

In recent years, with the development of mobile communication technology and the popularization of smart phones, a great number of researchers in the education field began to carry out studies on English mobile learning under smart phones. For instance, Jia Jinlin and Yang Yuhui in their paper Research of Mobile Learning Based on Smart Phone, analyzed the functional characteristics of smart phones on the basis of studying the current status of mobile learning, they also analyzed the feasibility of mobile learning by smart phones and explored in detail the suitable way of learning through smart phones from the angle of technology. Su Jianying in The Effects of Smart Phone in Improving English Learning of Junior High Level pointed out that the smart phone was helpful to intrigue students' interests in English learning. Wang Min's The Design and Development of software for Intelligent Mobile Phone Mobile Learning System Based on Android as well as Sun Dan and He Ye's Research and Implementation of Practical English Learning Software Based on Android pointed the promoting effects of smart phone in assisting the English learning process with fractional time. Su Wenqian and Chen Yumei in the paper Study on College English Listening Mobile Learning Based on smart phone raised the opinion that mobile learning reformed the traditional English listening teaching model and brought new opportunities in improving student's listening and speaking ability. Liang Yingshan in A Study of Smart Phone-based Mobile Autonomous Learning on Higher Vocational College English Listening put forward that as the maturity science and technology and the plebeianized price of smart phones, college English listening mobile learning based on smart phone will be a trend in the future.

In conclusion, it is a new area to learn English listening through mobile learning style based on smart phone platform. Besides, with the continuous improvement of mobile phone's functions, as well as the sustained decrease of price of mobile, the mobile English listening based on smart phone will has a broad space for development. And the convenience and flexibility of this learning style will produce a profound influence to the English education practice in the future.

II. METHODOLOGY

This study used quantitative methods, The instruments applied in this research was the questionnaire. The author handed out 49 questionnaires to 49 students in English Class 1 of Zhejiang Ocean University, and received 49 effective questionnaires, which account for effective rate of 100%. As an English listening learning application, Daily English Listening APP is not only in accordance with scientificity and systematicness in presenting the listening materials, but also try its best to meet the user's needs, therefore the assessment of the user plays a certain guiding role for the optimization and upgrading of Daily English Listening APP. The questionnaires were filled in by anonymous, besides, each question had the corresponding option and won't be judged by true or false.

The questionnaire was designed for the following reasons. At first, the versatility of the questions allowed this investigation to gain much information about the participants, such as their attitudes toward mobile English listening learning and the overall assessment of it which cannot be acquired by observation. Second, the students were quite truthful to the questions in the questionnaire for the participants don't need to write their names on the questionnaires. Third, the questionnaire was an economical way to do this investigation, because it is relatively quick and efficient to collect the questionnaire data, furthermore, the data were more uniform and easy to be analyzed.

The questionnaire consists of five parts and 13 questions, The questionnaire is finished by giving the score of each question, if the comment does not describe the application at all, choose 1; if the comment does not describe the application, choose 2; if the comment can be used to describe the application, choose 3; if the comment describe the application, choose 4; if the comment completely describe the application, choose 5.

The author designs the questionnaire from five aspects, and they are English pronunciation learning, vocabulary learning, English listening lesson, using feedback and overall evaluation, there are 13 question in total, the outline of the investigation is presented as follows, and the research details will be presented in this thesis later.

The first part of the questionnaire is about the pronunciation learning with Daily English Listening APP, which is set to know the phonology teaching of this application as well as student's attitude toward the pronunciation learning. The second part of the questionnaire is vocabulary part, which can help the author know

whether the vocabulary size can meet different student's need, and collect student's attitude toward vocabulary learning. The third part of the questionnaire is English listening lesson, which aims at investigating the degree of practicality and difficulty. The fourth part of the questionnaire is using feedback, which is designed to investigate the student's using experience of Daily English Listening APP, and mainly refers to their learning habits and using frequency, as well as their attitudes toward the relationship between mobile English listening and the classroom listening learning. The last part of the questionnaire is student's overall evaluation toward Daily English Listening APP.

III. DISCUSSION

Before answering the questionnaire, the author has told the participants that the results of the questionnaires will be applied into the research and the outcomes will not influence their marks, therefore, the participants were not acquired to write their names on the questionnaire. After all the students finished answering the questions, 49 questionnaires were collected and a heartily gratitude was given to the teacher and the students. The analysis data will be presented more visually in the form of table as follow.

The questions of the pronunciation learning part are mainly set from the aspect of degree of tone clarity and the situation of phonology learning, aim to know the student's degree of satisfaction of this function. The investigation results are as follows.

Question	Score				
	1	2	3	4	5
1. The pronunciation and intonation are very clear	0(0%)	6(12.24%)	15(30.61%)	15 (30.61%)	13(26.53%)
2. The pronunciation learning is intuitive and effective	3(6.12%)	9(18.37%)	12(24.49%)	15 (30.61%)	10(20.41%)
3. The pronunciation learning part is of great help to me	6(12.24%)	3(6.12%)	12(24.49%)	19 (38.78%)	9(18.37%)

Table 1 Analysis of pronunciation learning part

From the results, it can be concluded that over 80% students think that the quality of the pronunciation and intonation of Daily English Listening APP is clear, but there are still a small number of students give their score under three, so Daily English Listening APP should make further efforts to improve its quality of pronunciation and intonation to make sure that users can get standard and clear articulation. Among the students, over half of them think the pronunciation learning is intuitive and effective, yet some students are unsatisfied with the part, from this, it can be concluded that Daily English Listening APP should strengthen the intuitiveness and effectiveness.

Through the analysis of the data, it can be seen that although a part of students are not satisfied with the pronunciation learning, the majority of the students hold a positive attitude toward the pronunciation learning function of Daily English Listening APP. Therefore, it can be concluded that the mobile English listening learning application is accepted by college students because of its clear pronunciation and intonation.

The vocabulary learning part of Daily English Listening APP covers many fields, including the listening comprehension part of CET4, CET6, International English Language Testing, Postgraduates Entrance Examination and so on. Therefore the vocabulary size can meet user's needs of different levels. The questions of the vocabulary learning part investigates the student's attitude toward vocabulary learning function of Daily English Listening APP, the results and analysis are as follows.

Question	Score				
	1	2	3	4	5
4. The vocabulary can meet my needs	3(6.12%)	3(6.12%)	9(18.37%)	18 (36.73%)	16 (32.65%)
5. The example sentence for explaining the words are appropriate and easy to understand	5(10.21%)	7(14.29%)	15(30.61%)	3(6.12%)	19 (38.78%)

6. The vocabulary learning part is very helpful to me	0(0%)	1(2.04%)	2(4.08%)	21 (42.86%)	25 (51.02%)

Table 2 Analysis of vocabulary part

From the results of the question "the example sentence for explaining the words are appropriate and easy to understand", it can be seen that the majority of the students think the example sentence is appropriate and easy to understand, while still a minority of them think it's useless, the author considers that it is partly because of the user's dependence to their mother tongue when learning English vocabulary.

In short, over 90% students give a high score to the vocabulary learning part for it has a detail explanation of each word and make the memory process more easy, therefore it can be concluded that vocabulary learning in mobile English listening learning is more popular among the college students compared with the single vocabulary memory.

English listening lesson is the profit part of Daily English Listening APP, and its learning content is classified by the study purpose, such as for studying abroad, passing through the IELTS and training the spoken English and so on. The results and analysis are as follows.

Question	Score				
	1	2	3	4	5
7. English listening lesson is very practical	9(18.37%)	3(6.12%)	6(12.24%)	9(18.37%)	22(44.90%)
8. The explanation of the English listening lesson is easy to understand	15(30.61%)	16 (32.65%)	6(12.24%)	7(14.29%)	5(10.21%)

Table 3 Analysis of English listening lesson part

According to the analysis of English listening lesson part, although over 50% students think it has high practicability in the process of English listening learning, it has not got a high acceptance among the students mainly because the English listening lesson is not free of charge. Most English listening applications have the English listening lesson part, and the users have to pay for it. Therefore, it can be concluded that although the English listening lesson in mobile English listening learning application is useful, it is not generally accepted by the college students.

In the part of using feedback, the author designed three questions, including the student's English listening leaning habit in using Daily English Listening APP, and their using frequency of it, as well as their opinions about whether Daily English Listening APP is an important supplement to the classroom English listening learning. The analysis of this part is as follows.

From the data, it can be seen clearly that the students will cultivate a good learning habit with Daily English Listening APP. Over 70% students use Daily English Listening APP more than five times every week, and many of them think Daily English Listening APP is an important supplement to the English listening class, which means the majority of the students accept the learning style of it, besides, it is a good way to combine the classroom English listening learning with the use of Daily English Listening APP.

Question	Score				
	1	2	3	4	5
9. I am habituated to use Daily English Listening APP in my spare time	1(2.04%)	3(6.12%)	17 (34.70%)	15 (30.61%)	13(26.53%)
10. I use Daily English Listening APP more than five times every week	3(7.14%)	6(12.24%)	21(42.86%)	15 (30.61%)	4(8.16%)
11. Daily English Listening APP is an important supplement to the English listening class	0(0%)	3(7.14%)	12 (24.49%)	19 (38.78%)	15(30.61%)

Table 4 Analysis of using feedback

Lastly, from the analysis of the overall evaluation part, the author finds that most of the students hold a optimistic attitude toward Daily English Listening APP, as a successful mobile listing learning application, it is in high favor with many users. The detailed descriptions are as follows.

Question	Score				
	1	2	3	4	5
12. Daily English Listening APP is easy to use	4(8.16%)	3(7.14%)	12 (24.49%)	12 (24.49%)	18 (36.73%)
13. I will continue to use Daily English Listening APP	3(7.14%)	3(7.14%)	9(18.37%)	15 (30.61%)	19 (38.78%)

Table 5 Analysis of overall evaluation

From the results, it can be seen that over 70% students think the operation of Daily English Listening APP is very easy, it can be concluded that mobile English listening learning as a modern learning style is easy to be accepted by the young generation, and the majority of them are willing to continuously use Daily English Listening APP, which indicate that mobile English listening learning applications produce a positive effect among the college students and the positive effect will keep on in the future.

According to the results of the questionnaire, it is clear that students have relatively high evaluation to Daily English Listening APP. As a tool of mobile learning, Daily English Listening APP possesses the common advantages of the mobile phone application, such as flexibility, portability and easy operation, which make English listening learning under mobile phone application platform popular among the college students.

In addition, Daily English Listening APP also contains rich English listening material resources that covers all aspects of English listening. The various resource of its vocabulary part can meet different-level user's needs and makes the learning process more entertaining as well as gives a great freedom for students to choose the contents they want to learn.

Besides, the operation of Daily English Listening APP is very easy, so the students can use it to listen to English materials or watch English videos anytime and anywhere as long as they have the spare time.

Although Daily English Listening APP possesses many advantages, there exists a few of deficiencies. It has no feedback system for learners to check their learning effects, so this application is not enough systematic, in the future, Daily English Listening APP should focus on the development of its feedback system. And the English listening lesson part is not so popular among the college students, partly because most of the students can not afford the high course fee of Daily English Listening APP, therefore it should adjust the charging structure to attract more students to use.

Though it has millions of users, Daily English Listening APP still a new application in the mobile language learning platform for there has a few functions remain to be improved. In this part, the author used the investigation results to give the assessment and put forward some suggestions to Daily English Listening APP, hope to provide a thought to the future development of mobile English listening application.

IV.   SUGGESTIONS

Suggestions to mobile learning platform developers: After the human beings stepped into the age of intelligence, the emergence of all kinds of electrical devices has been changing people's life enormously. The appearance of various mobile learning platforms facilitate the learning process, and adopt mobile learning platforms to learn English is very simple, especially for college students. In this chapter, the author shall give the suggestions to both mobile learning platform developers and college students.

At present, most of the students would like to get English listening materials through the mobile learning platform, therefore, the systematic English listening materials of accuracy, richness are important for the students, and the construction of mobile learning platform for English listening is of great significance.

As for the development of mobile English listening learning resources, there are some considerations for designing resources. First, the student's interest and learning motivation should be taken into account for the contents would bring about the effect to them. Second, the coherence of the English listening materials are very important, and the combination of various media types of mobile phone, especially the use of the sound, video and other kinds of resources should designed to attract student's attention, and the contents should be diverse and interesting for the students.

Set up an self-evaluation system is useful in the learning process. A good evaluation system can validly arouse the learner's intrinsic learning motivation, and help them realize the deficiency in their own English

listening learning, a positive evaluation will bring the learner a sense of success, therefore strengthen the confidence in the process of English listening learning. Moreover, the English listening lesson should be accessible to all students, the developers should lower the price of the course charge and make it more convenient for students to get the learning resources.

Suggestions to College Students: Student's role is very important in the process of mobile English listening learning, while many students do not have a clear objective or detailed learning plan, and the learning efficiency is not very high in the implementation of English listening learning based on mobile learning platform.

The full play of student's autonomous learning ability is an important factor in the mobile English listening learning process. The students should pay more attention to their learning habits and learning level so that they can have a clear understanding of themselves, and cultivate the autonomy-awareness in English listening learning under mobile learning platform and make full use of it.

It is necessary for students to obtain some practical mobile learning strategies[Ghoneim, N. M. M. The listening comprehension strategies used by college students to cope with the aural problems in EFL classes: An analytical study.[J]. English Language Teaching, 2013, 100-112.]. Firstly, they should have a reasonable time management in mobile English listening learning, they can make a general estimation and then make the arrangements, thus the students can make full use of the time to improve the effect of mobile learning. Secondly, students could divide the complicated task into several relatively easy small targets step by step, because by completing the small target the self-efficacy would be improved, and their learning interest is also stimulated. Thirdly, students should search the English listening materials which are suitable to themselves, although there are a variety of resources in the mobile learning platform, not all of them are suit to each student, so they should choose the most practical one according to their current English listening level.

Mobile English listening learning can fully stimulate student's autonomy, and the core role of mobile learning is themselves, in the learning process, both the mobile learning developers and the students should try their best to make the English listening learning under mobile learning platform more practical.

V. CONCLUSION

The aim of this study is to investigate the present situation of college students' mobile English listening learning via Daily English Listening APP. This thesis states the relevant theories of mobile learning application, the developing status of mobile English listening learning application, and research methodology with the Daily English Listening APP as an example.

In recent years, the mobile learning has attracted a lot of people's attention, at the same time, it also brings many problems that are worthy of studying and exploring. This thesis concluded the research and development of the mobile English listening learning application platform, and take Daily English Listening APP as an example, analyzed the features and learning methods of it, and gave an assessment about it as well, by analyzing the situation that reflected in the questionnaire, the author put forward some suggestions to the further development of Daily English Listening APP.

Generally speaking, there exist some limitations in this study. Firstly, being limited by the technical level, the author did not make a more deep analysis about Daily English Listening APP, therefore, it is not enough to get to know the degree of difficulty of all parts of the this application. Secondly, the small-scaled investigation is not enough to reveal the present situation of college students' mobile English listening learning for only one class takes part in this research, so the investigating group is simplex, it could reflect the using experience of this group, but it could not represent the opinion of the whole college English listening learners. Despite of these limitations, this thesis can provide assistance to the further study.

To make a further research on mobile English listening learning application, the author suggests that other researchers can take a more systematic test with the example of Daily English Listening APP or other applications. For instance, they can make a comparative experiment between two classes, so that the results will be more credible.

On the whole, mobile English listening learning application achieve a high acceptance among the college students group with its clear pronunciation and intonation, and a easy vocabulary memory method, so English listening learning based on mobile learning application is a feasible way to develop the students' interests and autonomy in English listening, and with the maturity of Internet technology and the popularization of smart phone, college students' English listening learning under mobile application platform will have a brighter future.

REFERENCES

[1]. Zhen Weihong, Gao Xiao. (2017). Exploring the Factors Influencing College Students' Adoption of Mobile Phone APP in Their English Learning[J]. College English Teaching &Research(86).

[2]. Jia Jinlin &Yang Yuhui. (2008). Mobile Learning Based on Smart Phone[D]. Zhejiang Normal University.

[3].   Li Jia. (2014). On the Feasibility of College English Mobile Learning in West China——Taking Guangxi University as an example[D]. Guangxi University .
[4].   Ghoneim, N. M. M. (2013). The listening comprehension strategies used by college students to cope with the aural problems in EFL classes: An analytical study.[J]. English Language Teaching:100-112.
[5].   Tian Jianqiu. (2009). Mobile Assisted Language Learning: An Analysis of its Current Situation and Trend of development[J]. Computer-Assisted Foreign Language Education in China: (2), 22-25.
[6].   Ping Yang. (2017). Research and application of mobile teaching platform[J]. Journal of Physics: Conference Series.
[7].   Guiqing-Yang. (2003). M-Learning: the Future of Foreign Languages Learning in the Chinese Context[J]. Media in Foreign Language Instruction(03).
[8].   Ieda M.Santos, Nagla Ali. (2011). Exploring the uses of mobile phone to support informal learning[J]. Education and Information Technologies: 187–203.
[9].   JI Peng-fei. (2008). Study on the Mobile Learning Strategies based on Twitter[J];Modern Educational Technology(09).
[10].   Yang Jian-hua, Lu Wei-zhong. (2009). Design and Implementation of a Mobile Language Learning System Based on Web Services[J],Software Guide.
[11].   任海峰，赵君(2010). 移动学习国内外研究现状分析[J].成人教育: 95-96.
[12].   弓萌(2013). 基于Android平台的大学英语听力学习系统的设计与实现[D].陕西师范大学.
[13].   李强 (2015). 英语专业学生利用移动终端设备学习的现状调查——以内蒙古师范大学英语专业为例[D].内蒙古师范大学.
[14].   梁新珊 (2014). 基于智能手机的高职大学英语听力移动学习研究[J].太原城市职业技术学院学报.
[15].   苏建蕊 (2012). 手机对提高初中英语学习的作用[J].校园英语(05).
[16].   陈玉梅,苏文倩 (2013). 基于手机的英语听力移动学习策略研究[J],教育改革研究.